

Final report to Governors
SUMMER 2019

Cleves School

School Improvement Partner

Kim Bergamasco

Report to Governors: Autumn Term 2018

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.

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:

Commentary as of July 2019

In my view the school remains as outstanding overall because of the following factors: -

- Leaders continue to know the school well. This is evidenced by the recent survey of pupils, staff and parents. There is overwhelming support for the school and the work that it undertakes on behalf of pupils. Pupils are fully involved in shaping the way the school operate and suggest improvements and why.
- Leaders listen to the views of all stakeholders and take into account such views when shaping policy and practice.
- Leaders at all levels work well together and in their own areas. This is evidenced by how well the new Phase and Year leaders have taken to their posts this year, as well as how individual staff have researched and shaped aspects of the new curriculum offer, so that it is fit for purpose for pupils from the Cleves catchment.
- The time of Leaders is utilised to provide effective additional support for learning
- Trustees and Leaders work well together. Trustees are knowledgeable about the school and are ambitious for its future.
- Trustees and Leaders have welcomed Partnership working and are generous in the time they give to other leaders without it impacting on the provision and outcomes at Cleves.
- School staff are well trained and are appreciative of the CPD on offer. Leaders have high expectations of staff.
- The School Plan is underpinned by Strategic Objectives and there is a clear direction for the school.
- Leaders monitor and evaluate impact of teaching and learning and cross check their judgements. All staff are held accountable for the performance of their pupils.
- Pupils are offered a wide range of activities outside the formal school day. Take up is high.
- Management and oversight of the school budget is thoughtful and predicated on learning needs.
- The behaviour and attitudes of pupils is exemplary. Attendance is high.
- Outcomes for 2109 remain high with improvements in SPAG at expected and greater depth, and writing and mathematics at expected. The school has already undertaken significant research into which pupils did not reach expected across core areas.

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 MANAGMENT:

Three of the four year leaders are new to leadership/post this term. The fourth leader has changed year group. As such they are all entering the year needing to learn different ways of working. All these leaders have a clear view as to what the data is informing them. They have reacted differently as to how they will support pupils and staff. The best practice is where the leader has talked through the data with members of the team, and has used the data to prompt questions as to the performance or capability of individual pupils. For example, in Year 3 a mathematics test has been used to compare how well the pupils performed in the SATs to standardised performance. The leader is mindful of then talking to teachers to ensure a best fit when assigning pupils to mathematics sets. In Year 6 the leader has had conversations with staff around individual pupils. In Year 4 work has begun on creating a timetable of interventions which will be flexible to meet need.

The leader in Year 5 was previously a year leader in Year 4. As such pupils and needs are known, but the staff team, in most cases, were in Year 5 last year. An initial curriculum review has taken place. Interventions for reading are appropriate. Boys made appropriate progress in writing last year, and the leader feels that there is a need to continue this focus.

The main areas for support are not surprisingly around performance of LPA. Whilst as a group, they have made progress in moving through the school, that progress will need to be accelerated the further through the school they go. Leaders need to look in detail at this group and to differentiate between those pupils who have made good progress and those who are still struggling. Equally, teachers need to know which of these pupils have not attained well or are making slow progress in all three areas. There are also a number of pupils in receipt of pupil premium, throughout the school, who need to make accelerated progress.

The school has a wealth of experienced staff, both teachers and support staff who are able to provide support and interventions. Leaders have confidence in them.

All leaders are mindful of the need for pupils to have varied and rich opportunities to access the whole curriculum.

Some aspects may need strengthening or further investigation: -

- Year 3 need to have the phonics scores of pupils joining the school so as not to have duplication of support
- Does the SENCo have provision maps from the feeder schools that note which interventions have been successful for which pupil?
- How much do the leaders know about interventions? Could the SENCo give a briefing/training to the leadership team about the efficacy of various interventions?

- How many of the interventions are based upon known research – either through the EEF or other sources?
- How much time does an individual pupil spend outside their peer group on a weekly basis?
- Should interventions naturally be outside the classroom?
- Could pupils keep the same books in intervention sessions as they do in the classroom so that all who work with the pupil can see what they are capable of – where this is appropriate.
- Could there be learning walls in the classrooms that replicate what the pupils see in interventions?

The Leadership team has met to discuss priorities this term. This was welcomed by new leaders. Phase leaders have worked with the year leaders to share their data understanding and to model the action plans. The action plans are, rightly, at different stages of development.

I met with the four Year Leaders to look at how they might scrutinise books over time and how they share findings with others in their year groups. I will comment further in the learning and teaching section. All leaders had undertaken some aspect of monitoring over the year and had agree findings with their year groups. They are not yet nimble in finding opportunities for monitoring outside set times. All leaders have clear expectations of their year groups. There is strong consistency of practice throughout the school. Policies and procedures are adhered to in terms of marking, presentation and expectations.

The governing body held a strategic review session where they looked back on the past strategic plan and looked ahead as to the political and educational climate. A new strategic plan was agreed which will include continue focus on Cleves being an outward facing school, but also on the well - being of pupils.

The Headteacher and Deputy Headteacher were asked by Surrey to undertake a review in another school. This has taken place and led to the resignation of the Headteacher. Leaders at Cleves have been asked to support the school and at present are considering how this might happen.

The relationship at Groveland's is under discussion.

Senior leadership team met last week to discuss curriculum innovations. This following a whole school Inset day as well individual as staff attending conferences elsewhere. The discussion so far is around creating and overview of learning modules looking beyond key knowledge and facts. There will be a focus on learning behaviours and skills as well as attitudes. This looks to be an excellent approach in that is enables the curriculum to meet the needs of pupils at Cleves.

Three of the senior leaders attended external training on curriculum developments. I joined a meeting with them as they shared the findings and evidence base of the various courses. Discussion was around the need to balance knowledge and learning skills. There was extensive dialogue around the application of metacognitive thinking as well as around the need to set skills in a subject context.

One senior leader has produced an initial subject planning tool to ensure that what is taught is done so equitably across a year group – that leaders agree what core knowledge and facts need to be taught. This is an excellent starting point. Leaders then debated how this approach could be shared amongst subject leaders, being mindful that they were not all subject to this initial thinking.

Senior leaders work exceptionally well together. They have different approaches to thinking and to the curriculum, but are respectful of the views of others. They are mindful of where the staff are in their thinking and look to find ways to offer support and guidance.

Trustees have informed Groveland's of their intention to step back from support. Trustees will conclude their work by the end of February, but did attend a Strategic Session with Groveland's governors and were able to model strategic practice. The Executive Headteacher will step back at the end of the academic year.

Trustees work at Groveland's is now complete.

Deputy Headteacher is supporting the leadership at another local school for two days a week. This support will reduce over the academic year.

Work with the two Infant schools appears to have stalled. There is a meeting this week for the Headteachers but a date has not yet been found to include Chairs of Governors. The Chair of Governors of Oatlands is stepping down and the likely incoming Chair of Governors was a Trustee at Cleves.

The format of the Headteacher report to Trustees now includes impact against the strategic intents. The review of the SDP is also set against the strategic intents. This makes for a more coherent approach. The leadership team uses a RAG rating to assess progress/impact.

I met three of the four year leaders and both phase leaders to undertake a mid year review. Four of these staff were new to role this year. Leaders are developing in the roles. All new leaders understand that they are still on a learning curve and there are aspects of their work that will continue to need attention. All are able to talk with enthusiasm and expertise against their area of work. They appreciate the team work and support that they receive from senior leader as well as each other. For all of them, the development points are around strategy and being able to see beyond the day to day work, or indeed the needs of just there are of the school. One leader talked about 'enjoying the challenge and the mental stretch'.

Leaders, mostly, talk positively of the regular leadership meetings. They feel that they are listened to. They understand that, because of curriculum development, some things are shared with them.

Two leaders presented curriculum plans to Surrey Headteachers. There is now a prototype for an 'active' award system to enable pupils to participate in activities beyond the known curriculum, both at school and at home. It is an excellent approach.

Partnership working continues to have a strong place in the ethos of the school. Work at

Grovelands is taking a step back. The Cleves Chair of Governors is no longer on the governing body and another governor will withdraw at the end of the summer term. The Headteacher will step back further. The Deputy Headteacher now visits West Ashted fortnightly, and reports that the Deputy Headteacher is now substantive Headteacher. Leaders at Cleves have been asked to undertake a review at Claygate. Support has been requested from other schools. Two members of the leadership team visited Heathside to discuss transition. There are now new Chairs at Oatlands and Mamby which may pave the way for constructive discussions.

Trustees have agreed a deficit in year budget. Surrey staffing up lifts have made a significant impact on outgoing costs.

The Year 6 leader presented to me the outcomes of a workshop he led at the recent Inset day. His area of focus was around learning behaviours. From feedback there appeared to be a consensus from staff that it was an area worth reviewing, and that it should be looked at in conjunctions with curriculum development work. The school is also considering Growth Mindset. Future plans are around reducing the number of behaviours and allocating some to year groups so that there are clear expectations as to what pupils are expected to do as they start each new year group.

A great deal of leadership time has been spent in considering how to further improve the curriculum. Rightly, leaders are pacing this work out and evaluating and trialling elements. The focus remains upon a curriculum to suit the needs of pupils at Cleves. Parents, pupils and staff have been consulted fully about how the curriculum was perceived. The curriculum guarantee is being developed, and staff are considering what trips/visits/visitors would best suit the topics. The proposed Active Award has also been discussed with staff with discussion as to how to make it fully inclusive.

Two staff will go on maternity leave. The school had been invited to a recruitment fayre, which did not go ahead as planned. As one staff member will not leave until October, there is time for recruitment.

KEY PRIORITIES FOR IMPROVEMENT:

Autumn 2018

- Ensure that the LPA cohorts are further investigated so that support can be very precise according to need. *Completed.*
- Ensure that intervention programmes are fully understood by all leaders so support can be appropriately targeted. *Year leaders have spent time observing interventions.*
- For those pupils receiving support it might be useful to have a half term data look to ensure that support has been targeted appropriately. *Ongoing.*
- Year group leaders to consider how they might scrutinise books informally each week, whilst looking to present an overview to senior leadership team over time. For example, one day look at presentation, another adherence to marking policy. A small check list would give leaders a very clear steer as to the monitoring capabilities of the leader and to the consistency in the year group. *In place.*

Spring 2019

- Continue to come to agreement as to the balance of knowledge and subject based skills in each curriculum area. *Ongoing.*

- Ensure that subject leaders are supported/scaffolded in developing their subject through a whole school approach. *Will come into focus as curriculum plans take shape.*
 - Consider how to ensure the curriculum is flexible enough to met the needs of groups and individuals, especially those who may not have equal experiences. *Ongoing.*
 - Consider how time is given to various areas over time/each term/each week to ensure retained knowledge. *Ongoing.*
 - Continue to support the development of all year and phase leaders. *Ongoing.*
 - Consider how to ensure training and consistency in approaches on appraisal. *Ongoing. Guidance and support are being provided for mid term appraisals.*
 - Revisit how leaders make consistent judgements around learning observations. *Ongoing.*
- Summer 2019
- Consider discussions with feeder schools as to what learning behaviours are expected.
- Summer 2109 2
- Consider how to evaluate the impact of the 18/19 SDP
 - Continue to refine the curriculum so that it is obvious that it is shaped for the needs of Cleves pupils.

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:

Year group leaders know the standards in their year well. Overall presentation of work in writing is very good. Across the school, all work is date, underlined and well presented. In Year 3 pupils have had a very good start to their time at Cleves. There is a good range of work overall. As with other year groups, there may need to be some discussion about marking for improvement in a subject as opposed to general comments. Equally, there needs to be adherence to non-negotiables. Pupils must spell the 100 HF words correctly on all occasions.

In Year 4, there was very clear evidence of progress for the pupils we looked at. The use of worksheets is thoughtful and appropriately differentiated, as is the success criteria. Pupils know exactly what they need to do. In some cases, the teachers are writing at length and it does not appear to then show in progress in pupils work.

Pupils edit their work well and know how to upskill for improvement. There is a good focus on non-negotiables with a level of differentiation through the success criteria. One writing example used may not have been the best model for pupils to use. There was no work in the English books for the first two weeks of term. There were also a lot of worksheets which may hinder how pupils approach writing.

The work in Year 6 was outstanding. The progression of learning through to the finished writing is obvious and there is consistency of practice across the year group. Pupils are making good progress.

Leaders are able to talk in detail about staff in their year groups and their needs. There have been/will be staff changes in Year 3. One of the Newly Qualified Teachers is receiving additional support, but the leaders report little improvement. The Headteacher and I agreed a date in February 2019 to undertake a full learning review, once the new curriculum was embedded.

A range of curriculum areas have been reviewed. Pupils were asked about the RWI approach to spelling and their comments are being taken into account. The school will also look to providing additional spelling support to those pupils who have made the least progress. Leaders will also look to how to further support the most able. Staff survey indicated overall satisfaction, with some staff requesting additional training. External consultant has suggested another spelling scheme which leaders will investigate.

The vocabulary sessions introduced in September have been positively received. The school has been invited to take part in an academic study.

A third review was held to look at reading behaviours of lower prior attainers. Leaders will investigate more reading interventions. Again, an external consultant has been commissioned to support reading development.

KEY PRIORITIES FOR IMPROVEMENT:

Autumn 2018

- Consider how adults can mark for improvement. Lengthy comments do not always move learning forward. Consider how subject specific comments can be used. *Ongoing.*
- Consider how worksheets are used to enhance work as opposed to diminishing the writing experience. *Ongoing.*
- Consider what non-negotiables are expected in each year group. For example, how are HF words marked/accepted? *Ongoing.*

Spring 2019

Summer 19

- Consider talking to Headteacher at Cleves as to what non negotiables are used and how they use editing stations.
- Consider talking to Headteacher at Mamby as to their non negotiables.

Summer 2019 2

- Consider further dialogue with the feeder schools around their provision for pupils with SEN, their non-negotiable and their curriculum offer.

Part 4: Personal development, behaviour and welfare

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

One of the strategic intents is to support the mental health and welfare of pupils and staff. Leaders have contacted an external professional to work with leaders in the school.

The PASS survey has been used across the school and the results are currently being reviewed to look to see if there are patterns.

SMSC has been monitored by leaders. The Headteacher reports that there was good coverage.

All leaders and staff have now analysed the PASS data. Each year leader has picked a strand and is looking at interventions to support individuals/groups of pupils. It looks at is some pupils who were 'under the radar' will now receive further attention.

Staff leading on the well being agenda have attended training such as the Mental Health First Aid course. They also attended training at Heathside and have worked with an external consultant.

Leaders will pursue the Wellbeing Award. Evidence is being collected and the school will look to accreditation next academic year.

Leaders are purchasing half a day a week from Learning Space to support vulnerable pupils.

An action plan/next steps is in place to drive this area of school development through, which includes support and training for all staff.

Autumn 2018

Spring 2019

Consider contacting the Headteacher at Goldsworth to see how they respond to the results of the PASS survey. *Not done to date.*

Summer 2019

Part 5: Outcomes for pupils

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

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF ACHIEVEMENT:

Year 3 leader reports that pupils have settled well in the school and that they appear to have a higher level of attainment than previous years. There appears to be no difference in gender attainment in any area. However, of the 15 pupils in receipt of pupil premium funding a relatively high percentage did not meet expected – nine in reading, 10 in writing and 11 in mathematics. Nearly 33% of pupils are below expected in writing.

Year 4 reading shows average attainment and accumulated progress slightly above expected. In writing attainment is down slightly but progress is higher. There is a similar picture in mathematics. Over time it looks as if LPA pupils are progressing well, but the rate of progress may not be swift enough to improve attainment to expected. There is some more work to be done here on precision targeting of pupil support.

Year 5 appears to be a relatively 'flat' cohort in terms of attainment. No group has made very strong, or equally very weak progress. One aspect of concern is around SEN and reading. In writing the leader, is concerned that the gains made for boys last year needs to be continued. LPA are an area for investigation in mathematics.

In Year 6 LPAs have lower than expected AVS in all subjects as do pupils in receipt of pupil premium funding. There is a small group of pupils who have not made expected progress in all three areas. However, there is no reason why this cohort should not make accelerated progress over the year. It appears to be a more cohesive group than last year. The

progress pupils made in mathematics is very strong.

End of autumn data remains positive. There is a very good summary of strengths and weaknesses in Year 3 who appear to have made a good start in all areas. Additional support is being provided for six pupils for mathematics.

Some pupils in Year 4 continue to remain a cause for concern – as having been so in Year 3. The comments made by leaders do not necessarily repeat those from Year 3 so it is not straight forward to follow the progress of groups of pupils.

For Year 5 again it is not straightforward to follow groups of pupils based on leaders' comments. There still remains the anomaly as to how to measure progress of higher attaining pupils.

In Year 6 there appears to have been substantive progress in all areas. The exceptions being high prior attaining writing and middle prior attaining mathematics.

The Headteacher reports disappointment with progress in mathematics as seen by the data. He feels that it has taken a step back. A Leadership meeting is planned and staff will be invited to discuss how they plan for mathematics and what resources they are using. The Headteacher reports that there appears to be a shift back to a worksheet based approach. The school has booked a mathematics consultant for six training sessions.

SATs were taken the previous week. There were no absences and adjustment through illness were agreed. A governor was on site every day to monitor practice.

KEY PRIORITIES FOR IMPROVEMENT:

- Should the school consider why/how pupils have made such good progress in mathematics? Are there lessons to be learned here for writing and reading?

Spring 2019

Summer 2019

- Continue to research why it appears the teaching of mathematics is not as it was last year.

Summer 2019 2

- Continue to refine the sets and approaches to grouping pupils so that those pupils on the cusp are more secure in their learning.

Summer 2019 Data.

	% achieved expected standard/greater depth 2017		% achieved expected standard/greater depth 2018		% achieved expected standard/greater depth 2019	
	Cleves	National	Cleves	National	Cleves	National
Reading	95%/50%	71%	93%/54%	75%	89%/43%	73%
SPAG	98%/58%	77%	95%/62%	78%	97%/68%	78%
Writing*	96%/29%	76%	90%/32%	78%	92%/27%	78%
Maths	91%/37%	75%	92%/42%	76%	96%/38%	79%
Reading, Writing, Maths Combined	89%/15.5%	61%	86%/23%	64%	84%	65%

The scaled score data show 1pt down to 108 for reading against national 104, .1pt up to 112 for SPAG with national at 106, and the same at 108 for mathematics with national at 105.

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.