

Local Authority Review of School Performance

A Local Authority review of school performance took place on Tuesday 31st October and was led by Mr Shaun Smith, a Consultant for ENTRUST. Here are some of the key comments:

- "Leadership and management of the school is outward looking and have developed strong links with neighboring schools, the diocese support and other support providers. This has been used to drive standards and lead a focus on developing high quality first teaching.
- Attainment of pupils in Y6 improved in 2017 with significant increases across all areas. This is due to increased focus from middle leaders through Pupil Progress meetings held each half term that enabled a quick response to pupils at risk and enabled teachers to be more strategic in their use of assessment data.
- The leadership team work well together and have a positive, but determined approach to ensuring that pupils can perform well. There is an increased focus on quality first teaching and on all staff, being more accountable for their pupils' outcomes. School leaders have an open and honest working relationship and are reflective. This is used to evidence which strategies to use more of. For instance, the quality of teaching in KS2 has improved and this is being used to further develop KS3 teaching such as the move to mixed ability teaching groups in Y7 so that all pupils are encouraged to achieve at high levels.
- The behaviour strategy is in its second year now and is showing impact in classes. This shows that 98% of lessons are now recorded as having positive behaviour showing an improvement on last year. The low level of negative behaviours make it very easy to identify and act rapidly when negative behaviours occur. Consequently, teachers are very positive about the strategy. Parents are also highly supportive and appreciate the individual reports on pupils, which provide parents with up to date information. Positive rewards are used to provide reinforcement for good behaviour. In lessons the observed pupils there was no low-level disruption and in many classes pupils demonstrated positive behaviour for learning and worked well with each other to support their learning.
- Leaders in School have a clear picture of the quality of teaching and can identify strengths and areas for development well.
- Where teaching is strong the teacher models positive learning behaviours encouraging pupils to discuss what they got wrong and to be clear in how they write out and solve Maths problems. This was evidenced in KS2 Maths lessons in the way that students can readily communicate how they solve a Maths problem and their willingness to engage in problem solving. These lessons were also characterized by lively paced lessons and well differentiated tasks for all students to engage and succeed in. Team planning in Maths has developed a high level of consistency from one class to the next. In KS3 lessons were as strong.
- In a Y8 Science lesson the focus on literacy was strong and encouraged pupils to develop deeper understanding through writing extended prose.
- Accelerated reading is established now and the leader for this is passionate to encourage all pupils to be enthusiastic readers and develop a strong reading culture. As well as Author

visits, structures have been put into place to encourage boys through competition and this is increasingly successful with some evidence of improving reading for boys.

- Overall, School leadership is responding to areas for development from Ofsted and performance data and working well to ensure that there are sustainable improvements to ensure pupils make better progress and that this is largely driven by good teaching and learning. The leadership are highly committed to this and have formed a well-functioning team.
- Leadership demonstrated that since the last inspection steps have been taken to improve the key areas identified for further development. This is keenly focused on four priority areas of Effective leadership and management, Quality of Teaching, learning and assessment, Outcomes for pupils and Personal development, behaviour and welfare.
- The SEF (School Self-Evaluation Document) is comprehensive and clearly describes the school's current position linking clearly to evidence to support statements.
- The SDP (School Development Plan) sets out clear success criteria and is monitored regularly to provide feedback for progress to governors in an effective format, providing clear lines of accountability. "

Well done to the whole School Community for this very positive review.

Mr D Swift