

**Report to Trustees**  
**Autumn 2021**

**Cleves School**

**School Improvement Partner**

**Kim Bergamasco**

## **Report to Trustees: Autumn Term 2021**

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. Not all sections may be completed, as the focus will be determined by school leaders.

The initial visit was a meeting with your Headteacher and Deputy Headteacher, a study of paperwork provide and a discussion around data and the SEF. As such no evidence in workbooks or classrooms was observed.

### **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:**

Trustees will be aware of the new inspection framework and of the focus on schools deemed to be outstanding, that were previously exempt from inspection. From what has been noted in the press, from local school inspections and from meetings attended by Headteachers, the rhetoric appears to be around how difficult it is to argue for an outstanding judgement. There is a counter argument based on is good 'good enough'?

From discussion with leaders, I see no reason as to why the school would not look for an outstanding judgement. This being predicated on what would be found in the classrooms and by talking to pupils. There is an evidence base which demonstrates a robust track record over time; all stakeholders are ambitious for the pupils, and there is no reason to suggest that this culture is not sustainable over time.

#### **How well is the school performing?**

If inspected, data from 2019 would be the basis for discussion. At this point, Cleves was well above national and similar schools in all areas. Looking back on the previous years the average scaled score for reading had declined as had the progress scores in reading and writing. Knowing that there is a significant focus on reading in the new framework, and also knowing the attention that the school has given to reading over the past few years, it would be essential that leaders looked in detail at performance of all groups of pupils, especially in Year 3

Leaders have already looked in detail at performance across the school in Years 4-6, and assessments will be undertaken for Year 3. The Headteacher has a compelling story to tell from the data or pupils making progress, having previously slipped back during disrupted learning. It is worth scripting this analysis succinctly so it is understood by key stakeholders.

#### **What are the key factors?**

There is detailed analysis of relevant data for groups of pupils, which is then followed up by actions in terms of interventions for groups of pupils. Through the data, albeit a new system, leaders know key issues well. Do phase and year group leaders equally know the data in this detail?

Through the interruption to learning, attendance rates remained high.

**How robust is the school's self-evaluation?**

Leaders know the strengths and areas for development in the school very well. There is a forensic and clinical attention to detail, and actions put in place to mitigate any concerns or underperformance. The document itself is long and in many areas very descriptive. The key word is 'evaluation', and that is what an inspection team will want to see. The Headteacher and I discussed a reordering of the document, so that the key information and fact sheet was at the front and all other paperwork behind. The school clearly does not want to lose the 'story' behind all the work that has been undertaken. However, an inspection will always focus on the outcomes, impact and the 'so what?'

**Has the school interpreted the evidence correctly and are its judgements sound?**

The data system is relatively new and as such leaders are cautious about reliability. However, their own work to check compatibility with the previous tool, appears to indicate good reliability. As such leaders are interpreting their findings well. As the school settles back to normal working, that data and can then fully matched to what is observed in classes and what is seen in recorded work,

**To what extent is the school taking account of the priorities, strategies and actions in the Strategic Improvement Plan in its own strategic planning?**

The four strands of the Strategic Aims are to the fore in the SEF and in the thinking behind the SDP. The one aspect that has been harder to tackle first hand is around community engagement.

**What are the priorities and targets for improvement?**

Embedding the curriculum and assessing impact remains a key driver. It is not a limiting judgement in the inspection, but the school has continued to develop the curriculum throughout the past 18 months. RSE is part of this.

Leaders continue to look at how mathematics is delivered. This was already a school action before lockdown, and aspects of whole class teaching became the norm over that time. Staff have different views on this, and leaders will look at evidence to determine impact of outlying groups of pupils.

Work will continue on 'Sounds Write' across the school. This is not what is used by the feeder infant schools, so some work around continuity or practice may be needed.

Staff will be trained on the new record keeping system.

Strategic aims will be refreshed with Trustees.

The school will continue to be mindful of health and safety around Covid, as well as ensuring that learning gaps, and acceleration due to the interrupted learning are pursued.

**Part 2: The Quality of Education**

	<b>Judgement at last Ofsted</b>	<b>Self-evaluation by school</b>
<b>Effectiveness of the quality of education</b>		

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

Intent – curriculum design, coverage and appropriateness

- Does the school regularly measure pupils' progress and have ambitious targets for and expectations of what each of them will achieve?

There is very good evidence to say that this is the case in core subjects. I am meeting with subject leaders at the next visit and can discuss their view on standards in their own subjects. Trustees have met with subject leaders to discuss their role. Because of where the school is in the curriculum journey, I feel that leaders can now ask more about standards in foundation subjects. The focus can now be on impact. Whilst this was included on the trustees monitoring, responses tended to be general. The following is an example from the very good music monitoring by a trustee. Outcomes here seem generalised and are about feelings.

- Children love the music provision – eg Ukeleles – they are so engaged with the lesson and have the chance to take them home. They make steady progress every week and see enjoyment in their personal progress.
- In speaking to Class Teachers who lead the Surrey Arts lessons – observe children really love the sessions
- Extra curricular provision goes to support this enjoyment – all well subscribed, demonstrating children's enjoyment of music (eg 80-85 in lower school choir, 6-65 in upper school choir)
- Do struggle a little with the orchestra and stopped that for while because insufficient variety of instruments

There is an overview curriculum statement that well expresses where leaders feel the school is in terms of intent, implementation and impact. However, in some cases impact is phrased as if it is around intent. An example is for PSHE 'children will become...' The school has excellent evidence from PASS to provide impact. Consider in measuring impact – how do you know?

Implementation –

- Curriculum delivery
  - What evidence is there that the school is tailoring its curriculum offer a and teaching and learning to the particular needs of individual pupils?  
Curriculum support training and planning would indicate excellent provision for pupils at Cleves, based on their needs, not just in school but for extracurricular experiences. Having not seen the impact of this in the classroom or in books I cannot say how this is in practice.
- Teaching
  - How does the school judge the quality of teaching and learning?
- Assessment – the focus on how staff do their job and how leaders support them

- Impact
- What do the data and documentation on pupils' targets, attainment, well-being and progress say about the ambition of the school?  
There is excellent documentation to assess where pupils are, compare them with their peers and their prior attainment.
- Are there significant variations and underperformance, or areas of outstanding strength within the school, including but not limited to those identified by trustees?  
None noted
- What evidence is there that the school is addressing the range of outcomes identified as priorities by the trustees?  
Embedded in SDP
- How well are different groups of pupils doing? (Looked-after children, boys, girls, those of different ethnic or socio-economic groups, HPA pupils, SEND pupils)  
Very clear evidence regarding performance or pupils in receipt of pupil premium, with a summary of impact. It would be interesting to know what are the key drivers from this that impact on learning.
- Is the school choosing the right priorities for the next academic year based on an assessment of the progress of different groups and the strengths and weaknesses of the school?  
Priorities appear to be pertinent, in particular around processes for the teaching of mathematics, focus on reading and groups of pupils.

#### KEY PRIORITIES FOR IMPROVEMENT:

##### Autumn 2021

- Consider looking in detail at the performance of all groups of pupils in reading, especially at Year 3.
- It would be useful to have a succinct script of the data analysis regarding progress made by pupils, despite earlier slippage due to extraneous circumstances.
- Do phase and year group leaders know the internal data and actions following from its analysis in detail? This is an area already identified by leaders.
- Ensure continuity of approach, not necessarily the same schemes, in developing phonics and spelling systems with feeder schools,
- With subject leaders, develop a process whereby they can articulate standards in their subjects.
- Consider how to demonstrate impact in more specific and evidence based terms, especially for foundation subjects.
- How do you know what the key drivers are from the provision for pupils in receipt of pupil premium funding, that impact on their learning? PASS?

##### Spring 2022

##### Summer 20202

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**Part 3: Behaviour and Attitudes**

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

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

Attitudes to learning

- How good are pupils' attendance and behaviour? How are these affecting standards and achievement?

Respect

**KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 2021

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Spring 2022

Summer 2022

**Part 4: Personal development,**

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

Enrichment

Health and well being

Equality and diversity

Preparation for next steps

- How well is the school helping pupils to progress to the next education stage and beyond?

**KEY PRIORITIES FOR IMPROVEMENT**

Autumn 2021

Spring 2022

Summer 2022

## Part 5: Leadership and Management

	Judgement at last Ofsted	Self-evaluation by school
<b>Leadership and management</b>		

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

#### Vision and ethos•

- How well is the school using support and partnership to improve its own and others' performance?
- What evidence is there of pupil, parental and community satisfaction with the school?
- Trust - What evidence is there that the school is proactively supporting the agreed strategies of the trust?
- How effective are the school's core systems and policies?
  - pupil assessment and target-setting;
  - continuing professional development (CPD)
  - performance management;
  - behaviour;
  - curriculum;
  - senior and middle leadership
- Is the school making the best use of its resources?
- Is the school working effectively with external partners?

#### Staff well-being and workload

How are the school's performance management systems contributing to raising attainment, achievement and pupils' wider well-being?

#### Children's experience

#### Governance

#### Safeguarding

- Is the school's plan deliverable? Is it focused on tackling underperformance and other areas of weakness?
- Is it monitored and evaluated?
- What support from outside does the school need?
- Is the school considering how pupils can benefit from experiences beyond school, and encouraging parental and community involvement in children's education?
- How is the leadership team working with other children's services? What aspects of practice could be shared with others, within and beyond the trust to contribute to school improvement more widely?
- Has the school the capacity to improve?



- Are the leadership team and local academy governing board choosing and effectively implementing high-impact, sustainable strategies for school improvement?
- How will the school achieve them?
- Does the school's plan set out the strategies which the school is actually using?
- How is the school delivering the Trust Commitments?

**KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 2021

Spring 2022

Summer 2022

**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 4 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 5 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.