

# Community Inclusive Trust



*"Where learning comes first"*

## Health Check

**Isaac Newton Primary School**

**9<sup>th</sup>-10<sup>th</sup> November 2015**

## **Health Check Arrangements:**

The Community Inclusive Trust ensures that each school within the trust has a Health Check on an annual basis. The Health Check forms the basis on which the school's trajectory is measured and is used to assess a full range of school activities. This report gives the results of the Health Check at Isaac Newton School from 9<sup>th</sup> -10<sup>th</sup> November 2015.

## **The Health Check was overseen by:**

Mr Peter Bell	Chief Executive Officer of the Community Inclusive Trust
Mr Grant Hopkins	Headteacher Lockwood Primary School (Redcar and Cleveland)
Mr Chris Almond	Headteacher Lady Jane Franklin School (Spilsby Lincolnshire)

The following areas give an overview of the conclusions reached:

### **Overall Effectiveness - Good**

Each member of the team performing the Health Check agreed that the school is now performing to a good standard, both in terms of attainment and progress. This is reflected in each of the areas within this report. Each member of the team also stated that they "Would be happy to send their own children to Isaac Newton Primary School".

### **Leadership and Management - Good**

Since the last OfSTED inspection, 3 subsequent HMI visits and CIT Health Check the school has made rapid progress in this area. The distribution of leadership between staff is making a significant difference to the performance of the school. The Headteacher and Deputy Headteacher continue to oversee the full range of statutory duties, however clear lines of responsibility mean that staff have a full understanding of the areas in which they lead and are able to lead in their delegated area to ensure that the provision for children improves at pace.

Interviews with each member of the leadership team confirmed the Senior Leaders' assessment of leadership capacity and highlighted the following strengths:

- Leaders understand their roles and are able to make changes to positively affect the progress of pupils
- Leaders have a full understanding of the assessment systems and are able to review evidence to correctly target support
- Leaders have a robust understanding of those staff for whom they are responsible and work collegiately to ensure that all staff are working towards a shared vision
- Leaders communicate well and understand how their role fits within the development plan for the whole school
- Leaders' action plans accurately identify areas for development and are able to explain progress within these areas
- Changes to the performance management system (working towards a coaching culture) are having a positive impact on the professional development and accountability of staff.
- The Performance Management is robust and ensures that additional support can be allocated accurately
- Leaders ensure that judgements are moderated by external experts – the school has already agreed dates for the moderation of writing throughout the year (with CFBT), has ensured that the EYFS baseline data has been moderated (CFBT) and is currently setting up cross school moderation groups

The Health Check team also met with a governor. Governors' minutes, the interview and discussions with the Headteacher show that governors are challenging the leadership of the school appropriately. Governors have received suitable training and understand their role in enhancing the quality of education for pupils at the school.

Since academisation the leadership team has ensured that expectations for all pupils are high. This has allowed progress and standards to increase at pace. As standards have risen the number of focus groups

needed is reducing, as such it is important that leaders are aware of the progress of all groups of children, especially those eligible for pupil premium.

**Recommendations:**

- All leaders must have a comprehensive overview of data regarding pupils eligible for pupil premium
- Data for these pupils must be used to change provision (where accelerated progress is required). A record of this provision should be maintained by team leaders to show the actions taken to accelerate progress

**Teaching Learning and Assessment – Good**

The health check team visited as many lessons as possible during their visit (15 in total). These observations, planning scrutinies, book scrutinies and use of both internal and statutory data ensured that the team were able to draw a range of sources together to find the following strengths:

- The overwhelming majority of lessons were good with examples of outstanding practice
- The assessment systems throughout the school are robust. External moderation shows that the assessments within the system are accurate. The information gleaned from assessments informs the new learning journeys on which pupils must embark
- Both formative and summative assessment are used regularly to ensure that pupil progress continues to accelerate
- Book scrutinies show that marking is taken seriously. The quality of marking within literacy books is of a high standard. The school is continuing to develop a marking scheme for mathematics that will enhance pupil progress
- The school made significant progress in all areas of statutory assessment in 2015:
  - The gap between pupils eligible for pupil premium and their peers closed significantly in the Foundation Stage
  - Levels of attainment were good across all areas of learning – this is a huge achievement given the outcomes for pupils historically
  - The school phonics results are above the national average in all areas – this gives the children a fantastic foundation on which to continue to develop a love of reading
- The SENDCO has comprehensive systems to monitor all children and ensure that the correct interventions are in place. The SEND register has decreased consistently since the SENDCO's appointment showing that interventions are working
- Teaching assistants are incredibly adaptable and are able to deliver a range of interventions

**Recommendations:**

- Teaching assistants are fully engaged in pupils' learning, however the monitoring of activities beyond the classroom needs to be more robust
- The school should continue to develop maths marking to ensure that the impact upon learning is visible

**Personal Development and Welfare – Outstanding**

Throughout the health check children were delightful, inquisitive and showed a high standard of behaviour for learning. This was reflected in the following areas:

- Behaviour for learning within class was exceptional throughout the school. Any loss in focus was picked up immediately by staff and pupils maintained their learning as a result
- Observations of break times reflected the behaviour in class with children playing together, resolving differences maturely and positively talking about the resources available
- The use of BLP (Building Learning Power) is embedding fully into the life of the school and ensuring that pupils' understand the importance of their learning behaviour
- School council members feel that they have the influence to make a difference to school life. Examples already this academic year included revising the school rules and using money they have made to buy additional play time resources

- The safeguarding arrangements are robust and comprehensive. The safeguarding lead has ensured that training, recording and reporting arrangements are fully in place and make a significant difference to the safety and security of pupils

**Recommendations:**

- Prepare case studies to ensure that the high quality work in this area can be highlighted fully

**Outcomes for pupils - Good**

The outcomes for the pupils of Isaac Newton Primary School have accelerated at pace over the past two years. Headline indicators show that the number of pupils reaching a good standard of learning has risen by 17% since 2013. The pupils in EYFS now achieve in line with the national picture – this represents a 21% increase since 2013. The number of pupils gaining the expected standard in phonics is above the national picture in all areas and has increased by 19% since 2013. Standards in Year 2 have remained broadly in line with the national picture with targeted areas (such as the number of pupils gaining a level 2b in reading) increasing rapidly.

The results from 2015 (combined with internal tracking) show that pupils across the school are now either at national standards or are closing the gap quickly. Whilst the school was disappointed that this was not reflected in the results of pupils eligible for pupil premium in Year 6 (2015) the gap has narrowed from 35% to 17% since 2013.

**Recommendations:**

- Data of pupils eligible for pupil premium must be used to change provision (where accelerated progress is required). A record of this provision should be maintained by team leaders to show the actions taken to accelerate progress

**EYFS – Good**

Observations of both classes within the Foundation Stage were undertaken. The quality of provision in both was good. Whilst parts of the day are very structured pupils are still have the opportunity to lead their own learning throughout the day. Discussions about the structure of the day showed that staff have a sound basis for the routine and structure and have also discussed this with the external moderator.

Children enter the Foundation Stage with assessments (including the new baseline assessment) showing that they are significantly behind the standards expected for their age. These was agreed in moderation (by CFBT) and does truly reflect the cohort.

Children are making good progress thanks to the opportunities given. Staff know all children well and are able to discuss the next steps for development needed to ensure that this progress is maintained throughout the school year.

The outdoor area is well resourced and organised to ensure that it adds value to the pupils' learning. It is used well throughout the day and children enjoy the range of indoor and outdoor experiences given.

**Areas of strength to share:**

- The introduction of BLP has had a significant impact upon the pupils' understanding of the positive characteristics of learning. This is already embedding, has clearly impacted on learning behaviours and achievement
- The quality of phonics teaching and focused support means that pupils at Isaac Newton perform at standards above the national average in all pupil groupings.