

Morpeth – Goosehill First School

Headteacher: Miss Elaine Reay
 Chair of Governors: Mrs Joan Tebbutt
 School Improvement Partner: Mrs Sally Lamb
 Date of Visit: 19.06.17



Summer Term SIP Report 2017

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
The Overall Effectiveness of the School	Outstanding	Outstanding	Outstanding
Effectiveness of Leadership and Management	Outstanding	Outstanding	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding	Outstanding	Outstanding
Personal Development, Behaviour and Welfare	Outstanding	Outstanding	Outstanding
Outcomes	Outstanding	Outstanding	Outstanding
Early Years	As part of above	Outstanding	Outstanding

Date of Previous Ofsted Inspection: 2007

Monitoring letter 2011

A summary of the progress made in the autumn and spring terms 2016 - 2017

Areas identified in Spring term:-

Continue the focus on moderation of assessment across the school.

Progress to date:-

- In-house and cross-partnership moderation (another Outstanding school) has ensured quality of assessment and judgements.
- Middle leaders have a good understanding of progress and outcomes across year groups, in their subjects. This is already strong in many foundation subjects.
- Evidenced based end of year assessments indicate:-
 - **85% GLD**, high percentage exceeding in many areas especially KUW
 - **Year 1 phonics** - 98% met standard
 - 2/3 pass Year 2 retake
 - **Year 2**
 - Reading – 85% ARE+, 45% exceeding
 - Writing – 81% ARE+, 38% exceeding
 - Maths – 87% ARE+, 37% exceeding
- Work scrutiny and other clear monitoring procedures, including pupil voice, support very strong progress across almost all pupil and year groups.

A summary of further improvements to be made in the remainder of the academic year

<p>Arrive at a clear lead on whole school measures for in-year assessment once the Headteacher has been updated on the local authority guidance and expectation for 17-18. Develop high order tracking with a re-focus on the percentage of children at ARE (and exceeding) – term on term.</p>	<p>Implement 'Thrive'; an emotional assessment aimed to inspire better learning. (HT directed this action)</p>
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Has the SIP shared with leaders the most recent guidance on:

Single Central Register?	Yes
Website compliance?	Yes
Ofsted 'requested' documents (see P15 Ofsted handbook) (The Leadership are fully prepared for their next Ofsted)	Yes

Type of school	First	Current number on roll	299 including Nursery
Age range of pupils	3-9	% of disadvantaged pupils	14%

Part 2: Detailed Analysis and Evaluation of Safeguarding and Personal Development, Behaviour and Welfare:

Safeguarding – Outstanding

The effectiveness of safeguarding is evidenced in discussions with the Headteacher, Governor minutes, Safeguarding and Health and Safety reports, policies on the website and staff and governor training records.

Goosehill First School engages all who are in contact with pupils, staff, governors and volunteers alike in the safeguarding of all its pupils.

Those new to teaching or to their varied roles are inducted extremely well and supported in their personal growth in this area.

Training and record keeping are of the highest quality with the minutest of detail being of value and of importance. Any minor issue within any aspect of safeguarding is followed through by the Headteacher who is the Designated Safeguarding Lead (DSL) alongside the Deputy Headteacher and senior leaders.

This was clear in the developments of 'e safety'.

A senior leader is responsible for all pupils e-safety and its associated risk assessments, including evaluation of the quality of provision and support afforded.

Governors have presented support and challenge to ensure quality of Safeguarding and curriculum provision through this way of working. This is excellent practice, not only of Safeguarding, but of clear and focused devolved leadership at all levels.

Specific progress on and impact of safeguarding in the autumn and spring terms:

- Relationships with parents have been enhanced due to the attention to detail of support given re e-safety.

Further areas for improvement in safeguarding during the remainder of the academic year:

-Consider what, if any, further safeguarding implications there may be as the Year 4 cohort grow into Year 5 (2017-2018).

Behaviour

Overall the behaviour of pupils is Outstanding

This is evidenced in an observed 'behaviour for learning' walk; discussions with pupils; behaviour logs, attendance figures for different groups and the effectiveness of actions to prevent and tackle bullying.

An audience with a group of pupils from across the school was held with the SIP. Pupils showcased, to the group, a piece of work they were particularly proud of.

Behaviour for learning is exceptional. This is evidenced in the fact that pupils are confident, self-assured learners who present excellent attitudes to learning which has a strong impact on their sustained progress.

Pupils are proud of their work and appreciate the support that staff give both in their words (spoken and written) and in deed.

There was a general feeling of success when teachers had made it clear how much work was expected and by when – this was in reference to written work that spanned a week. This happened regularly and was important to the pupils. Pupils clearly recognised the value of 'purple pen' which is one way they are enabled to respond to teacher's addressing any misconceptions and presenting challenge to indicate 'greater depth'. Pupils enthused about this part of their work!

Pupils discuss and debate in a very mature and considered way showing respect for the opinions of others.

Attendance is high and pupils want to come to school. For those who have had minor attendance issues clear procedures are in place to support and engage the family to improve the situation. Staff and pupils deal effectively with very rare incidences of inappropriate behaviour and those new to the school very quickly follow the good examples set by the rest of the pupils. Staff work hard to reinforce 'Goosehill' values and act as excellent role models themselves.

Pupil conduct both in school and out in the community on visits is exemplary and is often commented on by the public or visitors to the school (noted in Governor visit minutes and by staff).

Specific progress on and impact of behaviour in the autumn and spring terms:

- High order development of aspects of behaviour for learning – in particular developing resilience and application. Clear evidence of staff using whole school marking policy in action through work samples showcased by pupils.
- Brilliant brain day was a huge success in the pupils eyes!
- The school council acknowledged good development in 'Good to be Green'.
- Behavioural logs have been introduced to eliminate minor incidences of low level disruption in support of the 'Good to be Green' method.
- Staff training on the 'Magenta principles' is being actioned, principally focusing on engaging learners using it's clear methodology.
- Data shared on progress and outcomes in Writing across Year 2 as an example of the impact of teaching, learning and assessment on Writing.

By June 2017 outcomes at the end of KS1 for writing were 43% EXS with an additional 38% GDS. In June 2016, 24% of the children in this cohort were assessed as GDS. Significant, continued strong progress is evident.

Further areas for improvement with behaviour during the remainder of the academic year:

- The school intend to introduce 'Thrive', an emotional assessment, to further improve learning.
- The school council value the continuing re-focus on 'Good to be green' and see its development as a much 'fairer approach'.
- Measure the impact of 'Magenta principle' actions to date.

Personal Development and Welfare

The quality of Personal Development and Welfare is Outstanding

This is evidenced in discussions with the Headteacher and a wide ability and age range of pupils.

Pupils demonstrated high order thinking, reasoning and spirituality when debating and arriving at decisions around areas such as: ideas towards on-line safety, playground development, break time activities and visits and visitors to support the curriculum. They have a very good understanding of the differences between friendship fall-outs and bullying and clearly explained how to tell the difference and what support there is in school to help, including peer support which they greatly valued.

The school ensures that the processes used to engage with pupil voice are varied and support pupils reaching out further than their local and regional knowledge, supporting their growing understanding of life in modern Britain.

The PSHE curriculum supports learning very well and is constantly under review following monitoring and evaluation.

Specific progress on and impact of personal development and welfare in the autumn and spring terms:

- The impact of the above is clear in pupils growing knowledge of online safety, anti-bullying and work ethics which are of a very high order.
- Management of playground leaders has developed significantly. Pupils value this.

Further areas for improvement in personal development and welfare during the remainder of the academic year:

- The school have rightly acknowledged the following:-
- Evaluate the impact of developments above.
 - Measure the impact of planned Family Learning week.
 - Develop HLTA's as LTSA's due to the staffing needs of the school.

NORTHUMBERLAND

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SIP's overall judgement for Personal Development, Behaviour and Welfare

- Pupils are confident, self- assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Pupils have an excellent understanding of how to stay safe online.
- Staff and pupils understand the importance of dealing with the very rare cases of low-level disruption and together create ways forward that are fair and equitable enabling pupils to learn and staff to teach.

Part 3: Leadership

What were the actions and impact of leadership in monitoring and evaluating the quality of Personal Development, Behaviour and Welfare in the autumn and spring terms?

Leadership (Headteacher, Deputy Headteacher and all senior leaders) have engaged in the following:

- Well-planned series of lesson observations linked to school development planning, including foundation subjects.
- Many opportunities to seek pupil opinion either through meetings with groups or discussions around their work.
- All areas within the School Development Plan targeted for completion have been achieved.
- Development of LAC policy with associated training.
- Child protection - enhancing capacity for leadership by appointing two Designated Safeguarding Leads.

How effective are Governors in monitoring and evaluating Safeguarding?

Governors have an excellent grasp of Safeguarding as evidenced in the quality of their report writing and the support and challenge noted in meeting minutes.

They complete all necessary training in a timely fashion and are proactive in their actions.

The website clearly indicates their continued strong involvement across all areas of school improvement.

The Health and Safety audit toolkit is completed regularly by the Headteacher and the Chair of Governors.

Governor visits focus regularly on Safeguarding, including interviews with pupils.

The nominated Governor for Safeguarding, Child Protection and LAC provides strong support and challenge.

Over time, all aspects of school have been extremely well monitored and supported by governors.

Visits have ensured all areas are covered well and have included, amongst others, a focus on: First Aid, pupils with additional needs; educational visits; e-safety, school security; regular Single Central Record checks; safer recruiting and child protection.

Action:-

Governors to include 'pupil voice' in forth coming visit on Safeguarding.

Part 4: Support and Challenge

Feedback from Headteacher on the impact of this support/challenge:

"Over the past 5 years, our SIP's in-depth and personal knowledge of leadership and of this school and its associated leadership has added significantly to our school improvement and self-evaluation process". HT has expressed gratitude on professional and personal level.

Requests for further support:

Triangulation of monitoring with SIP/other similar schools.