

London Borough of Hillingdon

Follow-up Review report - confidential

School name: Harlyn Primary
Date of visit: 15 July 2015
Headteacher: Jackie Lack
Chair of governors: Sally de Jongh

Education consultant: Trevor Walker

Contents

A.	Recommendations of the review held on 2 December 2014	2
B.	Planning to address the recommendations	2
C.	The impact of the school's action so far	3
D.	Next steps	3
E.	Conclusion.....	4

Revision	Date	Originator	Checker	Approver	Description
1	16/07/2015	TW	SS	BRO	Report
2	22/07/2015	TW	SS	BRO	Report
3	02/09/2015	TW	SS	BRO	Report
4	09/09/2015	TW	SS	BRO	Report

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

This document contains confidential information and proprietary intellectual property. It should not be shown to other parties without consent from us and from the party which commissioned it.

A. Recommendations of the review held on 2 December 2014

Areas to develop:

- further improve teaching by making sure that:
 - activities are suitably challenging for pupils' differing learning needs
 - marking effectively shows pupils how to improve their work, including their spellings, and that pupils have time to respond to teachers' comments and to learn from any mistakes.
- develop and embed effective assessments of pupils' progress across the school
- ensure that leaders, at all levels, including governors, check more frequently that improvements and developments are implemented rapidly and consistently across the school.

Evidence used in the review

- Evidence from this follow-up to the review was gathered through: an extended professional conversation with the headteacher and deputy headteacher (headteacher designate), a learning walk around the school, reviewing teachers' planning, considering the senior management monitoring folders, meeting with representatives of the governing body and a review of assessment and test data.

B. Planning to address the recommendations

- While not specifically addressing the recommendations of the report through an action plan, the school carefully considered each point, carrying out and embedding the following changes where considered to be necessary.
- Senior leaders have continued to check regularly on the quality of teaching focusing on the school's current practice of differentiation. Senior leaders report that this has provided evidence of the challenge for pupils of different ability. Staff have a clear idea of how to set higher expectations and the challenge for the school is to ensure that this is sufficient in every lesson, with no 'ceiling to learning'.
- Planning shows that teachers are considering the needs of pupils at different stages and starting points in their learning. In terms of expectations, planning specifies the 'must' (for all pupils), the 'should' (for higher achievers), the 'could' (for the highest achievers). This helps to create a higher expectation for the most able.
- During this follow-up to the review there was discussion about meeting the demands of a curriculum of entitlement and depth, rather than moving at pace through level-related content. This has considerable implications for differentiation as the school goes forward.
- Marking has been further reviewed. During the follow-up it was confirmed that it is regular, thorough and helpful in providing feedback to the children.
- The school has developed an assessment system that is in line with the demands of age-related expectations (ARE).
- Senior leaders have produced phased-based monitoring files that facilitate more frequent checking on the progress of improvements and developments. This means that feedback to the senior management team is more regular and systematic.
- The governing body has experienced major changes over the course of the year – changes in membership and roles, including a new chair, and the demands of the appointment of a new headteacher. The chair is now planning to strengthen the capacity of the governing body in order to meet requirements for holding the school to account.

C. The impact of the school's action so far

- During the learning walk there was evidence of high expectation in the lessons seen. In one Year 1 class, for example, children were able to answer questions and give examples of the use of word contractions. There was a positive climate for learning and generally pupil response and engagement were good. In a Year 6 class, there was evidence of a challenging task and appropriate support for those who were finding their learning difficult.
- The school has produced a new framework for tracking pupils' progress. This will enable the school to track to the 85% (the proportion of pupils expected to reach ARE) across the subjects of reading, writing and mathematics. This will enable the school to check on progress, provide interventions for those falling behind, and likewise ensure appropriate levels of challenge for higher achievers. It will provide an appropriate means for reporting to key stakeholders such as parents and governors.
- Governors have formalised their arrangements for monitoring through subjects and through themes such as English as an additional language (EAL) and the use of pupil premium funding. There is more of an on-going dialogue and more scrutiny. It is now appropriate to take that further through the commissioning and receiving of reports that enable respective governors to gain an independent view of the performance of the school; allowing the governing body to check and challenge.
- The marking of pupils' books shows both celebratory comments to encourage and helpful comments to provide information to help pupils improve their work (the school uses the technique of 'two stars and a wish'. This helps consistency). The presentation of pupils' work is of a high standard.
- Senior leaders have instigated phased-based monitoring files that allow more frequent checking on the progress of improvements and developments. This helps to ensure there is consistency where this is necessary. Feedback to the senior management team is more regular and systematic. To develop further, it is suggested that there should be more use of impact statements that can identify how pupils are benefitting from the changes implemented.
- Key Stage 2 outcomes from 2015 national tests show that the proportion of pupils reaching level 4 and above (national expectation) in reading, writing and mathematics combined is 83%; the school's highest score in the last five years. Writing, along with grammar, punctuation and spelling (GPS) showed the greatest gain, and, with the exception of reading, all subjects were higher than the previous year. Two pupils in the cohort were disapplied from the tests, although they count within these figures.
- Nevertheless, the proportion of pupils reaching level 5 and above in reading, writing and mathematics combined is 22%. This is the lowest score in the same period of time. This indicates that while the school is achieving at or near the national average, in terms of the national expectation there is still a need to consistently challenge and accelerate the progress of the most able children.

D. Next steps

- As part of the professional conversation of this follow-up review, the following embedding and extending of good practice should be considered. The school and governors should:
 - continue to ensure that all pupils are sufficiently challenged in all lessons, especially the higher achievers
 - use the senior management reporting structure to embed more impact statement
 - maintain the good practice in marking and ensure that this is manageable as part of the overall practice of feedback to pupils (a balance of written and verbal feedback within an overall school strategy – discussed during the follow-up review)
 - strengthen the existing systems for commissioning and receiving governor's reports to increase their capacity to challenge school leaders effectively.

E. Conclusion

- Since the review, the school has made reasonable progress towards securing continued improvement. The school reports that the recommendations relating to teaching were already being implemented and that they have been engaged on a programme to strengthen professional practice. Particularly good progress has been made in laying the foundation for checking that improvements and developments are implemented rapidly and consistently across the school.
- There will be a new headteacher from September and it was agreed that the challenge of the more able will be a key element that will be essential to the school's continuing success.