

Highfield Primary School

Red Kite Annual Review



Tuesday 4th June 2019

Review leader: Andrew Soutar.

Red Kite Alliance Review

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Review team:

Andrew Soutar.
Matthew Browne.

Context:

Key focus area is the implementation of curriculum in the school. How they have arrived at their intent, the implementation and any impact that is already seen. The school has a number of awards and accreditations for SEND support and provides a broad and balanced curriculum with Sports and the Arts celebrated, the School Games Gold award 2018 and Art Mark Platinum Award 2018 show National accreditation for these aspects of the curriculum.

The school identifies some key development priorities:

1. To close the in school gap in achievement for cohort specific identified groups, the priority group being our disadvantaged pupils
2. To review the delivery of science and how we evaluate learning
3. To be reaccredited and achieve Healthy Schools status
4. To improve staff use of computers and school based technology

Evidence used

- The School Self Evaluation.
- Inspection Data Summary Report 2018.
- Previous Ofsted Inspection Report. Nov 2011.
- Meetings with school leaders and Curriculum leaders.
- Lessons observations took place as part of an extended learning walk.
- Book scrutiny work with some children from most year groups across the school.
- A tour of the school by a group of four Year 6 children.

The following report covers the key areas identified by the School and general points relating to the Ofsted Key areas.

School Identified Focus Areas

Previous Inspection Report:

Increase the proportion of outstanding teaching by: ensuring pupils are clear about what they are aiming towards and what steps they can take to make the best progress in all lessons.

School Curriculum and how it is designed, monitored, implemented and its impact for the children.

The school has been successful in the Healthy Schools reaccreditation.

1. Overall Effectiveness

Strengths:

- The school is high performing and is aspirational for all children.
- Everyone in school is working to achieve the very best outcomes for every child.

- The curriculum is engaging and exiting. Children say they enjoy the work that they do and are able to talk about the learning they have been doing.
- School leaders have put in place systems where all subject leaders have termly opportunities to review books and work in their subject area. All subject leaders were able to discuss their area and refer to the evaluation they had done of their subject.
- All work seen was of a high standard which the children were obviously proud of.

2. Quality of Leadership

Strengths:

- Senior Leaders in the school have a vision which all staff are involved in.
- Senior Leaders have been able to develop and nurture middle leaders providing clear coaching and opportunities for them to find the skills and knowledge needed to lead and monitor a subject.
- Middle leaders are passionate and able to articulate their specific subject knowledge. They are able to support their colleagues through CPD.
- The school has clear and efficient systems in place to review their work and make what they do better. This epitomises the drive for excellence that all staff demonstrate.
- The curriculum consultation which happens annually provides feedback on key curriculum areas. This feedback shows that the parents clearly support the school's curriculum.
- Assessment is used to analyse the reasons for children not making the expected progress and leaders challenge teachers to close any gaps that begin to appear. The leaders in school also support staff to be able to achieve this.
- Governors have had opportunities to be involved in the school's development and parents have been engaged proactively to be part of the school community.
- The Speech and Language work that the school has developed over time supports children who need this help and is now able to provide prelearning for some children so that they are able to keep up with their peers and not let a gap start. This is just one example of the proactive work that the school does.

3. Behaviour & Safety

Strengths:

- All the children who we spoke to or observed during the day had exceptional behaviour. They were all polite, well-mannered and clearly enjoyed being in school.
- Children in lessons show very positive attitudes to learning. They come to school to learn and they make the most of every opportunity.
- The school is a harmonious diverse community with a culture that is completely accepting of other people's differences. It is obvious that this has taken time and effort from everyone associated with the school.
- Inclusivity lies at the heart of Highfield and bespoke provision exists for children and families who need this.

- Year 6 children have loved the time that they have spent at the school. They are great advocates for what the school does and were clear about the Internet Safety they had covered and what it means in the everyday for them.

Areas to Consider:

- The children's ability to reflect on their learning and talk through with adults what progress they had made and how they had achieved it could be an area to develop as it is clear that they would be able to achieve this rapidly.

4. Quality of Teaching

Strengths:

- Teaching in all lessons seen was strong and well resourced. There were highly positive relationships and adults clearly knew their children and how they could best be supported.
- Children have opportunities to develop their knowledge in all subjects. For example children in Year 2 were able to talk about the advantages of Stone Keep Castles to people in the Middle Ages.
- SEND provision for the children with these needs is well resourced and has an excellent reputation with the school being recommended by families for its care and attention to detail.
- Interventions are used across the school to close gaps for children and all staff squeeze time in to do this and not narrow the curriculum.
- Science work seen in books showed excellent coverage. There were positive examples where younger children had been supported with the use of sentence starters to explain an experiment and the conclusion.
- The writing process seen across the school showed that the children planned, drafted, redrafted and produced a final best copy. This clearly improved the work that the children produced. One Year 6 child commented 'We learn from the mistakes we make'.
- The work that the school has done on vocabulary is very useful to help children's comprehension develop.
- Pupils could easily discuss what was 'done' in lessons and content but found it harder to discuss the skills they developed.
- Use it grids were well used across the school and children were able to discuss how these were impacting on their writing. Teacher's use these to support children in addressing any missing skills effectively. One child explained 'Teachers help us with our understanding'.
- There are a wide range of enrichment clubs on offer and pupils described how much these meant to them and when they started at High School they would like to continue with this after school club culture.

Areas to Consider:

- Science knowledge recall is strong, but some children struggled to explain the fundamental underlying science involved. The school may already be working on this. A

possible resource to support the children's development would be Science Concept Cartoons.

5. Effectiveness of Early Years.

Strengths:

- Phonics teaching that was observed was clearly extending and developing children's knowledge and skills.
- The learning environments supported children's learning and as they were well ordered provided many varied learning opportunities.

Strengths which could be of help to other Alliance Schools

- **The curriculum in school is a strength that should be shared.**
- **The process of organising and implementing the curriculum would support schools who need this support and direction.**
- **The curriculum that leaders described to us was evident in everything we saw in school. All curriculum areas are celebrated at Highfield and children have a rich menu of options to engage their learning.**

General Points/Recommendations

- **Capture the positive feedback from Year 6 children to demonstrate the impact of the curriculum.**