

**Report to Governors
Autumn 2017**

Cleves School

School Improvement Partner

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Report to Governors: Autumn Term 2017

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 governors with an external and independent view of the school's performance.

This report will be updated termly; later amendments to the report will be highlighted in green.

Part 1: Overall effectiveness

Judgement at the last Ofsted inspection in July 2007	Outstanding
School self-evaluation of overall effectiveness	Outstanding

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

Leaders know the school well. They take great pains to ensure that what could be distractions to learning and teaching, such as the expansion project for the school, enhance provision and do not hinder progress.

Both the Headteacher and Deputy Headteacher are out of school for part of the week to support a local school. It appears as if that work provides reciprocal benefit. Again, leaders are not distracted from their core purpose.

Three 'new' areas to the school have been created to enhance provision. Such areas create opportunities for pupils to use core skills in a creative and meaningful way. Clearly you are at the start of the process and outcome will need to be monitored fully by leaders, and also monitored by governors in terms of value for money.

Pupils are provided with enhanced lunchtime provision and again it will be interesting to see, as the year pans out, how this impacts on afternoon learning.

The school reports that Year 3 pupils made a fantastic start to life at Cleves and from day one arrived happy and confident. The Year 3 team did a great job welcoming and settling the children in and their transition was seamless. Anecdotal evidence would support the transition process this year. However, the school reports that there were a higher number of lower ability pupils entering the school. They would welcome better information regarding lower ability pupils prior to entry.

The school is well aware of the safety issues pertaining to one project that did not get completed by Surrey. The new crossing on Oatlands Chase and the path around the field were not delivered as planned and the school awaits further information and a start date. This is of concern regarding both safety of pupils and parents and also the perception of the school in the community.

Part 2: Effectiveness of leadership and management

	Judgement at last Ofsted	Self-evaluation by school
Effectiveness of leadership and management	Outstanding	Outstanding

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

Leaders report that monitoring of teaching and learning is regularly undertaken by senior leaders, year leaders and phase leaders. Middle leaders have been well supported to undertake evidence based monitoring and to give feedback. All monitoring and feedback is followed up to ensure good impact and improvement. Leaders report that there is evidence to show consistency across teams and year groups.

The Headteacher is able to review the strengths and areas of development of all other leaders. Where support is needed, it is provided.

Governors' monitoring is rigorous and regular. They are challenging and interrogate data thoroughly. Clearly new provision and enhancement of the curriculum will need to be monitored as the year progresses. There are two new governors this year. Three governors are also supporting at Grovelands. As with school leaders, governors will need to remain focused on Cleves.

The use of pupil premium funding to support the outcomes for these pupils has been well thought through, and each pupil eligible for this funding is known by their class teacher. There is a profile on each child which is reviewed termly, and a planner identifying future support. Chrome books or I pads have been provided for any PPG pupil without access to technology.

New interventions have begun. New year 6 groups have also been established to support pupils with writing and mathematics.

Year leaders have written new action plans based on autumn term attainment and progress data. These target pupil groups and/or attainment gaps and ensure all staff in each year team know relevant issues and priorities. To ensure good handover the Year 3 and 4 leaders worked together as did the Year 4 and 5 etc.

Pupil voice is a high priority in the school and trained play leaders and peer mediators take their roles seriously

Leaders report that three new teachers have all made a positive start. Their mentors are offering continuous support. Leaders are well aware, already of the strengths and weaknesses of new staff. There have also been new support staff appointments.

Leaders are adept at supporting each other and all staff. Where there are new curriculum initiatives staff work alongside each other to ensure consistency of practise and to develop staff subject knowledge. This is a costly practice but shodul pay dividends in terms of pupils' outcomes. Staff model lessons for each other.

Staff are released before each half term to look at what comes next in the curriculum and to ensure cohesion.

Performance Management has been completed for all staff.

There is a new lunch provider and the school is pleased with the service and support.

The new travel plan and current activity meant that the school was awarded the Bronze Travel Award.

A parent forum has been held which provided feedback, especially about transition and the process for organising the classes each year. Leaders are receptive to external comment. The parents had reported that they felt that there was too big a gap between pupils knowing what class they were going into and then formally meeting their new teacher.

The after-school care club has been reviewed.

One member of staff has started the NPQML, one the NPQSL and one is completing the NPQH. There are also two external NPQH candidates completing their second placements. One has focused in cross curricula learning and one on motivating reluctant readers in Year 4. Leaders place a high priority on targeted CPD recognising that staff may wish to move on in the future and need to be ready for internal or external leadership roles.

The school continues to develop a number of partnerships and there has been good progress. The Headteacher the Heads of Oatlands and Manby Infant Schools towards the start of term and agreed an ambitious action plan. There is now a formal memorandum of Understanding with the intention to be more open regarding the school plans, budgets, data etc.

The main partnership work has continued with Grovelands School and this had broadened out to involve more Cleves staff. The Deputy Headteacher has offered support with both IT and assessment. One member of staff is doing some work at Grovelands this term developing their sports provision and establishing sports festivals between our schools to increase our competitive sports offer. The work with Grovelands is proving mutually beneficially their early years department helping Cleves with resources and good practise with lower ability pupils in Year 3. Both schools have working with the more able pupils as school priority and this might lead to further joint activity or even a fixed term teaching post for the rest of the year. After half term the Year 6 lead has agreed to meet the Year 6 staff from Grovelands and discuss her work around preparation for the SATs and writing in Year 6. The Headteacher and Deputy Headteacher are only off site together one afternoon a week and have released other leaders in the school to provide cover,

A meeting with the RSC and the school continues to investigate and prepare a MAT application.

KEY PRIORITIES FOR IMPROVEMENT:
. Autumn 2017
<ul style="list-style-type: none"> - Consider how you gain information regarding low ability pupils as soon as places are offered - How do you manage information sharing with parents regarding working with other schools? - If the MAT does not pan out with the two infant schools, how will you proceed? - Are you able to use expertise form the infant schools to support Grovelands?
Spring 2018
Summer 2018

Part 3: Quality of teaching, learning and assessment

	Judgement at last Ofsted	Self-evaluation by school
Quality of teaching, learning and assessment	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT:
<p>Autumn first half term 2017 100% of lessons observed were at least good with 83% outstanding. Of the 3 lessons graded good all were taught by out NQTs</p> <p>Initial INSET day focused on reading and how the school might further improve the approach. A literacy working party considered the reading learning objectives from classroom monitor and broke them down into smaller steps that could be more easily assessed. The team also ensured the reading objectives were more evenly spread across all the year groups and across the three terms.</p> <p>There are a number of key school improvement strands around the curriculum this year, the first being to continue improvement work around mathematics to ensure last year's improvements and training are fully embedded. An external consultant comes in on a termly basis to offer training to year leaders. This is a realistic approach to ensure gains from previous years are not lost.</p> <p>A working party has reviewed the approach to science. They plan to introduce a new theme to science by covering 14 big ideas. The intention is to better link science modules together and help children learn how the science knowledge and skills covered through each year group link together. They will build in a greater emphasis on investigational science and the use of the lab.</p> <p>Opportunities where cross curricula activities can be enhanced with IT and use of the Multi Media room have been reviewed. The Google expeditions are well underway and teachers are finding</p>

plenty of opportunity to employ the new technology.

Whilst revision for core subjects and the teaching of test technique still need to be factored in (to all year groups not just year 6) the school, rightly intends to maintain a broad and balanced curriculum balance. They plan to invest in this area by releasing staff to consider and improve creative teaching and creative opportunities for pupils.

A key focus will be to consider further how pupils contribute and commit to their own learning. The school had intended to look to Osiris as a long term CPD programme looking at Visible learning. The way the package is presented may mean that this is not possible and the school will look at other forms of CPD.

Another team are considering the Well-being agenda.

The marking policy will be reviewed

A new series of curriculum workshops for parents is planned, starting with reading. This is in response to feedback in the annual self-evaluation study. Over the year the school intends to offer a workshop each month across a range of subjects in order to show parents how they could support their children at home.

All pupils end of year targets have been reviewed and revised to add higher expectation where pupils have made accelerated progress.

The school uses Classroom Monitor to generate and print targets for pupils. These have been shared with parents.

The school is investigating and considering the Dyslexia Friendly Schools Award.

A joint action plan has been created with Grovelands to target the more able. The school is attempting to appoint an additional teacher to extend the offer to more able and increase the numbers supported.

Leaders are ambitious and creative in their approach to funding and are looking to further recruit a HLTA to Year 5 using additional income from lettings.

KEY PRIORITIES FOR IMPROVEMENT:

Autumn 17

There have been several curriculum initiatives over the past few months – how are outcomes and impact going to be measured by leaders and governors?

If not using Osiris, how will the aspects of metacognition/pupil's commitment to their own learning be pursued?

What was the trigger for looking at a Dyslexic Friendly School – what difference will this make for all pupils?

What impact do you expect from running parent workshops?

Spring 18

Summer 18

Part 4: Personal development, behaviour and welfare

	Judgement at last Ofsted	Self-evaluation by school
Personal development, behaviour Welfare	Outstanding	Outstanding

	Attendance		Fixed term Exclusions			Number of permanent exclusions
	Overall attendance	Number of pupils with attendance $\leq 90\%$	Number of exclusions	Number of pupils	Number of days lost	
Academic year 16-17	96.76	24	0	0	0	0
1 st Sept – Nov	97.33	16	1	1	3	0
			0	0	0	0

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

The school has a good tracking system in place to monitor attendance, especially of those with low attendance. The school writes to parents and meets with them to support improved attendance and the EWO is involved if no improvement is evident. No holidays are authorised. Attendance so far this term remains high at 97%, with the number of pupils with attendance less than 90% being reduced.

An internet safety day has been booked for the Spring term with an external expert

There is a working party to support work around this agenda and well-being. One member of staff will plan well-being and mental health lessons and direct SEAL resources to year leaders for assemblies.

The school is using a classroom as a break time and lunchtime nurture room.

The PPG coordinator and SEND coordinator are in the process of producing case studies for the autumn term

The school, rightly is continuing holding a half termly mid-way pupil progress meeting for both PPG and vulnerable pupils. This is to ensure they are more frequently considered and tracked.

Counselling provision has been increased with 9 hours a week available and 22 children currently offered support. This is in addition to the drawing and talking intervention.

Pastoral updates are a weekly standing item on PA agenda. The SBM visited Grovelands to compare approaches and record keeping for Single Central Register and safeguarding.

The school is looking to appoint a holiday club provider to ensure holiday care is available on site from 8- 6 throughout all holiday periods.

With the introduction of the additional Sports Premium money this year, the school is focusing on the small numbers of inactive children throughout the school. As a result, they have started three different Change 4 Life clubs which take place during lunch times. Through the analysis of questionnaire results, they have targeted children to attend these.

The school is focusing on giving as many pupils the opportunity to take part in competitive sport throughout the year.

There is an extensive range of extracurricular clubs. Last year 89% of pupils attended an extracurricular club throughout the year.

In the summer the school was once again awarded the Gold School Game Mark.

Autumn 17

- How will the Break/lunch time classroom be used.? How will you measure impact?
- With the extracurricular clubs – do pupils attend a range, just one? Do they attend clubs that develop talents or extend knowledge? How do you intend to target those pupils who do not attend clubs?
- How nimble are you in reviewing and amending provision for PPG pupils following the half termly progress meetings?
- How will the PPG/SEND case studies be used?

Spring 18

Summer 18

Part 5: Outcomes for pupils

	Judgement at last Ofsted	Self-evaluation by school
Outcomes for pupils	Outstanding	Outstanding

CHILDREN ELIGIBLE FOR PUPIL PREMIUM GRANT (PPG) FUNDING:				
	Number of children eligible for PPG	Number targeted to achieve the expected standard	Number on track Spring term	Number who reached the expected standard. Summer term 2016
Year 6	11	Ma: 11 R: 11 W: 10	Ma: R: W:	Ma: R: W:

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF ACHIEVEMENT:
<p>Lower School</p> <p>Reading:</p> <ul style="list-style-type: none"> ● In year 4, average attainment is above expected ● No clear difference between average attainment of boys and girls ● Low prior attainers still attaining below average but making excellent progress ● PPG attainment below average ● All groups of children made good progress across year 3 but less progress in the summer ● Focus on PPG and low prior attainers <p>Writing:</p> <ul style="list-style-type: none"> ● Generally, attainment is below average ● Boys attainment is below average and they are attaining less than girls ● Low prior attainers attaining below average and need focus ● PPG children attaining below average ● Progress over the year was good - all groups made 3 or more points progresses except mid-prior attainers. Low Prior attainers made excellent progress. <p>Maths:</p> <ul style="list-style-type: none"> ● Attainment above average across current year 4 ● LPA and PPG attainment below average ● Progress was 3 or more points for all groups and LPA made the most progress <p>Summary:</p> <p>Progress was good in all subjects for all groups across year 3. Attainment for some groups is lower than expected - particularly for LPA and PPG children.</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Ensure continued focus on key groups mentioned above, particularly boys writing

- Continued focus on PPG children in PPA
- Plan for gender neutral creative hooks for core subjects in PPA
- Look into set up of boys writing group and ensure its timetabled at a productive time. Kelly feeds back the training to rest of year group.
- Ensure high expectation for boys.

Upper School:

Year 5:

Reading:

- Attainment is above average generally
- LPA are attaining below average
- Accumulative progress is fine in reading but progress stalled slightly in year 4 as on average children made less than 3 points progress

Writing:

- Attainment is above average generally
- LPA and PPG are attaining below average
- Progress in writing better than progress in reading - all groups making good progress, especially LPA

Maths:

- Attainment is above average generally
- LPA and PPG are attaining below average
- Accumulative progress is good and progress in year 4 was generally good, especially for LPAs
- High prior attainers made slightly less progress than their peers

Summary (current year 5):

- Reading - progress in year 4 slightly stalled so focus needed in year 5 and monitoring in year 4

Action points:

- Monitor guided reading

Year 6:

Reading:

- Attainment significantly above average
- Progress for all group has stalled in year 5 slightly - children attaining less than 3 points in the year, except for PPG and LPA
- High prior attainers making less progress than their peers

Writing:

- Attainment above average
- LPA attaining below average but made more progress than peers
- Progress for HPAs was less than their peers but their attainment still high

Maths:

- Attainment above average
- LPA and PPG attaining below average
- Progress is good over the year, especially for LPAs

- HPAs making less progress than their peers, but this may be due to stalling at mastery or due to CM Attainment and Progress at Cleves compared with National and other Outstanding schools

Arbor 2016/7 overview	Cleves 2016	Cleves 2017	National 2016	National 2017	Average outstanding school 2016	Average outstanding school 2017
Achieving expected standard RWM	65%	89.2	53%	61	61.2%	65
Expected standard reading	78%	95.3	66%	71.4	72.9%	74.9
Expected standard writing	89%	95.9	74%	76.3	77.2%	76.9
Expected standard maths	72%	91.2	70%	74.8	75.8%	77.7
Expected standard spag	87%	98	72%	76.9	78.1%	73.2
Higher standard RWM	13%	15.5	5.8%	8.6	7.8%	11.3
Higher standard reading	30%	50	19%	24.5	25.5%	29.5
Greater depth writing	27%	29.1	15%	17.7	19.2%	21.4
Higher standard maths	24%	37.2	17%	22.6	21.1%	27.2
Higher standard spag	37%	58.1	22%	35.6	28.7%	30.9
Average scaled score reading	105.3	110	102.6	104.1	104.6	105.7
Average scaled score maths	103.8	107.4	103	104.2	104.5	105.5
Average scaled score spag	106.9	110.8	104	106	105.6	107.2
Overall progress reading	0.4	3.3	0	0.0	0.9	0.9
Overall progress writing	1.3	1.3	0	0.0	0.4	0.4
Overall progress maths	-1.3	1.1	0	0.0	0.4	0.8

KEY PRIORITIES FOR IMPROVEMENT:**Autumn 17**

- Have you investigated the inconsistency in the greater depth attainment?
- Were you able to undertake a class by class analysis?
- Are there any learning points from this for learning across the school?

Whole school issues from internal data analysis

- Low number of Pupil Premium pupils not at national expectation and further targeting required
- Pupils who did not make three points progress last year that were not mastered
- SEND pupils - summer progress
- Mathematics – whole school
- Progress of prior higher attainers – all subjects.

Spring 18

Summer 18

	Expected standard			
	RWM	Reading	Writing	Mathematics
Targets 2018 Current Year 6	90%	95.98%	95.3%	93.96%
School 2019 Current year 5	91.6%	95.51%	94.38%	97.75%

Autumn 2017

- Are there targets for greater depth and for SPAG?
- Do you set targets for science?

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Summer 2017

	Teacher assessments 2016	Teacher assessments 2017	% achieved expected standard 2016		% achieved expected standard 2017	
			Cleves	National	Cleves	National
Reading	93%	96%	78%	66%	95%	71%
SPAG			87%	72%	98%	77%
Writing*	89%	96%	89%	74%	96%	76%
Maths	91%	88%	73%	70%	91%	75%
Reading, Writing, Maths Combined	85%	86%	65%	53%	89%	61%

Overall effectiveness: the quality of education provided in the school

School leaders are encouraged to carry out regular self-evaluation. In order to support this self-evaluation, school leaders should refer to the Ofsted criteria for outstanding, good, requires improvement and inadequate. The Ofsted School Inspection Handbook and other key documents can be found at www.gov.uk/government/organisations/ofsted

Inspectors first make key judgements on the quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for pupils. In coming to each of these key judgements, inspectors also draw on evidence from any early years or sixth form provision. They then judge the effectiveness of any early years or sixth form provision. Inspectors then make the key judgement on the effectiveness of leadership and management. Before making the final judgement on overall effectiveness, inspectors evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development; and the extent to which the education provided by the school meets the needs of the range of pupils.

Grade descriptors – overall effectiveness: the quality of education provided by the school

Outstanding (1)	<ul style="list-style-type: none"> • 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.
Good (2)	<ul style="list-style-type: none"> • The quality of teaching, learning and assessment is at least good. • All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgements may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. • Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. • Safeguarding is effective.
Requires improvement (3)	<ul style="list-style-type: none"> • Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement. • There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development. • Safeguarding is effective.
Inadequate (4)	<ul style="list-style-type: none"> • The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and / or safeguarding is ineffective and / or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.