

# Adviser Report Spring 2017

<b>School:</b> Hazel Oak		<b>Date:</b> 13/03/2017	<b>Present:</b> SA, HT, DHT, members of SLT
<b>Date and outcome of last Ofsted:</b> 27/02/14 Outstanding	<b>No. of NQTs:</b> 0	<b>Visit Length:</b> 180 mins	

**Matters arising and school items:** The new headteacher has secured his senior leadership team. Roles and responsibilities have been reallocated. The headteacher is establishing himself with other headteachers, developing networks and attending headteachers' briefing regularly. The teaching school agenda continues to grow and the school is regularly meeting with the other teaching schools in the local authority. The school will be having a peer review on the 30<sup>th</sup> March with a focus on behaviour. The school has provided SEND support for an infant school in the authority, this has been evaluated positively and more support is scheduled for next term. Headline attendance is encouraging at 92.4%. The persistent absence rate is 23.93%. This remains a priority area for the school. Attendance is analysed regularly by one of the assistant headteachers, the headteacher wants a more intrinsic view of those pupils whose attendance is dipping below 90%. Attendance rates for disadvantaged pupils are below their peers at 89.62%.

**Joint Evaluation Activity:** A governor and the deputy headteacher fed back after completing English learning walks. It was reported that behaviour for learning is excellent in all classrooms, and teachers behaviour management strategies are having a positive impact. Visual support for learning was a strength in lower school, this needs to be more evident in upper school. There was good evidence of effective questioning in all classrooms. Teachers were skilled at developing pupils understanding through their use of questions. It was noted in a number of classrooms that teachers were talking a lot and there was less time for pupils to discuss. Standard of work in most classrooms was high. Moving forward some peer to peer support will be organised for colleagues who may require some development in certain areas.

**Leadership and management:** The effectiveness of leadership and management at every level of the school is outstanding, although this judgment carries a slight caution due to the very recent changes to the new senior leadership team, including the appointment of the new headteacher. The headteacher has a very clear vision and has now recruited successfully to his new senior leadership team which includes a new deputy headteacher and a new assistant headteacher. All leaders have ownership of their area of responsibility and are effectively monitoring evaluating and developing. The impact of this is clear. Leadership of maths is strong. The subject leader is becoming increasingly involved in evaluation activities which are supporting his vision for mathematics across the school. He has a clear action plan. The maths leader has had quality professional development including a NCTM course run by Worcester University. He is incorporating aspects back into maths teaching across the school. The leadership of English remains a priority. The senior leaders meet fortnightly and the headteacher focuses on different aspects of leadership with his team. The Designated Safeguarding Leads are meeting monthly to discuss vulnerable pupils. This is supporting the safeguarding work carried out in school and ensuring that all staff are effectively managing and progressing cases. The head of sixth form leads this area of the school with passion and commitment. She has redesigned the curriculum offer for the next academic year, this will include a number of ASDAN courses. The sixth form lead feels that the new offer will be more suitable to the needs of the Hazel Oak pupils and already places have been filled for the next academic year. Senior leaders know the progress and achievement headlines of all pupils across the school and are supporting colleagues to improve outcomes for their pupils. The strengths of staff are identified and utilised to support each other. The leadership team have high expectations for all pupils and this translates through to all staff. The school leaders and governors have discussed the schools position on academisation. This is not something that is imminent for the school. Leaders would not choose to convert to an academy at this time, but intend to keep informed and continue to discuss the options at a leadership level. The school continues to play an active role in their collaborative. The headteacher is fully involved in the peer to peer review process and his school will be having a review of behaviour on the 30<sup>th</sup> March. This process is supporting the relationships between schools and the headteacher feels well supported by her colleagues. A new self-evaluation document will be developed alongside the school improvement plan. A review of the curriculum has enabled core subject leaders to develop their subjects. English remains a priority. Assessments need to be developed for all foundation subjects. The headteacher would like philosophy to be taught to all year groups and develop a philosophy for children strategy. Pupil assessments indicate that results at the end of this year should be positive. Teachers' assessments are moderated both within school and across other schools. Leaders are feeling confident that assessments are accurate **Governance is good.** Governors contribute to the strategic leadership of the school and take ownership of the schools priorities. They have a wide set of skills shared between them. They are well informed and offer the head teacher challenge as well as support.

**Quality of teaching, learning and assessment:** Outcomes for current pupils and over time indicate that teaching, learning and assessment is outstanding. The schools evidence confirms this. Leaders' evaluation of good teaching is reached through a structured monitoring cycle. Core subject leaders are becoming increasingly involved in this monitoring activity. Termly lesson observations or learning walks take place with the senior

leaders. The core subject leaders are becoming more involved in evaluation activity and plan to conduct learning walks, work scrutiny or coaching colleagues, their evaluations support the leaders' judgements of teaching. Feedback in books has improved significantly and there is clear evidence of the impact this is having on pupils' progress. A new marking policy has been implemented, and this is becoming consistently more evident in pupils' books. New assessment systems have been developed and these are supporting staff knowledge of pupils and informing teaching. Outcomes for current pupils support the outstanding judgement.

**Progress towards the schools 2017 targets.** Pupils across the school are assessed termly. Data indicates that outcomes for most year groups are looking positive. Moderation is supporting the accuracy of judgements.

**School priorities including any Ofsted key issues for 2016/2017**

- The school priorities are grouped under four headings: Achievement, Quality of Teaching, Behaviour, Safety and Attendance and Leadership and Management. Each area has a series of sharply focussed targets.

**Progress update on these priorities**

- Progress is being made towards the schools priority areas. The headteacher is keen to redevelop the school improvement plan with the senior leadership team.

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SCHOOL SELF-EVALUATION	SCHOOL'S JUDGEMENT	ADVISER COMMENT
<b>OUTCOMES FOR PUPILS</b> (starting points, groups, disadvantaged, most able, test/exam results, progress targets in literacy and maths, phonics, 3 years of data, value added, SEND, current standards and progress in all year groups)	The school judges achievement and progress to be outstanding	The adviser agrees with the school judgement (CM 30.01.2017)
<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b> (expectations, challenge, engagement, planning, differentiation, MA, disadvantage, progress, homework, feedback, pupil views, work scrutiny, literacy and numeracy skills, teachers' standards)	Outstanding	The adviser agrees with the judgement (CM 13/03/17)
<b>PERSONAL DEVELOPMENT, BEHAVIOUR &amp; WELFARE</b> (procedures and policies, conduct, pupils' attitudes to behaviour, risk and learning, bullying, attendance, exclusion, risk assessments, logs, careers guidance)	Outstanding	The adviser agrees with the judgement (CM 14/06/16)
<b>LEADERSHIP &amp; MANAGEMENT</b> (vision, values, ambition and culture, M&E, curriculum, assessment, careers guidance, middle leadership, governance, pupil premium, sports funding, PM, CPD, intervention and alternative provision, parental engagement, safeguarding)	Outstanding	The adviser agrees with the judgement (CM 13/0/17)
<b>SMSC</b> (enjoyment, reflection, respect, tolerance, British values, participation, appreciation of own and others' culture)	Outstanding – The school regards this as a significant strength	The adviser supports this judgement (CM 14/06/16)
<b>EARLY YEARS</b> (provision, achievement, leadership, behaviour and safety, parental engagement)	6 <sup>th</sup> form provision is outstanding. There are no pupils in EY.	See report on 6 <sup>th</sup> form
<b>OVERALL EFFECTIVENESS</b>	Outstanding	The adviser agrees with the judgement (CM 13/03/17)

<b>Actions:</b>	<b>Who:</b>	<b>When:</b>
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<b>School Comments</b>
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