

# **Hardwick Primary School**

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## **Supported Peer Review**

**27<sup>th</sup> – 28<sup>th</sup> September 2016**

School Name and address	Head Teacher	Reviewers	Date of Review
Hardwick Primary School Ferriston Banbury OX16 1XE	Julie Hawkin	Dawn Shilston Ralph Batten	27-28 <sup>th</sup> September 2016

Those present at the feedback meeting:

- Staff
- Governors
- Head teacher Julie Hawkin
- Dawn Shilston
- Ralph Batten

### Context of the Review

The school was inspected in September 2010 and was placed in a Requires Improvement category. By May 2011 the HMI monitoring visit indicated that the school was making good progress against its improvement plan and in September 2011 the school was re – inspected under a Section 5 full inspection.

The school was judged to be a ‘good’ School at this inspection.

A review undertaken by the same HMI (now retired) in 2014 indicated that this improvement had been sustained and improved upon. 23 helpful improvement points were noted

This review was undertaken as part of a professional development opportunity for Head teachers. This involves Head teachers undergoing a day’s training before undertaking a review in a ‘partner’ school under the supervision and support of an experienced inspector.

This first review followed a careful self evaluation undertaken by the Head teacher which created a clear and concise narrative based on the judgment criteria set out in the Common Inspection Handbook (The CIF). Evaluations were made in line with the Inspectors Handbook (Ofsted).

The purpose of the two-day review was to

1. Further develop the review and inspection skills of the two Head teachers involved
2. To gather supportive evidence to further secure e accuracy of the self evaluation narrative
3. To provide the school leadership and management (including Governors) with a review document to support further school improvement

## **Evidence gathered for this review**

### **Documents Scrutinized before the visit**

- *The schools Nexus report*
- *The schools review 2014*
- *Ofsted Inspection Report 2011*
- *Data 2015*
- *Unvalidated data 2016*
- *Staff list and staffing structure*
- *Analysis of Pupil Progress by school leadership*
- *Leadership Evaluative Narrative 2016*

### **Evidence Gathered**

- *12 lessons were observed. These ranged for Early years to Year 6 and included lessons focussed on Maths, English, Science, PE SPAG, RE and LY.*
- *2 Learning walks were undertaken, as well as observing pupils during lunch time*
- *2 meetings were held with pupils to gather their views on what it is like to be a pupil in the school*
- *7 focussed meetings were held with Leaders and Managers to gather information on the co-ordination and management of PE, ICT, English, Maths, SEN and Safeguarding*
- *2 meetings were held with Governors*

## Main Findings

- The school still benefits from the strengths identified in the previous Ofsted report as well as those noted in the commissioned review of 2014. In particular the strong and effective leadership continues to drive up the quality of teaching across the school and this, in turn, continues to raise pupils' achievement.
- Pupils attitudes to learning are still good and the care the school shows in pupils feeling safe and valued remains unabated.
- The school self evaluation that it is a 'Good' School and at times in many aspects better than good was evidenced during this review. Teaching and Learning was seen to be consistently good and at times better. Teachers give freely of their time and show authentic care for their pupils who in return talk positively about their teachers keeping them safe and encouraging them to do their best.
- Assessment processes are good with a 'clear' points system having been developed that identifies accurate age related expectations in the core subjects at the end of each year.
- Pupils are expected to make at least five points progress per year from their starting points. Often pupils make more progress than this and at times less. This 'momentum' needs to be better used by teachers to now set personalised ambitious targets for each pupil in each year to both accelerate learning further, and to also deepen pupils character as learners.
- Data needs to more incisively used by Leaders to not only recognise where some pupils are not making as good progress as other pupils but to diminish this difference. Governors need to hold the school to account for this data by being even more involved in its collation and interpretation.
- Pupils with special need are well supported by the SENCO and are making good progress. They are very well supported by teaching assistants who also made a valuable contribution to all the lessons that were observed.
- Pupils social, moral, spiritual and cultural development is very well planned for but opportunities that arise in lessons could be more confidently used by teachers
- Teachers planning is very robust and thorough and as a result pupils' interest is maintained. However, at times some lessons lack the challenge needed to deepen pupils learning and to give them the opportunity to master key skills and concepts because pupils learning is over 'scaffolded' and supported by teachers. This is particularly noticeable when evaluating the impact of teachers' questions on pupils learning. Too often questions posed require pupils to recall facts and knowledge rather than apply new knowledge and understanding. However, where this is done learning is both deepened and accelerated as in a Year 1 PE lesson where pupils were set ambitious tasks of putting together sequences of movements; and in a Year 4 maths lesson where pupils were encouraged to explain their propositions reading estimating and measuring perimeters.
- Teachers use ICT confidently to support pupils learning
- The leadership monitor the school development plan well and governors ensure the spending of the pupil premium and the sports grant is used effectively.
- PE and sports is, as a result, a strength in the school and does much to not only promote health and well-being but is also used to develop personal character.
- Disadvantaged pupils do well due to the school carefully monitoring and evaluating their progress.
- Pupils arrive in the early years and foundation stage with low levels of development. From this low starting point they make very good progress, so that 60% achieve a good level of development (compared with 69% nationally). This progress is maintained throughout the school so that by the end of KS2 65% reach the expected standards in Reading, Writing and Maths (compared with 53% nationally).

- All pupils spoken to felt safe and cared for and knew what to do if they had any concerns for their own or other pupils well being. They are proud of their school and as a consequence want to do their best and to behave in a way that makes the school proud of them.

### **Detailed Commentary: -**

#### **Leadership and Management**

- Leadership and Management is good. The school has high expectations for all pupils that are set by good policies that are well implemented, monitored and evaluated. By the end of FSU pupils have made outstanding progress, although attainment is still slightly below national expectations 60% compared to 69% at national.
- At Key Stage 1 progress is good and carefully monitored against clear statements of attainment related to age related expectations. This good progress is sustained in Key Stage 2 which resulted in 65% of pupils achieving the ARE in reading, writing and maths, compared to 53% nationally.
- The Headteacher and the Senior Leadership Team are robust and accurate in their self-evaluation of the school and take appropriate action. Leaders and Governors are ambitious that all pupils should do well, especially the disadvantaged who make good progress relative to their starting points. Leaders at all levels are clear about their roles and responsibilities and evaluate pupil' achievements accurately, but they now need to further refine the assessment and tracking process to capture ambitious end of year targets for all pupils.
- Leaders at all level provide good role models and both support and challenge staff through effective performance management and as a consequence teaching is consistently good and often better.
- Governors are well informed and take appropriate action when required, but now need to deepen their understanding to inform them in their strategic role. Governors hold the school to account well for specific funding (PE and Pupil Premium) and evaluate the impact carefully. Such resources have enriched the curriculum that is broad, balanced and cohesive. This impacts positively on behaviour and welfare.
- Provision for SMSC is well managed and opportunities to promote SMSC are taken but this needs to be more consistent. The celebration of pupil's work is evident around the school and provides a good focus to promote fundamental British values.
- The school is a calm purposeful and vibrant learning environment in which pupils both feel and are safe. Extremism and racism is not tolerated. Safeguarding and training is a strength of the school.
- Leadership and Management is not yet outstanding because the governors do not systematically challenge all senior leaders.
- Leaders need to use data to set ambitious targets for all pupils.

#### **Quality of Teaching Learning and Assessment**

- The quality of teaching and learning is good and often better. Marking and feedback to pupils is robust and ensures that pupils address the next steps in their learning. Assessment is robust and regular, utilising a bespoke point system based on clear age related expectations. Teachers accurately use this to track the progress of pupils in all groups throughout the year. It now

needs to be used to set ambitious end of year targets based on the previous progress profile and the basic expectation of a 5-point increase.

- Planning is robust and all groups are catered for. Learning is differentiated and as a consequence pupils concentrate well
- Teaching Assistants are effectively deployed and make a significant contribution to secure pupil progress in lessons. This is because they work collaboratively with the class teachers, they are aware of their roles and responsibilities and they seek out opportunities to extend the learning.
- Often incisive questioning challenges pupils to make good progress. Where the questioning demands recall pupils make less accelerated learning.
- The pace of the lesson is good impacting on pupil engagement and behaviour but where teachers give time to deepen pupils understanding they develop key skills and attitudes. Often pupils are challenged to deepen their understanding and master both skills and knowledge but pupils need to be given greater opportunities to become more independent.
- Teachers willingly give of their time to provide an enriched curriculum. This includes planning exciting learning opportunities outside of the classroom, resulting in worthwhile trips and visits. The After School Clubs are varied and take up is good.
- Teacher's subject knowledge is strong ensuring basic skills of numeracy and literacy are well developed across the curriculum.
- Teachers confidently use ICT to support pupil's learning.
- Teacher's regularly and reliably inform parents of the progress of the pupils resulting in a high confidence level. Parents are encouraged to be involved and contribute to pupils learning in line with the school's clear homework policy.

### **Personal Development Behaviour and Welfare**

- Personal Development Behaviour and Welfare is good. Pupils are proud to be part of the school and courteous polite and respectful to each other and adults. Pupils attitudes to learning are good and have recently been advanced by the visit by the BMX Champion, Mike Mullen who introduced the concept of "Flearn".
- Pupils attendance and punctuality is outstanding. This includes for all disadvantaged pupils.
- Pupils behave well. Disruption is rare and does not impact on learning. High standards are both set and expected by all staff.
- When asked all pupils feel safe. However, they need to be able to explain the links between what they learn in school and to help them identify and manage personal risk.
- Pupils understand their responsibility in being part of the school community and are helped by the staff to make a positive contribution.
- Personal Development Behaviour and Welfare is not yet outstanding because not all pupils are confident, resilient and self-assured learners.

### **Outcomes for Pupils**

- Outcomes are good and often better.
- By the end of KS1 pupils who come into the school with attainment significantly below national expectations, make good progress and reach levels slightly below national. This progress is maintained throughout KS2 and as a consequence pupil's attainment is significantly above threshold levels and above national average.

- Progress for disadvantaged pupils is also good. By the end of KS2 Pupil Premium children have attained as well if not better than other pupils with similar starting points.
- The most able pupils make good progress in basic subjects, but progress could be further accelerated by establishing ambitious personal targets.
- Pupil's confidence in using phonics is well developed. By the end of Year 1 those who took part in the phonics screening test achieved 88% compare to 78% nationally.
- For a significant group of pupils their lack of confidence in expressing themselves slows the pace of their learning and limits their capacity for thoughtful conversations with adults. This was clear in conversation with pupils in KS2.
- The management of pupils with SEN is exceptional with the clear identification of pupils, good tracking, good links with external agencies, which results in the majority of pupils with SEN making expected or better progress.
- Teachers focus on progress in English and Maths, resulting in carefully planned provision.
- The Outcomes for Pupils is not yet outstanding because higher attainers are not sufficiently challenged by ambitious personal targets.