

SCHOOL NOTE OF VISIT
Academic Year 2018/19

School: Fort Royal Community Primary School			SIA: Helen Pretty			Date: 23-1-2019			LA Category : 2 (Secure)		
Headteacher:			Mr. Ed Francis			Chair of Governors:			Dr. Andy Mills		
Contextual information:											
NoR: 218	Boys: 70.5% Girls: 29.5%	SEND: 100%	MLD	15%	SLD	75%	PMLD	10%	PPG: 83 38%	CLA: 3 1.4%	EAL: 25 11.5%

Most recent Ofsted Inspection: 20 September 2016 (short inspection)	Grades
Overall Effectiveness <i>This school continues to be good.</i> <i>Safeguarding is effective.</i>	2
Leadership and Management	N/A
Quality of teaching, learning and assessment	N/A
Personal development, behaviour and welfare	N/A
Outcomes for pupils	N/A
Effectiveness of Early Years Provision	N/A
Effectiveness of 16-19 Years Provision	N/A

Next steps for the school:

Leaders and those responsible for governance should ensure that:

- ☐ information about pupils' progress across the wider curriculum and in their personal development and well-being is analysed to give a clear picture of how well they are achieving and where adjustments to teaching may need to be made
- ☐ work to develop further the skills and knowledge of additional adults continues, so that all adults, including those in the early years, fully understand the need to give pupils every opportunity, and the time, to think and respond.

Analysis of headline performance data 2017/18

- Despite their relatively low starting points on entry into the school, the school's assessment information demonstrates that the vast majority of pupils make good or better progress in English, Maths, Communication and wider curriculum subjects
- Almost all pupils at the end of KS2 in 2018 made good or better progress from their individual starting points within English and Maths. This has been a consistent trend over the last few years. The same strong picture can be seen at the end of Key Stage 1 where 100% pupils were judged to have made expected or better than expected progress within English and Maths
- Leaders continue to track pupil's development of knowledge, skills and understanding across a wider range of curriculum areas and provide enrichment opportunities through real life experiences where appropriate
- Progress across EYFS was relatively strong and assessment information demonstrates that the majority of children make expected or better than expected progress across the Prime areas (PSED; C&L; PD). The school's data reflects that the children who made the least progress across EYFS were generally those with the lowest developmental levels on entry
- The achievement of key groups is routinely analysed by school leaders. In general, pupils eligible for Pupil Premium make the same or better progress than other pupils at the school across Key Stage 1 and 2
- School leaders analyse data rigorously in order to identify areas where pupil progress is less strong; listening, speaking and communication has subsequently been identified as an area for further focus across Key Stage 2 and clear actions and approaches are being implemented to address this

N.B. School leaders use the National Progression Guidance, comparative data from a similar outstanding school in Kent and the school's own internal assessment system (using extended P Scales P1-16) to measure achievement in order to devise their own methodology of progress.

- **Attendance across 2017-8 for all pupils was 92.3% (93.7% excluding those with complex medical needs)**
The attendance of disadvantaged pupils was less than that of other pupils; a higher proportion of disadvantaged pupils are represented in the school's persistent absence data compared to other pupils – this is due to two thirds of the pupils who have complex medical needs also being eligible for Pupil premium funding
- School leaders reports that exclusions continue to be rare; in 2017-8, there was a single 1 day fixed-term exclusion for 1 pupil

Key Lines of Enquiry for this visit

- Response to recommendations following Ofsted inspection (September 2016)
- Quality of education
- Monitoring and evaluation processes

Summary of School Discussion	
Summary of impact 2017/18	<p>Since the last SIA Visit in January 2018, school leaders continue to respond to the 'next steps' recommended in the most recent Ofsted inspection report:</p> <ul style="list-style-type: none"> ➤ A PSHE, Well-being and Independence Framework was implemented in September 2018 in order to capture progress in pupil's personal development and levels of independence over time. This is aligned to the tracking of pupil's individual targets within their Individual Provision Map (IPM) and is appropriately informed by EHC Plan outcomes; each child now has a 'Record of Achievement' to routinely capture evidence towards personal development and independence targets. Leaders will analyse summative achievement at the end of the academic year in order to evaluate the extent to which pupils have made expected progress in their personal development from their individual starting points ➤ School leaders have provided increased opportunities for professional development and training of support staff; an increased proportion of Teaching Assistants have achieved or are undertaking relevant qualifications. Support staff are now paid until 4pm on 3 days per week in order to access training or to facilitate increased involvement in planning and assessment with class teachers. School leaders have improved the induction process for new support staff and undertake an audit of skills to inform CPD needs. Needs specific training has been provided as required and specialist TAs are deployed to lead interventions for targeted pupils. An HLTA within each phase leads appraisals for all Teaching Assistants; Grade 3 and 4 TAs actively monitor the development and practice of other support staff across the Phase. School leaders report that this has ensured increased levels of accountability.
Safeguarding - level 1 checks	<ul style="list-style-type: none"> • School leaders strive to create a strong culture of safeguarding to ensure that staff at all levels are highly vigilant; Safeguarding is a standing agenda item at SLT meetings and the 2 DSLs (LC and EF) closely monitor pupils causing concern • An electronic software package 'My Concern' has been implemented in order to effectively record safeguarding concerns and subsequent key actions undertaken • School leaders commissioned an external Audit of Safeguarding in March 2018. This highlighted areas of effective practice and where practice was less strong; the DSL is leading on key actions to address this • The Headteacher reports that training is now up to date for staff at all levels (including Governors) and is effectively recorded and reviewed.
Governance - level 1 checks	<p>The FGB currently has 2 vacancies and reflects a broad range of experience and varied skill set. The school's SEF clearly demarcates where Governors are involved in monitoring and evaluation activities in order to evaluate the school's performance in relation to 'Initiatives'. Findings from monitoring visits and evaluations made by Governors are documented and shared with the wider FGB.</p>

	<p>It is recommended that evaluations made by school leaders (including Governors) are further sharpened by outlining what difference completed actions have made and to what extent this is indicative of the agreed success criteria.</p> <p>The Headteacher reports that, since the last SIA visit, Governors demonstrate increased rigor in tracking the use of additional funding (Pupil Premium/P.E) and ask appropriate questions in order to determine whether the impact of the spend reflects sufficient value for money. School leaders (including Governors) continue to seek external validation of the school's performance e.g. Safeguarding Audit; Behaviour Audit; SIP Visit and Governors actively consult with a range of stakeholders in order to seek their views and find out information for themselves. School leaders believe that they are more robustly held to account for the school's performance.</p>
Accurate performance outcomes priorities (SDP)	<p>The School Development Plan priorities were shared during the SIA visit. Discussion with the Headteacher demonstrates that analysis of 2017-8 outcomes; recommendations from the recent Ofsted inspection; national drivers (i.e. Ofsted focus on curriculum provision) and local priorities identified from the Local Area SEND inspection (March 2018) have been appropriately considered in order to inform key priorities on the School Development Plan 2018-9.</p> <p>The SDP currently outlines 4 key priorities consisting of 3-5 objectives within each. A recommendation moving forward is to ensure that the SDP priorities more directly inform 'Actions' undertaken by leaders and staff at all levels. Findings and judgements from 'Monitoring' activities (including Governance) and self-evaluation processes should then ensure that 'Success Criteria' and 'Impact Measures' are sharply focussed on improvements in the quality of provision and pupil outcomes.</p> <p>This should promote increased specificity and precision and enable evaluative summaries to be more concise. In turn, this will support clear and effective communication to all stakeholders in relation to the school's performance and identified areas for development.</p>
Senior Leader discussion	<p>School leaders are focused on continuous improvement; in-depth analysis of pupil outcomes by senior leaders and a comprehensive schedule of monitoring and evaluation processes enable them to gain a clear overview of the quality of learning and teaching across academic subjects and the effectiveness of provision to support pupils' emotional wellbeing and personal development. Subsequently, this informs the SEF, school improvement priorities and on-going professional development of staff.</p> <p>During the Phase Learning walks led by each of the Assistant Headteachers (AHTs), it was evident that they had a clear and accurate oversight of the quality of provision and areas identified for further focus and development within their Phase. Each of the AHTs were able to confidently articulate what initiatives and actions had been undertaken and demonstrate where evidence of impact could be seen. The AHTs were also knowledgeable about the staff and pupils within the Phase and how they can be best supported to make good progress.</p> <p>Termly Pupil Progress Meetings led by Phase AHTs enable teachers to discuss pupils identified at risk of underachievement. Assessment information and Pupil Progress meeting discussions inform appropriate intervention and half termly checks are made in order to monitor pupil progress and make changes to provision if required.</p>

It is recommended that evidence resulting from actions undertaken should be sufficiently evidenced to demonstrate tangible impact e.g. work in books; photographs; film clips; findings from learning walks etc.

Work scrutinies are routinely undertaken by Phase AHTs to monitor pupil's progress and quality of provision. Findings demonstrate the extent to which pupils are provided with rich, engaging curriculum and enables breadth and depth across a range of subject areas. 'Achievement Trees' within every classroom clearly demonstrate pupil's current targets within a particular focus area and celebrate when pupils have made progress to achieve next steps.

It is recommended that the use of 'Achievement Trees' continues to be monitored to ensure they are purposeful and updated more dynamically i.e. pupil's will be progressing towards targets at different rates and the 'Achievement Tree' should reflect this.

Although internal and external moderation does take place, it is recommended that this is further strengthened to ensure that teacher's judgements are consistently secure. Particularly in light of the statutory use of the revised Pre-Key Stage Standards to assess pupils at the end of 2018-9.

During the learning walk, many pupils were engaged in independent learning and showed a sense of pride in their work. When asked, some older pupils were able to confidently articulate what they were doing, why and link this to prior learning. There is a clear drive of the Upper Key Stage 2 Phase AHT to ensure that, once children have reached the cognitive threshold of P Level 9, they are encouraged to self-assess their work and that of their peers. This also encourages them to develop increased levels of independence and to take increased ownership of their own learning.

The school's recent focus on strengthening provision to further develop pupil's speech, language and communication development needs demonstrates clear impact. Evidence observed during each of the phase learning walks shows how each of the outdoor areas has been significantly transformed to provide exciting, stimulating and inviting extensions to the classroom learning environment. Outdoor areas are purposeful, engaging and linked to topics, themes or stories; this enables children to be further immersed in language rich activities, concrete props and visual prompts to maximise development of their language skills and enhance the quality of their learning experiences.

Nurture and SMSC provision is threaded through the curriculum. A triage system is in place for pupils identified as requiring enhanced pastoral support or therapeutic provision i.e., Universal – Targeted – Specialist. Where targeted or specialist provision is required, a specific support plan is implemented ("Nurture IPM") which outlines what provision will be put in place to support pupils' personal development and welfare needs. The Boxall Profile assessment tool is used to establish clear baselines and provide a measure of progress towards individual targets.

Provision for children with complex needs continues to develop; 'sensory ladders' are in place to support pupils in need of sensory regulation and a 'Sensory Cabin' is also being developed as part of the sensory garden which will be used for targeted Occupational Therapy. There is also an increased need for health professional involvement e.g. physiotherapy, CAMHS given the changing nature of the cohort over time.

	<p>Pupil voice is now a stronger aspect of the school's development. Class representatives are elected by their classmates using a ballot box and members of the School Council meet on a half termly basis in order to suggest, discuss and drive school developments. An Eco-Council is also in the development stage.</p> <p>Parental engagement is encouraged and valued by school leaders. The school website has been well developed to provide statutory documents and a range of other useful information; the format is now much more engaging and easy to navigate. Responses gained through parent questionnaires generally reflect the positive experiences of pupils and their families.</p> <p>School leaders are able to clearly evidence how they have responded to findings from the Local Areas SEND inspection in March 2018. Such indicators include:</p> <ul style="list-style-type: none"> ➤ Ensuring the school's vision is clearly communicated to all stakeholders and actively contributes to the SEND Local Offer ➤ Increasing number on roll by 33% over the last 3 years ➤ Improving the quality of EHC Plans and re-formatting the Annual Review framework to ensure EHCP outcomes and short term targets directly inform curriculum provision ➤ Maintaining low exclusion rates
Discussion with two members of the Governing Body	<p>Governors were highly complementary about the work of school leaders and the broad range of information that is shared with them. They have been particularly pleased to have been involved in shaping the school's vision and mission and feel that this process was highly collaborative. Governors report that the SDP has been well presented and provides a visual, layered representation of the school's priorities. As a result, Governors believe they have an increased understanding of the schools performance in order to provide strategic support and challenge as required.</p> <p>Governors believe there has been a significant shift in the expectations of their role over the past 12 months; they demonstrate increased clarity in their strategic function of monitoring and evaluating the work of the school. Governors are now more visible in the school and frequently talk with leaders, staff, pupils and their families to learn more about their experiences and understand their views. Governor monitoring visits are increasingly focussed on SDP priorities and informed by their own 'Governor Monitoring Schedule' to find out information for themselves and reduce the reliance on the Headteacher to share information. Findings from monitoring activities are appropriately documented and shared with the wider FBG and inform Committee Meeting agendas as appropriate. Reviews of achievement towards the agreed 'Success Criteria' is collaboratively evaluated by leaders and Governors and RAG rated on the SEF. Governors were able to clearly articulate recent developments; particularly in relation to the school's assessment systems; increased pastoral support and Governors role in overseeing how additional funding streams are allocated.</p> <p>In general, Governors were extremely positive about recent developments. They report that stronger systems have been implemented to support the role of the Governing Body in driving improvements. Governors report they are steered effectively by their new Chair who demonstrates a strong, strategic approach.</p>

Accurate evaluation (SEF)	<p>A SEF document was shared prior to the SIA visit. This details actions and intended/actual impact against each of the 4 Ofsted inspection framework areas.</p> <p>School leaders are currently considering revising the format of the SEF to ensure the school's 'Strengths' and 'Areas for Development' are clearly defined and articulated to leaders and staff at all levels.</p> <p>Identified 'Areas for Development' are appropriately fed forward into 'Priorities' on the School Development Plan for the subsequent academic year.</p>
School to School Support	<p>Senior leaders and practitioners at Fort Royal School demonstrate extensive experience, expertise and effective practice. The Headteacher is exploring ways to further develop the school's outreach offer to support mainstream schools across the locality in meeting the diverse and wide ranging needs of their pupils. School leaders continue to engage with Local Authority officers in order to agree ways of formalising their outreach offer more widely across the local community of schools and beyond in order to provide effective and timely support.</p>

Judgement on impact of school improvement on standards:

Senior Leaders continue to demonstrate a strong drive and commitment in securing the best outcomes for all pupils and continually strive to enhance the quality of provision to effectively meet the increasingly complex needs of the children and young people it serves. The distributed leadership structure continues to be highly effective and demonstrates increased consistency and rigour in the quality of monitoring and evaluation processes across the school to ensure all pupils achieve well and make strong progress from their individual starting points across all aspects of the curriculum.

Next steps:		
WHAT	WHO	WHEN
Continue to liaise with Local Authority Officers to explore the school's capacity to provide increased outreach/in-reach support for pupils with complex needs within mainstream schools and settings.	Headteacher WCC Group Manager SEND	Spring/Summer Terms 2019

Copied to: Head teacher, Chair of Governors, School Manager

Date