

Visit Report for Cleves Junior Academy.  
Review Dates, Friday 28<sup>th</sup> April and Tuesday 2<sup>nd</sup> May 2017

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## Context

School leaders and governors recognise that whilst Cleves Junior Academy is deemed outstanding, that judgement was made by OfSTED in 2007. In the ten years since inspection there have been several iterations of the OfSTED Framework, changes in leadership at the school and significant changes in governance.

There is no statutory basis for a school deemed outstanding to be reinspected, unless concerns have been raised regarding standards, safeguarding or behaviour. OfSTED do undertake random inspections across the whole base of schools, so any school should always look to operate at the top end of the inspection spectrum and to offer the very best education for its pupils.

If the school were to have a short inspection, the only basis is from the **Section 8** framework:-

‘Short inspections provide schools with the opportunity to share with the HMI how they are **sustaining and continuing to improve the good quality of education for pupils**. Short inspections also provide leaders, managers and governors with the opportunity to demonstrate **their capacity for driving further improvement in their school**. The HMI will test whether leaders and governors have identified weaknesses or areas needing development at the school. In reaching their judgement about whether the school remains good, the HMI will focus particularly on **the capacity of leaders and governors to identify such areas and tackle them quickly and effectively.**’

Leaders and governors wish to have an impartial view of the school and as such have commissioned two previous advisers to work with them. It is not necessary to repeat judgements and information already made in previous reports.

Recent comments from Ofsted indicate that if a school is inspected they look to ‘impact’ in all four areas of the framework, not just in Outcomes. This would be useful for governors to look at when working with leaders. How is the impact of individual initiatives measured?

The **Section 5** School Inspection Handbook September 2016 states the following in terms of an outstanding judgment. (Detailed judgements are provided at the end of this report)

### ‘ Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.

- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.'

### Desk top audit

In order to gain a view of the school over time I requested recent and historic information from the headteacher. Most was available through the school's own website through a password and other information was provided directly.

I viewed:-

- The **School Evaluation Framework** – updated in January 2017. The focus and evidence base within this was very clear.
  - To embed the approach to writing
  - To monitor the implementation of the Foundation Curriculum
  - To improve the delivery of mathematics across the school
  - To complete the expansion work and to move to 6FE

Each aspect is relevant to either the previous data set of the school, the national agenda or to the physical needs of the school. The outcomes section is very detailed as might be expected, but there is little in this document about vulnerable groups. This aspect comes through year group plans. One point I raised with the headteacher was to consider impact as well as or instead of progress of actions.

- The **Overarching SEF** has a very good level of detail, analysis and evidence sources. Next steps are based upon up to date analysis.
- **School Development Plan 16-17**. This is a very broad document encapsulating all aspects of school life.
- **School Data** fact sheet – very helpful document which provides the school context. Clearly the school has a low deprivation indicator. However, the percentage of pupils attending school on a regular basis is very high. I noted, whilst waiting in the Reception area that first day absence was being followed up. On the day – the day after a Bank Holiday there were just 22 pupils absent which is a strong indicator of the ethos and culture of the school.
- **2016 SATs** – overall these show a positive picture with the exception of mathematics for the second year. Whilst the scaled scores for reading and writing were around 2ppts above national, mathematics was more in line. Value Added for mathematics was -1.25 below national. Such progress had also been low in 2015. There was also a difference between teacher assessment for both reading and mathematics and the final test results. Against national comparators overall writing was above, reading was average and mathematics was below. Whilst the mathematics outcomes are not as the school would like, the track record of leaders to improve standards is clear in the development of writing. Value Added in both 2013 and 2014 was sig-. In 2016 it is above national. This is an indicator of leaders' knowledge and capacity to improve.

- **Internal data** - this was provided for the last academic year and for the autumn term 2016. What comes through in that performance of lower prior attaining pupils, especially those in receipt of pupil premium is lower than that of other pupils. For reading and writing by the time these pupils were tested in 2016 that gap had narrowed. For this academic year, the gaps are around lower prior attaining pupils in mathematics in year 4 and 5 and higher attaining pupils in mathematics in year 6.
- **Year Group Reports** – these are very thorough and provide cohort specific information as to what steps will be taken based upon data. The reports are more detailed for the upper school. What is not so clear is how interventions and strategies are then measured.
- **School Website** – this is very accessible and easy to use. There is a clear welcome from the headteacher. The school calendar provides relevant and up to date information. What is good to see is the wide range of other events and activities that lead to good overall development. There is a strong emphasis on sport, music and literacy. The vision, ethos and values is very powerful with the focus on the individual as well as the team. What was not so obvious on the site at first glance was how British Values were explicit in those held by the school. Some policies appeared a little out of date such as e-learning and ICT acceptable use. The SEND policy was not found. Due to the intense focus on safeguarding it is important that any policy which supports the safety and wellbeing of pupils is updated and accessible.
- **Governors Strategic Plan** – this is very broad and has high ambition for the school. It would be helpful to discuss with governors how the plan adds value to school life and how it is implemented and measured.
- **Reports** - from both recent advisers to the school were read, including that for pupils in receipt of pupil premium.

From the audit I compiled questions for the headteacher to form the focus of our discussion. I must commend the headteacher and his deputy for responding so professionally to the questions. When I arrived at the school on Tuesday after the Bank Holiday weekend, there was a full written response to each question. The headteacher's response was that school documentation was both detailed and accessible and responses were easy to draw down.

### **Meeting with headteacher and deputy headteacher.**

We initially walked the school to see pupils learning. We discussed where year groups would be next year and some of the work that has been undertaken to ensure a fully working school through such times of change. Year 5 were off site. We went into one or two classrooms from each year group and were able to look at pupils working. Following this both leaders talked about strengths and areas for development of practice.

- Pupils are motivated and keen to learn. They are polite and courteous. Most teachers are able to take learning risks and can be innovative. Everything is in place to demonstrate outstanding teaching. Classrooms are purposeful and productive. Everyone treats each other with respect. Pupils are able to be independent. Teachers continue to teach – and move pupils forward.
- Continue to work around the good to outstanding teachers, especially those relatively new to the career. Also ensure those teachers who are not class based have opportunities to be outstanding. Continue to develop the use and feel of the class based learning environment - use evidence and best practice to provide appropriate stimulation for pupils.

Questions raised were then discussed. I have used points from the headteacher as well as notes from the full discussion in the following. What I have attempted to do is to look at the sort of inspection trails might be followed based upon initial viewing of documentation.

**1. How do you determine impact as opposed to progress of initiatives – SEF**

Leaders shared with me a range of documents that, between them, show impact over time. Such documents are very thorough and include SLT minutes, the ongoing report by the headteacher to the governing body, the comprehensive monitoring log, and the previous SIP reports. Many documents are shared with all staff so that they can see the keep priorities and to see impact of work to date.

**2. How does the SEF/SDP/internal data information all link together?**

National data is reviewed at the end of the year to inform the SDP. These are also informed by the termly summary grid of data strengths and weaknesses to be found on the hub. Rightly, the SDP is amended through the year if data stories show action needs to be taken. Year leaders have release time and are asked to keep an activity record. This is very good practice overall. The year leaders impact measures could be tighter against the data as to showing completed processes, as they seem to do currently. Ongoing trends in school data is shared with governors.

**3. What is the school's definition of excellent progress/significantly above?**

This question was asked as in some of the scripts I read such terms were used. The national terminology, noted above, talked about writing being above, reading average and mathematics below. Obviously, that was for pupils who left the school in 2016. The internal data set used by the school is very comprehensive so I was curious as to why there had been gaps in teacher assessment and test outcomes in 2016 when the data set was as detailed and thorough as it is. There is no national internal data system and each school must use what makes best sense to leaders to ensure that they have sufficient information to make strategic decisions and that class teachers have the correct day to day information to be able to match their teaching to the needs of learners. There are very few schools that I work with that have this aspect as they really wish it to be. Putting a numerical notation on a curriculum objective is arbitrary and certainly for reading and writing pupils do not make learning progress in a linear fashion. This is made more complex by an expectation of a mastery curriculum, especially in mathematics, where pupils must be able to apply their understanding in a wide range of contexts.

So, the school uses Classroom Monitor, which is comprehensive in that it can break down information for many pupil groups. It anticipates one point of progress per term, so that three points is good progress over the year. We talked about why four points would not be outstanding progress as the school has, correctly, noted that from working to mastery is just half a point. For some pupils, it may look on the data as if they are standing still, but this is to ensure that the curriculum is being consolidated.

The school targets those pupils who historically achieved a 2A to mastery which is ambitious.

The differences in teacher assessment and outcomes were discussed. Such discrepancies were not unusual last year – more in reading nationally than other areas, and OfSTED were asked to look at other evidence sources as data systems were so new. Leaders are very aware of why those differences occurred, and have done much work in discussing with staff how the system is best used in the classroom and they also undertake detailed monitoring of data through desk top and classroom observations. From my desktop observation, there were three classes in 2015-2016 where data was different from other classes, and four this academic year. Leaders were well aware of the discrepancies and could explain in detail what they had done because of observing these.

**4. Mathematics was also low progress in 2015, so more than a one year dip – what did the school do in 2015/2016 to begin to address this?...and this year?**

Obviously, such a dip was the reason why the combined score was as low as it was. When looking at data, the issues appeared to be around low prior attainment pupils and those pupils in receipt of pupil premium. It is no surprise that the school had identified these pupils. Additional support groups had been put in place and for the first-time specific interventions were used; there was twilight training and weekly revision activities. The most significant structural change was establishing parallel sets and stopping a lower group. This meant that attainment was not capped. These measures may have stopped a bigger decline in mathematics, and of course, at the same time curriculum gaps were having to be addressed.

The headteacher has met with the headteachers of feeder schools to establish what support, interventions and practices they use, so that staff in Cleves have a model upon which to build. Practice in both schools is different and may change this year so there may be a greater understanding of mathematics practices for the 2017 entry cohort. Pupils entering Cleves in year 3 were retested and there was variation in practice against test results. Significant training has taken place for all staff and there are displays and learning walls for mathematics in each class. In some cases, these could be more prominent at the front of rooms. Classroom Monitor is used so that teachers are clear on each pupil's knowledge gaps.

**5. What are the moderation processes? Basically, what is the story around the yellow data and end summer progress?**

Leaders look back at cumulative data, recognising that one points a term is not a typical cycle. This is appropriate as each term is a different length and in terms of teacher assessment for year 6 they may only be looking at 5/6 of a school year. Moderation takes place termly in twilights for writing, plus one other in PPA sessions each term. Staff can work together. There are also cluster moderations.

Other aspects of school life were discussed including: -

- Consideration of working more closely with feeder schools
- Whether leaders wished to work with or support other local schools
- The use of parents supporting reading activities
- How pupils are prepared for sitting tests in terms of technique
- How shared spaces are used in school to enhance learning
- How the Cleves SENCO will review interventions for mathematics, possibly across the three schools.

**In conclusion**, leaders know the school in detail. They are passionate about improvements but have a clear strategic overview to ensure that this happens. The case study of improvement in writing progress is very strong and bodes well for improvements in mathematics per se. Staff are loyal to the school. There are few staffing changes recently. The headteacher clearly wishes to shape the educational direction of the community so that all stakeholders have a say in the aspiration for children.

There are aspects that may warrant further discussion.

1. Following the impact of the mathematics priority across all year groups.
2. The performance of low prior attaining pupils, especially those in receipt of pupil premium, whilst improving, still needs to accelerate.
3. How the school can use evidence based approaches to ensure that classrooms fully support learning.
4. How the school does support those good teachers who they wish to move to outstanding.
5. Follow up on the key SEF priorities.

Kim Bergamasco

May 11<sup>th</sup>, 2017

## GRADE DESCRIPTORS FOR THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

## GRADE DESCRIPTORS FOR THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.



## GRADE DESCRIPTORS FOR PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## GRADE DESCRIPTORS FOR OUTCOMES FOR PUPILS

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### **Outstanding (1)**

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.