

## Written Report Template

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	St Hilary School
<b>School Address:</b>	Chynoweth Lane, St Hilary, TR20 9DR
<b>Hub:</b>	Cornwall

<b>Telephone Number:</b>	01736 763324
<b>Email address:</b>	secretary@st-hilary.cornwall.sch.uk

<b>Unique Reference Number:</b>	111799
<b>Local Authority:</b>	Cornwall
<b>Type of School:</b>	Primary
<b>School Category:</b>	Academy
<b>Age range of pupils:</b>	4-11
<b>Number on roll:</b>	260
<b>Head teacher:</b>	Kelley Butcher

<b>Date of last Ofsted inspection:</b>	12 June 2013
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	20 February 2017
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>**

<b>School Improvement Strategies:</b>	Outstanding
<b>Outcomes for Pupils:</b>	Good
<b>Quality of Teaching, Learning and Assessment:</b>	Good
<b>Area of Excellence:</b>	Not submitted for this review
<b>Previously accredited Areas of Excellence:</b>	Physical Education and sport

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that St Hilary appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report and is working towards Outstanding.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

## **Information about the school**

- St. Hilary is an average-sized primary school.
- The school converted to become an academy school in July 2011.
- The proportion of pupils eligible for pupil premium funding is below the national average.
- The proportion of pupils with special educational needs and/or disabilities is similar to the national average.
- Almost all pupils are from White British backgrounds.
- The headteacher and deputy headteacher have been in post for 6 years.
- The mathematics leader, in post for 3 years, was initially appointed as a newly qualified teacher at St Hilary. The English leader is currently on medical leave. This leadership post is being covered by a teacher.
- The senior leadership team consists of the headteacher, deputy headteacher, Senco, mathematics, English and early years leaders.

## **School Improvement Strategies**

### **What Went Well**

- Senior leaders state that the school's ambition is 'to let no child slip through the net'. This refers to pupils' academic as well as personal and social development. Leaders use the same vocabulary to describe what sufficient progress means for pupils. Expected progress links to pupils' prior attainment.
- School leaders have reflected on the previous Challenge Partners review and decided to remodel the self-evaluation form (SEF), aligning it to the Ofsted handbook. The headteacher and deputy headteacher create the draft document and then share with other leaders and staff. This process engages colleagues well.
- Teachers feel confident in expressing their views about school improvement. They share ideas via 'bring and brag' sessions. Leaders listen and use dialogue to inform the SEF. Such information includes evidence from learning walks. The twice yearly review process contributes to good staff morale at St Hilary.
- Leadership teams are now established for foundation subjects. These teams have designated time for discussion, which has led to subject action plans being written. Leaders evaluate the curriculum well, using action plans to check out the impact of changes in provision.
- The SEF identifies priorities which are fed directly into the school improvement plan (SIP). Actions designed to address priorities are informed by external reviews, analysis of achievement information and leadership discussion.
- Core subject action plans are written at the same time as the SIP. They are formally monitored every half term. Clear links are evident between generic strategies for school improvement and subject specific action plans.

- School improvement work identifies staff training needs. St Hilary staff attend training facilitated by two local teaching schools, one of which facilitates a local maths hub. School staff have developed expertise and cascade training effectively. This includes 'thrive' and 'accelerated reader'. School leaders attend network sessions, including the Somerset Literacy Network.
- In response to EBIs stated in the previous report, leaders are now more rigorous and systematic in their monitoring and evaluation. At that time, expectations of pupils were not securely embedded in the different year groups. Pupils are now stepping up to more clearly defined expectations in lessons.
- SIP priorities are fed into performance management work. Teachers and teaching assistants engage in discussions about the effectiveness of teaching. Teaching assistants receive specific training from expertise with the school. This includes mathematics and grammar and punctuation.

### **Even Better If...**

... leaders' monitoring checked that tasks set by teachers for different ability groups challenged pupils more effectively.

... the drive for further improvement was captured more clearly in the written subject action plans. This could take the form of updated actions, informed by monitoring.

... leaders' ambition for academic outcomes was clearly stated in school documentation, including the SEF.

## **Pupil Outcomes**

### **2016 outcomes. KS2.**

- Pupils' progress in reading, writing and mathematics was similar to that of other pupils nationally. However, lower attaining pupils made slower progress in mathematics than pupils nationally with similar starting points.
- Pupils' attainment in reading, writing and mathematics was in line with the national average. Disadvantaged pupils attained less well than their classmates. The proportions of pupils reaching the higher standards in reading, writing and mathematics were similar to the national figures.
- Pupils with EHC plans or statements made relatively slow progress compared with other school groups.

### **2016 outcomes. KS1.**

- Pupils' attainment in writing was in line with the national average. However, the proportion of pupils attaining the expected standard in reading was above the national figure.
- Attainment in mathematics was weaker when compared with reading and writing. Attainment of the prior middle attaining group was the weakest.

- None of the six disadvantaged pupils reached greater depth in any subject.
- A greater proportion of pupils than nationally met the expected standard in the Y1 phonics check in 2015 and 2016. In 2016, all pupils met the standard by the end of Y2.

### **2016 outcomes. Early years.**

- The proportion of children achieving a good level of development was 82% in 2016. This was above the national average (as was the case in 2015). Both boys and girls achieve better than typically nationally. Girls outperform boys at St Hilary.

### **Current school achievement information**

- The school's current actual attainment in all key stages is typically high, in relation to national profiles. The Y3 cohort is weaker than others, most notably in terms of the proportion of pupils working at greater depth. Mathematics is the weakest subject in four of the six year groups.
- School leaders are clear in articulating the progress that different prior attaining groups need to make in order to attain required end of year standards.
- Pupils receiving support for their special educational needs are the most vulnerable group in terms of making required progress. The Senco is effective, however prior to this academic year was 100% class based. This restricted impact. Pupils are making better progress this year compared to previous years.
- Almost all most able pupils are attaining the higher standards. Disadvantaged pupils, including those who are most able, are all on track to make sufficient progress.
- Teachers use standardised tests as well as teacher assessment to inform current tracking work. Mathematics is the weaker subject. Girls have become more resilient mathematicians, which has led to better achievement this year.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- Staff have established trusting relationships with pupils. As a result, pupils listen and engage well in lessons as they know that their teachers will support them effectively in their learning. Pupils are keen to learn.
- Teachers and teaching assistants have secure subject knowledge. One way in which they demonstrate this is in their correct use of technical language. This relates to an EBI identified in the previous report which stated that teachers could challenge pupils more effectively.
- Typically, teachers' and teaching assistants' questioning is effective. This is most effective when pupils are expected to articulate their thinking clearly. Open ended questions enable staff to check the degree to which pupils have secured understanding of topics taught.
- Teachers' planning ensures that pupils in each year group cover an appropriate range of topics. They receive a balanced diet, for example in consolidating learning

and learning new skills. Further, pupils have sufficient time to learn about different concepts and knowledge within topics. For example, fractions in mathematics.

- Pupils write neatly. This is the result of the school's focus on supporting pupils to develop fluent, joined handwriting skills. Neat writing helps pupils display their learning well in their books. Pupils talk about their pride in their books. Such attitudes begin in early years. The school has made good progress in this regard since the last Challenge Partners review.
- Displays of pupils' work serve a variety of purposes. One is to celebrate pupils' writing. During the review, writing of high quality was evident on the walls around the school.
- The school provides effective provision for pupils' spiritual, moral, social and cultural development. Staff reward pupils for adhering to school values and developing resilience and independence in their learning. Pupils are respectful of each other and, as a result, behave well in lessons. They demonstrate very positive attitudes, collaborating well in their learning.
- Teachers adopt flexible approaches when designing their lessons. They are prepared to take risks in exploring which techniques would support pupils best in securing understanding. A good example was seen in a science lesson, where pupils used a range of equipment in their enquiries.

#### **Even Better If ...**

... the most able pupils, and those who are capable of exceeding end of year expectations, were to engage in harder work more quickly in lessons.

... adults' effective questioning was more consistent.

... books showed more frequent examples of mathematical reasoning work.

#### **What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Following discussion with the headteacher, the school would not like any further support at this time.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**