



Brent

**JFS
School Effectiveness Review**

Monday 29 February

Report

Children and Young People

1 Purpose of the review

This School Effectiveness Service review of JFS is part of the Rapid Improvement Group (RIG) process. The RIG was set up to support the school's journey of improvement after the last Ofsted inspection which judged the school's overall effectiveness as 'requires improvement'.

The review was designed to allow senior leaders and middle leaders to present and rehearse the evidence they have to demonstrate that:

- The areas requiring improvement are being rapidly and robustly addressed, and that the measures taken are having an impact
- Leadership has the capacity to drive ongoing improvement
- Leadership is effective in ensuring that the school provides a good standard of education
- Safeguarding is effective and informed by the latest guidance
- Leaders and governors know the school's strengths and are addressing any weaknesses
- The headteacher and other leaders can describe confidently, coherently and with clarity, how they are bringing about and sustaining high performance, while managing the recent changes to the curriculum and assessment arrangements.

2 Review process

The day was planned in partnership with the school and included the following:

- Meetings with the headteacher, senior and middle leaders including the curriculum leaders of English and mathematics, year managers and the safeguarding lead
- Joint learning walks and lesson observations to observe teaching, learning and assessment in a wide range of lessons which included book looks
- A meeting with the chair of governors
- A meeting with a group of students from different year groups
- A meeting with a group of staff
- The examination of documents including the previous Ofsted report, the school self-evaluation document, an attainment and progress summary, the school development plan and policies
- Examining documents relating to safeguarding and child protection, and checking the school website for compliance.

3 School documentation

The school documents shared with the review team in advance of the day were very helpful, and gave an insight into the progress that the school has made and its future priorities and direction.

The self-evaluation document is informative and includes a wealth of information. However, it would be improved if:

- The key messages at the beginning are simplified
- The format follows the structure of the inspection framework, identifying the areas for development under each section, and signposting where they are being tackled in the school improvement plan
- All of the statements made are accurate and are backed by evidence. For example, the following points were not fully supported by evidence during the review:
 - Section 1 - 1.4 Teachers give pupils feedback in line with the schools assessment policy.
 - Section 3 - 3.10 Safeguarding is effective.
 - Section 3 - 3.11 Staff are trained [in radicalisation and extremism] and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

- Section 4 - 1.10 Parents, staff and pupils have no well-founded concerns about personal development behaviour and welfare.
- It is significantly summarised
- Each section provides evidence
- Each section provides impact and outcomes if applicable e.g. *the percentage of referrals to Room 17 is down by ...*
- It includes all of the areas identified for improvement including the progress that the school has made since its last inspection. This could be summarised using a template, for example:
 - *At the last inspection, the school needed to improve the next steps marking so that there is consistency and impact on student progress. Since that time we have ... and this has led to the following improvements and progress for students ...*
- The Outcomes section (or the summary document) includes data broken down for particular groups to highlight any differences in performance, for example students with EAL, higher ability students, disadvantaged students (Pupil Premium) and students with SEND. It should include an analysis and commentary on how the school is closing gaps and improving outcomes for all students. It must reference Attainment 8 and Progress 8.
- It includes a section on continuing professional development (CPD).

4 School preparation

The school's leaders should prepare well for the school's inspection by familiarising themselves with the Section 5 School Inspection Handbook and the guidance for inspecting safeguarding, and should be ready to showcase all that has been done to sustain high performance and increase the school's capacity for continuous improvement. Accurate self-evaluation is a critical indicator of effectiveness.

Following the review day it is advised that:

- The headteacher works closely with the inspection team, and prepares all the evidence needed to secure the judgement that JFS is a good school.
- The headteacher prepares a narrative about the school's current context, how this has changed since the 2014 inspection, how the school has addressed the areas identified in 2014 for improvement, the school's current performance and its current priority areas for improvement.
- All leaders, including governors, are clear about the progress that the school has made against each of the improvement recommendations made in the 2014 inspection report and the subsequent monitoring visit, and can refer to the evidence that shows that the issues have been successfully addressed.
- All senior and middle leaders prepare a set of points which showcase good practice and the impact of actions against the inspection headings. In addition, they should prepare a series of points which demonstrate how they contribute to the school's priorities and those relating to their own areas of responsibility. All leaders and governors should have access to and understand the most recent self-evaluation document, attainment and progress data, and how these are used to plan improvement.
- All information should be at hand so that it is easily accessible if requested by inspectors. All leaders should have prepared folders which include the key school documents and policies, as well as the documents that relate specifically to their areas of responsibility. A 'summary prompt sheet' to support them during interviews would be useful.
- Senior leaders have designated roles for contributing their points in group discussions. This could be orchestrated by the headteacher or the most senior member of staff.
- All action plans should be quality assured and used as evidence for the school's capacity to improve.
- Teaching staff are set clear expectations for the inspection, including providing supporting evidence for inspectors on learning walks, for example class data and books which reflect the school's expectation for presentation and marking.
- Leaders are clear whether a policy or process is being developed or at the early stage of implementation or is embedded, and know where to find evidence of its impact.

- The website and the safeguarding procedures are checked to ensure that they are all fully compliant.

5 Findings

5.1 Effectiveness of leadership and management

Senior leaders have identified the key priorities for improvement and have taken a range of actions to ensure that they are being addressed. They are able to demonstrate that the introduction of data systems and regular reports to staff on progress, attendance and behaviour is having an impact on the quality of teaching and learning, and on improving behaviour and attendance.

The board of governors has acted swiftly to implement the recommendations of the external review of governance and is increasingly offering both support and challenge. Governors have a clear understanding of their responsibilities. They know the school and are aspirational for the school community.

Data systems are used well to show trends and patterns and a wealth of information has been produced. The introduction of the Achievement Intervention Team programme has had a positive impact on students' progress. Some middle leaders are aware of the core messages about improvement and can demonstrate the impact of data driven initiatives e.g. recognising the needs of students with SEND and how meeting these needs is linked to behaviour. They were able to report positively on the impact of the Observation Support Team and its impact on the quality of teaching over time.

Staff spoke positively of the CPD programme e.g. seating plan (starting points for students), understanding data and growth mind-sets. They referred to the generosity of CPD opportunities for subject specific training and in particular the support for newly qualified teachers.

British values are addressed during assembly time and as part of the curriculum. Students have access to a significant enrichment curriculum through the wide range of partnerships with external stakeholders and organisations. The school environment has improved with almost no litter seen on the review day and students clearing their trays after lunch. The appointment of a new designated teacher for safeguarding has prompted the school to address the issues relating to safeguarding as a matter of urgency.

Recommendations for further improvement:

- Ensure that all staff and students have a clear understanding of the core vision of the school and have ownership of its core principles.
- Leaders and governors must have an accurate opinion of the school's work.
- Leaders must be able to demonstrate the impact of their work coherently and confidently.
- Governors would benefit from working more closely with the school's leaders to ensure that all reporting is clear and transparent.
- All middle leaders need to consistently display an understanding of their role and responsibility for leading on school improvement.
- All middle leaders must have a thorough knowledge of performance data and be able to make accurate evaluations of teaching and learning particularly for their curriculum areas. They should report data in specific language and utilise 'therefore we have/know...' This should include year group managers.
- Involve middle leaders more actively in decision-making by increasing the frequency of their meetings.
- It would be helpful if the school could provide evidence of the impact of CPD, especially how it has improved practice in the classroom and how it links to the school improvement plan. Planning for CPD should be on a cycle and planned well in advance to meet the strategic priorities for improvement.
- Themes and trends from the wealth of data now needs to be summarised, analysed and shared with staff to inform programmes of intervention, or the changes to strategy required to ensure improved

outcomes and impact. For example, creating the narrative around the data on exclusions and behaviour points for students with SEND.

- The school may wish to appoint a full time data manager overseen by a member of SLT.
- The British values agenda and other strands related to the PSHE/SMSC curriculum need to be joined together in a strategic plan with clarity about responsibility for delivery.
- Safeguarding must be highly effective. Urgently distribute the staff Code of Conduct. Staff overseeing the single central register and personnel files must be suitably trained.

5.2 Quality of teaching, learning and assessment

The school judges that the overall percentage of good and outstanding teaching stands at 88 per cent with 23 per cent outstanding. This is reflected in attainment and progress at the end of Key Stage 4 and the sixth form. Students commented that their learning is well supported by dedicated staff who meet their needs. They reported that marking was best when an explanation was given with next steps and then followed up to check for their understanding and completion.

Scrutiny of books revealed some excellent examples of good progress over time with next steps marking but this was inconsistent both within and across departments, with some books showing very limited marking. The presentation in most books seen was good, but there was an inconsistency of approach and presentation in some boys' books requires improvement.

The introduction of the Observation Support Team initiative has significantly supported staff both formally and informally to ensure consistency and performance. In addition, the introduction of FACE (feedback autonomy, challenge, and engagement) which is linked to performance management targets ensures a consistent structure that all staff can use to support their planning and delivery.

Leaders' evaluation of teaching and its impact on learning is mainly sound. Teaching staff have secure subject knowledge and high expectations of what students can achieve. In some of the lessons seen there was evidence of high engagement, checking for understanding, a range of interesting activities, good modelling from the teacher, scaffolding of extended writing, clear guidance of level descriptors and exemplar answers, and evidence of editing and redrafting of work.

Although the school is working on planning students' learning from their starting points, there was no evidence of differentiation. In some lessons some students did not know what the learning objective was and had difficulty understanding subject specific vocabulary. When students became disengaged because the activities were not suitable, some staff used formal sanctions rather than address the learning need.

There is a working party developing a 'Life after Levels' assessment policy.

Recommendations for further improvement:

- Continue with the good practice generated by the Observation Support Team.
- Ensure consistency by sharing good practice across and within departments.
- Continue to develop planning which meets the needs of all students with particular reference to the students with SEND.
- Use data summaries to inform planning and intervention. Staff should be able to clearly articulate how this generates progress for their students.
- Address the concerns of staff about the use of two data systems.
- Rapidly agree a marking and feedback policy which is consistently applied across all subject areas.
- Address concerns regarding the moderation and accuracy of data.
- Establish a robust system of work scrutiny, involving all staff, to ensure that teachers know what they are looking for, and to ensure consistency across and within departments.
- Further encourage independent learning so that students are actively able to articulate what they can do, and to reduce their dependency on the teacher. Use visuals to reinforce this message.
- Redefine learning habits, for example setting the expectation that students answer, question, debate, discuss, challenge, refine and reflect, and do not 'answer back'.
- Teachers must consistently apply the presentation policy.

- Establish a time frame for the implementation of the 'life after levels' policy.

5.3 Personal development, behaviour and welfare

The school has taken action to review the improvement of personal development, behaviour and welfare. There is a new behaviour policy, and leaders have taken advice from external specialists. Leaders are at the early stages of analysing and reviewing the data so that changes can be implemented. For example, the use of suitable interventions to meet the high number of students with additional needs who end up on the ladder of consequences. There are plans in place to open a learning support unit for these students.

Much of the practice is excellent, including the positive relationships between staff and students, the behaviour team's work with individual students and groups of students, and the year managers' work with students who are at risk.

The work led by the psychology department is developing and was seen in a successfully delivered Year 10 assembly on 'self-control leading to long term success'. Curriculum plans for tutor periods need further work, as evidenced by the Year 7 tutor time, where there were inconsistencies in terms of approach, activity and expectation.

Behaviour for learning in most of the lessons seen was good, with students engaged and very little evidence of low level disruption. Flow between lessons is now well managed due to the opening of further corridors. The litter problem has been almost eradicated. Behaviour in the playground and at lunch time was also good, with students socialising and taking responsibility for their own behaviour. The opening of the classrooms, whilst not popular with staff, has been a successful way forward for students and the concerns raised by staff could be easily resolved. Unfortunately the school's significant open space is not being utilised.

Staff and students report that the new behaviour policy is having an impact but both reported that it is not yet consistently applied. There is a perception amongst students that there is more of an emphasis on consequences than rewards, although the data shows that this is not the case. Similarly the student questionnaire and student discussion group on the day did not reflect the reality of the situation on the ground because there was a mismatch between perception and reality, particularly with regard to verbal bullying. These perceptions need to be addressed urgently.

There has been a reduction in the number of referrals to Room 17 and students are now expected to complete work during their time there. Students report that they are often not told that they have a Room 17 detention but that it is just put on the system. Parents are not routinely informed, and there is no formal process for follow up by the teacher.

The school works actively with a range of external agencies to support personal development and student wellbeing. There is an on-site school counsellor and a team of behaviour mentors. Attendance is now closely monitored. The attendance rate has improved and was above the national average at the end of 2015 and the persistent absence rate has fallen. Punctuality has also improved.

Recommendations for further improvement:

- Focus on the impact of the changes that the behaviour team has made e.g. reduction in number of referrals.
- Ensure that all of the work in this area is demonstrated and articulated clearly for inspectors.
- Expand the behaviour policy and processes to ensure that all staff and students are clear about what to do when situations occur, with clarity around the roles and responsibilities of the team, staff and students, so that any new teacher can access the information easily.
- Use the language of positive correction (e.g. not bad note or good notes).
- Review and refine the learning habits to ensure that they are the behaviours for learning.
- Align the reward ladder visually alongside the consequences ladder.
- Offer a menu of rewards so that they are valid and meaningful to all year groups.
- Clarify what level one, two and three behaviours are and how these are each managed.

- Move swiftly forward with the plan to utilise the open spaces for games, and employ play leaders/coaches to ensure the supervision of students.
- Give students a voice by using the 6W form, and ensure that they are given opportunities to repair relationships.
- Move forward rapidly with the plan for the learning support unit and joint working with the SEND team.
- Investigate the opening of a 'Health Hut' on site.
- Develop joint team working to establish a PSHE/SMSC/healthy schools programme.
- Plan for the wellbeing of staff.

5.4 Outcomes for children and learners

This was not a focus of the review because the last inspection judged outcomes as good. Outcomes in 2016 are predicted to be as good as 2015 although there is some concern about the progress and outcomes in English.

At the last RIG meeting issues about the progress of the following groups were raised:

- Key Stage 3: boys; disadvantaged (Pupil Premium); higher ability students
- Key Stage 4: boys; students with SEND; lower ability students; higher ability students.

The school should have plans in place to close the gaps for any underperforming groups.

The recommended actions from the RIG were:

- Ensure data tables are clear (e.g. the Key Stage 3 progress table should include the expected average point score progress in Year 7, Year 8 and Year 9) and disseminate to staff
- Disaggregate data by class
- Run training to ensure ownership by teachers and subject leaders
- Ensure subject leaders hold teachers to account for the performance of their students.

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