

**Report to Trustees**  
**Autumn 2019**

**Cleves School**

**School Improvement Partner**

**Kim Bergamasco**

## Report to Trustees: Autumn Term 2019

This report has been completed after discussion and consultation with your headteacher and consideration of the school's self-evaluation. My aim is to provide Trustees with an external and independent view of the school's performance.

### Part 1: Overall effectiveness

Judgement at the last Ofsted inspection in	Outstanding
School self-evaluation of overall effectiveness	Outstanding

#### **COMMENT ON THE SCHOOL'S SELF-EVALUATION OF OVERALL EFFECTIVENESS:**

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### Part 2: The Quality of Education

	Judgement at last Ofsted	Self-evaluation by school
Effectiveness of the quality of education	N/A	Outstanding

#### **COMMENT ON THE SCHOOL'S SELF-EVALUATION OF THE QUALITY OF EDUCATION:**

**Intent** – curriculum design, coverage and appropriateness

- Parent information evenings have been held to ensure that pupils can be supported at home
- The Upper Phase Leader is joining Year 5 PPA to look at coverage and to offer support as needed.
- The Headteacher reports that new and improved topic plans are being used.
- History and geography have an explicit focus. Phase leaders have met with year group leaders and all have been asked to consider the impact of their work. The Headteacher reports that monitoring is going to be crucial to retain the integrity of the planned work.

**Implementation** – Curriculum delivery

- The school website has been redesigned to show case curriculum innovation and delivery. This is the Curriculum Showcase. It currently has examples from the last academic year.
- After school booster classes have started and are led by teachers who are paid.

**Teaching**

**Assessment** – the focus on how staff do their job and how leaders support them

- Three members of staff will attend a training programme over the next year, to look at different assessment processes. It may be that Classroom Monitor is adjusted.

One issue remains for leader in that pupils working at above expected on CM do not translate into GD.

### **Impact**

#### **Attainment**

- Attainment in the school remains very high overall. Reading remains much higher than national at expected although there is a 4.5% decline from last year.
- In writing and mathematics at expected, outcomes are higher than national and show improvements on last year.
- At greater depth, again in all areas very much higher than national, but a decline in all core areas.
- At expected there is a three-year trend of decline of -5.4 against a national improvement of +4.6
- SPAG at expected and at GD is very high and has increased since last year.

#### **Progress**

- Whilst progress in reading is lower than the previous two years, at 1.46 it is greater than national. There are some issues around progress of disadvantaged pupils, but the major concern was that seven pupils who had achieved 2b at Key Stage 1 did not finish the paper, and most were just one mark adrift.
- Overall progress in writing is positive, especially for those pupils with LPA. There are some issues around EAL and HPA.
- Overall progress in mathematics is very positive and shows a three year improvement, with no groups standing out as concerns. However, the Headteacher is mindful that pupils make accelerated progress in Year 6 and that the attainment and progress in sets 3 are masked by other groups.

Knowledge and skill development

### **KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 2019

- Continue exploring how to showcase curriculum ideas on the website

Spring 2020

Summer 2020

**Part 3: Behaviour and Attitudes**

	Judgement at last Ofsted	Self-evaluation by school
Behaviour and attitudes	N/A	Outstanding

**COMMENT ON THE SCHOOL'S SELF-EVALUATION OF BEHAVIOUR AND ATTITUDES**

**Attitudes to learning**

- All year group leaders have reported that pupils have settled well into their classes.
- The PASS survey has now been undertaken twice with similar results. This has been shared with teachers with the intention to raise awareness. The lowest factors were around preparedness for learning and attitudes to teachers – in Year 6. We discussed that sometimes raised awareness of pupils can lead to them feeling that there is more that they need to know. The focus group was in Year 3. The key learning area was around SPAG. Adaptations were made to express positivity. Attitudes improved but not hugely. We discussed that it can take quite some time to register significant difference in attitudes. The school will revisit PASS before this half term.
- The Headteacher reports that the learning behaviours have been updated and are now hierarchical with eight per year group. They are non-negotiable.

Behaviour

Attendance and punctuality

Respect

**KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 2019

- Consider using PASS information, as well as attainment and progress information on individual pupils in progress meetings.

Spring 2020

Summer 2020

**Part 4: Personal development,**

	<b>Judgement at last Ofsted</b>	<b>Self-evaluation by school</b>
Personal development	N/A	Outstanding

**COMMENT ON THE SCHOOL'S SELF-EVALUATION OF PERSONAL DEVELOPMENT**

Enrichment

**Health and well being**

- One of the Trustees Strategic Intents is around MHWB. The school has brought in an external consultant who is working with leaders in the school and is due to meet with Trustees.
- The school will work on the Wellbeing Award.
- An action plan has been created

Equality and diversity

**Preparation for next steps**

- The Headteacher reports that the current Year 3 have settled well and that the transition processes with the two infant schools went well. There was no sense of pupils coming from different schools. Year 3 teachers had met those in Year 2. The handover is longer Year 2 pupils are supported in using Chrome books. There is also an additional adult in each of the Year 3 classes, to check on emerging SEN issues.

**KEY PRIORITIES FOR IMPROVEMENT**

Autumn 2019

- For all leaders, consider how you measure the progress of initiatives such as MHWB of pupils and staff.

Spring 2020

Summer 2020

## Part 5: Leadership and Management

	Judgement at last Ofsted	Self-evaluation by school
Leadership and management	N/A	Outstanding

### **COMMENT ON THE SCHOOL'S SELF-EVALUATION OF LEADERSHIP AND MANAGEMENT:**

#### **Vision and ethos**

#### **Staff development**

- The school is fully staffed for teachers, four being new to the school this year. The Headteacher reports that all, especially the Newly Qualified Teacher have had a good start to the year.
- There are two LSAs to recruit. We discussed how difficult it is generally to recruit strong staff to teach the most vulnerable pupils. Leaders are trying to use Surrey Staff to have an informed view before offering appointments but even that is not proving valuable.
- Staff are well supported in mathematics and English training through external consultants. The school, wisely, invests considerable time in ensuring that new staff fully understand core subjects. A key aspect of this work will be around set 3 mathematics.
- Three staff are attending Sounds Write training
- Some staff are supporting at another school.

Staff well-being and workload

Children's experience

#### **Governance**

- The school plan has been shared with staff and is awaiting comments from Trustees. The Headteacher reports that it is about embedding practice.

Safeguarding

### **KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 2019

- Consider how evidence or progress is presented without over using internal data
- Consider how to feedback to staff about their teaching with/out giving a 'grade'/'

Spring 2020

Summer 2020

## **Overall effectiveness**

Inspectors must use all their evidence to evaluate what it is like to attend the school. In making their judgements about a school's overall effectiveness, inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate.

In judging the overall effectiveness, inspectors will take account of the four key judgements.

In coming to each of these key judgements, inspectors will also draw on evidence from the inspection of any early years provision or sixth-form provision and consider its impact in the wider context of the school.

Inspectors will judge the effectiveness of any early years provision or sixth-form provision. For either case or both, inspectors must give a grade, summarise the key findings and explain the effectiveness grading in the inspection report. However, inspectors may decide not to give a grade and not to report on the early years or sixth-form provision if there is the risk that it is possible to identify individual pupils because numbers are so small. Typically, this will be when there are fewer than five pupils.

The grade for early years and/or the grade for the sixth-form provision may be the same as, or higher or lower than, the overall effectiveness grade. Inspectors will take into account the size of the early years and sixth-form provision in relation to the size of the school when considering the impact of these judgements on the overall effectiveness grade. Inspectors will explain any difference between the early years and/or sixth-form provision grade(s) and the overall effectiveness grade in the report.

Inspectors will always make a written judgement about the effectiveness of the arrangements for safeguarding pupils.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

## **Grade descriptors for overall effectiveness**

### **Outstanding (1)**

- The quality of education 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 sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- Safeguarding is effective.



**Good (2)**

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

**Requires improvement (3)**

- Other than in exceptional circumstances, it is likely that, when the school is judged as requires improvement in any of the key judgements, the school's overall effectiveness will also be requires improvement.
- Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm.

**Inadequate (4)**

- The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective.