

SCHOOL IMPROVEMENT ADVISER REPORT

School: Beecroft Primary	DfE No: 383 2407	Date of visit: 31st March 2016
Headteacher: Ms June Turner	SIA: Peter Marsh	Chair of Governors: Steve Harris
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Also attended by (SLT): Miss Stuart, Mr Campbell, Miss Brown and Mrs Pickering		

Most recent Ofsted date:	March 2010
Ofsted Judgement:	Outstanding
Ofsted Areas for Improvement: Improve the outdoor learning environment in EYFS so that it matches the very high quality learning spaces in the rest of the school.	
School Context/HT Items: <ul style="list-style-type: none"> Owing to the school's reputation for outstanding provision, high academic standards and an increase in pupil numbers, the demand for places at Beecroft is high. As a result of increased pupil numbers leaders have had to employ additional, temporary staff for the summer term. There are waiting lists for all year groups however, pupil mobility at the school remains higher than average. The bulge years include <ul style="list-style-type: none"> Reception 53 two teachers Year 1 46 two teachers Year 2 38 two teachers Year 3 37 x4 summer born (July and August birthdays) taught in Y2. The school has 2 NQTs including, Miss Goodwin (Year 3) and Miss Bellamy (Year 2) are in the final term of their NQT year. A thorough plan is in place to provide training through the School Development Plan, external training (e.g. phonics) and the school's own bespoke coaching and mentoring training and development programme. The school has invested £189,000 on a purpose built library and this includes £9,600 on books. Gervaise Phinn will officially open the library on 29th April 2016. 	

Part 1: Key strengths and issues identified from 2015 data:

(To include attainment, progress, pupil groups, different subjects, compared to NA)

EYFS

The 2015 cohort comprised 47 pupils of who 18 were girls and 29 boys. From low starting points (0.28 School Deprivation Indicator v national average of 0.24) on entry. 72% of the cohort met with a good level of development overall. Outcomes represent an APS of 34.6, a rise of 0.7 on the 2014 outcome. Data on all fronts is above 2015 national (66%) and local (61.8%) percentages. These outcomes are also much higher than statistical neighbours in similar contexts and represents outstanding progress for the children during their time in Early Years.

Key Strengths:

- The proportion of children that achieved a good level of development Early Years Foundation Stage Profile was above the national figure. 72% of pupils achieved a good level of development compared with 61% nationally. Male, Female, free school meals, non-free school meals and disadvantaged achieve above the national average.

- The average point score of 34.6 for the cohort was also above the national average of 34.
- Outcomes for pupils in the key specific areas were higher than national on every count;
 - Reading – 85% of the 47 pupils meeting goal.
 - Writing – 81% of the 47 pupils meeting goal.
 - Numbers – 87% of the 47 pupils meeting goal.
 - Shape Space and measure – 89% of the 47 pupils meeting goal.
- With 100% of the cohort meeting goal of Physical Development and PSE Development the future academic prospects of the cohort bode well. The cohort were Year 1 ready.

Key Issues: There are no key issues identified from end of 2015 EYFS data.

Key Stage 1

KS1 data represents a cohort of 36 pupils, 17 of who were boys and 19 were girls. 7 of the cohort were eligible for additional Pupil Premium Funding, 12 (33%) had English as an additional language and 3 were registered with SEND. The majority of the cohort (44%) were summer born pupils. The contextual data for the group evidences the diversity of the group. The school's end of KS1 data for 2015 is extremely positive.

Key Strengths:

- With 98% of the year 1 pupils meeting success in the Phonic Screening Check, the teaching of phonics at Beecroft is a strength. All groups boys, girls, disadvantaged, SEN, English second language, ethnic groups achieve above the national average.
- The proportion of pupils in the 36 pupil Year 2 cohort meeting or exceeding age related expectations in reading, writing and maths are all well above national.
- The proportion of pupils meeting above age related Level 3 expectations in writing and maths are significantly above the national.
- The overall APS score for the Key Stage 1 cohort at Beecroft at 17.3 is significantly above the national average of 16.1. This is the 5th year in succession that this has been the case.
- The APS outcomes for the 7 disadvantaged pupils eligible for additional pupil premium funding at 16.7 overall was 1.9 points in advance of the national average for this group. The positive outcome for this group were reflected in reading, writing and maths and demonstrates the school's effective spends of additional funding in KS1.
- The APS outcomes in reading, writing and maths for the 12 pupils with English as an additional language were well in advance of the scores seen for similar pupils nationally. This also applies to the ethnic minority groups at the school.
- The outcomes for summer born pupils are well in advance of similar pupils nationally in all subjects.

Key Issues: There are no key issues identified from the school's strong KS1 data.

Key Stage 2

The end of KS2 cohort comprised 22 pupils, 14 of who were boys and 9 were girls. Each pupil carries a weighting of 4.6 in percentage terms. The challenges facing the school can be recognised when the diversity of the group is considered. 6 pupils (26%) were eligible for additional Pupil Premium Funding and 9 pupils (40%) were registered with English as an additional language. Just one pupil was registered with SEN.

Key Strengths:

- Level 4+ attainment outcomes were strong for all pupils with 87% meeting success in maths, 91% in reading, 96% in writing and 83% in grammar punctuation and spelling (GPS).
- Likewise the age related expectation Level 4b+ outcomes for pupils were equally strong against national in maths (87% meeting success) and GPS (83% meeting success).
- The school's ability to challenge the most able is noted via the outcomes for pupils at above age related Level is demonstrated in the table below. Outcomes are significantly above the national in the majority of areas.

	Level 5 – Beecroft	Level 5 National	Level 6 Beecroft	Level 6 National
Maths	57%	41%	26%	9%
Reading	70%	48%	4%	0%
Writing	65%	36%	13%	2%
GPS	78%	55%	9%	4%

- The overall point score for all subjects at KS2 in 2015 is 31.2 compared with 28.8 nationally. Attainment in all subjects has been significantly better than schools nationally for the last 5 years (sig + green). In Reading and Writing the point score is significantly better than national and will be Sig + for Maths when we get the validated report.
- The proportion of disadvantage KS2 pupils who attained at least Level 4 was above the national figure in Reading, Writing and Mathematics.
- The percentage of pupils making expected progress in writing (100%), reading (95%) and maths (91%) confirms the strong progress on these subjects made by the across KS2. This is strengthened further by better than expected progress outcomes, which at 52% for reading, 71% for writing and 50% for maths provide the school with outcomes stronger than national in all areas.
- Progress measures for disadvantaged pupils are higher than national for the group in reading, writing and maths. Indeed the percentage of disadvantaged pupils meeting with 2 levels of expected progress from KS1 is equal to the national outcomes for non-PP groups nationally! This data confirms that the school's ability to make a difference for this vulnerable group is successful. Likewise the school's spend of Pupil Premium funding is effective in closing the gap.
- In all subjects overall the value added school score of 101.4 is significantly higher than schools nationally (green Sig +) The percentile ranking for the school is that the school is in the top 9% of schools nationally for adding value to pupils' progress across KS2. When it is considered that the cohort were well above average at KS1 this is credit to the school.
- The Value Added summary demonstrates that the progress across KS2 for pupils from all groups is significantly higher than similar pupils nationally.

Key Issues: As the Ofsted Data Dashboard confirms, there are no key issues for KS2.

Website The school website is informative and comprehensive in its detail.

Beyond the academic, other Strengths identified by SIA:

- Working with and supporting vulnerable families and parents.
- Music, with links to the Associated Board of the Royal School of Music whereby 30 pupils have passed exams in either cornet, recorder, flute, violin in copper, bronze, silver and gold and all staff receive training on the music medal scheme.
- Support and development of NQTs.
- The wider curriculum and the basis for Foundation Subjects in an enquiry approach.
- Artwork of the highest order.

Part 2: Pupil Progress across school including vulnerable groups eg: pupil premium, CLA, SEN etc

Are there any significant gaps for in-school data?

Strengths

The school uses the Classroom Monitor data-tracking tool to monitor pupil assessment and progress. Rising Star materials are also used as an evidence base to support accurate and efficient teacher assessments. Historical and current data demonstrates there are no gaps in in-school data at Beecroft. This is because the high aspirations for all to succeed traverse all potential barriers to learning. Pupils in receipt of pupil premium do particularly well through the rigour and repetition and the in-built teaching of resilience within the school ethos. Indicative results for all groups at key Stage 2, in 2015 follow the high (SIG+) trend of the last 5 years.

Leaders employ a triangulation of methods towards success and these can be summarised as:

- Homework is used very effectively and linked to the next day's learning
- Additional teaching on the day's mathematics and English in groups of 1 or 2 in the afternoon for a short session. This is with an educated support member of staff. (degree level) Time before and after school.
- Attitudes of staff and resilience and motivation on the part of the pupils worked on.
- Work with parents on attitudes.
- Attendance and behaviour: zero tolerance of anything other than excellent and policy to support this.
- Emphasis on spiritual, moral, social and cultural: All pupils learning to play a musical instrument, theatre visits for all. Self-esteem is raised through challenging learning and 'real' praise.

Part 3: Self-Evaluation Activity

(from previous Ofsted inspection and current predictions)

	School Ofsted Grade	Current School SEF grade	Evidence based SIA Comments
Leadership and Management	1	1	Leaders at all levels share the high ambition and aspiration of the long-serving Headteacher. The school is a living embodiment of its prime aim for <u>'All pupils to achieve high standards of work, behaviour and attitude towards others.'</u> Leaders are profoundly aware that a good education and the meeting of age related outcomes are the right of every child and no stone is left unturned to bring this to fruition.
Quality of teaching, learning and assessment	1	1	The outcomes for pupils over time and the SIA's work in school support a judgement of outstanding.
Personal development, behaviour and welfare	1	1	In spite of the challenging nature of the school's context pupil welfare and wellbeing is at the heart of everything the school does. The work of the Learning Mentor ensures no stone is left unturned in engaging the hard to reach and hard-pressed families. The SIA's visit also highlighted a calm, orderly working atmosphere where pupils are self-assured learners.
Outcomes for pupils	1	1	Historical and current data and the triangulation of data, quality of teaching and book scrutiny evidence would support the judgement of outstanding.
Effectiveness of the early years provision: quality and standards	n/a	1	With much investment into the outdoor learning environment the quality of provision and outcomes for pupils from low starting points support a judgement of outstanding.
Overall	1	1	

Key School Priority 2015/16

- Reading has been the focus of the Development Plan during the last 3 years as we are increasingly concerned about the support for reading of disadvantaged groups and getting such groups to the higher level. New library has been completed and is now in full operation.

Part 4:**Focus for Single Self Evaluation Visit:****School Improvement Advisor (SIA) conducting a whole school review.****Activities undertaken:**

Lesson Observations, learning walks, discussion with leaders, discussions with pupils and book scrutinies.

Outcomes

It is the view of the SIA that the overall effectiveness of Beecroft Primary continues to be outstanding. From the most impressive assembly in the morning to the quality of teaching during the day the practices observed at this visit are, if anything, more consistent and more firmly embedded than in the 2015 visit.

SIA evidence base to support the judgement of outstanding:

1. Leadership and management is outstanding

- The inspirational leadership of the Headteacher has motivated and supported all staff and pupils to aim for excellence. This has enabled the school to provide an outstanding quality of education for all pupils. There is an expectation that all pupils can succeed. No ceiling is placed on pupils' potential and any barriers to pupils' learning are tackled quickly and effectively.
- The leadership of teaching and learning is thorough and effective. Leaders check on the quality of teaching and from the observations leaders employ a range of coaching and mentoring techniques to develop the teaching workforce, including Teaching Assistants. The Headteacher, who retains a dedicated and effective teaching commitment, leads from the chalkface and is able to model specific strategies and approaches that improve teacher practice and pupils' learning. In discussion with the SIA a teacher new to the school reported that the challenge to improve had been embraced and the impact on his quality of their teaching immense.
- No pupils in the school miss out on any aspect of school life because of their personal or family circumstance. The Learning Mentor leaves no stone unturned to engage with the many hard to reach, hard-pressed families. An acceptance that no one model of support fits all families, the support is highly personalised. As a result, the impact of a variety of strategies is tangible and go well beyond the excellent achievement of disadvantaged pupils across the school.
- The pupil premium grant is used exceptionally well to ensure that disadvantage is not a barrier to pupils' achievement or participation in the school's broad range of enrichment activities for example; all pupils in KS2 learn to play a musical instrument. This was evidenced in the assembly where all of KS2 performed with a confidence and competence beyond their years. From the SIA's perspective this engagement in music not only builds confidence and self-esteem it also supports key learning attributes such as determination and resilience.
- Leaders and teachers deliver a broad, balanced, stimulating and relevant curriculum that inspires pupils and contributes enormously to their enjoyment of school. This exceptional curriculum is central to the strong achievement and exceptional personal development of the pupils. Pupils develop their writing and reading skills across rich, challenging texts and broad curriculum themes with literacy a core element of the wider curriculum.
- A group of Year 6 pupils spoke animatedly about the plentiful opportunities to engage in a range of extra curricular activities before and after school and at lunchtimes. Drama, sports, music, reading and gardening clubs all featured in their commentary. Likewise they appreciate the out of school visits that invariably accompany termly topics. They also spoke animatedly about theatre visits and their recent residential to Boggle Hole.
- The activities as described in the point above contribute to the promotion of pupils' spiritual, moral, social and cultural development, which is outstanding. These aspects of education are given high priority and, as

demonstrated in discussions with pupils and a glance at the displays around school, permeate all school activities and underpin the consistency of school procedures.

- Likewise the Year 6 pupils were able to speak knowledgeably about other cultures and faiths and through the election of school councilors are understand how they are developing their knowledge of democracy.

2. The Quality of teaching, learning and assessment is outstanding

- Teachers' aspirations for pupils are exceedingly high. Together they have developed a culture in which all pupils strive for excellence. The school's approach to teaching is focused on ensuring that pupils are equipped with effective learning skills to support outstanding progress and attainment. As evidenced through lesson observations and book scrutiny, consistent approaches are threaded through all lessons, which are challenging but supportive.
- The use of drafting books in writing require pupils and teachers to reflect on what has gone well and what could be improved. Likewise the requirement for pupils to re-read their work, share with their peers enables them to be skilled at checking for accuracy of content, punctuation, grammar and spelling. Whilst promoting high quality final products these skills also ensure pupils develop as reflective learners.
- Teachers make exceptionally good use of assessment information to plan relevant sequences of lessons that meet pupils' needs very well and that pupils find engaging. A wide range of assessment activities, including the use of 'Rising Stars' ensure that teachers are very well informed about what pupils already know and what they need to learn next. Learning gaps are closed rapidly for example; a couple of Y6 pupils who the teacher had identified as having less confidence in their understanding from the morning's maths lesson were provided with additional guidance and support in the afternoon.
- Without exception teachers demonstrated good subject knowledge. Meanwhile leaders have ensured that where teacher strengths are noted in particular areas, these skills are employed to maximum effect to impact on pupil attainment and progress. For example the deployment of a former secondary maths specialist ensures children are challenged to the highest level.
- The consistent use by teachers of the school's marking policy has a direct impact on children's understanding of how to improve their work and subsequently has a direct impact on learning across school. Although the Y6 group reported they're not happy with the loss of levels, they are aware of where they stand in relation to reading, writing and maths and what they need to do to get better.
- From Nursery right across school teachers and teaching assistants use open-ended questioning to good effect and this enables pupils to develop deeper levels of thinking and understanding.
- Teaching assistants are an extremely effective part of the teaching team. They are well trained and very well briefed by teachers and so are able to provide pupils of different abilities with the support they need to make very good progress in lessons and over time.
- The teaching of maths, through flexible ability groupings, ensures pupils of all abilities have full access and opportunity to achieve in maths.
- The teaching of English is also extremely effective. In Foundation pupils learn the sounds that letters make quickly, this and the teaching of key vocabulary provides a bedrock for early writing and reading. Indeed the SIA has never witnessed such high quality writing from so many children so young with many Foundation2 children already writing at what most schools would aim for the end of Year 1.
- Exposure to a broad range of challenging texts helps pupils to express themselves when writing with confidence and fluency. In Year 6 'The Animals of Farthing Wood' by Colin Dann was used expertly to encourage pupil's curiosity and understanding of language as well as developing their high order inferential skills. Right across the school, from the 'Three Little Pigs' in Foundation to 'Dear Olly' by Michael Morpurgo in Y3, this challenging text-led approach has a noticeable impact on pupils' motivation for writing.
- Pupils' pride in their work is reflected in their excellent presentation skills. Their work in books showcases their commitment to achieving as well as they possibly can. Where this falls marginally below the expected high standards the teachers ensure this is promptly challenged.
- Pupils confidently use their writing skills for a range of purposes and in different subjects. For example, they write up investigations in science work, report and research topics for geography and history with an equality of presentation and pride.

- Homework, which is regular and varied, is designed not only to engage the pupils but also their parents. It supports their progress by allowing them to practise skills, apply knowledge and also by providing them with opportunity to carry out their own research and investigations. Teachers mark pupils' homework, following school policy and this reinforces its value as an activity to support learning.

3. Pupil personal development, welfare and behaviour is outstanding:

- Pupils have a strong 'can do' attitude and understand what it is to be a successful learner. Impeccable attitudes to learning are inherent across the school.
- Without exception, from Nursery to Year 6, pupils' conduct in lessons was exemplary. They listened to instructions carefully, moved from activity to activity in a business-like manner, and cooperated well when moving around school or working in the classrooms.
- Without exception the Year 6 children spoke of their enjoyment of coming to a school where they feel safe. During this and the SIA's previous visit to Beecroft the pupils were confident, polite and welcoming. They have a clear understanding of what behaviour is and is not acceptable and work hard to meet to the school's high expectations. As the Year 6 children reported, they don't like letting the teachers down! The high expectations from adults ensure the school is a very inclusive community and pupils' behaviour towards each other and adults is both courteous and mature.
- It is clear from the displays in and around school and through talking a group of Y6 pupils that they receive tuition on keeping themselves safe online. They were able to speak knowledgeably about the ways in which they can be at risk from strangers and directed the SIA to work they had done on e-safety that currently adorn various displays in school.
- Leaders recognise the importance of prompt and regular attendance on both educational progress and in keeping children safe from harm. Through the hard work and determination of the Learning Mentor, (who hates the rate to fall below 98%!) pupils' attendance is well above the national average (95.5%) and pupils come to lessons prepared to learn.
- It is clear that the pupils at Beecroft are proud to belong. They wear their uniform with pride and like to talk enthusiastically about all they are learning and doing.

4. Pupil Outcomes are outstanding (refer also Part 2 of this report)

- From low starting points at the start of their school journey, pupils invariably leave Beecroft working at or above levels appropriate for their age.
- Pupils consistently attain standards above the national averages in reading, writing and mathematics.
- Likewise the progress measures for pupils at Beecroft are outstanding and in advance of standards nationally. For example, in 2015 all 22 Y6 pupils made expected progress in writing and 95% made expected progress in reading and 91% did so in mathematics. Where pupils did not meet with 2 levels of expected progress, teachers and leaders know the unique story behind each individual.
- The proportions of pupils who made more than expected progress (3+ levels) across KS2 are significantly higher than recorded nationally. (52% in reading v national average of 33%, 71% in writing v 36% nationally and 50% in maths v 34% nationally).
- In 2015, in Year 2, the proportions of pupils achieving the expected standards at the end of Key Stage 1 were also well above average. Similarly, in Year 1, 98% of the 46 pupils were successful in the phonics screening check. This outcome was also well above the national average of 77%.
- Higher attaining pupils in Year 2 (Level 3) and Year 6 (Level 5 and 6) also achieved standards that were significantly higher than the national benchmarks.
- Data shows that disadvantaged pupils do as well as their non-disadvantaged classmates. Indeed their performance is better than that of other pupils nationally! This is exceptional performance.
- As recorded in section 2 of this report the value added scores for the 2015 cohort places Beecroft in the top 7% of school nationally for adding value to pupil's progress across KS2, a real testament outstanding teaching.
- Lesson observation and SIA book scrutiny evidence shows that pupils in all year groups are making exceptional progress. Teachers do not place a ceiling on their expectations of what pupils can do, introducing

concepts well in advance of age related limitations. Subsequently, pupils are enabled to make as much progress as they possibly can and to achieve highly.

- Through flexible ability setting the most-able pupils at Beecroft are challenged to excel. Pupils appear to be making excellent progress against new age related expectations and the indications are that many will exceed age related expectation.
- Beecroft's comprehensive and detailed procedures for assessing pupils' knowledge and skills allow any pupils at risk of falling behind to be identified very quickly. As soon as a pupil is identified a plan is devised and implemented to help them to catch up.
- Outstanding pupil outcomes extend well beyond the academic. During the visit the SIA observed outstanding work in a range of different curriculum areas. The artwork of pupils is particularly impressive Children's work on ammonite sketches from the Boggle Hole residential, work based on the work of Georgia O'Keefe and David Hockney will live long in the SIA's mind.

5. Early Years Foundation Stage is outstanding

The attitudes and resilience of children when engaged in a range of activities was very impressive. Teachers and teaching assistants listen attentively to children and engage them in developing language through high quality provision and insightful interaction and questioning. For example, a group of children in Nursery enthusiastically took part in building bridges for the 'Billy Goats Gruff'. They applied themselves fully to the task and were expertly challenged to consider whether the bridge was strong enough and what they could use to make it stronger still. Meanwhile outside, F1 children were encouraged at every opportunity to use their counting skills and to reinforce their understanding of shape. In F2 the initial input on number facts, including numbers between 1 and 100, emphasised the high level of challenge afforded to children at Beecroft. The language of maths was clear with teachers and other supporting adults interacting with children through high quality questioning that demanded lengthier communication and language responses from the children. The fact that the children responded and applied their adding, doubling and subtracting skills with confidence was a testament to the school's belief that 'all can achieve'. The fact that the sums and much of provision in general were focused on the 'Traditional Tales' theme added to the qualities of learning through play. It was also good to note that beyond traditional tales children had opportunity to self-direct their play.

Displays evidenced a raft of high quality learning opportunity through well resourced, creative provision including, ice fishing for numbers and phonemes, conker counting, measuring the length of penguin slides etc. etc.

SIA Recommendations:

With outstanding practice in abundance, rather than offer recommendations, the following points are made as suggestions for leadership consideration rather than a 'do as I say' reference.

- Rather than adopting an approach of children copying out misspelt words a number of times, would the an approach whereby children were required to self-correct their own non-negotiable mistakes have a greater impact on learning?
- Classroom walls provide a wonderful balance of displays to support learning and displays to celebrate children's success. With the sudden advent of advanced spellings in the National Curriculum glossaries could these be included as part of classroom display to support learning.

Part 5: School Support

Support required/offered	Impact
The school has not purchased a Service Level Agreement and meets its training needs as required.	n/a

Practice to share with other schools
The school is a National Support school and the Headteacher is registered as a National Leader in Education.

SIA Overall comment and summary:

The SIA, who was able to meet with staff at the end of the school day, can confirm that it was a pleasure and a privilege to spend a day in such a high performing, outstanding school of its kind. The Headteacher's relentless quest to improve still further is testament to the quest for perfection. My visit can best be summed up by the Y6 children who when asked the question; *'when you leave Beecroft at the end of the summer term, what as a leaving gift would you suggest could make Beecroft Primary even better?'* My question was met with raised eyebrows with the group suggesting the school was nigh on perfect so how could you improve on that?

Date, time and focus of next visit: not applicable