

ISI Consultancy Report

Whole School Review

Heathfield School and Day Nursery

10 – 12th February 2016

Dr Joanna Goodman

PROFILE

<i>Full Name of School</i>	Heathfield School
<i>Address</i>	Wolverley, Kidderminster, Worcestershire, DY10 3QE
<i>Association</i>	ISA, ISBA, AGBIS
<i>Age Range</i>	0-16
<i>Gender of Pupils</i>	mixed
<i>Lead Consultant</i>	Dr Joanna Goodman
<i>Date of Consultation</i>	10–12 February 2016

Considerations

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These reports provide subject, whole-school, aspect or department specific reviews for schools through observing lessons, scrutinising work and undertaking interviews. These inform the production of an action-orientated report and, if required, an improvement plan.

There will be a number of common elements to these reviews that build on the ISI inspection framework. However there is no assessment of compliance and this report, the evidence considered, the assessment provided and any recommendations made are in no way connected to the formal inspections carried out by ISI.

CONTENTS

1. Consultancy Brief.....	4
2. Background & Context.....	4
3. Pupils' Achievements & Learning.....	7
4. Contribution Of Curricular & Extra-Curricular Provision.....	8
5. Contribution Of Teaching.....	10
6. Spiritual, Moral, Social & Cultural Development.....	12
7. Contribution Of Arrangements For Pastoral Care.....	13
8. Contribution Of Arrangements For Welfare, H & S.....	14
9. Quality Of Governance.....	15
10. Quality Of Leadership & Management Including Links With Parents, Carers & Guardians.....	16
11. Effectiveness Of The EYFS.....	17
12. Main Recommendations.....	20
13. Evidence Base.....	20
12. Feedback.....	20

1. CONSULTANCY BRIEF

- 1.1 The purpose of this visit was to conduct a whole school review with a particular focus on progress since the previous inspection in September 2014.
- 1.2 The areas of particular importance to the school are:
 - The pupils' achievements and learning
 - The contribution of curricular and extra-curricular activities
 - The contribution of teaching
 - Spiritual, moral, social and cultural development
 - Contribution of arrangements for pastoral care
 - Contribution of arrangements for welfare, health and safety
 - Quality of governance
 - Quality of leadership and management, including links with parents, carers and guardians
 - Effectiveness of the EYFS.
- 1.3 This report is intended for governors and senior leaders and will be used by the leadership team to acknowledge the strengths of the school and to advise on further improvement.
- 1.4 The review cannot provide a formal indication of compliance or non-compliance as these judgements can only be made during a formal inspection.
- 1.5 The consultancy report does not pre-judge the findings of a future inspection. Based on the evidence from the review, the report concludes with recommendations for improvement.

2. BACKGROUND & CONTEXT

- 2.1 Heathfield School and Day Nursery is located in the village of Wolverley, just outside Kidderminster. It was purchased by the Sebright Educational Foundation in 1961 as the boarding preparatory school to Sebright School. When Sebright closed in 1970, The Heathfield Educational Trust, a registered charity, purchased the site and developed the school into the co-educational school it is today
- 2.2 It is non-selective and admits pupils from 3 months to 16 years of age. The school embraces a sense of community with all pupils taught on the same site, where pupils frequently share similar learning and leisure spaces. Since September 2015, the school is divided into Early Years Foundation Stage (EYFS), lower, middle and upper schools. Each school section has a co-ordinator with responsibility for the day-to-day running of that area of the school life.
- 2.3 The school aims to provide an exemplary education for all pupils in a nurturing environment with the highest levels of care.
- 2.4 The school admits pupils with a range of abilities and the overall ability profile is above the national average. The school has identified 33 pupils who have special educational needs and/or disabilities (SEND), most of whom receive extra learning support. There are no pupils

with an education, health and care (EHC) plan and there are no pupils who speak English as an additional language (EAL).

- 2.5 Since the previous inspection in September 2014, the board of trustees and leadership of the school have been restructured. New appointments include new personnel in the senior leadership positions, newly appointed co-ordinators of sections and a literacy co-ordinator to oversee literacy development throughout the school. The school is developing its systems aimed at improving pastoral care, teaching and learning.
- 2.6 The school currently educates 212 pupils. It is divided into sections as follows: the EYFS, comprising Nursery and Reception, lower school (Year 1 to 4), middle school (Year 5 to 8) and upper school (Years 9 to 11). For the purposes of this review the EYFS, which is registered, will have its own section included in section 11 of the report.
- 2.7 Tables 1a, 1b, 1c, 1d illustrate the structure of the school for ease of visual reference. Table 2 illustrates the distribution of pupils throughout the school.

Table 1a: EYFS Structure

EYFS
Day Nursery
Pre School
Reception

Table 1b: Lower School Structure

Lower School
Year 1
Year 2
Year 3
Year 4

Table 1c: Middle School Structure

Middle School
Year 5
Year 6
Year 7
Year 8

Table 1d: Upper School Structure

Upper School
Year 9
Year 10
Year 11

Table 2: Pupil Numbers

Year Group	Boys	Girls
Year 11	5	13
Year 10	5	5
Year 9	4	8
Year 8	7	6
Year 7	16	8
Year 6	4	10
Year 5	9	10
Year 4	8	7
Year 3	7	2
Year 2	7	7
Year 1	6	3
Reception	8	6
Nursery/Pre School	22	19
Total	108	104

3. PUPILS' ACHIEVEMENTS & LEARNING

- 3.1 Pupils make at least satisfactory progress with some making commendable progress in their academic studies and extra-curricular activities. Pupils of all ages demonstrate their knowledge and understanding of concepts studied over a range of subjects through carefully presented written work, responses in class and in their tests and examination results.
- 3.2 In the lower and middle schools, the ability profile is similar to the national average or above average. The ability profile of the senior school is above the national average with few pupils of below average ability. The progress data analysis is based on recently introduced standardised assessments: PIPS in Reception and in years 1 to 6, MidYIS in years 7 to 9 and Yellis in years 10 and 11, and GCSE examinations. These data along with lesson observations and work checked during the visit and the level of attainment at GCSE, indicate that overall, pupils make progress that at least is appropriate in relation to the average for pupils of similar abilities.
- 3.3 Throughout the school, the level of attainment is supplemented with teacher assessment and most pupils make progress in accordance with their ability levels. Teachers are beginning to use standardised assessment data to inform pupils' learning and achievement. To improve the continuity of progress from year to year, the school is beginning to develop clearer lines of responsibility for tracking it.
- 3.4 Pupils take pride in their work and are keen to do well but progress is sometimes held back through insufficient work to involve pupils in, for example, peer and self-assessment, collaborative learning and matching learning objectives with assessment objectives. However, pupils are well-motivated and attentive in lessons, and aim to complete their tasks well. They enjoy and benefit from working together and from activities that are aimed at helping them to work independently or to think creatively. This was observed in an English lesson, where pupils were engaged in imaginative script writing and performing in front of their peers. Literacy skills are well developed and pupils speak clearly and with confidence. This was evident in a junior assembly where pupils utilized the many opportunities for public speaking. Throughout the school, pupils listen attentively to their teachers and peers. They read fluently and accurately and their written skills are well developed. Their numeracy skills are secure and they seek help when they are not sure how to solve problems or to help them with understanding. Pupils' creative skills are particularly evident through many art displays in the school. GCSE pupils demonstrated effective independent learning and creativity when working on completing their art portfolios. Pupils have fewer opportunities to develop their creative ideas in other subjects. When given the opportunity, pupils make rapid progress and learn with enjoyment when they are provided with tasks matched to their ability, as was seen in learning observed in humanities and modern foreign languages, for example. This is evident in pupils' work-books and in lessons where assessment data are used effectively to inform planning, resulting in high achievement. Examples where this was seen include English, history and some in modern foreign languages. Pupils particularly enjoy learning on-line through *Google classroom*. This gives them greater independence of learning and immediate feedback on their work, which they value highly.
- 3.5 Arrangements to support and promote the progress of pupils with SEND are well organised and effective because they include identification, valuable additional support by the SENCO, clear strategies and targets, and arrangements for monitoring of progress. Helpful pupil profiles

include specific strategies for enabling these pupils to access the curriculum, but the use of these strategies varies across the curriculum. The school has identified their more able, gifted and talented pupils (MAGT) and aims to meet their needs through timetabled enrichment lessons and additional opportunities, which include participation in external visits, challenges and competitions, for example, a Year 10 outing to Geographical Association, STEM activities, Erasmus Programme, or mathematical challenges. The school is working on improving the provision for pupils with different needs, including SEND and more able, through differentiated learning objectives and high expectations in lessons as part of its commitment to improving teaching and learning, and achievement for all.

3.6 The level of pupils' achievement in extra-curricular activities is of high quality. Many pupils participate and enjoy success at regional and national level, for example, girls' qualification for U11 national netball tournament, the Vase final win by U16 rugby sevens team in the ISA national tournament or the girls earning gold and silver medals in the national swimming gala recently.

3.7 Strengths and areas for development:

Strengths

- Introduction of standardised assessments
- Improved record keeping of assessment data on the school management information system Engage
- Introduction of activities aimed at more able pupils
- On-line learning through Google classroom

Areas for development

- Ensure pupil progress tracking on whole-school and cohort basis by identifying clear lines of responsibility
- Implement greater use of assessment data for planning and teaching in order to ensure appropriate learning environment for all ability pupils through more focused monitoring of teaching and learning
- Ensure continuity of year-on-year achievement and between transition stages, for example, between Reception and Year 1, through curriculum oversight
- Improved learning and achievement of all by monitoring, implementation of
- Improve planning of teaching for different ability pupils and consistently high expectations for all.
- Engage pupils in their own learning to a greater degree through effective use of assessment for learning strategies, for example, peer and self-assessment, collaborative learning and matching learning objectives with assessment objectives.

4. CONTRIBUTION OF CURRICULAR & EXTRA-CURRICULAR PROVISION

4.1 The contribution of curricular and extra-curricular provisions has improved since the most recent inspection. The school offers a broad and balanced curriculum that has a positive impact on pupils' learning and achievement. Recently, the curriculum has been broadened to include timetabled enrichment activities for mixed age groups. Pupils speak highly of these

- activities, which include photography, current affairs, Science, Technology, Engineering and Mathematics (STEM) activities or preparation for national competitions. The improved range of curricular and extra-curricular provision is appreciated by parents. Pupils also benefit from a programme of educational visits and trips abroad, for example, Erasmus foreign exchange trips that add breadth and depth to the curriculum on offer. The curriculum provides a suitable coverage of all areas of learning.
- 4.2 The curriculum is planned year-on-year across all key stages of education but the limited oversight of the whole school curriculum to ensure the continuity and progression of pupils' learning across all key stages results in some learning inconsistencies and missed opportunities for extended progress, in particular of more able pupils. The school is taking measures to review the provision for core subjects for younger pupils to ensure appropriate time allocations to the core curriculum areas. In the middle and upper school, pupils benefit from specialist teaching which is shared between these two sections of the school. In order to improve the effectiveness of the provision further, the school may wish to consider the implementation of a common school day structure for different sections of the school so all resources can be shared more effectively. In the upper school, the curriculum is mainly appropriate for the small size of the school, where pupils have opportunities to continue learning two foreign modern languages, French and Spanish. Pupils with interest in learning languages, can study German and Latin on an extra-curricular basis. For GCSE examinations, pupils have an opportunity to study for higher tier papers, as in mathematics for example, to enable them to achieve at a higher level. With increasing school numbers, the school is planning to introduce more practical subjects, for example, GCSE Drama, design and technology or food technology, which would provide greater choice for pupils and broaden the curriculum further. The curriculum is well resourced and greater use of on-line learning is being made in order to enhance the classroom curriculum further and to develop pupils' learning independence. Google classroom, on-line learning resource, is a new initiative which is highly regarded by pupils and parents, and adds depth to the traditional classroom curriculum.
- 4.3 From this academic year, pupils in the upper school benefit from work experience and enhanced careers advice, including designated resources in the careers library. Arrangements to support pupils with SEND are well organised and pupils' difficulties are identified clearly on individual profiles together with clear strategies and targets. From Reception to Year 9, PSHE is well organised and is delivered through a discrete timetabled lesson. In Years 10 and 11, it is delivered in a designated tutor period by the form tutor, upper school coordinator or matron. In the lower school, SEAL programme is followed, and older pupils benefit from the programme which is based on the DfE guidance. Pupils find the programme helpful to their personal development and speak with enthusiasm about the studied topics of friendships, healthy eating or learning about the British institutions.
- 4.4 The school has recognised the need to improve the oversight of the curriculum and this responsibility has been delegated to section co-ordinators and tutors. This new arrangement has not been in place long enough to make a visible impact on improved outcomes for pupils, and leaves a gap for an oversight on a whole-school level.
- 4.5 The curriculum provides appropriately for pupils to move on to the next stage of their education, especially those in Year 11 who receive practical help in applying to Sixth Form settings. Comprehensive careers education, information, advice and guidance (CEIAG) policy

ensures improved arrangements for careers education, and from this year, pupils benefit from work experience opportunities.

4.6 At the time of the previous inspection, it was recommended that the programme of enrichment and extra-curricular activities should be extended to add breadth to the curriculum and to give greater choice for pupils to participate in a variety of activities. The curriculum is now well supported by a sufficiently expanded programme of extra-curricular and enrichment activities, offering a wide range of intellectual, sporting, creative, musical and dramatic activities. These activities broaden the curriculum on offer by creating opportunities for additional learning and extending pupils' interests in the areas of sport, photography, debating, dance and art just to name a few.

4.7 Strengths and areas for development:

Strengths

- Broadening of curriculum by timetabling an enrichment period
- Extended programme of curricular and extra-curricular activities
- Opportunities for independent, structured on-line learning through Google classroom
- Erasmus programme of activities, visits and exchanges to improve cultural awareness and social skills
- Specialist teaching in middle and upper school

Areas for development:

- Ensure whole-school curriculum oversight, including evaluative arrangements, through clear lines of responsibility
- Expand on-line learning further and increase opportunities for the use of technology throughout the curriculum
- Give consideration to common school day for different sections of the school and, in particular, in middle and upper school, in order to share the resources more effectively
- Review arrangements for the continuity of the curriculum on year-on-year basis and between key stages
- Evaluate the impact of extra-curricular learning on pupils' outcomes
- Review schemes of work to ensure appropriate provision for different ability pupils.

5. CONTRIBUTION OF TEACHING

5.1 Teaching is conscientiously planned and delivered. It is most effective when the locus of control passes from the teacher to the pupil, allowing for greater autonomy of learning. When it is too highly directed, it lacks challenge and appropriate level of expectations for the more able pupils in particular. In high quality lessons, where the teaching methodology allows for independent learning, as was observed in art, pupils learn with enjoyment and make commendable progress in line with age and ability. Teachers care about their pupils and are very approachable when pupils seek help. The relationships between teachers and pupils are friendly and respectful. This contributes to a positive learning environment.

5.2 In most successful lessons, learning outcomes are differentiated and challenging, pace is brisk and pupils are trusted to find their way to probe a topic in order to extend their understanding

- or develop higher order reasoning skills. In less successful lessons, an over-reliance on worksheets and overly directed teaching deprives pupils of the opportunities to think creatively, to reason and to solve problems.
- 5.3 Small class sizes allow for immediate and effective oral feedback on work, thereby promoting more rapid progress. Evidence from work scrutiny shows that pupils' work is marked conscientiously but the quality of marking is variable. The new school marking policy is not yet being consistently applied, and the monitoring of teaching through a system of quality assurance is in its early stage of development. Little evidence of formative marking was seen, limiting opportunities for learning dialogues and effective guidance on next steps in learning. Where errors are indicated, these are not usually corrected, allowing pupils to carry forward misconceptions and mistakes into their future learning.
- 5.4 Pupils are beginning to work collaboratively in lessons and when they have opportunities for pair or group work, they work sensibly and with enthusiasm, producing commendable results. Examples of effective teaching with positive impact on learning and achievement, include lessons where pupil organisation is assessment informed and high teacher expectations are clearly communicated to pupils. In pupils' work, this is reflected in helpful comments for improvement and opportunities for pupils' independent note-taking, and answers that require analytical, critical or creative thinking. Pupils with SEND are well supported in designated learning supports lessons, some of which provide parallel curriculum that is appropriately differentiated and matched to pupils' skills and needs.
- 5.5 Classrooms are appropriate for the numbers of pupils and are generally well resourced. Pupils' work is prominently displayed and this encourages them to produce work of a commendable standard. Pupils benefit from the use of libraries in different sections of the school and the school has plans to improve these facilities by upgrading them to learning spaces that would be more conducive to independent learning and research.
- 5.6 Quality assurance weeks, a recent innovation, aimed at formalising the monitoring of teaching and learning through lesson observations, work scrutiny and pupils' assessment data are in early stage of implementation and it is too soon to assess the impact of this process on pupils' learning outcomes. As a new initiative, this process has not been evaluated yet. Newly created peer support in the form of teaching and learning group supports the formal system of quality assurance by sharing good practice and assisting individual teachers with their professional development.
- 5.7 Teachers are beginning to make greater use of pupils' assessment data for planning teaching, target setting and monitoring of progress in their subject areas by using a traffic light system to highlight where pupils are with their learning in relation to their predictions for improved outcomes. Full integration of this system with the school's management information system is currently in progress to help with whole-school monitoring of teaching, learning and progress.
- 5.8 Since the previous ISI inspection, a literacy co-ordinator has been appointed to oversee the development of literacy skills across all ages and subject areas. The emerging policy on marking with focus on improving literacy skills across the curriculum is being implemented. It gives teachers helpful guidance on common marking strategies but it is too early to evaluate its impact on pupils' outcomes.
- 5.9 Strengths and areas for development:

Strengths

- Teachers' subject knowledge;
- Teachers' willingness to help pupils with learning and understanding
- Peer support and readiness to share good practice in teaching
- Teachers' caring attitudes towards pupils learning and achievement

Areas for development

- Improve planning for different learning needs and abilities through greater use of assessment data and differentiated learning objectives that match pupils' skills and abilities to a greater extent
- Review the use of resources to make teaching less reliant on worksheets and more focused on open-ended tasks
- Develop further a strategic approach to monitoring and evaluating teaching
- Ensure that more able pupils are sufficiently challenged in all lessons through opportunities for problem solving and activities aimed at developing higher order thinking skills
- Ensure that marking and feedback consistently provide guidance on improvement and monitor that pupils act on advice given, including making corrections

6. SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

- 6.1 The strong relationships between adults and pupils, as well as between pupils and pupils, help them to develop high quality personal and social skills. From an early age, they start to develop high moral standards and have a clear understanding of right and wrong. The new debating club affords valuable opportunities for them to discuss ethical and topical ideas. This is often supported by work during lessons such as geography, where pupils considered ways to improve conditions in shanty towns, or PSHE, where key stage 2 pupils looked at the role played by hygiene in avoiding Ebola in West Africa.
- 6.2 The school council now provides an effective forum for pupils to learn about the democratic processes well as to argue their case amongst their peers as well as with adults. The system for minuting meetings gives extra responsibility to the School Captain. Some substantive changes have already been wrought through this process and pupils appreciate the change of arrangements in the dining room, the locks on changing room doors and the restoration of Bourbons at break-time.
- 6.3 Posts of responsibility for pupils increased recently with many positions of responsibility for Year 11 pupils. The School Captain and prefects apply by letter for their posts, thereby learning a valuable life skill. In other year groups, pupils can become sports or language leaders. They receive training then put their skills to use helping younger pupils. Younger pupils enjoy being monitors or playground pals and thus beginning to appreciate the twofold nature of responsibility. This is an area in which development continues.
- 6.4 Pupils' awareness of other faiths and cultures has been strengthened by the study of different faiths and visits to associated places of worship. Across the curriculum, they learn about the

lifestyles of their own and other cultures. These studies are supplemented by visits such as to Spain, where they study the culture whilst enhancing their language skills.

- 6.5 The promotion of British values has been systematically built into several areas of the curriculum, enabling pupils to gain insight and knowledge of how and why life in Britain is as it is, as well as an appreciation of their role in society.
- 6.6 The spiritual, moral, social and cultural development of the pupils is aided by thoughtful PSHE and RS courses. Through the PSHE programme pupils are encouraged to learn about democracy, politics and the rule of law in England, together with other British values.

7. CONTRIBUTION OF ARRANGEMENTS FOR PASTORAL CARE

- 7.1 The arrangements for pastoral care are of high quality. All those interviewed stated that there was no bullying issue at the school. If there were to be, they would seek help from a teacher. They also feel that they have somebody to approach with personal problems and matron was mentioned several times.
- 7.2 The school has a comprehensive anti-bullying policy and all those interviewed reported they felt that the school ensures that they learn in a supportive and caring environment by giving them strategies to deal with personal issues and ensuring there is an adult to talk to. Throughout the school pupils are well behaved and relationships between pupils are friendly with pupils being kind to one another, for example, during breaks when playground pals ensure that no pupil is being isolated or feels lonely.
- 7.3 Tutors provide effective pastoral oversight of pupils in their care and their role is being further developed to encompass an oversight of academic achievement of their tutees. On whole-school level, newly appointed section co-ordinators have responsibility for pastoral and academic management of their sections.
- 7.4 Healthy lifestyles are encouraged by the school through PE lessons, extensive extra-curricular provision of sports and games, and lifestyle education in PSHE. School meals are of a high standard with many healthy options. Pupils and staff very much appreciate this provision.
- 7.5 Pastoral record keeping has improved since the previous ISI inspection. The new management information system aims to ensure that all behavioural incidents, as well as concerns for welfare, are recorded and flagged up for the attention of concerned parties. Patterns are sought and acted upon with alacrity.
- 7.6 Pupils feel they are well-prepared for moving on to the next stage of their education, especially those in year 11 who receive practical help in applying to Sixth Form settings. Comprehensive careers education, information, advice and guidance (CEIAG) policy ensures improved arrangements for careers education, and from this year, pupils can benefit from work experience opportunities.
- 7.7 Strengths and areas for development:

Strengths

- Improved arrangements for pastoral record keeping

- Appointment of section co-ordinators with management responsibilities for different parts of the school
- Quality of relationships between staff and pupils

Areas for development

- Provide training and job descriptions for the evolving role of tutors so they have greater clarity regarding all their responsibilities
- Develop pupils' voice to allow them greater involvement in the school community.

8. CONTRIBUTION OF ARRANGEMENTS FOR WELFARE, HEALTH & SAFETY

- 8.1 In seeking to ensure that the school's practices are in line with regulations, key members of staff meet weekly to review arrangements. The Board of Trustees have appointed a trustee with a legal background to advise on policy formulation and the necessary changes when appropriate. The school leaders have identified training for key personnel to improve their knowledge and skills in the area of regulations, and health and safety. Arrangements seen on site for welfare, health and safety were carefully managed throughout all sections of the school to ensure that pupils and staff stay safe.
- 8.2 The school has sought advice from the Worcestershire LA regarding its safeguarding policy to ensure that it is in line with the latest guidance. The school has updated its safeguarding policy and the staff have been issued with the latest Part 1 of KCSIE (July 2015). All staff, teaching, non-teaching, peripatetic and supply, and all volunteers, are issued with the booklet at induction and sign to confirm that they have read it. The school's designated safeguarding lead DSL is the EYFS Co-ordinator who is a member of the senior leadership team (SLT). The school has also identified two deputy DSLs who are also SLT members. At board level, there is a designated trustee with safeguarding responsibilities. The Board of Trustees review the safeguarding policy annually and approve updates as necessary.
- 8.3 The school has a risk assessment procedure and, to ensure safety, risk assessments are in place for high risk areas, hazardous activities on site as well as for trips out of school, including overseas trips. The Bursar is a member of ISBA, which assumes regular updates on changes in the regulations. These changes are shared with relevant stakeholders through a programme of regular meetings with key personnel.
- 8.5 Pupils have opportunities to express their ideas, needs and concerns and feel that there is always someone to talk to. They say that they can approach teachers or the school matron with any problems. Form representatives are elected to attend student council meetings, which are a forum for the pupils' voice.
- 8.6 The school buildings and the school grounds are very well maintained, and make a positive contribution to the school environment.

- 8.9 Pupils are adequately supervised at break-times and make good use of playground facilities, and hard, all-weather areas.

9. QUALITY OF GOVERNANCE

- 9.1 There have been significant changes in both the makeup and the working of the Board of Trustees since the inspection in 2014. The restructured board allows now for closer engagement with the day-to-day life of the school. The three sub-committees: Health and Safety, Safeguarding and Compliance, Teaching and Learning, Finance and General Purpose meet regularly to guide and challenge the SLT on school improvement, including the effectiveness of the quality of education offered. The trustees have formed much closer links with the school and share its clear vision with the school leaders. A link trustee for EYFS ensures effective oversight for this area of the school, whilst a trustee with responsibility for teaching and learning is involved in visits to classrooms and scrutiny of assessment data and examination results.
- 9.2 Trustees are aware of the importance of meeting the regulatory requirements and to this end have appointed a consultant trustee, who is a barrister, to oversee key policies and changes to regulations, and to create a compliance framework. They have a commendable insight into the working of the school through their regular meetings, reports from the sub-committees, the head and the SLT. The chairman of trustees is frequently in school, usually every week, liaising closely with the head.
- 9.3 Trustees' increased communication with all the stakeholders in the school, including teachers and parents, ensures increased levels of accountability and engagement. They have improved their structure as a result of effective self-evaluation. Following the most recent inspection recommendations, they developed an action plan for improvement as a result of the report audit. The new composition and structures make a strong contribution to the realization of the school's objectives.
- 9.4 The plans for the appraisal of the head are in progress.
- 9.5 Strengths and areas for development:

Strengths

- New structure of the Board of Trustees that allows for more effective links with the school
- Self-evaluation of the trustees' effectiveness and the emerging action plan
- Greater focus on holding the school accountable for the effectiveness of the quality of education

Areas for development

- Ensure early implementation of arrangements for the appraisal of the head.

10. QUALITY OF LEADERSHIP & MANAGEMENT INCLUDING LINKS WITH PARENTS, CARERS & GUARDIANS

- 10.1 Since the most recent inspection, the SLT has been restructured and given new responsibilities to provide strong leadership for the school. There is now in place a completely new structure to the SLT with new appointments, including the head. The restructured team has embarked on an ambitious and rapid programme of change.
- 10.2 The new SLT has begun to implement a rigorous system for record keeping and tracking of pupils' progress by investing in a management information system, which is now used effectively for improved keeping of pastoral information and records. The new school development plan (SDP) strategically identifies priority areas for improvement needed in order to meet successfully the school's aims. The priority areas identified for immediate development include improving the quality of teaching and learning, implementation of progress tracking through new software and staff appraisal. The precise arrangements for the whole-school curriculum leadership and management are still to be considered and formulated into a job description.
- 10.3 The school leadership has recognised the need for strengthening the management and monitoring arrangements throughout the school and new roles of section co-ordinators have been created with leadership and management responsibilities for different sections of the school. This enables the head to distribute his leadership to a certain degree and to obtain more support in fulfilling his responsibilities. These new roles are still evolving and it may be useful to re-visit the job descriptions of the team members to ensure that they accurately reflect their key responsibilities.
- 10.4 The new leadership and management arrangements are more effective in terms of policy implementation and are beginning to provide a clearer educational direction aimed at meeting the school's aims successfully. Staff appraisals are now being implemented and it is envisaged that the first cycle will be completed by the end of this academic year.
- 10.5 Improved arrangements for tracking progress of pupils are being implemented. Standardised assessments have been introduced throughout the school in order to establish pupils' ability baseline from which to measure future progress and inform target setting against identified predictions of future performance. Staff were given training in how to use these assessment data to inform their teaching and for the purpose of tracking pupils' performance.
- 10.6 The self-evaluation process informs future planning and evaluates the effectiveness of processes and systems in place, but the scale and the speed with which the innovation is being implemented is so large that the impact on pupils' outcomes can be only measured after a period of some consolidation and accurate, critical self-evaluation.
- 10.7 In the pre-review questionnaires, pupils and parents expressed some concerns regarding homework. On further scrutiny, it seems that the homework timetable is not always adhered to resulting in some pupils being overburdened with homework on occasions. A review of arrangements in place is recommended to ensure that homework provides useful opportunities for reinforcing and extending learning, and that it is evenly distributed throughout the week.
- 10.8 The need for improved tracking of pupils' progress was highlighted in September 2014 ISI report. This is being addressed through a more integrated approach to assessment data management

and the migration of data into new software, and staff training. This process is currently in progress of being implemented.

- 10.9 The reporting of pupils' achievements to parents has been changed and an improved report template has been implemented. The reporting is now more formative in nature with helpful guidance on next steps. Parents receive two full written reports per year. These are supplemented with half-termly report cards and consultation parents' evenings once per year for each year group. The open door policy in this small day school means that parents have opportunities to meet informally with staff at the beginning and end of the school day. The arrangements for reporting of progress to parents are appropriate, although in the pre-review questionnaire some parents expressed dissatisfactions with the arrangements.
- 10.10 The overwhelming majority of parents who responded to the pre-consultancy questionnaire were happy with the school. They were especially pleased with how their children were looked after by the school, that they felt happy and safe and with the range of extra-curricular opportunities. Parents are also pleased with the school information provided for them.
- 10.11 Strengths and areas for development:

Strengths

- Re-structure of the school leadership with greater accountability to the trustees
- Focus on improvement and implementation of new systems for record keeping
- Clarity of vision and identification of areas for further development

Areas for development

- Consolidate on the pace of change in order to ensure that new initiatives are effectively embedded in practice
- Finalise arrangements for the whole-school curriculum oversight to ensure effective leadership and continuity of year-on-year progression.

11. EFFECTIVENESS OF THE EYFS

- 11.1 High quality EYFS provision at Heathfield School comprises a self-contained Day Nursery, a short distance away from the main school building, a unit housing the Pre-school and Kindergarten and a Reception class is housed in the Lower School building. Each class has direct access to an outdoor area and Day Nursery and Pre-school building have securely enclosed play areas with opportunities for gross motor exercise and controlled risk taking, for example, on slide. In the Reception class, activities are closely related to the current topic, for example, an outside writing activity to make a shopping list for pancakes, was supported by a trip to the supermarket to buy the ingredients and a cooking session to make them, together with a role play corner. However, across the whole setting, the outside areas are not always fully utilised for free flow from classrooms and are not always linked to class topics. Class resources are carefully stored, easily accessed by the children and are suitably matched to the appropriate stage of development.

The quality of the pupils' achievements and learning

- 11.2 Most children make rapid progress relative to their ability with most achieving, and many exceeding, the early learning goals by the end of Reception. Pupils enjoy their learning throughout EYFS: youngest children are encouraged to progress to the next stage of development, for example, learning to take first steps and feeding themselves. They enjoy searching for toys hidden in shredded paper and exploring the sounds made by bottles containing glitter. Toddlers use their painting skills to decorate Valentine's hearts, hold articulate conversations on the telephone and competently make sand castles. Nursery children display their number skills by joining in counting, songs and mix well with kindergarten children when sharing story times and food tasting as part of celebration of Chinese New Year. Kindergarten children display emerging ICT skills by using a drawing programme and accurately recording their results from a floating and sinking experiment on a chart. Reception children show a mature independence when choosing child initiated activities such as making cakes and writing a shopping list linked to their current story topic. They work confidently with numbers to 20, use their knowledge of blends and punctuation to write confidently letters to Mr Wolf about sharing pancakes. They understand the concept of more or less and apply it knowledgeably when using a balance to measure out cake ingredients. They professionally produced video clips and used the computers for research. Reception and Pre-school children showed remarkable concentration during a shared music lesson, joining in enthusiastically to songs and activities and successfully identifying high and low sounds. A small group of older children confidently and competently sang a song to the group, displaying accurate pitch.

The contribution of curricular and extra-curricular provision

- 11.3 Across the EYFS, educational programmes help all children to reach the expected levels of development. Planning is based on the prime and specific areas of learning. Individual achievements are effectively mapped and each child's next steps are carefully planned to promote appropriate progress. Observations of the importance of the small steps in developmental progress in the youngest children further promote individual progress. Exceptional recording system effectively tracks progress from the youngest children through to the end of Reception and on to Lower School. The broad curriculum, enhanced by specialist teaching in music and PE in Reception, encompasses the current topic and is often effectively incorporated into lessons, for example, writing a shopping list for pancake ingredients. The themes are less apparent in the Day Nursery. Each room has direct access to an enclosed play area. Some examples of free flow of activities were observed but these were not always closely linked to current topics. ICT provision is visible in some areas but no internet access is limiting to multi-media learning. Reception children may join after-school club and they also have a weekly jigsaw club, which provide a useful addition to the school day. Close links with SENCO, and with outside agencies if needed, ensure that any learning needs are swiftly identified and appropriate help provided, for example, speech therapy. On occasions, children may repeat a year for further consolidation or advance a year for certain lessons to provide further challenge. They can also go to a different year group for just one subject where appropriate. The school supports children in applications for extended support, for example an EHC plan.

The contribution of teaching

- 11.4 High quality teaching across the setting fully engages children in their learning. Because of their brainstorming ideas for a new topic and formulating ideas to follow up, Reception children have ownership of their learning. In Pre-school, articulate discussions between children and staff at snack time provide suggestions to follow up and children's personal interests are included, particularly for new children to help them settle in. Freedom for the timetable to go off at a tangent, if something sparks off an interest, is a strong feature of the setting. Planning is less closely linked to topic in Day Nursery. Prior to entry to the EYFS, above toddler level, children spend some time in setting to ensure that they are both suited. Resources are plentiful and accessible. Planning aims for a good balance of adult led and child initiated activities. Children are well prepared for outside learning by having rubber boots in school. Teaching is effective because staff pay close attention to individual assessments and use these in planning to address each child's needs.

The spiritual, moral, social and cultural development of the pupils

- 11.5 SMSC is of high quality. Many examples of encouragement to share were observed, for example, in toddler's room wearing a lanyard to indicate whose turn for sand play it is or in Reception, help from assistant was given to solve how to share two sets of playdo between three children. Shared breaks and lessons prepare children for their transitions, helped by staff knowing children very well. Records are transferred effectively to facilitate a smooth transfer. Various festivals, for example Chinese New Year, Shrove Tuesday and Valentine's Day are celebrated across the setting to give a cultural dimension to learning. Reception children proudly receive their star badges in assembly, share their aspirations, such as doing up a top button, and willingly take on weekly class responsibilities such as a line leader. Independence is encouraged and even the youngest children clear away their drinking cups.

The contribution of arrangements for pastoral care

- 11.6 High quality arrangements for pastoral care contribute to the children's happiness and safety across the setting. The well-established key person system results in effective links between staff and children, and their families. Most children have school lunch and snacks, providing balanced choices. Hygiene and food safety practices are carefully observed in Day Nursery. Water is always available and hand washing is encouraged. In Day Nursery, parents' wishes regarding weaning and training are closely followed and daily record of activities keeps parents fully informed. Regular PE sessions and outdoor play provide opportunities for exercise and controlled risk taking. Both Day Nursery and the Pre-school buildings are secure.

The quality of leadership and management, including links with parents, carers and guardians

- 11.7 Head of EYFS has been at the school for 23 years and the post holder is also the DSL for the whole school. She conducts a specific induction programme for new staff and holds regular, minuted supervision sessions for all EYFS staff. All staff contribute to the school development plan. Regular EYFS meetings inform weekly staff meetings attended by Head of EYFS. Appraisal system is fully established and the school supports training initiatives such as time

off for degree studies at local university. Staff can identify further training needs and all have training to look after babies. Close links with the local authority, the University of Worcester and local schools, independent and maintained, ensure that EYFS is up to date with current legislation. Attendance at the weekly EYFS planning sessions and regular checks of pupil tracking records ensures close monitoring of teaching and learning. Notes are prepared following profile results at end of Reception although this is no longer required by LEA. Strong links with parents are fostered by an open door policy ensuring that parents can discuss any concerns promptly. Regular reports and consultations provide detailed information of progress against the early learning goals and share targets. Two-year checks provide a useful guide to physical development, linking with outside agencies if required. Day books provide details of daily activities for parents of younger children.

Recommendations:

1. Continue to develop outside areas, extending the good practice shown in linking activities with topic work across the whole setting, and including the pupils in planning.
2. Embrace the opportunities for the use of the school grounds to further extend outdoor learning experiences in conjunction with the re-introduction of woodland studies in the main school.
3. In the Day Nursery, make greater use of the current topic when planning the curriculum.

12. MAIN RECOMMENDATIONS

Curricular and extra-curricular activities:

- i. Ensure a whole school oversight of the curriculum to achieve greater continuity and progression across all phases.
- ii. Undertake the review of the homework timetable and monitor the appropriateness and volume of homework.

Teaching:

- iii. Improve the quality of lesson planning in order to provide appropriate support for SEND pupils and a higher level of challenge for more able through greater focus on differentiated learning objectives, high expectations and activities that are well-matched to pupils' skills and abilities.
- iv. Engage pupils in their learning to a greater degree through effective use of assessment for learning strategies for improved learning autonomy.

Governance:

- v. Ensure that the appraisal of the head is carried out accordingly to the guidelines laid down by ISA and AGBIS as soon as possible.

Leadership and management including links with parents, carers and guardians:

- vi. Manage change in a way that allows time for consolidation and reflection.
- vii. Through monitoring arrangements, ensure that teaching provides challenging learning opportunities for pupils so they can develop their reasoning skills to a greater degree for even better preparation for their next stage in education.
- viii. Monitor the application and effectiveness of marking on pupils' learning and achievement through regular work scrutiny, assessment data and pupil learning interviews.
- ix. Work on improving the quality of teaching through sharing of good practice, work scrutiny, lesson observations, analysis of assessment data and rigorous teacher appraisal.

13. EVIDENCE BASE

The consultancy team observed lessons, examined samples of pupils' work, considered assessment data, scrutinised relevant school documents, conducted interviews with pupils, trustees and met with middle and senior school leaders. Throughout the visit, the consultants maintained contact with the school leadership.

14. FEEDBACK

At the end of the school review, verbal feedback was provided to the SLT and trustees with opportunities for dialogue, explanations and examples.

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