

Note of Visit	
Name of School/Academy: Fort Royal Focus: School Improvement Advisor: Deirdre Fitzpatrick	Email: didgefitzpatrick@hotmail.com Mobile Phone Number: 07748661858 Date of Review: 18 th June 2019
Summative Comment where appropriate: The Advisor met with senior leaders, Governors, undertook a learning walk and trained staff on the new framework.	
Key Observations and Suggested Actions	
Key Observation 1: High quality learning was taking place in classes briefly visited. Once again, the Advisor observed some exceptional practice occurring in lessons during a brief learning walk. Strengths included: <ul style="list-style-type: none"> - Very evident practices in place to ensure that routines are well established so that pupils engage in learning both independently and interdependently. As a result, students make at least good progress - A carefully planned early years environment so that pupils are able to engage with enjoyment and purposefully with different workstations. Again, practice ensures that very young children quickly learn to engage with one another, developing confidence and communication skills among many things - TAs work well with students. They clearly know their students, are professional in their approach and use resources well to forward learning. Questioning is skilful and challenging suggesting real ambition for their young people - Teachers are very good at coordinating activities, so that staff and resources are deployed well. The teachers also check learning in the classroom and intervene where necessary so that progress is quick - Resources are used purposefully and creatively so that learning is enhanced, and sensory needs are met - The curriculum is clearly mapped out with the core subjects being taught in the morning and foundation subjects, PSHE and the EHCP targets in the afternoon. The Advisor suggested that the leadership consider how best to explain how EHCP targets are taught including the use of timetabled teaching time. 	
Key Observation 2: Senior Leaders have ensured a good reading programme is in place and this now needs to be encapsulated in a reading policy The school understands the importance of reading within the new framework. The school appears to have a very good approach to the teaching of reading. Leaders have clear responsibility for the teaching of reading and there is frequent training including in the use of phonics. The school is currently considering using the phonics screening test to support assessment. The Advisor suggested that the school writes a reading policy for the website which includes the range of strategies used to teach reading, including phonics, the reading scheme and the attached assessment system. The Advisor also suggested that the leadership team consider conducting a staff survey to gauge their confidence in the teaching of reading and potentially other subjects. This may provide useful evidence in an inspection.	
Key Observation 3: The Leadership team understand that further work is required to meet the new framework.	

The Advisor discussed the new framework at length with the Leadership team. As well as the work on reading, the leadership team should consider how it captures the subject knowledge required in the core subjects and how it is sequenced.

Key Observation 4: Further work needs to be done on safeguarding processes to ensure their full effectiveness.

With the Assistant Headteacher, the Advisor looked at the SCR, some staff files and behaviour logs. The Advisor made the following comments:

- The SCR should include all staff before staff start at the school
- Leaders need to be clear on the quality of references required before putting in place a risk assessment if necessary
- Pupil voice needs to be more accurately recorded in behaviour logs
- Contracts should be in place for those students on part time-tables.

Potential SIP Actions – Next Visit:

- Coaching of middle leaders to answer subject knowledge questions
- Further safeguarding checks
- Headteacher Performance Management

Date of Next Visit: tbc