

Report of Activity

Establishment	Prospect School		
District Council	Havant		
DFE No	7001	Area	East
Report Recipient	Marijke Miles	Date	29 January 2016
Author of Record	Sylvia Kopecek	Term	Spring 2016

Activity Reason: Annual visit of Leadership and Learning Partner

Additional Focus: School self evaluation

CONTEXT

The school was last inspected by Ofsted on 26 and 27 February 2014. It was judged to be Good in all four areas with safeguarding judged to be outstanding and its overall effectiveness was Good. In order to improve to outstanding it was judged to need to:

- improve teaching so that more is outstanding by making sure that teachers:
 - give students time to practise the advice given so they can improve their work further give more opportunities for students to use their English and mathematics skills in a range of ways, including investigations and solving problems
- provide early family support from the school's well-being team for students who are due to start school and who have had a pattern of poor attendance in their previous school.

Prospect school is a local authority (LA) special school with 52 secondary aged boys all of whom have Statements of Educational Needs identifying Social, Emotional and Mental Health (SEMH), Behavioural, Emotional and Social Difficulties (BESD) as their primary Special Educational Needs (SEN). The school caters for each pupil on an individual basis and has introduced revised individual plans which encompass both their academic progress and their individual needs. The school experiences considerable turbulence. In September 2015 a new intake of 14 pupils created a further challenge which the school is dealing with effectively. Overall, almost 40% of are eligible for Free School Meals (FSM). Currently there are three pupils in the care of the LA. The school has strong systems in place which ensure that pupils are safe and have opportunities to make good progress in core subjects and are able to experience breadth through the teaching of a foreign language, arts, humanities, Religious Education (RE), IT and sport.

Visit focus

This year the school has elected to focus on an evaluation of the impact of measures the school has taken to ensure that pupils have the skills and knowledge they need in order to make good or better progress including gains in confidence and social skills.

Activities during the day included the following:

- Discussions with pupils.
- Work sampling.
- Meetings and discussions with the deputy headteacher; two further senior leaders and the lead teachers for English and RE.

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- Meetings with the headteacher and feedback to the headteacher and Chair of Governors.
- A further meeting took place with the Chair of Governors to follow through planning for the forthcoming headship interviews.

A number of key appointments have been made at Senior Leadership Team (SLT) level. This has strengthened the team. [REDACTED]

[REDACTED] During that time the school has, [REDACTED] created a stable and supportive community in which pupils have thrived. There are strong systems in place [REDACTED]

COMMENTARY

The school's self evaluation and progress

Evaluation against Ofsted criteria	Overall effectiveness	Achievement	Quality of teaching	Behaviour and safety	Leadership and management
Last Ofsted (date)	2	2	2	2	2
School's current view	2	2	2	2	2

Overall the school makes good progress with pupils' social skills. Pupils' achievements are improving this year. In particular attendance has been a constant focus. The school currently has the highest recorded attendance which has been above 90% since 2015. This together with the quality of teaching in both mathematics and science has brought about good progress across both key stages. In English the schemes of work and lesson planning are secure and pupils' reading is improving. [REDACTED]

[REDACTED] The flight paths introduced initially for these subjects show that progress is now good or outstanding with English also making good rates of progress. Tracking shows that particular skills, for example, in mathematics and science, are monitored and recorded to help identify the areas of success and those where intervention is required. The marking system has been refined to take into account pupils' preferences so that they respond well to written comments, feedback in lessons and to stickers or post-its. This is working well over a range of subjects. In books seen the presentation of work seen was often good, with regular written feedback by teachers and some pupil comments. In humanities' and English visual materials also help pupils to secure understanding and to engage their interest.

A parallel initiative has also been introduced over a period of time for Personal Development Learning (PDL) and is now being refined to secure accuracy of assessment of the softer skills within well-being. The PDL curriculum which includes PSHE, citizenship, sex and relationships, and Social, Moral, Spiritual and Cultural (SMSC) topics is discretely taught to all pupils. In addition, the specific skills for further development are

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listed in the individual pupil plans and are monitored by staff across the school. Staff are aware of these, and there is evidence that they incorporate these into their teaching and learning plans. The current stage of development is to strengthen the evaluation of the impact of the teaching in both subject areas and PDL lessons in relation to pupils' personal development. The senior leaders are about to introduce flight paths which support the monitoring of these skills on a similar basis as for subject progress. Criteria for assessing these skills was discussed with a senior leader and it was agreed that it would help staff in their assessment of them if the criteria were sharpened in some instances.

Future school improvement priorities

Based on the evidence provided by the headteacher and senior leaders the following recommendations are made:

- Ensure that the criteria to be assessed for personal skills development are explicit.
- Pupils' writing in books seen was often well presented and clear and the school's drive to help pupils extend their ability to write at greater length is helpful.
- The school is keen to ensure that the curriculum is broad and relevant and is currently reviewing the balance of separate humanities subjects. This should be evaluated against the demands of GCSEs in history and geography.

Priority Level

Currently the school is **low priority**. Governors are expecting to appoint a new headteacher in 2016.

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ACTION

- Continue to build upon the good practice in English, mathematics and science and use these as models to secure further improvements in the leadership and management of personal skills development.
- Governors are currently enlisting LA support in preparing for the headship interviews.
- Take into account the recommendations suggested in this report.

Signed:



Date: 8 March 2016

Copy To: Headteacher
Chair of Governors
Brian Pope (AD)
Eric Halton (SIM)
Sylvia Kopecek (LLP)
Anwen Foy (Senior Inspector for Inclusion & HT of Hampshire Virtual School for CIC)
Lisa-Marie Smith (DHT of Hampshire Virtual School for CIC)
Rachel Allen (Education Adviser)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			
Hour(s)		1	2	CF
Total Time Author of Record			Day(s)	Hour(s)
			1	3