

HEALING PRIMARY SCHOOL

ANNUAL REPORT TO THE GOVERNING BODY – JULY 2017

Introduction

The format of this Annual Report is in line with the current Ofsted Framework for Inspection. Healing Primary School was inspected on 16-17 May 2017.

Overall effectiveness – Grade Outstanding (best fit)

Rationale:

Grade descriptors for a judgement of Outstanding:

“The quality of teaching, learning and assessment is outstanding

All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding

The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive

Safeguarding is effective.”

SIP view:

The ‘best fit’ judgement for overall effectiveness is ‘Outstanding’.

Effectiveness of leadership and management – Grade Outstanding (best fit)

Key grade descriptors for an Ofsted judgement of Outstanding:

“Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition

The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils nationally

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school

Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils

The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning

Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe.”

Rationale:

- senior leadership is strong – the headteacher is very effective and she has been ably supported by the deputy headteacher. They have an impressive knowledge and understanding of what outstanding teaching, assessment and curriculum look like
- they have led the drive to improve the weaker aspects of the school, with a strong focus on teaching and learning, supported by an appropriate programme of professional development for all staff
- there are some very strong middle leaders who support other schools within the local authority
- the curriculum is a strength – it is broad and balanced, creative and inspirational
- pupils' spiritual, moral, social and cultural development is effectively supported by the school
- the academy's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. Pupils are listened to and feel safe; the Ofsted judgement would be that 'Safeguarding is effective'
- governance is strong as the governors provide a suitable balance between support and challenge. They ensure that financial resources, including the pupil premium and school sports funding, are used effectively and managed efficiently. There are effective and rigorous financial planning and control mechanisms in place

SIP view: further work on developing middle leaders and improving the achievement of disadvantaged pupils are priorities for next year

Quality of teaching, learning and assessment – Grade Outstanding (best fit)

Key grade descriptors for a judgement of Outstanding:

“Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced

Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.”

Rationale:

Joint observations and feedback sessions (March 2017)

- All teachers were jointly observed with the headteacher
- The headteacher's judgement of the quality of teaching and learning was accurate in all cases; strengths and areas for development were clearly identified
- Feedback was very effective in clarifying how the lesson could have been improved
- Most of the teaching was good or very good; book scrutinies showed that this was consistent over time
- Where the quality of teaching and learning were best, the key features were:
 - High expectations of what the pupils could achieve
 - Lessons taught with energy, enthusiasm and passion
 - Clear and appropriate learning objectives; visible and shared with the pupils
 - Effective planning and good use of resources
 - Secure subject knowledge and understanding; good use of technical language
 - Skilful questioning; regular use of 'How?' and 'Why?'
 - Pace and challenge ensured that pupils did enough work and were made to think
 - A 'love of learning' was prevalent in the classroom
 - There was regular assessment during the lesson
 - Teaching assistants made an effective contribution to support pupils' learning

- Working relationships were very good
- Opportunities were taken to deepen the learning of the pupils
- The priority for the school was to sharpen the practice within a small number of lessons to ensure that practice was always securely good or better – this had happened by the time of the inspection.

Work scrutiny

The work scrutiny was carried out jointly with the headteacher in January 2017. A sample of books in a range of subjects was looked at in each classroom. Overall, the marking and feedback were consistently very good. The many strengths included:

- Work marked regularly
- Effective written feedback on strengths – ‘what worked well’ (www)
- Regular feedback on what pupils need to do to improve – ‘even better if’ (ebi)
- Work demonstrated at least good progress
- Evidence of an appropriate level of challenge
- Evidence of useful peer and self-assessment
- Evidence of a variety of interesting activities
- Good presentation was the norm
- Most work set was completed

The key area for development was the effectiveness of the ebi comments in order to guide the pupils’ next steps. The book scrutinies carried out in March 2017 showed that further improvements had been made with the addition of NDT (Now Do This) to secure the learning.

SIP view: The drive to further improve the quality and consistency of teaching was a crucial factor in the school’s move towards Outstanding

Personal development, behaviour and welfare – Grade Outstanding (secure)

Rationale:

Behaviour

- The behaviour of pupils continues to be outstanding with no pupils receiving a fixed term exclusion or being permanently excluded
- As in previous years, during all my visits and learning walks I observed: orderly conduct, respect for staff and each other, courtesy and good manners, effective behaviour management by staff and pupils taking responsibility for their own behaviour
- After the formal observations in March 2017, I judged that “Behaviour for learning was very good in all the lessons observed:
 - Pupils were interested and engaged; they focused well on their learning
 - Conduct and working relationships were both very good; low-level disruption was rare”

Attendance

- Current whole school attendance is 96.6% i.e. above the national average for 2015/16 of 96.2%
- Attendance continues to be monitored weekly by the headteacher and different groups of pupils are tracked and monitored
- Weekly attendance percentages feature in assemblies and on the school website
- Any pupil whose attendance is giving concern is followed up and the school maintains a focus on these pupils
- Very few pupils have an attendance below 90% (persistent absentees) – a proportion well below the national figure

Safeguarding

- safeguarding arrangements ensure that there is safe recruitment and all pupils are safe
- there are appropriate arrangements in place for child protection
- all absences are followed up rigorously
- any instances of bullying are addressed quickly and followed up
- safe practices and a culture of safety are promoted through the curriculum

Other evidence

- low-level disruption in lessons is extremely rare
- there is a suitable range of appropriate policies that are reviewed regularly
- there is appropriate training for staff and governors
- there is regular inspection of the school site
- the analysis of the pupil and parent questionnaires show overwhelming support for almost all aspects of the school. Any aspect where a small number disagree is followed up rigorously.

Outcomes for pupils – Grade Outstanding (best fit)

Key grade descriptors for a judgement of Outstanding:

“Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress

The progress across the curriculum of disadvantaged pupils and SEND pupils matches or is improving towards that of other pupils with the same starting point

From different starting points, the progress in English and in mathematics is high compared with national figures

The attainment of almost all groups of pupils is broadly in line with national averages”

Rationale:

- End of KS2 outcomes **2016** were very good rather than outstanding:
 - o attainment was above national figures
 - o progress in Writing was significantly above national
 - o progress in Reading and in Mathematics was above national
- End of Year 4 outcomes **2016** are outstanding overall:
 - o attainment was above that expected nationally
 - o expected progress was good
 - o more than expected progress was outstanding
- End of KS1 outcomes **2016** are outstanding:
 - o the proportions achieving the standard were significantly above national figures
 - o the proportions achieving above the standard were also significantly above national
 - o the progress in Reading and Mathematics was outstanding
 - o the progress in Writing was good overall
- Year 1 Phonics results were outstanding
- EYFS results were outstanding
- The attainment and progress of disadvantaged pupils were broadly similar to that of all pupils
- The attainment of the few SEN pupils was below that of all pupils but their progress is broadly similar

2016 Predictions

Attainment and progress is predicted to be at least in line with last year and to exceed last year's figures in most year groups.

SIP view:

Further work on improving the achievement of disadvantaged pupils, particularly in Key Stage 2, will make the Outstanding judgement more secure.

Priorities for 2017/18

- The overall priorities for next year will remain the same as this academic year i.e. maximise the outcomes and progress of pupils and further improve the quality of teaching. The detailed actions will be finalised after the SATs results in July
- Key areas of focus will be middle leaders and the achievement of disadvantaged pupils
- In addition, increased emphasis will be placed on Kagan structures and on mathematics (bar modelling, reasoning, problem solving)