



Globe Primary Academy

Review of Overall School Effectiveness (ROSE)

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Circulation to: Head Teacher, REACH2 Deputy Chief Officer, Mark Mullin, Margaret Clarke and the Executive Principal	ROSE Team Leader: Dave Byrne
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Changes in school context since the last Ofsted Inspection (Predecessor school Ofsted December 2013):
 The school was sponsored by REACH2 Academy Trust in November 2014 led by an Executive Head teacher (EHT) and a newly appointed Head of School (HoS).

Previous Ofsted Inspection Judgement (Overall Effectiveness)	Inadequate (December 2013) – prior to academisation.
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- Information about this visit:**
- The team visited all classes and made observations of small group activities for pupils with additional needs.
 - Team members observed break times and listened to readers from Key Stage 2.
 - The EHT and HoS were in regular contact with members of the team, meeting regularly with its members and contributing to the on-going foci of each day.
 - Meetings were held with two governors, with the school's middle and senior leaders and with pupils.
 - The team observed the school's work and looked at a range of school documentation including the school's evaluation of its own performance, records of the checks made on teaching, the school's plan for improvement and records relating to behaviour and attendance. It also analysed the school's checks on pupils' progress.
 - The team undertook a scrutiny of pupils' work over time evidenced in the pupils' workbooks and displays around the school.

Judgements

ASPECT	School Judgement	ROSE Judgement
Effectiveness of leadership and management	2/3	2
Outcomes for pupils	2/3	2
Quality of teaching, learning and assessment	2/3	2
Personal development, behaviour and welfare	2/3	2
The effectiveness of the Early Years	2	2
Overall effectiveness: the quality and standards of education	2/3	2

Judgements made in this report are based upon evidence seen during this visit and do not cover the entire Ofsted School Inspection Handbook. Judgements made are indicators of a *likely* grade during an Ofsted inspection. However, during a two-day Ofsted inspection, additional evidence may be considered by a number of inspectors.

Summary of Key Findings during the ROSE

- This is a good school. It is not yet outstanding because:**
- The current improvements of the school and rapid acceleration in progress overall places the school in a good position to be judged good as long as the current drive remains and the direction is maintained. The impact of this will then need to be seen in the further improvement in outcomes, so that they are at least in line with those seen nationally.)
 - The journey to secure consistently good teaching and to sustain the current rapid improvement in progress is well on its way. When plans to strengthen teaching are in place it should secure a solidly good picture across

the school.

- While the large majority of pupils make good and accelerating progress some more-able pupils can do better and improvements in the performance of PPG have not yet removed the gaps.
- Teaching is good and at times outstanding, but at times expectations are not high enough and the guidance for pupils to improve is not always precise enough to move some pupils forward enough.
- Strong leadership from the EHT and HoS is driving the school forward quickly. Some other leaders, however, are still developing their skills of analysing and evaluation data and acquiring personal qualities required to hold colleagues to account.
- While most TAs and nursery nurses are making a good contribution to learning, some need better CPD and performance management to build their confidence and increase their effectiveness.
- The curriculum is understandably narrow and is not yet promoting amongst pupils the ability to think and act independently and to embed in them, British Values.
- Attendance has not yet been secured at or above average.

Evaluation of Leadership and Management

School Judgement	2/3	ROSE Judgement	2
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Evidence that supports this judgement:

- Passionate leadership by the Executive Head Teacher, supported by an effective HoS is driving rapid improvement in the school, particularly over the last five terms. Many significant improvements are underway which are improving the life chances of the pupils and their families.
- Since September 2015, progress has accelerated after the school secured a model for distributing leadership and management to key leaders. The middle leaders are gaining in their skills and expertise needed to influence other staff in raising expectations for pupils and making sure teaching leads to consistently good progress.
- The leadership of SEN is very effective and in a short time it has raised the quality of essential systems supporting the provision for such pupils.
- Assessment is increasingly successful in tracking progress and identifying areas for improvement.
- The curriculum is focussed on securing in pupils the basic standards of speaking, reading, writing and mathematics (maths). Rapid improvement is underway in each subject, and is driven by higher expectations of pupils and better outcomes emanating from the Early Years (EYs) and Key Stage 1.
- Pupils benefit from access to widening range of skills in a wide range of other subjects such as sport, music and art and design. Increasingly, educational visits enhance learning and add to the pupils' enjoyment.
- The school's recently established four values promote SMSC and are contributing to embedding amongst pupils the value of British Values.
- The trust of parents and the community has been restored because of the school's improvement. The school places high value on the engagement of parents with the pupils' education.

The governance of the school:

- The governing body is developing quickly under the strong and determined leadership of an astute Chair.
- Effective training and support is sought by governors and as a result, they are an effective body, which successfully holds the school to account in a supportive and developmental manner.
- Governors are frequent visitors to the school, and work hard to be independent in its evaluation of the school. Their good knowledge enables governors to ask challenging questions and to make sure the school is achieving its aims.
- Finances are very effectively managed; in association with the school's senior leaders, the value for money of staff is constantly evaluated. The budget has gained a good surplus but governors know that there is a need to trim costs soon to maintain this positive state.
- Governors have an excellent knowledge of safeguarding requirements and make sure they apply these fully in all that the school does.

Why is Leadership and Management not the grade above:

- The journey to secure consistently good teaching is well on its way but not yet complete.
- Some middle leaders are not secure in understanding the narrative of progress and attainment emanating from the assessment data. This hinders their impact on driving forward consistently high expectations.
- TAs and nursery nurses are involved in all that the school does, but they are not yet involved in a performance manage model and this reduces scope for linking their work with appropriate training and support.
- The curriculum is in the process of being broadened to increase creativity and give more opportunities for pupils to become independent learners. The curriculum is geared up to meet the needs of most pupils, and has been adjusted to capture the interest of boys and PPG but the needs of the most-able pupils are not always met.

Evaluation of Pupil Outcomes

School Judgement	2/3	ROSE Judgement	2
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Evidence that supports this judgement:

- Progress is accelerating rapidly; the legacy of past underachievement is still evident in the attainment in KS 2 in particular but effective leadership means that the gap with the national picture is narrowing quickly in response to better teaching and learning.
- In the EYS and KS 1 learning is now consistently good and for some outstanding. The Year 1, phonics results have risen to be at or above national results and in Year 2, the proportion of pupils at or exceeding expectations are in line with the national picture.
- Outcomes from Year 6 in RWM in 2016 are predicted to be much higher than 2015 with around 80% at or above the expectations for their age placing them to be broadly in line with perceived expectations for their age.
- Writing is developing well although more can be done to enable pupils to apply their skills independently. Reading is also improving with good progress overall in response to improvements in the curriculum and the raised profile given to reading in classrooms.
- While pupils are gaining standards fitting their age in maths, their ability to apply these skills to solve problems and complete investigations are yet to be as good as they could be

Why are pupil outcomes not the grade above?

- Reviews of books and observations in and around school shows that for some pupils, progress is not yet consistently good in some KS 2 classes. At times, the more-able pupils are not stretched enough
- The raised expectations for how pupils present their work varies.
- The gap in attainment and progress of pupils in receipt of pupil premium is narrowing but is not yet fully removed across the school.
- Pupils' ability to independently solve problems and complete investigations in maths, science and in enquiry in subjects such as history are not fully developed.

Evaluation of Personal Development, Behaviour and Welfare**School Judgement****2****ROSE Judgement****2****Evidence that supports this judgement:**

- Recent improvements to the behaviour policy have improved pupils' outcomes significantly under the strong and caring leadership in the school.
- The school's Four Values are guiding pupils to develop positive behaviour and attitudes.
- Pupils are polite and attentive and show respect for others. They are proud of how the school has improved and say they feel safe at all times.
- Additional staff such as the learning mentors successfully support pupils seeking additional help so that they can access learning.
- Pupils say that staff willingly go the extra mile, this is illustrated by the way staff give their time to work with pupils as part of an Easter holiday club.
- Parents who gave an opinion are full of praise for the way the school has improved since the appointment of the HoS.

Why is Personal Development, Behaviour & Welfare not the grade above?

- Attendance is not yet in line with the national average, although improvement occurred since previous year.
- Pupils' confidence to take ownership for their learning is not yet fully developed; pupils have been used to responding to directions from their teachers. This reduces the enthusiasm of some pupils when given a problem to solve.
- Pupils' attitudes to school are good but and the resilience aimed for is not yet embedded across the school. While British values are promoted, pupils are not consistently aware of these and the significance to their lives.

Evaluation of the Quality of Teaching, Learning & Assessment**School Judgement****2/3****ROSE Judgement****2****Evidence that supports this judgement:**

- Teachers care about their pupils, which is evident in the warm relationships between pupils and staff.
- While most teaching is good, with some examples of outstanding, it is not consistently the case in each class. Leaders are aware of this and are in the process of improving the impact of teaching on learning in all classes.
- The impact of teachers and TAs on learning is generally good but is not yet consistent.
- There is a tendency for staff to over direct pupils; this hampers the capacity of some pupils, and in particular the more-able pupils, to take a degree of ownership of their learning and to be challenged enough.
- The quality of the classroom environments is generally of a high quality, but not in all instances. The best features include very effective, interactive working walls, and inspiring reading areas, which inspire pupils to snuggle down with a book.
- In most rooms, and around corridors, pupils' writing and creative work sets examples for other pupils and positive messages dress walls reinforcing desirable behaviours for learning and setting high aspirations.

- Progress occurs at a good rate overall but evidence within books indicates that while curriculum coverage in core subjects is improving, the opportunities for pupils to deepen their learning in maths and apply suitably high skills of literacy across the curriculum need raising
- Review of books shows that while marking is generally prompt and effective there are occasions when the quality of guidance is too general and lacks the precision needed to help pupils to improve.
- Homework is provided; there is a mixed view from pupils about its value.

Why is the Quality of Teaching, Learning & Assessment not the grade above?

- Teaching is not outstanding because it does not consistently challenge the more-able pupils. Some good models are employed to meet the needs of brighter pupils, for example encouraging pupils to select their own level of work in maths using the terms, 'tricky, trickier and trickiest'. At times, though, progress is unnecessarily slowed because pupils are held back from getting to task on work, which is hard enough from the outset of lessons.
- At times, guidance and feedback given to pupils to improve lack precision and which hinders the impact of marking on learning. Pupils know their short term aims but have a limited perspective of what they need to do to improve their work over time, for example by knowing the nationally agreed expectations for their age.
- The contribution of TAs varies and while often very good at times, their contribution to working with groups in lessons is not always as effective as it could be.

Evaluation of the Effectiveness of the Early Years

School Judgement	2	ROSE Judgement	2
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Evidence that supports this judgement:

- Observations indicate that the provision is of a good quality with some exemplary features related to the quality of questioning led by teachers, TAs and nursery nurses.
- Activities are stimulating for children and presented in such a way that each child learns with clear purpose.
- From starting points that are typical for their age, progress is improving and by the end of Reception, the proportion of children gaining a GLD has risen from below to be close to the average and moving to be above it
- Both the indoor and outdoor learning environments enable children to learn through play coupled alongside focused adult led learning.
- Resources are up to date and sufficient, although access to some, such as water and sand, is not always available for children.
- The children's learning records are not up to date; this diminishes their value as a means of sharing progress with parents and other professional colleagues.

Why is the effectiveness of the Early Years not the grade above?

- Sustain the current improvement in progress and attainment so that outcomes are consistently in line with and increasingly above average when the children move on to Year 1.
- Improve the quality of information in the learning journals to be more closely aligned to the children's curriculum.
- Be proud of their efforts and successes and promote these much more using social media and other techniques.

Overall, what does the school need to do to improve further?

- Secure consistently good progress in reading, writing and maths in each class but particularly Years 3, 4 and 5.
- Continue with the overhaul of the SEN provision so that their assessment data shows that current gaps are closing quickly. Strive to narrow gaps in PPG where they remain.
- Remove inconsistencies in teaching by developing further the current model for coaching and supporting staff to in areas where improvement would benefit.
- Develop a strategy for meeting the needs of the more-able pupils across the school so that attainment rises further. Support teachers in how to model best practice with regards to meeting the needs of the more-able pupils in lessons.
- Improve the quality of marking where it does not offer pupils sufficient precision to improve their work.
- Consider the role of the deputy HT and work to build the deputy's capacity within the senior leadership team.
- Make sure all leaders, have a good understanding of the narrative behind the assessment data that is collected in order to inform aspects of their work in raising attainment.
- Build the skills of the teaching assistant team and review the current strategies for deployment.
- Secure the capacity of pupils to understand the expectations for their age and inform the parents of what their children are aiming for.
- Develop the curriculum so that pupils have better opportunities to apply their skills to solve problems and complete investigations in a variety of subjects. Embed the impact of British Values on pupils' attitudes and behaviour.
- Improve the capacity of subject leaders to lead their subjects to get the best possible progress and highest attainment.
- Continue to reduce absence so that attendance is at least in line with average.

What ROSE judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. If this judgement was given by OFSTED, this school would receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. If this judgement was given by OFSTED, this school would receive regular monitoring by OFSTED inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. If this judgement was given by OFSTED, this school would receive regular monitoring by OFSTED inspectors.</p>