

# Cleves School Report

25<sup>th</sup> January 2017

**Angela Bradshaw,  
Associate Senior Consultant,  
Babcock 4S,  
(Surrey Schools Support Services).**

<b>School name:</b>	Cleves School, Weybridge		
<b>Date / Time:</b>	Wednesday 25 <sup>th</sup> January 2017	<b>SIIP</b> (School Inclusion & Improvement Partner)	Angela Bradshaw, Associate Senior Consultant, PQSI
<b>Headteacher:</b>	Chris Hodges	<b>Quadrant Senior Consultant:</b>	Bindi Sarl
<b>Deputy Headteacher:</b>	Craig Smith	<b>Governors Present:</b>	Susan Foster (Chair of Govs); Doris Neville-Davies; Kate Jackson; Cecile White.
<b>Chair of Governors:</b>	Susan Foster	<b>Area Education Officer:</b>	Kerry Randle
<b>DfE number:</b>	936/5221	<b>Diocesan Officer:</b> (if applicable)	N/A
<b>Inclusive Values Strategy</b>	<b>Phase 1 - Pilot School</b>		No
	<b>Phase 2 – Intention to become an Index School</b>		No
<b>File save as:</b>	<i>School name NoV ddmmy Cons initials</i>		
<b>Name of Consultant:</b>	Angela Bradshaw, Associate Senior Consultant, PQSI, Babcock 4S (Surrey Schools Support Services)		
<b>Subject:</b>	Support for preparation for any future Section 8 Ofsted inspection		
<b>Focus:</b>	<b>Staff worked with:</b>		
<p>At the last inspection, before it became an academy, Cleves school was judged to be outstanding and so is exempt from routine inspection yet subject to the normal risk assessments. The Headteacher and governors rightly wish to keep the school fully prepared and so commissioned this professional development, coaching &amp; support day.</p> <p>Thirteen colleagues were involved: 4 governors &amp; 9 other members of staff, including senior &amp; middle leaders, as well as a selection of other key staff.</p> <p>The aim of this professional development and support was to help colleagues prepare for possible interviews in any future inspection.</p>	<p>4 governors: Susan Foster, (Chair of Governors); Doris Neville-Davies; Kate Jackson; Cecile White.</p> <p>9 other members of staff: Alex Bachelor, Lower School Phase Leader &amp; SLT; Gemma Kiely, Library Co-ordinator &amp; class teacher; Matt Woods, Leader for CPD &amp; British Values; Vicky Earl, HLTA' Emma Turner, Business Manager &amp; SLT' Jill Kent, Lead School Secretary; Gemma Lockyer, Welfare Officer, pastoral &amp; data support; Dan Tuck, Y5 Leader &amp; Mathematics Co-ordinator; Beccy Flaherty, Y6 Leader &amp; ICT/Computing Co-ordinator.</p>		
<b>Activities:</b>	<b>Expected Outcomes:</b>		
<ul style="list-style-type: none"> <li>Coached accountability practice interviews for governors likely to be interviewed in an inspection;</li> <li>Coached accountability practice interviews for other selected staff, including senior &amp; middle leaders;</li> <li>Explanation of risk assessment and what factors can trigger an early inspection;</li> <li>Professional development &amp; sharing of Ofsted inspection approaches such as triangulation &amp; weighing of evidence from different sources;</li> <li>Sharing of training &amp; preparation materials to help the school prepare robust, convincing evidence to maintain the school's grade of Outstanding in all aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Heightened awareness &amp; understanding of the kinds of questions and inspection issues that might be raised for Cleves school, based on the current Ofsted framework;</li> <li>Increased confidence &amp; skills in presenting relevant evidence succinctly and clearly;</li> <li>Support for gathering &amp; presenting evidence to inspectors to ease the process and save time;</li> <li>Support &amp; training materials for staff to help in their preparation for inspection and school improvement generally.</li> </ul>		

## Context:

The day consisted of coached interviews lasting for 30 or 45 minutes for individuals, pairs or groups of three. Four governors and nine members of staff were involved; all engaged fully with the sample questions and cited relevant first-hand evidence in support of their points.

All interviewees were fully committed to supporting the school, which they all firmly believe is outstanding. From the evidence gathered, Leadership and Management is a huge strength of this school. There was unequivocal and universal praise for the Headteacher but also the Deputy Headteacher and senior leadership team as a whole. Staff reported that the Headteacher was an outstanding leader, with a clear vision, which he communicated effectively to all staff and pupils. Staff praised his strategic approach and judged the changes and improvements he had introduced, especially in the use made of data, to be highly effective and making a significant difference. Long serving colleagues, including one who has been at the school for 16 years, judged that, since this Headteacher's appointment, the school had improved enormously and was continuing to do so. Staff who had previously served in outstanding schools elsewhere also felt that leadership and management were outstanding. Confidence in the Headteacher, who was described as "dedicated, hard-working, accessible, approachable, utterly committed to pupils and staff", was exceptionally high.

Governance also emerged as a great strength. The Chair of Governors and the three other governors who attended certainly know the school; they have (or have had) children at the school. Governors serve on numerous panels and are linked to a specific aspect e.g. Pupil Premium. The other nine members of staff interviewed were very complimentary about the governing body. Staff stated that governors visit regularly, know the school well, and hold the school properly to account. Staff considered that governors achieved a successful balance between challenge and support.

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. Governors, senior & middle leaders have, therefore, been systematically gathering evidence to support another overall judgement of Outstanding; they are looking forward to explaining to inspectors on any future visit how the school is improving pupil outcomes.

The consultant emphasised the importance of safeguarding and the need to demonstrate how the school is addressing issues raised in the 2016 Raiseonline Dashboard and other key aspects, such as clearly demonstrating the impact of the funding for Pupil Premium and Sport Funding. Those interviewed were able to cite a number of significant changes that had been introduced this year and were resulting in improvements, for example, in mathematics provision and outcomes. Staff spoke enthusiastically about the professional development in mathematics that had been provided as well as the investment in exciting resources and opportunities to work with external Babcock 4S (LA) Mathematics consultants.

According to all the staff, internal data is systematically gathered and used well to target interventions in all year groups. There are systems in place to provide in-year progress data for every year group, class and individual. This school works hard to decrease the difference between the disadvantaged pupils and national others, as well as in-school Non-Pupil Premium pupils. There are close links between feeder schools and Cleves and support for transition is a strength at KS1 – 2 but also at KS2-3. All staff are keen to explain how they believe the school meets the Outstanding criteria in the current Ofsted framework. Staff provided evidence to show that school outcomes overall in 2016 compare favourably with average outcomes of outstanding schools nationally.

The consultant encouraged the school to make very clear the context of this large junior school to future inspectors as it is changing over time, for example with growing numbers of pupils with English as an Additional Language. **During the day**, the consultant shared a range of Ofsted & school improvement support materials such as the Raiseonline Methodology document and others that those involved appeared to appreciate.

Strengths	Areas for Development
<ul style="list-style-type: none"><li>✓ All those interviewed were professional, articulate, knowledgeable, wholly committed and fiercely loyal to the school;</li><li>✓ All judged the school to be Outstanding and were proud to work with Cleves school;</li><li>✓ There was a good range of experience among those staff interviewed; some had served for up to 16 years at the school, whereas others were relatively new, having joined in the last year or two. All shared the same enjoyment and enthusiasm for working at Cleves. The pupils and community were described as "delightful";</li></ul>	<ul style="list-style-type: none"><li>• Even closer working with governors and sharing of relevant evidence to reassure them that the school is on track to remain an Outstanding school in Ofsted terms. In particular, it would help governors if leaders could demonstrate and explain how the current criteria for outstanding teaching, learning and assessment are being met, since that is a critical judgement;</li><li>• Governors would also benefit from understanding in more detail how the school is addressing the issues in the 2016 Raiseonline Dashboard and the fluctuations in the data e.g. disappointing results in mathematics;</li><li>• Preparation of relevant pieces of evidence which could include data, photographs, results of surveys etc to</li></ul>

<ul style="list-style-type: none"> <li>✓ Long serving staff judged the school to have improved significantly over recent years since the appointment of the current Headteacher, Chris Hodges;</li> <li>✓ There was universal and unequivocal praise for the Headteacher and his quality and style of leadership;</li> <li>✓ Staff reported feeling respected, valued and listened to. They reported that the Headteacher and other leaders were accessible and approachable and any issues raised were always taken seriously and dealt with effectively;</li> <li>✓ From the evidence presented, Leadership and management emerged as a huge strength of the school; this included governance, senior and middle leadership;</li> <li>✓ New staff were very excited to be working in the school and praised the professional support and development they were receiving. This included support staff e.g. the HLTA who appreciated how well her career was being managed and supported;</li> <li>✓ All interviewees presented their points articulately and clearly, often backing them up with well chosen and relevant pieces of evidence or recent examples e.g. the work on Rule of Law as part of the school's commitment to British Values;</li> <li>✓ The content and style of responses were equally strong. Interviewees appeared confident and keen to engage with the questions about their school and their particular areas of responsibility;</li> <li>✓ All staff engaged fully with the interviewer and responded swiftly and well to coaching and advice;</li> <li>✓ Interviewees asked insightful questions and understood the issues raised, such as the need to have available pertinent evidence to support points e.g. internal data to show the school addressing the 2016 Dashboard weaknesses and improvements in mathematics;</li> <li>✓ Staff explained the improvements that had been introduced this year to support disadvantaged and other pupils, such as targeted interventions, changes to setting, closer tracking, monitoring and support for pupils making less than expected progress, greater focus on attendance and reducing persistent absence for the few pupils for whom this was an issue;</li> <li>✓ The Mathematics Co-ordinator outlined important strategies that had been introduced this year to transform mathematics teaching through intensive professional development and training, improved resourcing, changes to setting and a stronger focus on reasoning and thinking in mathematics.</li> </ul>	<p>illustrate exactly how the school meets the criteria for Outstanding, especially in pupil outcomes &amp; attendance and decreasing the difference between disadvantaged pupils and others;</p> <ul style="list-style-type: none"> <li>• As there have been changes in staffing as well changes to the Ofsted criteria, further external validation of the school's judgements, especially on the quality of teaching, learning and assessment is recommended to add to the weight of evidence from the school's previous SIP;</li> <li>• Ensuring that pupils' work this year provides solid evidence of improvement and progress over time, especially in weaker areas such as mathematics or writing;</li> <li>• There is scope for further research into even more effective ways of preparing Y6 pupils for the increased challenges of the new style tests. The consultant has shared a number of strategies to address this and recommends focussing on time management, reading skills, such as even more support for reading and language in mathematics, confidence building, strategies to encourage more risk taking and pupils leading their own learning;</li> <li>• Sutton Trust research advocates the use of more peer to peer support as an efficacious and cost effective strategy. Given the excellent behaviour at Cleves this strategy should work extremely well;</li> <li>• Only one or two interviewees appeared to be defensive and/or nervous or but given their skills, knowledge and experience there was actually no need for them to feel this way as they performed very well.</li> </ul>
--	---

**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 prepares a few case studies to show how well SEND, FSM & disadvantaged pupils are cared for in this school and supported to attend well and make accelerated rates of progress;
4. Leaders are able to evidence clearly the impact of Pupil Premium and Sport Premium funding;
5. 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 28.01.2017
2. Consultant to email electronic versions of support materials & other documents promised e.g. postholder interview booklet	Angela Bradshaw, Assoc. Senior Consultant by 28.01.2017
3. Governors to share report, materials & issues with the governing body	Governors: 31.01.2017
4. Leaders to share report, materials & issues with relevant staff	Leaders: 31.01.2017
<p><b>Conclusion:</b> The consultant hoped this training and coaching would support school improvement and preparation for any future inspection and the drive to maintain the school as Outstanding in Ofsted terms. In the view of the consultant, the evidence provided met the Outstanding criteria for Leadership &amp; Management.</p> <p>The consultant wishes to thank the Headteacher, governors and school staff for the warm welcome and generous amounts of time spent on the day. It was a pleasure to work in Cleves school with such committed, professional colleagues dedicated to school improvement.</p>	
<p><b>Further support planned:</b> to be decided</p> <p><b>Next visit date:</b> to be decided</p>	
<p><b>Focus:</b> to be decided with school</p>	

*Angela Bradshaw .*

Angela Bradshaw  
PQSI (Professional Qualification for School Inspectors)  
Associate Senior Consultant,  
Babcock 4S  
25<sup>th</sup> January 2017  
Mobile 0775 422 7642  
Email: [angelacoates@gmail.com](mailto:angelacoates@gmail.com)

Babcock 4S  
Opus One Bay Tree Avenue,  
Kingston Road  
Leatherhead  
KT22 7UE

[www.babcock-education.co.uk/4s](http://www.babcock-education.co.uk/4s) | 01372 834 444