

Community Inclusive Trust



Health Check

Chapel St Leonards Primary School

21st January 2020

Health Check Arrangements:

The Community Inclusive Trust ensures that each school within the trust, or schools with whom they are providing interim leadership support, has a Health Check on an annual basis. The Health Check forms the basis on which the school's trajectory is measured and is used to assess a range of school activities. This report gives the results of the Health Check at Chapel St Leonards Primary School on 21st January 2020.

The Health Check was overseen by:

Paul Hill	Director of Education: Primary
Chris Heathcote	Headteacher: Isaac Newton Primary School
Helen Hunt	Deputy Headteacher: Caythorpe Primary School
Lesley Coulthurst	Headteacher: Toynton All Saints Primary School/Kyra East Strategic Alliance Lead

The following areas give an overview of the conclusions drawn from the Health Check.

Lines of Enquiry:

Prior to the Health Check the Director of Education: Primary had continued his programme of visits. The types of visits were mixed with some formally recorded, some for information giving/receiving purposes, some to meet specific members of staff and some to gauge how aspects of the SIP are becoming reality. The last Health Check took place in May 2019. The lines of enquiry for this Health Check were:

- **Sustain the improved attendance rates**
- **Ensure all of the additional information required is published on the school website.**
- **Reduce the amount of teacher direction or scaffolding within lessons.**
- **Use of AfL and learning objectives in lessons.**
- **Develop the role of Middle Leaders.**
- **Ensure clarity in presentation of evidence**

Overall Effectiveness

The school has been transformed. The progress made by the school within the last two years is phenomenal. Low staff morale coupled with low-quality teaching had led to a decline in all areas of the school's work. Now the school is beginning to flourish. Self-evaluation and discussions with leaders show that there is a clear understanding that there is still work to be done. However, the children in this school are now in receipt of good provision which ensures that their needs are being met. Leaders of the school recognise that the school is still on a journey and there are still areas to address; it is important that these continue to be tackled in a coherent and manageable way.

Leadership and Management

Leadership has developed at pace with much more coherent messages received from each of the leaders that were interviewed. Leaders were extremely clear when discussing their areas of leadership and eloquently showed evidence of and explained the rationale behind their areas of responsibility. Subject Leaders for Maths, English, Early Reading, History and Science were interviewed. It was pleasing to see that middle leaders are now clearly adding capacity in order to ensure that the rate of progress within the school is accelerating further. The rationale for practice within subject areas was demonstrated clearly whilst monitoring and evaluation activities had taken place in order to continually audit and improve the subjects within school.

Curriculum

Whilst in school the Health Check team considered the intent of the curriculum. The school is now working within the second year of a two year non-core cycle. Changes have been made this year to ensure that Science is taught in single year groups in line with the National Curriculum. There are substantial hierarchies in place for all subjects and these can be used to check the sequencing, level of challenge and coverage within specific year groups. Year group and subject overviews are in place to show coverage is at least as ambitious as the National Curriculum. The curriculum is clearly engaging the children. Cornerstones is used to allow breadth of coverage and shows cross curricular links but subjects are taught discretely within lessons. During lesson visits the engagement of the children in their learning was clearly evident. This demonstrates progress from each point that reviews have taken place and considerable progress from the school's starting point. The drivers for the curriculum are present and these were explained clearly by the Headteacher. Although these were seen during lesson visits by members of the team, it is important that this clarity shared between staff at all levels. Teachers were able to articulate why they were teaching lessons at this given point in time. Subject leadership for non-core subjects has developed well since the last health check and a collegiate approach as been adopted. Continuous professional development has taken place (Maths Mastery, Critical Thinking, approaches to ICT) and is being planned for (Music support, Working Scientifically, Coding). Subject leaders have conducted subject audits to inform their next steps and to ensure they coherently understand their subjects. When considering pupils workbooks planning was used to show how the subject hierarchies have been used to sequence learning appropriately and ensure equality and coverage. The school is at the stage now of considering the future of the curriculum organisation and the use of a one year cycle across all subjects.

Evidence in children's books showed that the pupils were being taught the curriculum as it had been mapped out and that teachers had adapted planning and timetables to match the improvements made to the curriculum. There was consideration over the effectiveness of the two year cycle with regards to progression.

When looking in detail at Science within the school it was evident that teachers are clearly following the hierarchy; science work is progressing as mapped out within the curriculum and the quality of work matched that which is expected within the year groups. Next steps for the subject are to ensure the science hierarchy is completed within each area of scientific study and this is shown through pupil conversations and workbooks. A greater focus on children's ability to work scientifically was hypothesised by the team and this was triangulated with the subject leader's own monitoring activities. CPD in this area has already been planned for staff. This will ensure that children receive a constant diet of aspects within the area of working scientifically.

Reading clearly takes a high priority in the school. The school is determined to instil a love of reading in the children and although this is at its early stages, and has been a focus for this academic year, the strategies used are clearly paying off with initiatives such as the 'Book Hunt' and story times in each class used to have impact. The youngest children get off to a very strong start with reading and follow

a rigorous, systematic approach learning letter sounds and blending. Children are assessed regularly to ensure they do not fall behind and they are provided tailored 1 to 1 support if this is felt necessary. The school has invested heavily to ensure that books the children read at home match the sounds they have learnt to read. In Key Stage 2 the new approach to reading has inspired children to read more widely and the children were keen to share their successes when they complete their post reading quizzes. There are still inconsistencies in the frequency and amount of reading that takes place at home. Where this is valued and seen as important by parents children make the most progress.

Potential areas to develop:

1. Continue to ensure there is clarity about the structure and the intent of the curriculum amongst staff at all levels.
2. Use the curriculum drivers as detailed in the intent to ensure that lessons and sequences of lessons show these as key characteristics of learning.
3. Explore the possibility of a one year non-core cycle. This may well build clarity between year groups but a balance between capacity and pace of change needs to be struck.

Teaching and Learning and Assessment

The Health Check team observed teaching in all of the classes in the school.

Teaching was strong throughout the school and there was evidence of excellent relationships between staff and children. Children were eager to try their best for their teachers. The school's curriculum is being delivered effectively but it was also evident where children need over learning or for lessons to be adapted. This was taking place more readily than has been previously seen. Children in the EYFS get off to a flying start and all of the children are involved in initial input for sessions ensuring equality. In EYFS and Key Stage 1 children typically listen attentively to their teachers and are given opportunities to explore knowledge and practice their skills. Children are also encouraged to apply their learning. Behaviour is well managed in all classrooms with the school's behaviour policy followed and teachers are comfortable to ensure that children are attentive before moving on.

Children are taking an increasingly active role in their learning and they enjoy using their purple pen to 'tick or fix' and self-edit their work. Again, this demonstrates the progress that has been made in learning behaviours.

The school continues to use a mastery approach to the teaching of Maths. In the best lessons children had access to hands on apparatus (concrete) to support and explain their learning. There is strong evidence of reasoning being a key element of teacher's practice and children are continually challenged to work with greater depth. Teachers use their subject knowledge and questioning to challenge the children and there was evidence of mathematical vocabulary used effectively in lessons.

Children are proud of their school and enjoying their lessons and they are polite, friendly and respectful. In Assembly children demonstrated positive attitudes and sang enthusiastically. The school focus on reading, a love of reading and vocabulary was demonstrated as part of the story and the questioning in assembly.

Outcomes for pupils

The externally published results from last academic year demonstrate the progress the school has made. A greater proportion of children are attaining the expected standard at the end of Key Stage 1 and 2 and although this is still below the national average these have shown a considerable increase from 2018 outcomes. Progress scores for the children at the end of Key Stage 2 were positive for the first time. The percentage of children reaching GLD in the Reception class increased. The percentage

of children passing the phonics screening check was in line with the national average. The school has rightly identified maintaining these outcomes whilst increasing the proportion of children reaching greater depth standard as priorities.

A review of pupil premium spending took place with the Headteacher as part of the Health Check. It was clear that the impact of pupil premium has been evaluated against the statutory results. This shows that disadvantaged pupils are achieving in excess of the national average for progress by the time they move onto their next school. The pupil premium statement and spending plan has been completed and shows the way in which the budget is allocated. Whole school schemes, such as Word Blaze, are being used to provide targeted support.

There is a focus on 'readiness to learn' as a strategy. The breakfast club run by the school continues to go from strength to strength and is valued highly by the parents.

Behaviour, Safeguarding and Absence

The school continues to ensure that safeguarding is a priority for all stakeholders. All statutory training and documentation are in place. Recommendations from the Safeguarding Health Check in January 2019 have been actioned and the DSL was able to provide evidence of such actions. Pupils and staff were all able to confidently answer questions regarding safeguarding policies and practices. Pupils feel safe and also stated that should there be any incidents of bad behaviour or bullying, then they are dealt with straight away. Staff are updated regularly using briefings and the noticeboard in the staffroom. Partnerships between external agencies and professionals are strong and the school works closely to ensure that children and families are safe. Some pupils have been trained as Junior Online Safety Officers and online safety forms an integral part of the school's Personal Development curriculum. Senior Leaders shared examples where escalation (Local Authority and Social Services) had been used to ensure that pupils with specific needs received the correct provision and that concerns raised by the school were acted on.

The proportion of children on the SEND register is above the national average. There is strong provision for those children identified as having Special Educational Needs and disabilities. The SENDCo was able to demonstrate a whole school approach to SEND. This ensures that all children receive a broad and balanced curriculum. This is achieved through same day interventions, provision in class and pre-teaching to ensure children can access content in lessons. This ensures that the children are able to 'keep up' rather than 'catch up'. Longer term programmes are used to embed learning and target specific needs detailed on support plans. Progress is measured using the school's routine assessment cycle. Where needs are identified or concerns raised, by teachers or parents, there is a clear rationale of assessment using outside support such as STAPs assessments and the Working Together Team.

Excellent behaviour was observed by all members of the team. There were no significant behavioural incidents observed when the pupils were in class. Children's behaviour for learning can still waiver when the teaching does not quite match the needs of the pupils but this was not a significant finding across the school. Given the starting point of the school and children on joining the Trust, pupils' disposition shows a significant shift. This will continue to improve as the changes made embed year on year. During early reading sessions it is important for leaders to ensure that support is given to ensure that children's learning behaviours are positive as this will ensure equality for all.

Attendance continues to be a whole school focus and is monitored rigorously. There is an upward trend although overall absence is still below the national figure. When comparing the overall absence rate to a similar period last year there has been a rise of 2%. This demonstrates the school's capacity to make continued improvement although there is still work to do. The number of children who are classed as 'persistently absent' remains stubborn and is a key area of focus. There is evidence within the data that shows that some children have left the area and have been awaiting a place at a school

in another Local Authority for at least three weeks. This means that whilst they are technically persistently absent and on roll at the school there is little the school can do to affect this.

Systems are clear and are in place in order to facilitate better attendance. Contact with home, home visits, use of letters and use of rewards are all used consistently and combine to help the overall figures improve.

Overall Strengths

The school continues to make excellent progress. The team identified the following strengths:

Behaviour in school

Behaviour for conduct was excellent throughout the day and the vast majority of behaviour in class was good. Pupils are warm and engaging when visitors enter the room and talk to them at breaktimes and lunchtimes.

Relationships

The relationships between staff (especially teachers) and pupils is excellent. They are strong and trusting and everyone understands they need to work hard.

Curriculum Development

The curriculum has developed very well in a short space of time. It is clearly implemented and is thorough; ensuring that children get a broad and balanced range of subjects and experiences. The use of Beach Schools has helped to link to the local area and will continue to develop.

Published Outcomes

The attainment of pupils has risen at pace showing that the leadership team have huge capacity. Teaching has been at least good to ensure the children's attainment increase and positive progress is made.

Middle Leadership

Middle leaders have developed well since the last health check and are now more able to present the work undertaken and its impact on the children and their areas.

Early Reading and Phonics

The implementation of phonics is a huge strength of the school. The rigorous application and tracking of pupils and the consistency of delivery means that children get off to an excellent start.

Safeguarding and SEND

The procedures for safeguarding and SEND are now well embedded and ensure equality for this group of pupils. The DSL and Deputy DSL continue to work in partnership to manage a large number of cases (relative to the size of the school)

Areas to Develop:

Having considered the lines of enquiry and drawn further conclusions the Health Check Team believe that the following areas for development should be prioritised to ensure that the school continues on its improvement journey:

Attendance

Whilst overall absence is declining, persistent absence is not falling at the same rate. Maintaining the overall absence improvements whilst ensuring Persistent Absence falls is a critical area to consider and may need to be explored with other settings and professionals.

Curriculum Changes

The school has already signalled its likely intention to move to a one year cycle – this will ensure that the curriculum is even stronger and should be implemented in September (but see target 3). Linking the essential characteristics to the themes will ensure that there is greater clarity in the way in which the school is meeting the contextual needs of the pupils

Staff Wellbeing

A balance must be considered in all that is happening and has happened at the school. The rate of change has been incredible and all staff have willingly driven the school forward – this may be unsustainable if not handled sensitively. Continuing to work within a collegiate approach to monitoring and evaluation and embedding work from the Emotional Health and Wellbeing arm of the Mobilise project will be vital.

Staff Development

Now is the time to explore more bespoke training for members of staff. Looking at individuals and their development needs. This demonstrates the overall very strong contribution all staff make with refinements in practice being supported through professional development. Continuing CPD and networking opportunities for Middle Leaders will maintain and improve the quality of provision for all pupils. This will also ensure further clarity in how areas of responsibility are articulated.

Throughout the day the members of the Health Check Team were warmly welcomed and would like to extend thanks to all members of the school community. Thank you for your continued hard work and congratulations on the progress that has been made.