

# Community Inclusive Trust



## Health Check

## Chapel St Leonards Primary School

**1<sup>st</sup> May 2019**

## **Health Check Arrangements:**

The Community Inclusive Trust ensures that each school within the trust, or schools with whom they are providing interim leadership support, has a Health Check on an annual basis. The Health Check forms the basis on which the school's trajectory is measured and is used to assess a range of school activities. This report gives the results of the Health Check at Chapel St Leonards Primary School on 1<sup>st</sup> May 2019.

### **The Health Check was overseen by:**

Paul Hill	Director of Education: Primary
James Ellis	Headteacher – Ambergate School
Becky King	Associate Headteacher CIT/ Principal Poplar Farm Primary School
Emily Walker	Director of LEARN Teaching School

The following areas give an overview of the conclusions reached:

### **Lines of Enquiry:**

Prior to the Health Check the Director of Education: Primary had visited the school on numerous occasions. The types of visits were mixed with some formally recorded, some for information giving/receiving purposes, some to meet specific members of staff and some to gauge how aspects of the SDP are becoming reality. An initial Health Check was carried out on 11<sup>th</sup> October 2018 the first since academisation and the second CIT had carried out for the school. Following initial health check it was agreed that a follow up would provide specific evidence of the rapid improvement needed to secure pupils development. The lines of enquiry for the Health Check were:

1. Are there clear strategic plans in place with clear timings and milestones to be achieved? The plan must be based on evidence gained from the school's data and scrutinies
2. Is data up to date and complimented by accurate analysis which is then translated into change within groups, classes and individual provision?
3. How has the school established its own mantra in terms of the way in which lesson build and develop learning? Is this applied by all teachers at all times and does it take into account of the different needs of the pupils (differentiation and intervention)?
4. Are all roles in the leadership team defined so that clear lines of responsibility and accountability are in place?

### **Overall Effectiveness**

The members of the Health Check Team were made aware of the key lines of enquiry and information from the last Health Check. During the Health Check it was demonstrated that there is now an increased capacity within the Leadership Team to continue to develop strategic plans and actions for the school to continue its improvement journey.

Conclusions were drawn from a range of evidence including staff interviews, at least one observation of each teacher in all year groups, discussions with pupils, ongoing professional dialogue with the leadership team throughout the day and scrutiny of planning, books and data and analysis presented by leaders.

### **Leadership and Management**

During the day members of the Health Check team spoke to the senior and middle leaders within the school. There is now an increased capacity for strategic planning and the resulting impact within the leadership team. Leaders are now able to demonstrate capacity and have all of the information required in order to show that the school is making good progress. The presentation of the school environment is excellent, classrooms are purposeful, working walls for English and Maths are evident in every classroom and children refer to these regularly for support. Leaders have demonstrated their high expectations for behaviour which have permeated throughout the whole school demonstrated by the good behaviour of children within the school in directed and non-directed times.

The Headteacher engaged fully with the Health Check Team throughout the day. He was able to demonstrate a clear understanding of attendance in the school providing statistical evidence when required together with the actions taken to achieve this. There has been steady progress in the presentation in how Pupil Premium is used since the last Health Check. Now a more coherent understanding of the impact of the well thought out plans must be demonstrated.

Safeguarding is clearly a priority for the school and the Designated Safeguarding Leader and Deputy Designated Safeguarding Leader work closely to ensure that all of the children in school are safe. The DSL's knowledge of the families within the school is vital in providing timely support and challenge. A successful Safeguarding Health Check took place in January 2019 and actions identified have already been addressed which shows a commitment to continuous improvement and further demonstrates the Leadership Team will not accept complacency in any areas. Pupils and staff were all able to answer questions regarding safeguarding. Pupils feel safe and also stated that should there be any incidents of bad behaviour or bullying, then they are dealt with straight away. The safeguarding staff display board continues to be updated regularly.

The EYFS and Key Stage 1 leader has been able to demonstrate clear actions leading to the continued developments in the Foundation Stage. This has led to excellent progress not just in the development of practice but also in outcomes for children in this area. Support and challenge has been provided across Key Stage 1. This has ensured that underperformance has been challenged which has had a significant impact in one class.

The curriculum leaders for both Mathematics and English have Action Plans in place. It is vital that the evidence base for these plans is shared in a coherent and honest fashion and that the areas of need are prioritised accordingly.

#### **Recommendations:**

- Ensure that, in the core subjects in particular, the evidence base used for actions is demonstrated clearly, much of this is detailed on action plans but it now must be shared coherently when scrutinised.
- Leaders need to monitor and evaluate the role of Teaching Assistants closely to ensure the impact of support is maximised.
- Refine the SEF and SDP to show leadership capacity, impact and accuracy of objective setting
- Ensure that key evidence is presented articulately to show the impact leadership and management are having on developments.

### **Teaching, Learning and Assessment**

The Health Check team observed teaching in all of the classes in the school.

Teaching in the vast majority of lessons was good and this shows a continuingly positive picture. Routines are well established within the classrooms and children respond well to these. The observations showed that, in the best lessons: lessons were part of a clear sequence which adapts to the needs of the children both within the lesson and then when teaching subsequent lessons. Flow and purpose in lessons is vital to ensure that progress continues to be made and that AfL opportunities are used effectively. Opportunities within lessons and sequences of lessons of mastery and overlearning ensures learning is thoroughly embedded. Where learning is valued most by the children there are opportunities for discussion and high quality talk.

Behaviour for conduct was at least good in all lessons. Behaviour for learning reflected this in the vast majority of lessons and showed that children's attitudes towards their work and learning is developing from previous Health Checks. This still remains a focus for the school but as a key enabler of good teaching should become further embedded as time moves on.

Work scrutiny was used to triangulate findings from assessment and lesson observations and confirmed the conclusions that had been drawn. The majority of work showed that teachers are planning units of work which have clear progression and ensure that the pupils' next steps are considered and then taught. This represents rapid progress since the first Health Check in 2017 where books had very limited work.

The recent focus on developing marking and feedback and ensuring the school's policy is applied consistently was very apparent and this has allowed inconsistencies in marking to be addressed. Next leaders must ensure that the comments to close the gap between the work produced and the learning objective are of good quality and not too generic. Children's responses to marking must be acknowledged prior to marking the next piece of work and tackled if not accurate.

#### **Recommendations:**

- Good teaching has expertly filled in lot of gaps in order to ensure that children are ready to access age appropriate work. It is now important that children are challenged so that there is no glass ceiling on attainment.
- The school needs to build into its PDM plan regular, purposeful in-school moderation, particularly in writing.
- Where areas of development in teaching are identified leaders must regularly provide targeted support or whole school CPD.
- Aim to develop a coaching culture throughout out the work of monitoring teaching and learning to support all teachers.
- Ensure that marking and feedback continues to consistently follow the school policy.
- Consider the implications of one topic book and the ability to show progression in different subject areas.

### **Outcomes for pupils**

Data within the EYFS shows that children have made at least good progress and a significantly greater proportion of children will achieve GLD at the end of the year than previously. This reflects the rapid improvement in provision throughout the academic year and shows the strength of leadership in the EYFS.

Phonics scores show that the school will be in line with the national average which would show that improving picture from 2018 has been maintained and represents good progress from low starting points.

Key Stage 1 results are currently predicted to show significant improvements versus 2018 outcomes although there will still be a gap between the cohort and nationally expected standards. The accuracy of current predictions needs to be explored and the leadership team needs to show how rigorous moderation has been used to prove the accuracy of these judgements. The gap between attainment is predicted to have closed significantly when compared with 2018 and as such will represent good progress.

Year 6 results are expected to show an increase, although mobility during April will play a part in final statistics. As such, a combined score in line or in excess of 45% is now predicted versus 50% prior to the pupils joining. 50% would represent significant progress without the two pupils and as such 45% will with the new pupils. The lack of consistency in results (combined Reading, Writing and Maths) is symptomatic of the previous under performance but great progress has been made with this cohort in their final year of primary school. The school must continue its focus on ensuring that a greater proportion of the children are leaving the school ready for the next stage of their schooling both socially and academically through rigour in all classes.

The internal tracking system accurately shows the standardised scores for Reading and Maths whilst also showing the percentage of pupils who should reach the expected level for writing. The data analysis allows the school to consider both groups and individual pupils in terms of progress and intervene as appropriate to address areas of concern. The school is currently at the implementation stage of a new assessment system ready for the 2019-2020 academic year.

#### **Recommendations:**

- Develop the cycle of moderation as mentioned previously to ensure that teachers are accurate in their judgements
- As with Self Evaluation, it is critical that key data is easily accessible and included bench marking against the national picture. This must be presented more fluently by leaders.

- Ensure that all data is measured from the end of the previous academic year and initial baseline assessments in order to see if the teaching or coverage is a concern. Consideration should be made of other factors such as mobility.

### **Early Years Foundation Stage**

Developments in the EYFS have continued throughout the academic year with both internal and external support shaping practice. The Foundation Stage is emerging as key area of strength for the school and the school's own self-evaluation is felt to be modest in recognising the developments.

During observations children were engaged and keen to participate. Children initiate activities and are making decisions in their learning. Typically children are all engaged in learning and have the opportunity to explore ideas and interests in depth. All of the children were able to explain clearly the classroom rules and systems. They were proud of their environment, which was evident during tidy up time. Intervention activities were quick and fun and this was very motivating. Adults understand the children very well and are able to scaffold their learning according to their individual needs. This creates a safe and secure environment where the children were encouraged to 'have a go' and without fear of making errors.

Behaviour is good and children are motivated to learn. They were able to independently find resources and understood the responsibility of putting things back. Staff are deployed well and clearly understood the children and their learning needs. Children's learning is supported by encouraging the children to look carefully and solve problems. Children showed resilience and supported each other.

The outside area has been transformed since the last Health Check. It was fully utilised by children who were actively completing tasks and creating their own play. One child stated "It cost a lot, so you have to make sure you don't break it or scribble on anything." This was lovely as it demonstrated how the children have been taught to have pride in their environment. A great deal of time and thought has clearly gone into the new equipment and it has enhanced learning immensely.

#### **Recommendations:**

- Continue to develop the use of the Plan-Do-Review system.
- Continue to take part in local moderation opportunities
- Share with the Headteacher EYFS progress data at regular intervals to ensure the whole school picture is accurate
- Develop approaches to increase parental engagement and also record evaluative observations.
- Begin the action planning process with external consultant ready for the next academic year for the next stage of the department's development.

### **Behaviour, Safeguarding and Absence**

Absence has shown a considerable improvement in 2019 particular in February and March, this is as a direct result of the work on attendance that has taken place since September 2019. Processes are followed rigorously and pupils and parents are challenged appropriately. Attendance levels have increased in all groups of pupils and a range of factors have allowed this to take place:

- Rewards in weekly and termly assemblies
- Phone calls home on first day of absence (by senior members of staff where needed)
- Home visits for children causing concern
- Attendance Panel meetings are held where there are cause of concern.
- Constant rhetoric of the importance of attendance across the whole school community (all teachers, assemblies, discussions at parents evenings)

Behaviour for conduct was at least good throughout the day. Pupils were warm and welcoming and keen to show the school to its best. They are clearly proud to be pupils at Chapel St Leonards Primary School.

When teaching is good learning behaviours are also good. This was the case in the vast majority of lessons where pupils were fully engaged in their learning. Work needs to continue to develop children's resilience when faced by challenges but improvements in this area can be seen.

All of the statutory safeguarding duties are met. The school is able to escalate concerns appropriately to get the best outcomes for pupils. The Designated Safeguarding Lead was able to demonstrate the additional support that members of the school community receive and provide case studies for a range of children, families and issues where concerns have been escalated or monitored. The Safeguarding Health Check carried out by the Trust in January had very positive outcomes and it was demonstrated in this Health Check that outcomes from this have already been actioned.

### **Overall Strengths and Areas to Develop:**

The school continues to make rapid progress. The atmosphere in the school is friendly and purposeful. The team identified the following strengths:

- Developments in the EYFS department have been rapid and show good progress has been achieved.
- There is now demonstrable capacity within the leadership team to continue to make progress at the pace required.
- Attendance has been rigorously tracked and pupils and parents challenged and supported since September. The impact of this is now clear with the improvements seen in the past three months.
- Safeguarding takes a high priority in the school. The Designated Safeguarding Lead is influential in her pursuit of ensuring that all children are safe and know who to go to for help. Case studies were presented that show the school escalates cases and challenges decisions when they are not happy with outcomes.
- The vast majority of teaching seen was of a good standard and this is enabling children to make the rapid progress needed.
- The school now has a more coherent evidence base as assessment procedures are now fully in place.
- The continuing development of practice within the area of SEND has led to improved accuracy of understanding of SEND and systems have changed considerably in terms of intent to implementation.
- Since January 2019, in particular, there has been a clear improvement in marking and feedback. This is evident in books and in line with the school policy.
- Children now present their work more consistently due to high expectations from staff; now specific areas of need can be actioned both in terms of books and aesthetics.
- Behaviour for conduct in and around the school was exceptional.

Having considered the lines of enquiry and drawn further conclusions the Health Check Team believe that the following areas for development should be prioritised whilst ensuring that those areas identified as lines of enquiry are embedded:

- **Sustain the improved attendance rates**

It is vital that the recent upward trend and improvements in attendance is now sustained and that an improving picture of attendance is seen over a longer period of time.

- **Ensure all of the additional information required is published on the school website.**

Specific details shared with the Headteacher.

- **Reduce the amount of teacher direction or scaffolding within lessons.**

In order to demonstrate full capacity it is now time to develop the narrative of teaching in the school and reduce some of the high levels of teacher directed time. Evidence of teaching having filled gaps in children's knowledge has allowed them to make rapid progress. Now teaching can focus on the extending possibilities and high ambition, pushing the children further, rather than over focussing on filling historical gaps.

- **Use of AfL and learning objectives in lessons.**

It is important to link work that has been marked to planning. In some classes it was evident that work is being set when children have mastered an area or have not yet understood it. Teaching must now show that AfL is used to alter the direction of lessons and sequences of lessons based on the needs of the children. Teachers

should be confident in their professional judgement to do this. Staff must have full clarity of the key point of the learning objective for the lesson. Where teaching is good the Health Check team saw that pupils understood the objective and teachers were able to change the pace and direction of teaching. In some cases this was not seen which meant that the progress of pupils was limited.

- **Develop the role of Middle Leaders.**

Work has been undertaken with a focus on developing the Senior Leadership team's capacity. Next the capacity of middle leaders can be developed. This must involve focused work with staff both internally (CIT) and externally.

- **Presentation of evidence**

Senior leaders have a full understanding of strengths and areas to develop. They must ensure this is presented coherently. Middle Leaders do not express this in the same way or with the same depth of understanding. Priorities and evidence must also be shared with staff at all levels to ensure coherence across the school.

***Throughout the day the members of the Health Check Team were warmly welcomed and would like to extend their thanks to all members of the school community.***