

## Report of Activity

<b>Establishment</b>	Prospect School		
<b>District Council</b>	Havant		
<b>DFE No</b>	850-7001	<b>Area</b>	East
<b>Report Recipient</b>	Marijke Miles	<b>Date</b>	9 March 2015
<b>Author of Record</b>	Sylvia Kopecek	<b>Term</b>	Spring 2015

**Activity Reason:** Annual visit of LLP  
**Additional Focus:** School Self-Evaluation

**CONTEXT**

Prospect School currently provides for boys aged 11-16 who have behavioural, emotional and social difficulties. These include students with disabilities including autistic spectrum disorder and students with moderate learning difficulties. The majority of students have low literacy skills and have challenging social circumstances.

The school was last inspected by Ofsted on 26–27 February 2014. The school's overall effectiveness was judged to be good as were the achievements of students and the quality of teaching. Leadership, management, behaviour and safety of pupils were also judged to be good. The previous inspection judgement was satisfactory.

**The school's issues for improvement in 2014 were 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.

**Activities undertaken**

- Discussion with the headteacher
- Learning walk in English, science and art
- Discussion with a senior leader and head of maths
- Meeting with the Chair of Governors
- Feedback to headteacher and Chair of Governors

**Key questions**

- Has the school acted on the findings from the most recent Ofsted report and what is the impact?
- What action is the school taking to ensure that its system for recording progress data is of high quality and easily accessible for all staff?
- Are governors able to challenge the school effectively when they are presented with school data about progress and student outcomes?
- What evidence can senior leaders provide to demonstrate that the school is moving towards outstanding?

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### 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 (26-27 February 2014)	2	2	2	2	2
School's current view	2	2	2	2	2

The school has robust systems in place for monitoring the quality of teaching and learning and supporting teaching staff to improve their practice further through well planned professional development and coaching. The headteacher's work beyond her own school and membership of a national group ensures that she has wide knowledge of school improvement.

The majority of students have low literacy skills and have challenging social circumstances. Currently the school has a total of 55 students of these 30 are eligible for pupil premium (PP) funding. The gap between PP and non PP is small. [REDACTED]

[REDACTED] Each student's individual needs are planned for to achieve good progress and outcomes, for example: a small target GCSE English group has been formed and is taught by a visiting further education (FE) lecturer on a weekly basis to ensure that they achieve a GCSE grade in the subject.

During the learning walk with the headteacher, the quality of teaching and learning seen was good in English. The team is relatively new and [REDACTED] which students appreciate. There was effective preparation and planning. Books were well presented and regular marking was evident. The environment was well organised and supportive to learning. Students made good contributions to questions asked by the teacher. Relationships between the teacher, the teaching assistants present and students, was good. Behaviour was good and supported their learning. In science, the approach to the teaching of evolution was imaginative and techniques for engagement such as introducing colourful resources and spending time in discussion all helped to accelerate progress. Similarly, books were well presented and marked up to date. In art it was noticeable how much students enjoyed their work and they had produced a substantive portfolio for GCSE. The environment, as in science and English, was stimulating and well organised and created a positive work ethic where students' behaviour was good. More attention could be paid to the quality of marking to ensure that written feedback is precise so that students know what it is they need to do as a next step and the students themselves should be encouraged to respond to those requests.

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The leadership team is more coherent, especially as a result of staffing changes. The headteacher has a very good overview of the strengths and areas for development across the school and continually strives for excellence. Her team models this approach well and [REDACTED] are driving forward the next stage of assessment and data management effectively. The headteacher demonstrated the school's revised approach to accurately recording progress as students move through the school by starting with establishing capability in four areas. These are: cognitive ability through CAT testing, the testing of working memory using an educational psychology test, testing for resilience/mental strength and lastly, using a life events matrix which will be implemented for each year group. The senior leaders are following this with a more robust process of tracking progress and an appropriately pitched target for each student based on good progress leading to GCSE grade targets. The process is not yet fully operational and will be looked at once it is fully implemented.

Attendance is an issue which the school rightly treats as an ongoing priority. Since the last visit a target group of 'poor' attenders has been identified with swift action taken to improve daily attendance as English and maths are taught every morning. Additional resources have been allocated to ensure that students get into school daily, through a planned later start. This has improved attendance, in some cases dramatically, from 20%+ attendance to 80%+ over a short period of time. Overall attendance has improved by 3% over the past year to 86% in February 2015.

The strengths of the school are demonstrated through the ways in which it is constantly striving to improve and use staffing to good effect. The quality of teaching seen was good and students were calm and behaved well in lessons seen. The sense of purpose across the school could be identified and the improvements in learning clearly seen. Strengths in the leadership and management were also contributing well to developments across the school.

### Recommendations for further action

- Further improve marking by ensuring that teachers' comments are clear and precise about what students should improve next, and that students carry out the requests which teachers make and respond to written comments themselves.
- Continue to develop the quality of teaching so that more teaching is outstanding and impacting positively on both attendance and progress.
- Consolidate the promising work on data management and assessment which is judged to be well led.
- Trial the use of flight paths in students' books so that tracking takes place across the year and students can see this for themselves.
- Ensure that the information on the front cover of students' books is consistent within and across subjects.

### Priority Level

The school is judged to be low priority. It has clear and appropriate priorities for improvement. The headteacher welcomes the support provided by the local authority.

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### Future school improvement priorities

Priorities include:

- improving performance by the time pupils reach the end of Key Stage 4
- continuing to improve attendance so that all pupils are able to make good progress
- achieving a high percentage of outstanding teaching across the school
- consolidating the structure of the leadership team.

### LA Action

- LLP 1 day summer term to test out the impact of the revised data and assessment methodology Suggested dates to be confirmed are 11 May or 15 May
- English support 1 day summer term and 1 day spring term 2016

**Signed:**

**Date:** 10 March 2015

**Copy To:** Headteacher  
Chair of Governors  
Brian Pope (AD)  
Eric Halton (SIM)  
Sylvia Kopecek (LLP)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)				
Hour(s)	5	2	2	LA funded
Total Time Author of Record			Day(s)	Hour(s)

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