

Report of Activity

Establishment	The Waterloo School		
District Council	Havant		
DFE No	7051	Area	East
Report Recipient	Kirsty Roman	Date	15 September 2014
Author of Record	Sarah Kiel	Term	Autumn

Activity Reason: LA funded
Additional Focus: School performance monitoring

CONTEXT

The school was last inspected by Ofsted in November 2013 when it was judged to 'require improvement'. The inspection found:

'This is a school that requires improvement. It is not good because:

- *The unforeseen need for changes in leadership and management of the school has limited the capacity the school has had to improve overall provision.*
- *Changes in membership of the governing body have, until recently, led to inconsistencies in the effectiveness of how well governance has been able to challenge and support the school to continue to improve provision overall.'*

'What does the school need to do to improve further?

- *Embed, secure and sustain effective leadership, management and governance in order to enable the school to become outstanding in all areas.*
- *Improve the quality of teaching and make it all as good as the best by making sure that:*
 - *all pupils understand clearly what their next steps in learning are*
 - *there is greater consistency in the display and use of subject-specific vocabulary to deepen pupils' understanding in all subjects taught.'*

Following a HMI monitoring visit in March 2014, the following additional issues were identified:

'Senior leaders are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. However, since the section 5 inspection governance has not improved quickly enough. The school should take further action to:

- *Ensure that governors develop greater skills in monitoring the work of the school and holding school leaders to account and that they maintain a sharp and strategic focus on the key areas for improvement in the school.*
- *Ensure that plans to improve the school show clearly and precisely how improvements will be monitored and evaluated.'*

Further issues for improvement were identified in the LLP Review Report of March 2014. A particular concern was the way in which pupil data was being managed and used to inform teaching and learning.

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'Working with key staff, the acting headteacher has uncovered that the collation, analysis and use of pupil progress data under previous leadership has not been as accurate or effective as it could have been over the past two years. As a consequence, she is working with staff to develop more effective systems and ensure clarity over expectations with regard to target setting and progress tracking. This is an area for further development.

The current year 6 outcome data and targets provided are expressed in terms of actual and expected points scores with no corresponding national curriculum attainment level. This data only references the progress within year 6 and does not show progress over time. Key staff have worked to set up a system for the recording and tracking of pupils' progress, and, in the year 6 example provided, in-year progress is clear and sometimes good. However, as identified by the acting headteacher, there is a great deal more to do to ensure data is cohesive, accurate and suitable for both internal use and external scrutiny.

There are currently two pupils in the Year 2 cohort. From the pupil progress data provided, their progress will need to be accelerated in order for them to achieve the end of year targets set.'

The headteacher took up her post in the school at the start of the summer term 2013. There have been some minor changes to staffing since then and over 20 new entrants to the school at the start of this term.

The purpose of this visit is to review the progress that the school has made to date and since the last HMI monitoring visit, and ensure that:

- The school has robust improvement plans and strategy in place and a coherent evidence base of the impact of its actions.
- The governing body and headteacher are meeting their particular responsibilities regarding the school's progress against the action plan.
- The leadership of the school has a sustained focus on the quality of provision overall, not just the aspects for improvement identified by Ofsted/HMI.
- The school is clearly demonstrating its capacity to improve.
- Any barriers to improvement are identified and additional support/action is provided/taken.

This report summarises the outcomes of the visit and identifies some key actions for the school, governing body and LA prior to the HMI visit expected later this term.

COMMENTARY

Activities undertaken include:

- Learning walk with the headteacher.
- Interview with the headteacher.
- Interview with two members of the governing body.
- Interview with members of the leadership team.

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- Interview with a group of middle leaders.
- Work sampling across a selection of pupils' books.
- Scrutiny of a range of documentation.

Summary

Leadership

The overall leadership of the school is much improved and is now good.

The headteacher and governing body have quickly established effective working practices. There is proper delineation of roles and responsibilities between the headteacher and the governing body and this supports more active governor involvement and understanding. The quality of leadership at other levels across the school is more variable reflecting the professional maturity and experience of individuals. However, the level of commitment, engagement and professional co-operation is high and individuals are well supported and challenged by the headteacher in fulfilling their roles and responsibilities.

Evidence from governor interviews and scrutiny of documentation shows a far greater level of purposeful involvement and activity to challenge and support the school to do well. Governors are properly included in whole school INSET and other training events such as a presentation on RAISEonline provided by the headteacher.

The governing body's plan is now the school's plan and a strategy meeting is held every two weeks between the chair, vice-chair and headteacher to review progress and any issues arising prior to full governing body meetings. Governors report this supports the assignment of strategic, monitoring and challenge roles across the governing body. They feel more involved and focused, and, as a consequence are more able to ask better questions of the headteacher. Examples of governor visit to school records show these are undertaken to triangulate evaluation evidence such as the fitness of the behavior and restraint policy for example.

Governors are linked to classes and now have a much higher profile within the school. Pupils, and increasingly parents, recognise them due to their visits to classrooms and their attendance at events for parents such as the school's parental 'drop-in' sessions. Governors report their involvement in the recruitment of new staff and deployment decisions. An example of this is their guided input into decisions about the role, responsibilities and deployment of the home/school worker, including the decision to involve her in the co-ordination of behavior support and in the senior leadership team of the school.

The headteacher has spent time getting to know her governors, staff and pupils well, enabling her to devise, target and timetable improvement strategies and action with no loss of momentum or focus. She is taking steps to utilise the skills of her relatively small staff team in the most effective way she can. This does mean that, in some cases, non-teaching staff are taking on significant roles and responsibilities more usually allocated to teachers such as attendance and behavior co-ordination for example. However, the headteacher is establishing the necessary procedures and protocols to ensure there is proper oversight of their work.

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Observations of teaching and learning take place on a regular basis and action is underway to address any under-performance or weaknesses identified in teacher knowledge, skills and understanding. This includes revisiting Team Teach with a particular emphasis on preventative action as well as the 'holds for physical safety' and INSET to take place in October 2014 in order to revitalise and re-focus the teaching of mathematics. Staff welcome the introduction of Wednesday staff meetings to which all are invited and paid to attend. They feel this gives them a voice and a forum for discussion they have not had previously.

The roles and responsibilities of senior and middle leaders have been reviewed and expectations shared and set with each individual. [REDACTED]

[REDACTED] She will be working with the HIAS mathematics consultant to improve the attainment and progress of pupils in mathematics in particular. [REDACTED]

[REDACTED] in order to inform changes to practice and identify effective interventions for example. The middle leaders interviewed are tackling other aspects of the curriculum and/or aspects which require assessment, recording and reporting. They each have very different levels of experience and/or professional understanding and have taken on aspects at varying stages of prior development. The headteacher has oversight and will use professional development and performance management opportunities to support and monitor their work and the work of senior leaders.

Teaching

The headteacher has a clear and accurate view of the quality of teaching across the school and is addressing the performance issues of individuals in a robust and supportive way. When triangulated with the outcomes for pupils in Year 6 at the end of academic year 2013-2014, and the evidence of progress in lessons and in pupils' work at this stage in the term, the quality of teaching is good overall. However, the influx of a large number of new pupils to the school has unsettled the climate for learning and, at this point in the term, the behaviour of a small but significant minority requires improvement. Notwithstanding the designation of the school and the identified social, emotional and mental health needs of pupils, without improvement, this poor behaviour will affect the quality of teaching judgement

Points arising from the learning walk and work scrutiny:

- Consistent expectations and features are in place across classrooms such as learning walls, targets displayed, pupil photographs on classroom doors and reward systems. However, within the current theme of 'Farms', teachers should consider how to show age/developmental appropriateness and extension through displays and word banks.
- Shared reading is well used as a methodology to support reading. The school now needs to extend the range of specific and proven interventions in use to target pupils' specific learning and literacy needs. (see most recent edition of 'What works for children with literacy difficulties' Prof Greg Brooks).

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- The management of pupils by staff shows greater consistency overall. Adults' manner, use of language and their approach to pupils is calm and supportive with an appropriate emphasis on making the right choice and 'fresh starts'. As well as using in-house examples of good practice, the headteacher may wish to utilise the expertise of the headteacher of Wolverdene School and identified members of his staff in developing/coaching this further and providing staff with opportunities to see at first hand an excellent model for interaction with pupils who are distressed/angry.
- There is evidence of an increased use of concrete apparatus to support pupils' learning and their access to the curriculum. This will continue to be promoted.
- There are examples of effective and creative strategies to support better learning and engagement across the school. These need to be pooled and shared more coherently.
- The system of marking codes is not clear and would benefit from explanation for those outside of the school.
- There is evidence of differentiation of content in some books within a class but this is not evident in all classes,
- Clear evidence of pupils copying the teacher's work in years 2 and 3.
- A few, individual pupils finding it extremely difficult to self-regulate their own behaviour despite positive support from adults.

Attainment and Achievement

The headteacher is working with key staff to improve the quality, accuracy and presentation of assessment, tracking, monitoring and reviewing of pupil progress and attainment across all aspects including attendance. Significant improvements have been made and these, and the data they relate to, will be a key focus of the LLP review visit later in the academic year when there is a wider range of evidence to triangulate.

In summary, the school reports that, for the sixteen pupils in year 6 at the end of the last academic year:

- 44% achieved level 4+ in English (16% in 2013).
- 18% achieved level 4+ in mathematics (10% in 2013).
- 53% achieved level 3+ in SPAG (29% in 2013).
- English/mathematics combined percentage has not improved significantly.

Greater detail is available through RAISEonline (2013 and 2014 data) and the School Performance Tables (2013 data).

The headteacher and her staff do not make excuses for low attainment and a lack of progress. Staff will be working hard to identify the particular challenges faced by individual pupils and intervene quickly and more effectively with other partners in the future in order to ameliorate the impact of these barriers to learning, progress and attainment.

Discussion of this group shows a range of contributory and overlapping factors including:

- Late entry to the school.

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- A history of poor attendance in previous setting(s).
- Extended periods out of school or attending alternative provision on a part time basis.
- Extended periods out of school receiving minimal home tuition.
- Family or care placement breakdown(s).

Behaviour and safety

The behaviour and safety of pupils is good overall. The school is able to demonstrate how it helps to improve pupils' behaviour, learning and attendance and staff and pupils are safe.

As referenced earlier in this report, a third of pupils are new to the school and not all have benefited from an induction process due to short notice of placement for example. The school's induction procedures have been improved over the last year to include the greater involvement of the home/school worker, initial home visits to all new pupils and invitations for parents to tour the school with their child for example. In addition, the drop-in sessions for parents are recording the highest take up ever and the sessions now include visiting speakers relevant to parent needs.

The school are developing systems to support post-incident debriefing and learning for all staff including opportunities to support the sharing of pupil focused information and problem solving.

All pupils in the school are vulnerable. All pupils in the school have a statement of special educational needs and many of these pupils have additional needs and medical diagnoses in addition to their identified BESD or social, emotional and mental health related needs.

At the time of the visit, twenty six pupils have active involvement from social care and [REDACTED] [REDACTED] The lines of reporting and accountability with regards to behaviour, safety and safeguarding have been strengthened and the school is in a better position to analyse and use this data. The recording of physical interventions needs to be organised so that the school can report by term, by part term and by year and be able compare figures year on year to show patterns and trends for example. This also applies to exclusions and absence data.

The headteacher has introduced a trial of a 'no shoes' policy for pupils and adults. It is reported that this is proving quite popular. 'Crocs' are available for pupils to wear in the lavatories and shoes are worn outside. This initiative is based on the 'shoeless' classroom/school model promoted by Professor Stephen Heppell (Professor of New media environments, Bournemouth University) as one of his ideas relating to creating engaging learning spaces. The academic research and evidential basis for this is extremely limited although it is used in a range of schools and has been reported by them as having a 'positive impact'. The headteacher is advised to ensure she can present an academic argument for this if at all possible and demonstrate what impact the initiative has if any.

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ACTION

The headteacher and governing body and staff of the school are making good progress on tackling the Ofsted improvement agenda and subsequent areas for improvement. In addition, the school demonstrates its sustained focus on the quality of provision overall. The school has not lost momentum following the appointment of the new headteacher and changes to the governing body and the pace of improvement is appropriate and well managed. Staff are working well as a team.

In order to prepare for HMI monitoring and ensure improvement continues at a good rate, the headteacher and governing body are advised to address the issues identified within this report. In particular they should:

- Ensure **all** governors are familiar with the improvement agenda and able to describe their roles, responsibilities and actions to deliver on improved outcomes for pupils.
- Address the weaknesses in the curriculum for and the teaching of mathematics and accelerate pupils' progress and attainment in this subject.
- Take action to ensure **all** staff with specific responsibilities and leadership roles have a properly organised and comprehensive evidence base including action planning, position statements and pupil outcome data with which to articulate the impact of their work.
- Support all staff to be able to give a coherent and confident account of the improvement agenda and their actions to support improvement.
- Ensure all staff are confident to describe and discuss their work with pupils and their understanding of the school's policies and procedures, including those relating to behaviour, safety and safeguarding.
- Collate and use pupil attainment and progress data, including attendance and other data to demonstrate the analysis and use of this to improve outcomes for pupils.
- Prepare to present the narrative behind the behaviour and response of the small minority of pupils who are not yet able to benefit from and respond to the positive culture and ethos of the school, showing the problem solving, strategies and interventions in place to address their needs

Signed:

Date:

Copy To:

Headteacher
Chair of Governors
Brian Pope (AD)
Eric Halton (SIM)
Sarah Kiel (LLP)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)				
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
			1.0	