

Bishop Martin LDST Review June 2018

Bishop Martin was inspected in 2016 and judged to require improvement. Prior to the inspection, after a period of turbulence and the resignation of the headteacher, a memorandum of agreement was reached for The Beacon CE Primary School to provide school to school support and provide an executive headteacher to address the identified priorities. This has been highly effective and rapid action has been taken to bring about sustainable school improvement.

This review was planned in conjunction with the Executive Headteacher to validate self-evaluation judgements, to determine the appropriateness of school improvement priorities and to measure the impact of actions taken to address 2016 OFSTED recommendations.

Self-Evaluation Summary

The Review team concur with the school's own self-evaluation and agree that Bishop Martin is, at the very least, a good school with many features of outstanding. The self-evaluation is accurate and priorities identified are appropriate to embedding recent improvements and prompting further school improvement. The school has identified the following priorities for 2018-19 and the Review team agree that these are relevant and appropriate to where the school is on its journey.

- ***To ensure our 'Inspire' Curriculum challenges the more able, improves outcomes and is built on first hand experiences:*** this focus will not only ensure that the school is prepared fully for the next Inspection, but will also enable teachers to start thinking about giving children greater opportunities to think creatively and record their work independently, which will benefit all abilities and encourage the more able pupils to explore and drive forward their own learning.
- ***To further improve the teaching and learning of reading to raise standards:*** children at Bishop Martin love reading and this continued focus will ensure that consistent policies and approaches to the teaching of reading will build on the impact of the 2017-18 drive to promote a love of reading. It will also provide a clear focus for the new English Subject Leader to really establish themselves and provide strategic leadership of this core subject.
- ***To further improve teaching, learning and assessment to ensure pupils are curious, interested learners.*** Leaders have worked tirelessly to embed consistent teaching, learning and assessment that is focused on children making the progress expected. This priority will support teachers to embed further the *learning to learn* initiative and provide opportunities for children to take greater ownership of their learning.

Progress made towards the OFSTED recommendations

The school has taken robust action and made rapid and sustainable progress in addressing the priorities identified in the 2016 OFSTED report, having to deal with poor ethos, lack of vision, low expectations and inadequate teaching to make the necessary improvements. Leaders have been relentless in their drive to address the weaknesses identified and have taken decisive and prompt action to deal with the legacy of weak teaching, under-performance and lack of drive, whilst embedding core systems and expectations to ensure an unrelenting focus on pupil outcomes. This has been achieved through a highly successful model of school to school improvement and highly effective collaboration with The Beacon, led by a dynamic Executive Headteacher. Consequently, through robust monitoring and management of under-performance, weak teaching has now been eradicated and a new staff team of highly effective leaders and teachers, in conjunction with robust assessments systems and are having a noticeable impact on pupil progress. As a result, provision for all pupils, including disadvantaged pupils and those with SEND has vastly improved and leaders at all levels ensure staff are focused on closing gaps to improve outcomes.

Leadership and Management at Bishop Martin is inspirational and visionary.

- The dynamic executive headteacher is supported by a highly effective deputy who, in addition to whole school responsibilities, is an excellent assessment and pupil premium lead.
- Leaders have established a culture of high expectations and a shared vision which ensure staff and pupils aspire to the highest of standards and there is a non-negotiable desire that children will achieve as well as they possibly can.
- A very strong Christian ethos and set of values pervade, and are implicit in, all aspects of school life and have promoted the most positive of relationships. This was recognised in the recent outstanding SIAMS inspection.
- Self-evaluation is accurate and priorities identified are appropriate to moving the school on. The SEF provides a brief summary of strengths and next steps priorities and is accurate in its judgements. Individual action plans provide a clear overview and record of the many actions taken and a RAG approach enables all staff to reflect on and agree next steps. *In order to drive improvements towards outstanding, a more evaluative approach should now be developed, focusing on the impact of actions on pupil outcomes and ensuring self-evaluation judgements are linked to the OFSTED schedule, making reference to what the school needs to do to reach outstanding.*
- Assessment, target setting and tracking systems are well established at Bishop Martin CE Primary School and are used effectively to raise standards and improve teaching and learning. Assessment information is used rigorously to set annual and termly targets for all pupils, providing SLT and Governors with a firm understanding of standards across the school for cohorts and groups and teachers with appraisal targets aimed at raising standards. Summative assessment data is thoroughly analysed and the data and information shared with staff who understand the implications of this information at both class and whole school level. Question level analysis is used effectively to inform future teaching as well as planning intervention and accelerate progress. This summative data is fed into a robust tracking system and used effectively to monitor the performance of individual pupils as well as different pupil groups across the school and to identify children for intervention. Teachers are consistently held to account through termly Standards Meetings. *Assessment summaries provide an overview of standards and a next step for the school should be to produce summary reports of progress from prior attainment for cohorts and pupil groups to ensure all leaders, including Governors, have a good understanding of achievement.* This will enable them to take action to raise attainment for groups, in particular the more able pupils.
- Pupil premium funding is used effectively to support disadvantaged pupils across the school and all staff are aware that over-coming disadvantage is a priority, with appraisal targets agreed to accelerate the progress of disadvantaged pupils and close the gaps. The school has a robust action plan, regularly reviewed, for the spending of pupil premium funding. The plan has a clear rationale, aiming to raise attainment in reading, writing and maths through focused early intervention and well-planned deployment of Teaching assistants and to provide enrichment opportunities. The DHT, as Assessment and PP Lead, has an in-depth knowledge of the progress and achievement of each child at the school eligible for pupil premium funding. Due to the unreliability of data for such a small group, the Pupil Premium Leader measures the impact of spending through the use of case studies. *In order to strengthen systems further it is recommended that the school's use of case studies for disadvantaged pupils is extended to include higher attaining pupils who are eligible for the pupil premium.*
- Support for pupils who have special educational needs and/or disabilities, which previously had been weak and unfocused, has been transformed. Improving provision for pupils who have special educational needs and / or disabilities has been a whole school priority and the SENCO has taken robust action to address this. Systems for identifying children with additional needs have been established and parents are now involved as an intrinsic part of the process to ensure their child's needs are met. Identification of needs and record keeping are robust and the provision map addresses need and informs a timetable of support and intervention. Case studies are well written and are used to measure the impact of interventions, identifying barriers to learning. Interventions are monitored and their impact is reviewed to secure further pupil progress. *In order to strengthen systems further, the SENCO should be tracking progress from prior attainment and monitoring the effectiveness of quality first teaching interventions.*

- There is evidence of strong and effective subject leadership at Bishop Martin CE Primary School and all subject leaders have been well developed, benefitting from coaching and mentoring from the Executive Headteacher and regular opportunities to work collaboratively with staff across both Bishop Martin and The Beacon schools. Subject leaders have clear roles and responsibilities and are effectively held to account. They know their subjects well because of regular monitoring that leads to focused action planning, support and next steps and because of this the curriculum is developing at a pace. A next step for the school is to ensure that core subject leaders, including Phonics Lead, develop a good understanding of the EYFS curriculum and are clear about expectations from YR, in order to enable greater involvement in the development of their subject across the full age range.
- The school has established an expectation that subject leaders have a good understanding of the strengths and areas for development. The highly effective maths subject leader leads with confidence. She has an accurate understanding of the strengths and weaknesses within the subject and through regular monitoring and review ensures a relentless focus on raising achievement, and because of this outcomes in mathematics are significantly above national standards.
- The Executive Headteacher has an accurate and realistic view of the English curriculum, knowing well the strengths and areas for improvement. She has provided support to the outgoing English Lead to ensure that actions planned have had a positive impact. As a result of this the new school library is inviting, full of quality cross-curricular texts and stimulating a love of reading. A new English Lead will be in position at the start of the new academic year to drive the next stage of strategic improvements forward.
- Foundation curriculum co-ordinators understand their roles and responsibilities well and are effectively held to account. They are incredibly enthusiastic about their roles as middle leaders and their contributions are valued greatly by senior leaders. They are given time and direction to undertake their duties and regular monitoring is used to evaluate progress toward actions planned and to report to staff and senior leaders and, because of this they have a good understanding of whole school priorities, actions and impacts. CPD, including training, subject leaders' meetings and regular discussions with their counterparts at The Beacon, has had an impact on their confidence and competency. Effective use of staff meetings and opportunities to work together ensures consistent systems for planning and assessment across each subject.
- The Executive Headteacher has ensured that the developing curriculum is enhanced by a wide variety of extra-curricular activities and subjects taught by specialists, which are having a huge impact on outcomes and pupil engagement.
- Governors are a force to be reckoned with; they are strong and their collective skills set means that they are able to discharge their statutory duties effectively. Alongside the Executive Headteacher, they have driven the much-needed improvements and cannot speak highly enough about her energy drive and impact. Due to their regular involvement in the school through learning walks, link governors, monitoring etc. they are able to engage in SSE and SDP and able to effectively hold leaders to account. There are also robust systems in place which ensure that governors hold the school to account for the spending of pupil premium funds. The Pupil Premium Leader regularly presents to the Finance Committee and meets the Pupil Premium Governor to review spending and impact.
- Safeguarding is effective. Robust systems are in place for meeting statutory requirements and to keep children safe. The SCR is compliant because recruitment and checks are robust. Pupils agree that safeguarding is effective – they feel very safe in school at all times.

The Quality of Teaching, Learning and assessment *is having a positive impact on pupil outcomes*

- Teaching and learning is consistently good across the school as evidenced in lesson observations, books and monitoring reports. As a result, children are making at least good progress.
- Daily routines are effective and because of these, no learning time is lost. Every opportunity, from the minute the children enter school, is planned to reinforce basic skills and accelerate progress, for example through daily calculation exercises.
- Expectations are high in all year groups and children are continually challenged to improve and achieve more.

- Lessons are pitched appropriately to suit the needs and abilities of different pupils and there is a focus on challenging children to achieve more across the curriculum.
- Teachers use of questions and pace is excellent and used to provoke and prompt learning, address misconceptions and because of this, children are developing as independent thinkers and learners.
- All teachers have a sound understanding of the ARE in each year group and what progression looks like. They use this to ensure all children are taught work at the expected standard and differentiate it as appropriate: no children are being left behind, but instead supported to achieve.
- Resources and environment - working walls, knowledge organisers, steps to success – all support self-assessment and scaffold learning.
- Children are encouraged to use subject specific vocabulary across all areas of the curriculum – and do so to good effect.
- Children are provided with frequent opportunities to collaborate, support each other and actively engage in their learning through the *learning to learn* initiative. Children use coaching strategies well to question each other and provide peer support and challenge.
- High quality teaching and learning promotes outstanding behaviour for learning.
- Assessment for learning strategies are well embedded and formative assessment ensures that children's needs are met. Over the shoulder feedback and instant marking, for example, moves learning on quickly. Pupil progress meetings are used to discuss which pupils are under-performing, identify curricular gaps and agree next steps to inform teaching and learning.
- There is evidence that Teaching Assistants are doing an effective job in moving learning forwards. Where this is most effective, TAs make learning accessible and enable children to reach the expected standard through timely support and scaffolded learning. As a result, there is a high level of independent learning across all classes. *However, as leaders are aware, this is inconsistent and the effectiveness of TAs should be monitored more closely in whole class lessons and when delivering classroom interventions.*

Outcomes are at least good at Bishop Martin

- The recent upward trends have been sustained and outcomes are consistently above national averages now in EYFS, Phonics, KS1 and 2. The only anomaly in 2017 was in reading, which at the end of KS2 was broadly average in terms of both standards and progress.
- Outcomes in Mathematics at the end of KS1 and 2 were significantly above national at both the expected and the higher standard with children making exceptional progress.
- The school has identified that a focus on accelerating the progress of more able pupils to increase the percentage of pupils reaching greater depth in English will close the gaps with national.
- 2018 data shows that the recent high standards have been sustained with outcomes in EYFS, Phonics and KS1 and in writing at KS2 are all once again above recent national averages:
 - EYFS 80%
 - Phonics 93%
 - KS1: Reading: 90% (GDS 30%), Writing: 77% (GDS 20%), Mathematics 87% (GDS 27%)
 - KS2 writing 87% (GDS 32%). Predictions in reading and Mathematics indicate above national standards.
- Children on roll now are attaining well at Bishop Martin. Current school data shows that the large majority of children are working at the expected standard across the school. Pupils are making good progress, as evidenced in books, and case studies indicate that disadvantaged pupils are making accelerated progress in reading, Phonics and mathematics in KS1.
- Teaching and learning in mathematics is consistently strong across the school. The Mathematics Lead has been instrumental in bringing about the recent improvements in the teaching and learning of mathematics that have contributed to outcomes now being significantly above national standards. She has good subject knowledge of the maths curriculum at Key Stages One and Two and uses this knowledge to make improvements to teaching and learning. For example, she has successfully introduced the White Rose maths scheme and there is consistency in its use across the school. Furthermore, the subject leader

has also ensured that reasoning is embedded within the maths curriculum and has introduced daily calculations teaching. Classrooms are well resourced and children independently access a variety of quality resources to support their learning. The children are excited about their learning in mathematics and discussed how working walls and whole school maths displays support and reinforce their learning. Furthermore, they love the mathematical problems linked to recent news. Books provide evidence of good progress across the school with plenty of opportunities to reason and apply learning through problem solving. *However, too many worksheets are being used and this is deterring children from independently recording calculations and workings out, which are crucial to avoiding errors.*

- Teaching and learning in English is good. Writing is a strength and the immersion in quality texts to drive the teaching of English is working well. Actions taken to improve handwriting and spelling are having a notable impact as are the actions taken to develop reading enjoyment and accelerate progress – accelerated reader, star reader, the school library etc. Children are fluent readers and have good strategies to tackle unfamiliar words. They use punctuation to inform intonation and take account of audience and have a good understanding of character and humour. Furthermore, they understand their own progress in reading and this motivates them to become better readers. Children spoke with great enthusiasm about reading, the choice of books and their favourite authors – they enjoy reading and love their new library, which they would appreciate being able to access more and at break/lunch times.
- Teaching and learning across the wider curriculum is enhanced by hands on learning activities, e.g. science week, geography skill work outdoors, learning for real purposes, opportunities to write and by the involvement of visitors and specialist teachers – which Children say is helping them to learn in “greater depth”.
- *In order to fully evaluate pupil outcomes, assessment summaries need to be amended to include progress from prior attainment for cohorts and groups to ensure all leaders and teachers are focused on where children have come from and use this to address under-achievements to ensure aspirational targets are met, particularly for the more able.*

EYFS is at least good.

- The quality of teaching in the EYFS is strong and is ‘at least good’. Staff have high expectations and at the start of the day children come in to the class and engage in meaningful activity immediately. No learning time is lost.
- Relationships are extremely positive and modelled by the adults in the room. Adults strive to motivate and praise the children. Children work well together and respond very well to staff. The children listen well to the teacher and follow the flow of the lesson. Children also listen attentively to other children’s contributions to the lesson.
- The timetable is well-organised, ensuring dedicated literacy sessions aimed at developing the children’s understanding of the specific literacy areas. Furthermore, the teacher uses every opportunity to develop learning and phonics development. The teacher models fluent reading to the children in an excellent manner which motivates the children and develops a love of reading.
- The teaching is active and engaging, using a range of active strategies which promote discussion. For example, the ‘sticky fingers’ activity was well received by the children and gave them an excellent opportunity to discuss their learning. The activity also gave them the opportunity to work with a partner to ‘think critically to solve a problem’.
- Throughout the teaching sessions, the needs of SEN children are met sensitively and effectively. A range of strategies are in place to keep them engaged, for example a little girl in the class was given a particular task to do, interrogating the text and feeding back information to the class. TAs support children on the ASD spectrum within whole class teaching.
- The continuous provision is very well planned and used effectively to enhance learning and children are directed into parts of the continuous provision to carry out particular activities aimed at developing understanding of the Early Learning Goals. This strategy is very effective in ensuring that all pupils engage in meaningful activities, planned at the appropriate level and because of this, children are seen to make good progress in lessons. Opportunities for the children to choose their activities within the provision are also planned and during these less directed sessions the provision is organised so that children continue to develop and explore their own learning.

- The school has invested heavily in the development of a well-planned and spacious outdoor learning environment where children can develop their interests and pursue their learning in an alternative environment. The environment currently promotes the development of the prime areas of learning. There are many opportunities for Physical Development and Personal, Social and Emotional Development and further *opportunities should be planned for children to achieve within the specific areas of learning by continuing to invest in resources so that outdoor learning is further richly resourced with play materials which can be adapted and used in different ways.*
- Practitioners working in the outdoors are attentive and engaged and clearly understand the importance of outdoor learning and what they would like the children to achieve.
- Children have opportunities to be outside on a daily basis with provision for children to use wellington boots and waterproofs in poor weather conditions. The outdoor and indoor environments are linked so children are allowed to move freely between them. Overall there is an approach to outdoor learning which considers experiences rather than equipment and therefore places children at the centre of the provision.
- Playing and exploring has high priority in the provision, particularly in the outdoor learning environment, encouraging active learning. The teacher provides the pupils with first-hand experiences to develop their natural curiosity. perseverance in working together to fill the water pond in their own creative way! Overall children have many opportunities to become involved in activities and experiences which arise out of their own personal interests.
- Practitioners use regular and precise assessments of children's learning to plan activities. The EYFS leader has systems in place to conduct a baseline assessment and use this to identify priorities and inform an EYFS action plan. Baseline judgements are moderated with the Beacon School staff and the EYFS team *should now further enhance the procedures in place for moderating the baseline judgements by engage in planned opportunities across the LA to moderate baseline judgements.*
- Children's work is recorded for assessment in three formats. The Tapestry programme is used and is complemented by a book containing adult- led work and a book containing child-initiated work produced within continuous provision. Learning journeys provide evidence of progression in learning and development across all seven areas of learning over the year. They are organised clearly and in chronological order. The Learning Journeys provide evidence which illustrates the children's characteristics of learning. Entries within the three documents are dated but only the entries within the Tapestry programme and the book containing adult-led work are cross referenced to learning criteria/ age bands. The record of child- initiated work is not cross referenced to learning criteria/ age bands. Conversations with the EYFS leader provide evidence that a clear process is in place for linking learning needs to future planning. Parents have the opportunity to contribute to the Learning Journeys and some are doing so regularly. There are also opportunities for 'child's voice' to be included in the Learning Journeys. In order to develop assessment systems further *the school should ensure that work in each child's 'Child Initiated Workbook' is cross referenced to learning criteria/ age related bands and next steps. Furthermore, assessment summaries should provide detailed information about starting points and pupil progress from the baseline*
- There are clear systems in place for identifying underachievement and informing small group intervention in order to accelerate progress. Children's achievement is tracked each term and the EYFS lead has comprehensive systems in place for identifying each child's gaps in learning and adapting planning accordingly. Practitioners attend a 'Standards Meeting' each term at which the progress of each child is discussed and underachievement is identified.
- The school has robust systems in place for transition, for example home visits and 'All About Me' profiles contribute to the start of each pupil's Learning Journey.
- Transition from Reception to Year One is also high priority at the school. EYFS and Year One teachers meet regular during the summer term to discuss attainment and next steps and plan intervention.

Outcomes in EYFS

- Attainment in the EYFS at Bishop Martin CE is 'at least good' and shows a rising trend. Predicted results for 2018 show that the rising trend is likely to be sustained. There is no trend in attainment for boys and girls as variations in performance each year are cohort specific rather than an indication of underperformance for any group. Due to the small number of pupils

involved, it is impossible to draw conclusions from pupil premium data but conversations with the EYFS leader provide evidence that pupils eligible for the pupil premium are well supported. *In order to fully demonstrate the impact of the quality teaching and evidence their journey to 'outstanding' provision, the school should include statements about the progress pupils have made in the data summary reports.*

Personal Development Behaviour and Welfare is outstanding

- Children are resoundingly happy at Bishop Martin and the environment effectively contributes to this. The school and grounds have been transformed since the last Inspection and now provide an engaging, stimulating and safe place for children to learn. Safe spaces, outdoor areas and plenty of places for children to play and reflect support children's well-being and children told us that they are very proud of their school and have lots of ideas to develop it further. Lunchtime and playtime are such positive times in the school day, as staff engage really well with children encouraging positive play.
- Behaviour for learning is excellent. Well-developed strategies for promoting and rewarding good behaviour and consistently high expectations from all staff, promote high standards from all pupils. Children engage well in lessons as a result.
- Children have a good understanding of the code of conduct and how this promotes good listening, behaviour and safety and because of this behaviour is excellent.
- Children are delightful and really support each other. They live out the school values at all times, respecting and trusting each other and because of this, outstanding relationships have been developed.
- Children with social emotional needs are incredibly well supported by skilled and compassionate adults in this highly inclusive school.
- Children are encouraged to be leaders and relish opportunities to help each other. They feel that the special roles in school – Worship Leads, School Councillors, Playground Buddies for example – provide opportunities for them to "lead the school".
- Children feel very safe and can quote what keeps them safe. They understand e-safety and say that the lessons they have learned not only help them to know how to keep themselves safe but have also enabled them to teach their parents.
- Attendance is considerably higher than the national average with well-developed systems for promoting, monitoring and rewarding good attendance.

What should the school do next?

The Executive Headteacher and her leadership team have established and embedded whole school systems to address the weakness identified at the last Inspection. These are having a rapid and positive impact. It is recommended that in order to consolidate the improvements further, some tweaks are now needed to develop the systems further, including:

Self-Evaluation:

- *In order to drive improvements towards outstanding, take a more evaluative approach to monitoring and evaluation, focusing on the impact of actions on pupil outcomes and ensuring self-evaluation judgements are linked to the OFSTED schedule, making reference to what the school needs to do to reach outstanding.*

Strengthen Assessment systems further:

- *Refine assessment systems further to ensure summaries include reports of progress from prior attainment for cohorts and pupil groups, ensuring all leaders, Governors and teachers are focused on where children have come from and use this to address under-achievements to ensure aspirational targets are met, particularly for the more able.*

Improve outcomes for disadvantaged pupils and those with SEND:

- *Extend the use of case studies for disadvantaged pupils to include higher attaining pupils who are eligible for the pupil premium.*

- *Track the progress of SEN children from prior attainment and monitor more rigorously the effectiveness of quality first teaching interventions*

Further improve the quality of teaching and learning:

- *Monitor more closely the effectiveness of TAs, addressing any underperformance promptly*
- *Reduce the over-reliance on worksheets in mathematics to provide greater opportunities for children to independently record calculations and workings out.*

EYFS:

- *Opportunities should be planned for children to achieve within the specific areas of learning by continuing to invest in resources so that outdoor learning is further richly resourced with play materials which can be adapted and used in different ways.*
- *Further enhance the procedures in place for moderating the baseline judgements by engage in planned opportunities across the LA to moderate baseline judgements.*
- *Develop assessment systems further by ensuring that work in each child's 'Child Initiated Workbook' is cross referenced to learning criteria/ age related bands and next steps. Furthermore, assessment summaries should provide detailed information about starting points and pupil progress from the baseline*
- *In order to fully demonstrate the impact of the quality teaching and evidence their journey to 'outstanding' provision, the school should include statements about the **progress** pupils have made since entry in the data summary reports.*