

## NOVAC (Note of visit and contact) Agenda Item 6

School:	Beecroft	Date:	22.3.2023
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Headteacher:	June Turner	Link Advisor (SIA):	Sam Golia
Purpose of the visit	June Turner Nicola Brown (Deputy) Emma Stuart (Foundation leader) Steph Carter KS1 Leader Steven Campbell (Deputy)		

### Previous Ofsted AFIs:

*What progress has happened against the AFIs?*

**Last inspection March 2010.**

Since the last inspection the leadership team have developed the outdoor area to ensure that it matches the indoor provision

Pilot inspection – 4 years ago with COVID in between

### Current context/Leadership discussion:

- Since last inspection – leadership team has been further developed
- EY leaders appointed – 11 years – started as an NQT
- Leadership highly cohesive team and proactive team
- Ethos of leadership development and teacher development – through a stable staff team
- Leadership has key areas of focus – leadership work as a team has oversight and capacity every where
- Leaders are entrepreneurial and creative
- Leadership truly distributed across the schools
- Coaching and mentoring are highly effective to develop all staff and there are more specialist teachers in: art, music, DT and PE
- Coherent view – across the curriculum – English and extended writing thoroughly embedded throughout the curriculum
- Each subject is developed around the substantive and disciplinary
- Early years seamless transition into the new framework and this curriculum has been carefully planned from FS1 with a priority around language
- Gradual release model is followed to provide timely support and intervention for teachers
- School improving is sustaining and securing continued improvement
- 5 a day is embedded, as outlined in in the EEF recommendations. However, leaders unpicked the rationale and what does this mean regarding their school first
- Cohorts are challenging - demographic has changed since last inspection: IDSR – top cohort for EAL
- Speech and language is a huge priority for the school, alongside a limited lack of modelling around language at home
- Attendance remains a challenge and needs clear and robust focus

- Leaders ensure that children are fed and clothed to address the basic needs as they enter the school
- GB representative of the school community
- Pride and proud permeates the school
- Well prepared for high school, this is demonstrative of the feedback from high schools

### **Summary of the visit:**

During the visit, the SSIA has leadership discussion, spoke with an ECT, engaged with a wide range of pupils from across the school, including having lunch with pupils, looked at books and visited geography, and art lessons, alongside visiting early years.

I have outlined the visit under the Ofsted strands for reference.

### **Quality of Education:**

Leaders are highly ambitious for all pupils' regardless of their disadvantage and/or barriers. The high expectations set and instilled by leaders allow all children to make rapid progress from their starting points and achieve highly.

Leaders are relentless in their ability to ensure all children have a high-quality curriculum, where purposeful and rich learning experiences enhance pupils' learning across the whole curriculum. Trips are purposeful and enhances learning to ensure that there is real meaning by the curriculum intent.

There are high levels of consistency in the implementation of the curriculum, and this ensures an equality for all pupils. A clear example of this is the expectations around the learning environment, which showcases the curriculum effectively both in the classrooms and the wider communal areas.

Leaders have developed an ambitious curriculum that is planned in a well-sequenced and cohesive manner and one that is broader than the scope of the national curriculum and this is securely embedded. Vocabulary, knowledge, and skills are carefully considered and mapped with aspiration for all rooted at its core. Leaders continue to refine and develop the curriculum in accordance with up-to-date evidence-based research.

Across all lesson visits, learning and metacognition strategies were clearly visible in both how these were displayed to scaffold and support pupils' but equally how children spoke with a high degree of understanding and articulation about their learning. Lessons allow for children to further build on their knowledge and apply their skills with well-resourced equipment. All children regardless of disadvantage and or additional needs achieve exceptionally well.

Progression in the skills and knowledge in geography was clear throughout the lesson visits from the early mapping skills evident in the early years to the pupils accessing ordnance survey maps and applying their understanding of 6 figure grid references. Lessons were demonstrative on teachers referring to prior learning and constantly checking on previously taught content. The work that is provided to the pupils over time provides the children with a cumulative sufficient knowledge to prepare them for future learning.

During the day the SSIA, observed an art lesson with year 6 – it was exceptional. The children were doing a bird study and the way the learning and the session was broken down ensured that children were able to build up to using pencil as a medium to draw the bird. The warmup sessions made explicit links to prior learning and referred to other subjects that warm up such as PE. The attitudes to learning throughout this lesson were exemplary.

### **Behaviour and Attitudes:**

Leaders instil high expectations of children across the school, as such children are given the responsibility to ensure that they move around the school with self-control and self-discipline. Children have high levels of respect across the school, and they play a pivotal role in creating a valued and celebrated school environment.

The children have highly positive attitudes to wards their learning and demonstrate a sense of pride when they talk about what they have previously learnt. Children were able to talk about their learning from the displays that showcase exceptional outcomes across a range of subjects.

Learning behaviours across the school are exemplary and there were no low-level behaviours evident across the day. During lesson, children are respectful of others and contribute effectively across the lessons. When children were engaged in the learning, children demonstrated high levels of engagement and a commitment to their learning – children were not distracted and did not engage in any unwanted behaviours.

Attendance remains high on leader's agenda; they are mindful of the challenges of recent years. However, leaders continue in the relentless approach to ensure that all children are in every day.

### **Personal Development:**

Leaders are invested in ensuring that the curriculum provides a rich breadth of experiences that allow pupils to develop and be prepared for future learning. The school consistently promotes the extensive personal development of all pupils.

Children have a valued voice across the school with leaders recognising the importance of engaging them in the school developments. For example, the school council are very active and are very clear on their role and ensure that issues emerging are dealt with. An example of this in dealing with the 'lack of flushing' in the toilets. The school council acted, creating posters and positioned them in the right place. The positioning was very important to them, and they had clear rationale as to where they should be placed.

Leaders provide plentiful opportunities for pupils to be leaders across the school, including pupils that have SEND – they have sports leaders, arts council, librarians, in addition to the school council. Sports leaders have developed the friendship stop at breaktimes and this allows for the children to ensure that they have someone to play with. The arts council are exploring ways to ensure that the arts are well represented across the school, in drama, dance, art and music. They are very passionate about ensuring their peers have a range of experiences available to them.

Ensuring children are kind to each other is very important to the pupils, they articulate ways in which they recognise that pupils are kind to each other and make sure that pupils are happy in their time at Beecroft. For example, one pupil said, 'I went and spoke to the teacher because I saw someone was upset, they made sure that the issue was resolved.'

Children can talk about bullying and the STOP acronym with a high degree of understanding. Children are equally adamant that bullying does not happen at Beecroft and if it does that it sorted out quickly.

Pupils are taught how to keep themselves safe online and one pupil talked about how they are creating apps in computing to explain to other how to do this.

Pupils value and appreciate the wide range of clubs they can access for free, by the staff in the school. They understand that this is above and beyond teachers remit, however, pupils talked about this on several occasions and is demonstrative on their enjoyment and enthusiasm for the clubs. As a result, there is a strong take up by the children and those who are disadvantaged significantly benefit from these extra - curricular experiences. The breadth that the children experience significantly strengthen the school offer.

One club and opportunity the children spoke about with passion and enjoyment at the heart was music. All pupils learn a musical instrument and take exams from copper to platinum. The pupils have a clear sense of achievement in music and having seen the pupils play a number on ensembles was delightful to see.

Pupils also spoke at length about the Pied Piper production at Christmas – it was clear that given the restrictions during the pandemic, that they absolutely loved it with one pupil still able to recite lines.

### **Leadership and Management:**

There are exceptional leaders in Beecroft, they are focussed on their ambition for **all** children and ensure that all staff receive highly effective professional development. Leaders have invested in a coaching and mentoring model that supports teachers subject, pedagogical, knowledge and content so that it constantly builds up over time.

This is ensuring that inexperienced and ECTs are well-supported throughout the early stages of their careers. An ECTs spoke highly of the support he is currently receiving and that he is finding the coaching sessions really useful to support his expectations around behaviour and the pedagogical approach.

Leaders welcome feedback and respond positively to the open discussions about how the school can further develop or add into their provision for all children. For example, employing a play therapist to support children's mental health post-pandemic. Parents are overwhelmingly positive around this approach.

### **Early Years:**

Pupils have a strong start in the early years. Leaders have invested in the provision both indoors and outdoors in the early years – that presents challenge given the restrictions and the site.

Early Years provision identifies the barriers and limitations to children's ability to learn and leaders take action to remove them or address them to ensure that children are deeply engaged and develop the ability to sustain high levels of engagement in their learning, including the children with SEND who achieve well.

Adult interactions with the pupils are high quality and has a golden thread of language development running throughout. The curriculum is highly ambitious and ensures that children are well prepared for year 1. The children are explicitly taught how to use scaffolds to be independent in their learning. Children can engage in their learning for sustained period, working on their own and/or with their peers.

The learning environment is language rich in the language that is displayed around the classroom and how all staff develop the language of these pupils. They are relentless in ensuring that pupils respond fully and uses the taught vocabulary.

Resources are carefully considered to support learning and pupils make best use of these, for example, in provision children were using IT to programme a mouse beebot to be able to get to the cheese. The pupils were confident in the programming and could talk about what they were doing that demonstrated a clear understanding. They were able to use the resources around them to support their description of what they are doing.

The areas of provision and displays, clearly demonstrate the whole curriculum is taught right from the early years, through a range of explicit teaching, independent learning and this is supported by the environment.

### **Recommendations/Action:**

- Leaders to further invest and develop their coaching of early careers and inexperienced teachers through the coaching and mentoring model that has been developed across the school.

## Distribution list

Head teacher

Chair of Governors