

EXTERNAL QUALITY ASSURANCE DAY FINDINGS

SCHOOL: Holly Hill Methodist C of E Aided Infant and Nursery School	DATE: 14 th September 2016
REVIEW TEAM: On behalf of Greet TSA Gill Sparrow, LLE, Headteacher Hillstone Primary School (Review lead) Christine Mitchell, NLE, Headteacher Clifton Primary School	SCHOOL LEADER: Charlotte Taylor
SUPPORTING SCHOOL Colmore Partnership Teaching School Alliance	CHAIR OF GOVERNORS Karen Handford

Safeguarding: The SCR was audited by the Safeguarding Governor on 21st July and a review of Children’s Centre safeguarding was undertaken by Chris Atkinson on 6th July. We saw no other safeguarding issues.

Governance: Review carried out by Lorne Pearcey on 7th July 2015. Governors now receive detailed information and consequently have a clear understanding of how well the school is performing. The Ofsted issues around governance have been addressed and rectified.

FOCUS OF VISIT

To assess the accuracy of the school self - evaluation and monitor progress and impact against the Ofsted areas for improvement from the April 2015 inspection:

- *Improve the achievement of disadvantaged pupils in reading, writing and mathematics so that the gap between them and other pupils in the school closes by strengthening teaching to ensure that all teachers:*
 - *use the information they hold about disadvantaged pupils’ progress to focus teaching directly on their needs and ensure the additional support they provide is effective in bringing about the improvements anticipated;*
 - *make sure that pupils understand the key points they are learning before moving them on to other work;*
 - *set pupils challenging targets that properly reflect the progress they have already made, and regularly review the progress they subsequently make towards them.*

- *Improve the quality of leadership by:*
 - *ensuring that leaders’ evaluations of teachers’ performance is directly related to their impact on pupils’ achievement*
 - *ensuring the pupil premium is only used to support those pupils for whom it is intended including precise and measurable success criteria in school improvement plans, along with interim milestones, so that the school’s self-evaluation is detailed and accurate and leaders and governors can monitor and evaluate the effectiveness of the actions being taken*
 - *strengthening the systems for analysing information about how well pupils are achieving so that senior and middle leaders have an accurate and clear profile of the performance of different groups of pupils across the school, especially disadvantaged pupils*
 - *providing better information to governors, and improving their skills in using this information, so that they have an accurate understanding of the strengths and weaknesses of the school.*

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

EVIDENCE COLLECTED

- Interviews with Senior Leaders (HT; DHT; English Lead; Maths Lead; EY Lead)
- RAISE online report
- School Improvement Plan

<ul style="list-style-type: none"> • School Data • Learning walk with HT • Sample of pupil books from every year group • Conversations with pupils • Observation of learning environment • Pupil premium review report • Governance review report • SEN review report 		
FOCUS : Outcomes	PROGRESS /ACTIONS	IMPACT
1. Raising attainment of all pupils across the school	<ul style="list-style-type: none"> • The assessment and tracking system has been refined • The Curriculum has been reviewed and there is now a new Curriculum in place. • A Pupil Premium Teaching Assistant has been appointed for each class to provide additional interventions. • The HT has tackled poor performance and a high quality, stable staffing structure has been established. • Professional development, focusing on quality first teaching, takes place for teachers 	<ul style="list-style-type: none"> • Outcomes for pupils at EYFS, in phonics and at Key Stage 1 have all improved again this year, although overall they are not yet at national standards for EYFS and Key Stage 1. However, at the end of Early Years, the gap between disadvantaged and other (non-disadvantaged) pupils has widened significantly. So has the gap between boys and girls.
NEXT STEPS/AREAS FOR FURTHER DEVELOPMENT RELATED TO FOCUS <ul style="list-style-type: none"> • Urgently address the issue of disadvantaged pupils' and boys' attainment. Action should be taken to accelerate the progress of these groups and close the attainment gap both in the early years and in the current year 1. • Analyse and evaluate any interventions that have been undertaken to ensure that any future actions are evidence based and cost effective. • Use research such as the Education Endowment Fund toolkit or examples from other successful schools to identify further solutions. 		
Judgement on Progress	Good for attainment overall but work still needs to be undertaken urgently to improve the attainment of disadvantaged pupils and boys in the early years.	
FOCUS: Teaching and Learning	PROGRESS/ACTIONS	IMPACT
2. Does teaching have a strong impact on pupils' learning and progress?	<ul style="list-style-type: none"> • Consistent approaches to teaching and learning are now used across the school. • Classrooms are well resourced • Data is used to help planning. • There is an improved homogenous approach to teaching and learning in classrooms. However, the Ofsted issue of planning activities that build on prior learning is not yet fully addressed. This is particularly true for disadvantaged pupils, boys and more able pupils. 	<ul style="list-style-type: none"> • Pupil progress meetings take place. Teachers are aware of the data and their targets and the need to make provision when they plan lessons. • There was some evidence of mini plenaries and assessment for learning to monitor the children's learning during a lesson. However, this is not yet apparent in all classes • When talking to pupils, they were not able to explain how they could improve their work other than through secretarial tasks such as punctuation.

	<ul style="list-style-type: none"> • Too often we saw disadvantaged pupils or boys working with the TA rather than teacher. 	
<p>NEXT STEPS/AREAS FOR FURTHER DEVELOPMENT RELATED TO FOCUS</p> <ul style="list-style-type: none"> • Develop a deeper, shared understanding of Assessment for Learning across the school, and embed approaches in order to: <ul style="list-style-type: none"> - Improve the quality of teachers' feedback throughout the lesson; - Ensure that all children understand where they are and how to improve. E.g. through peer marking and mini plenaries; - Ensure that more able children are given success criteria that are challenging and enable them to demonstrate greater depth in learning. • Teachers should ensure planning meets the needs of all groups of pupils, including an increased focus on improving outcomes for underachieving groups 		
Judgement on Progress	Not yet good, because lessons were not pitched for all children to make sufficient progress.	
FOCUS	PROGRESS /ACTIONS	IMPACT
3. Behaviour	<ul style="list-style-type: none"> • In the last academic year there have been 4 permanent exclusions. Three of these were Year 1 boys who had come through the school. • The Curriculum has now been changed to make it more engaging and exciting for boys. 	<ul style="list-style-type: none"> • The Headteacher believes the exclusions have benefited other children by sending a strong message about expectations and allowing other children to learn. The governors were all supportive of the Headteacher and the exclusions. • Behaviour across the school appeared excellent. The atmosphere was calm and purposeful, including during unstructured time. • Children displayed consistently good attitudes to learning, even where teaching was less engaging.
Judgement on Progress	Although this was not an Ofsted issue, it was raised by the team because four exclusions in one academic year could be a concern. The school leadership has now established a strong behaviour policy and strategies which the school is confident will mitigate against the need to take this level of action in the future.	
FOCUS	PROGRESS /ACTIONS	IMPACT
4. Leadership and management.	<ul style="list-style-type: none"> • The Head teacher has dealt very effectively with poor performance and has now appointed a strongly developing leadership team that work effectively together. • Rigorous data systems, including Pupil Progress Meetings, have been introduced. • Work with Governors has improved. • The Head teacher has revitalised the staff and environment. • Leadership are clear on the attributes of quality first teaching. 	<ul style="list-style-type: none"> • Senior leaders are supportive and the majority have the energy and enthusiasm to continue improvements • The school has clearly made progress with regard to overall outcomes and is now well placed to further refine and take action to make the improvements needed. • The school is calm and well ordered. • The working environment is very positive, clear and purposeful and classrooms are well resourced.
<p>NEXT STEPS/AREAS FOR FURTHER DEVELOPMENT RELATED TO FOCUS</p> <ul style="list-style-type: none"> • Review the deployment of teachers and teaching assistants so that teachers are more often teaching underperforming groups 		

- Further develop middle leaders, including coaching and team teaching across the school, so that all abilities and groups of pupils needs are met.
- Explore ways of working with parents of disadvantaged children.

Judgement on Progress

The Headteacher has great strength of character and has carried out strong actions. She has a clear vision for improvement and has secured the support of staff. A good start has been made, and the school is now in a position to make further improvement. However, progress is not yet good, as the school has not yet fully addressed the issue raised by Ofsted of the achievement of disadvantaged pupils and the gap between disadvantaged and other (non-disadvantaged) children has widened in the early years.

Please note: This review is not an Ofsted Inspection, and may not reflect Ofsted judgements and outcomes

Report completed by: Gill Sparrow

Christine Mitchell