

Cleves School Report

21st March 2017

Angela Bradshaw,
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Babcock 4S,
(Surrey Schools Support Services).

School name:	Cleves School, Weybridge		
Date / Time:	Tuesday 21st March 2017	SIIP (School Inclusion & Improvement Partner)	Angela Bradshaw, Associate Senior Consultant, PQSI
Headteacher:	Chris Hodges	Quadrant Senior Consultant:	Bindi Sarl
Deputy Headteacher:	Craig Smith	Governors Present:	N/A
Chair of Governors:	Susan Foster	Area Education Officer:	Kerry Randle
DfE number:	936/5221	Diocesan Officer: (if applicable)	N/A
Inclusive Values Strategy	Phase 1 - Pilot School		No
	Phase 2 – Intention to become an Index School		No
File save as:	<i>School name NoV ddmmy Cons initials</i>		
Name of Consultant:	Angela Bradshaw, Associate Senior Consultant, PQSI, Babcock 4S (Surrey Schools Support Services)		
Subject:	Support for preparation for any future Section 8 Ofsted inspection		
Focus:	Staff & Pupils worked with:		
<p>At the last inspection, before it became an academy, Cleves school was judged to be outstanding and so is exempt from routine inspection. However, it is still subject to the normal risk assessments.</p> <p>Since the Headteacher and governors rightly wish to keep the school fully prepared at all times, they commissioned a second SIP support day.</p> <p>The aim of this professional development and support was to help the school prepare for any future inspection and, in particular, to provide external validation of the school's evaluation of the quality of teaching, learning & assessment according to the latest Ofsted criteria. The focus was on standards and outcomes in Maths.</p>	<p>Chris Hodges, Headteacher; Craig Smith, Deputy Headteacher; 3 other members of the teaching staff; 2 groups of 5 pupils (5 from Y6 & 5 from Y5).</p>		
Activities:	Expected Outcomes:		
<ul style="list-style-type: none"> Two paired observations with the Headteacher & one with the Deputy Headteacher of 3 different Maths teachers teaching: Y5, Y3 & Y4; Two groups of 5 pupils: one from Y5 and one from Y6 took part in pupil voice interviews with the SIP. The Y6 group was observed by the Headteacher and the Y5 group by the Deputy Headteacher; Work scrutiny of Maths across a range of exercise books (approximately 20) from years 3,4,5 & 6; Summary & feedback of findings and sharing of further training and support materials with the Headteacher and Deputy Headteacher to help the school prepare robust, convincing evidence to maintain the school's grade of Outstanding in all aspects in any future inspection. 	<ul style="list-style-type: none"> External validation of the Headteacher's and Deputy Headteacher's grades for the evaluation of teaching, learning and assessment using the latest Ofsted criteria; Agreement over strengths and areas for development for feeding back to the teachers observed. It was agreed feedback to staff would be provided by the Headteacher and Deputy Headteacher; Evaluation of the quality of work, marking and feedback in a sample of books across Y3, 4, 5 & 6 examined during the work scrutiny. Other exercise books were also examined during the lesson observations; Evidence of secure safeguarding and suggestions for improvements gained from the pupil voice interviews observed by the Headteacher and Deputy Headteacher. 		

Evaluation:

As an Outstanding school, Cleves school is currently exempt from routine Ofsted inspection but staff and governors are mindful of the need to avoid complacency and keep abreast of increased demands. This day consisted of three paired Ofsted style lesson observations, each lasting for 30 minutes, of three different Maths teachers. There was an opportunity to watch two teachers in Y5 & Y3 and discuss their indicative grades, strengths and areas for development with the Headteacher and a similar opportunity to observe one Y4 teacher, discuss and agree findings with the Deputy Headteacher.

There was complete agreement in the findings of the Senior Consultant, Headteacher and Deputy Headteacher. External validation of the school's grades was, therefore, unequivocal. It was evident that both the Headteacher and Deputy Headteacher were confident and consistent in their use of the latest Ofsted criteria to evaluate the quality of teaching, learning & assessment. Teaching observed on this occasion ranged across several grades which made it a particularly worthwhile validation exercise since both senior leaders were confident in making sharp and consistent judgements across a range.

The three teachers involved were used to being observed but one appeared to be rather nervous and performed surprisingly differently from usual as a consequence. The SIP suggested that more work might be done with staff to ensure that they had the strategies in place to manage Ofsted style observations with ease, in order to show their teaching at its best.

The SIP found the pupil voice interviews very informative as the pupils were mature, articulate and able to play a full part in the discussion about what was going well at the school and where there might be potential areas for further improvement. The interviews were observed by the Headteacher or Deputy Headteacher. The SIP shared the pupil voice questions with senior leaders at the time and afterwards electronically so that they might be used again later, ideally with the same groups, to test whether views had changed or improvements had been secured over time.

Staff generously sent in samples of Maths exercise books from across Years 3, 4, 5 & 6. Maths was chosen as the focus on this occasion as the pupil outcomes in Maths were disappointing in 2016 and the school has worked hard during this academic year to secure improvements. The Headteacher and Deputy Headteacher were keen to ascertain whether there was evidence of impact of these strategies and improvements in progress over time. The school has an enthusiastic, highly skilled Maths Leader and has invested heavily in resources and training for all staff this year.

At the end of the day, the SIP shared and discussed the overall findings verbally with the Headteacher and Deputy Headteacher.

Paired Lesson Observations

Strengths	Areas for Development
<ul style="list-style-type: none">✓ The SIP was able to validate the school's judgements without difficulty since there was complete agreement about the indicative grades seen and the strengths and areas for development;✓ Both senior leaders were confident and consistent in their judgements of teaching, learning and assessment using the current Ofsted criteria;✓ The quality of teaching seen on this visit ranged across several grades which was fortuitous and helpful since it enabled the discussion to cover a wider spread of grades than good or outstanding;✓ The Maths Subject Leader has clearly made a great deal of impact on the quality of Maths teaching this year. There are more consistent approaches, improved resources and evidence of effective training and support;✓ Staff showed good subject knowledge in Maths;✓ ICT was used well to enhance learning and teaching in Maths, e.g. the use of interactive whiteboards and a visualiser;✓ Other teaching resources like mini-whiteboards were also used effectively to engage pupils and support assessment for learning;	<ul style="list-style-type: none">• All three teachers tended to ask questions of volunteers. Teachers need to use a wider range of approaches rather than relying on asking volunteers with their hands up. Sometimes the same few pupils were asked which led to other pupils becoming more passive and hanging back;• The SIP shared a strategy for more systematic tracking to enhance personalisation and differentiation;• The SIP advised leaders to ensure that there were no "cold spots" in classrooms i.e. to ensure that teachers' access to all pupils was easy in order to offer them regular one to one differentiated support;• The SIP advised the school to consider teaching Mathematical language and key terms even more explicitly since this would support pupils' reading & understanding of the questions, especially in tests;• Teachers could compile glossaries in the backs of pupils' books of key terms and their meanings, taught explicitly to encourage their use;• There is scope for pupils to write more mathematical language in their exercise books to secure deeper understanding of the concepts and support reading in the tests;• Time management and time bonding were areas for development in two classes, e.g. in one class, the very

<ul style="list-style-type: none"> ✓ Teachers used challenging questions that really supported engagement and made pupils think; ✓ Pupils showed outstanding behaviour for learning e.g. in their willingness to collaborate with and support each other; ✓ There was evidence of effective gender mixing in lessons visited; ✓ In one class there was highly effective use of the Focus Group strategy which pupils clearly valued and found supportive. 	<p>long time spent on the carpet led to pupils becoming restless and losing focus. In another class, the time spent on the starter was long and consequently affected pace and challenge;</p> <ul style="list-style-type: none"> • In one class, the TA and adult helper were not used effectively. This might be a discussion point and training need for staff and TAs/helpers; • Talk for Learning was underdeveloped in two classes. This could be a training need or simply an opportunity to remind teachers of strategies they know already, like giving pupils realistic time to think, using “Think, Pair, Share” or the use of Talk Partners; • There is scope for more training and support for planning for differentiation.
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Pupil Voice	
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Strengths	Areas for Development
<ul style="list-style-type: none"> ✓ Pupils in both groups exhibited outstanding visitor behaviour. They were polite, mature and responsible. They engaged sensibly with the interview questions and answered fully and honestly; ✓ Cleves pupils are clearly expected and able to play a full part in shaping their learning through discussions like this with staff and senior leaders; ✓ Several pupils had clearly had experience of other opportunities for discussing issues about the school e.g. through the school council or as associate pupil governors, house captains or in sports teams; ✓ All pupils said they enjoyed school and all of them would send their children (if they had any in future) to the school or recommend it to others; ✓ Pupils reported that they felt they were making good progress at Cleves; ✓ Pupils said they particularly enjoyed Science lessons as lessons were practical and involved active learning opportunities; ✓ They were all extremely enthusiastic about the recent outdoor learning day and wanted more opportunities like this to learn in different and more active ways in different environments; ✓ They all graded the quality of teaching highly (i.e. 8, 9 or 10 out of 10). 	<ul style="list-style-type: none"> • Pupils reported that there was scope for more challenge especially in Maths (Y6) and sometimes in Literacy (Y5); • Pupils wanted teachers to raise their expectations and push them even more to achieve; • Pupils would welcome more variety in the teaching & learning styles e.g. they enjoyed active learning and specialist subjects such as sport or music; • Pupils wanted to have even more specialist teachers as they really valued these teachers and their expertise; • Some pupils reported that teachers needed to avoid repetition of topics as they found this less challenging and more boring; • When asked about Maths, one pupil said that the setting was not helping him, as set 1 was too hard but he felt the other pupils in his set 2 were pulling him back. This needs to be investigated to see if it is affecting his or others’ progress too; • Pupils explained that they wanted even more detailed feedback on their work and clearer, more specific advice about what to do to improve; • One boy said that they were given House Points which was good but often they did not know exactly what had earned them these House Points or what to do to get more i.e. they were unclear about the success criteria.

Work Scrutiny	
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Strengths	Areas for Development
<ul style="list-style-type: none"> ✓ Some good use of photographic evidence & reports to evidence progress; ✓ Good emerging dialogue between teachers and pupils; ✓ Some good use of pupils’ self & peer assessments; ✓ Good focus on reasoning and pupils being challenged to “prove it”; ✓ Some very good use of the WAM approach; ✓ Evidence of the use of extension tasks & at times work actually being changed to increase challenge; ✓ Generally, books contained the appropriate amount of work given Maths is a core subject and a particular focus for improvement this year; ✓ The pupils’ commitment to Mathematics is clear from the work in their books; ✓ There was evidence of some fun tasks to engage, 	<ul style="list-style-type: none"> • There needs to be more evidence of senior and middle leader monitoring of standards, challenge and quality and consistency of marking; • The quality of marking is too variable. Some teachers’ marking is very effective and clearly helps pupils to improve over time, whereas others’ marking is limited and so appears to have less impact on outcomes and pupils’ motivation; • Some teachers offer few positive comments apart from routine comments such as “Where is the sheet?”; • Some teachers provide few pointers to pupils about what they need to do to improve i.e. too few EBIs; • The books show insufficient focus on the explicit teaching and use of mathematical language and key terms. There were no glossaries with meanings in evidence though apparently there are Maths spellings in spelling logs;

<p>such as the Teacher's Potion work or the fun question "What triangle am I?";</p> <ul style="list-style-type: none"> ✓ It was helpful to see when cover or supply teachers had done the marking (or not as the case might be); ✓ Most teachers took pains to encourage and motivate their pupils with positive comments such as "Maths Queen" or "Superstar", House Points, stamps, smiley faces, stickers, and next stamps; ✓ The "next stamps" were particularly well used & gave helpful indications of how pupils might improve; ✓ There was evidence of tables tests in Y4 books; ✓ Some pupils were being invited to assess their mastery of the Learning Objective through scoring themselves out of 5 or through RAG rating themselves through the use of traffic lights; ✓ Teacher's tips were helpful e.g. "It should end in..."; ✓ A few teachers were linking in to the school system, indicating when pupils were "Effective Team Workers" or "Effective Collaborators"; ✓ There was good practice seen when teachers required pupils to comment on each other's work: I agree with K. because....". 	<ul style="list-style-type: none"> • Some books contain largely pages of ticked sums which could suggest the work is too easy for pupils and lacking in proper challenge. This point was raised by the pupils themselves in the pupil voice interviews and matches a lack of challenge observed in two lessons; • There is scope for more investigation into whether the Maths work is challenging enough for pupils in the light of the following points: one pupil wrote in his book: "It is really easy. I would like it to be harder." In some other books, pupils were indicating they felt they were regularly "mastering" the work so this might also suggest it was too easy for them; • The SIP suggested a targeted approach to marking that involved marking in ability quartiles or gender groups to elicit more detailed information to support planning for differentiation and thereby increase the levels of challenge for different groups and individuals.
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Recommendations:
It is recommended that:

1. Senior and middle leaders maintain their strong focus on tracking & monitoring pupils' progress in all year groups, especially the progress of disadvantaged and FSM pupils;
2. Leaders, governors and all staff ensure through rigorous work scrutiny that the quality of pupils' work provides robust evidence of challenge and progress over time, especially of the disadvantaged and more able pupils;
3. The school continues to work on investigating engaging and effective ways of preparing Y6 pupils for the new style tests, including the literacy/language and reading requirements and managing their timing through the tests.

Agreed Next Steps:	By whom, By when
1. Consultant to write a Note of Visit	Angela Bradshaw, Assoc. Senior Consultant by 27.3.2017
2. Consultant to email electronic versions of support materials & other documents promised e.g. targeted marking advice sheet and pupil voice questions	Angela Bradshaw, Assoc. Senior Consultant by 28.01.2017
3. Leaders to share report, materials & issues with relevant staff & governors	Leaders by 18.4.2017

Conclusion:
The consultant hoped this visit would support school improvement and preparation for future inspection and the drive to maintain the school as Outstanding in Ofsted terms. In the view of the SIP, much evidence provided, such as the external validation of the Headteacher's and Deputy Headteacher's grades for teaching, learning & assessment and effective subject leadership in Maths, met the Outstanding criteria for Leadership & Management.

The consultant wishes to thank the Headteacher, Deputy Headteacher and school staff for the warm welcome and generous amounts of time spent on the day. It was once more a pleasure to work in Cleves school with such committed, professional colleagues and intelligent pupils, all dedicated to school improvement.

Further support planned: to be decided

Next visit date: to be decided

Focus: to be decided with school

Angela Bradshaw .

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