

School Improvement Team Rolling Note of Visit: 2020-21

This report is designed to be read by Governors alongside the report of the Autumn 'Reconnecting' conversation. (Attached)

School Improvement Team Priorities 2020-21

- Provision and outcomes for SEND learners
- Inclusion
- Provision and outcomes for FSM/Disadvantaged learners

School Name	Lisburne
Current Ofsted Judgement (date)	Outstanding (Nov 2016)

Current issues facing the school (eg: staffing changes, building work etc.)

School opened with 144 children in September and took an additional 18 new Reception aged children at the Overdale site in January 2021 taking the number of roll to 162

Leading and managing the whole school over the 3 sites has been a huge issue for the school this year.

The school has continued to manage school within a Covid context, whilst also taking on the additional responsibility for the Overdale site. This has involved working with another local school to manage the transition whilst the refurbishment of the Overdale building took place as well as managing the transition for new and existing children. It also involved managing the induction of an almost completely new additional staffing team, as well as the practical logistics of linking systems and policies to the main Lisburne site. This is particularly difficult given the distance between this site, Lisburne main site and Hollywood Park.

The school has continued to manage Covid very well. Bubbles were closed quickly and appropriately throughout the year. Advice was always sought from Stockport's public health/education response team and was acted upon swiftly. Appropriate home learning was established and this was well supported by the teaching teams and the family liaison team within school. Welfare checks were maintained with families and ongoing dialogue with families shaped the home learning offer they received.

2020-21 School Priorities.

(Governors will be aware of the severely disruptive impact of Covid-19.)

1. To raise the attainment of reading and measure across the school.
This included the re-introduction of SERI throughout the school. This has been one of the losses felt from lockdown.

2. To weave therapy into all core lessons and develop the ability of teachers to take ownership of SALT and OT delivery
3. To make good use of any outdoor learning opportunities (including Forest School)
4. To develop consistent practice across all 3 sites.
5. To ensure safeguarding practice is robust and consistent across all 3 sites

Leaders will continue to work with staff to ensure that the curriculum reflects the changing needs of their children, and that attendance/engagement (whether in school or working remotely) remains a key focus

Adviser Focus

- SSIA to work with Gill Levis at the Overdale site to develop a more consistent approach to teaching and learning
- As appropriate the SSIA will support school in preparing for the methodology that will be used at the school's next inspection
- SSIA to work with senior leaders to strengthen the SEF

Dates and purpose of Visits (from the School Improvement Team).

Date	8.10.20	20.11.20	9.3.21	13.5.21	17.5.21: 1.7.21
Who took part?	SSIA, Senior leaders	SSIA, DHT and senior teacher at Overdale	SSIA, DHT and additional member of staff (SGJ)	HT and SSIA	SSIA, Pete Hughes, Bev Milway
Purpose	Reconnecting Meeting	Overview of teaching and learning	Review of progress since last visit and next steps	Review of leadership roles	Securing additional funds to support leadership review
Additional report provided Y/N	Yes	Yes	No	No	No
Date	16.6.21	17.6.21	8.7.21		
Who took part?	HT, SSIA	HT, DHT, SSIA, Governors	SSIA, HT, DHT, Estates, D of Ed, Bev Milway		
Purpose	Follow-up Safeguarding discussion and review of leadership roles	Future leadership structure	New build update		
Additional report Y/N	No	No	No		

Advisers will record a brief termly comment in each section and where appropriate a comment/question for leaders and Governors

Summary of Support from School Improvement

Outcomes and Focus:

School reported in July 2019 that outcomes continued to be strong. Children in Year 6 had made more than average progress in English (94%), maths (95%) and science (93%). Attendance at school (despite Covid) remained high at 93% overall.

This picture continued in 2020-21. In May 2021 internal data showed that 85% of children had met their targets in English (Reading) and Maths and this increased to 88% in reading and 90% in maths at the end of the academic year. Writing progress was found to be slightly lower, a further discussion about the impact of the pandemic on outcomes will take place in the Autumn Term 2021/22.

School have used their catch up monies (£27,600) appropriately. A robust plan was drawn up and this has been evaluated throughout the year. The focus was upon developing reading, communication and play/social interaction skills with a teaching focus on Lego Therapy. Bespoke development plans were created for different parts of the school and were carefully matched to the needs of the staff teams and the children. These linked effectively to the first two of the school priorities listed above.

The Pupil Premium, spend is also well planned and highly appropriate. In part it dovetails with the catch-up spending but is also planned to support the first 3 school priorities (listed above). It is clearly targeted to the needs of the PP group of children and outcomes are reported termly to governors

Issues for senior leaders (including governors) to consider:

- Ensure senior leaders are clear about the impact of the catch up/pupil premium monies on the outcomes for individual children as well as the benefits to the capacity of the school as a result of the professional development of the staff.

Quality of Education:

The school used their internal outcome data in July 2020 to set clear curriculum priorities which focussed around reading and measure. These were appropriate and have been delivered.

The school has continued to evaluate the quality of teaching and learning throughout the year. Senior leaders continue to be pleased by their findings overall. The Headteacher reported that each subject area was delivered well in a bespoke way to meet the needs of individual children. The subject knowledge of the staff was evident as was their understanding of the learning needs of the 'whole' child. Where weaknesses were identified appropriate action has been taken.

The schools has worked hard this year to develop consistent practice across the whole school, but recognised the inexperience of the Overdale team. The SSIA visited the site in the Autumn Term and made a series of recommendations most of which were approached using 'measure' as the curriculum 'hook'. On a re-visit to the site at the end of the Spring Term it was clear that significant improvements had been made.

The evidence of the teaching of measure was clear through the displays. All the children were positively engaged (mostly outside) and all the staff were focussed upon direct work with the children. Additional specialist teachers were also utilised well to support the curriculum. The

majority of the staff interaction that was observed was highly appropriate and children were encouraged to be independent and to make choices. The language used was often clear, focussed and precise. Visual and verbal rewards were used well and children maintained their concentration well. Focussed sessions, provided opportunities for the repetition of a key concepts using a variety of stimuli. This worked well and learning was apparent during the session. It was clear how the school had tried to compensate for the limitations brought by lockdown through the use of the outdoors and structured play in particular. The work on phonics was evident and there was a clear emphasis on collecting and using pupil voice to help frame curriculum developments.

At that time the SSIA and SLT agreed that the future focus for the site would be around reading. Whilst the library was well stocked and was very attractive, and individual reading areas were evident in classrooms it was agreed that this should be the next curriculum hook for the development of the team. SLT have subsequently invested in further professional development for the team, which school reported was very positively received.

The school has worked hard to develop a clear, well planned curriculum that focusses around 5 key principles. The learning organisers are shared with parents. They explain the intentions for each curriculum unit and outline how therapy and forest school are integral to its implementation. The school has also focussed upon developing more outdoor learning as part of the standard curriculum implementation this year.

The school has continued to develop the subject knowledge of staff around progression in individual subject areas. The internal School Improvement Groups have continued to monitor the quality of education by completing deep dives throughout the year. They have continued to show that the quality in maths and English remains very high and identified science as an area to be strengthened.

The school has continued to monitor pupil progress by using Tapestry, reviewing assessment folders and has developed an 'engagement scale' to be used with one class. Additional features were added to the regular ongoing pupil progress meetings to assess the impact of home learning where this had occurred.

EYFS:

The school worked hard to deliver a very comprehensive transition programme for children starting at Lisburne in 2020/21, much of which has been retained.

Training sessions and EYFS team meetings have taken place to strengthen the links and continuity between Holly and Lime classes. A key focus has been the development of imaginative play and the use of pupil voice

EYFS was included as part of the whole school deep dive process which revealed that the whole school staff would benefit from strengthening their knowledge of EYFS

Issues for senior leaders (including governors) to consider:

- To continue to strive for consistent practice across all 3 sites

Behaviour and attitudes:

The behaviour and attitudes of the children continue to be very high. This has been consistently observed by the SSIA in all her visits. Relationships within school continue to be very positive, both between staff and children.

The school has continued to develop their approach to the Zones of Regulation. They have also continued to monitor the use of positive handling plans.

Issues for senior leaders (including governors) to consider:

- How to keep maintain an overview of behaviour and attitudes within the changing leadership structure

Personal Development:

Personal development continues to be a high priority for the school. The school has a clear Personal Care and Relationships curriculum.

In addition this year home learning has been monitored carefully and progress checked as well as twice weekly contact to check on general welfare.

Talking mats have been developed as an alternative way to evidence children's confidence.

Senior leaders reported that this worked well to support the Annual Review Process and increase the voice of the child.

In addition a personalised assessment tool has been created and shared, which helps staff to monitor the progress of individual children around their personal development

The school was pleased to be able to re-start enrichment activities that enable the children to be part of the community after lockdown.

Issues for senior leaders (including governors) to consider:

- Ensure that documents reference equality outline the schools' commitment to all nine protected characteristics.

Leadership and Management:*Attendance*

The school reports that attendance has remained high throughout the year. This is monitored by governors on a termly basis.

Autumn term : 93.8%

Spring term: 81.4% (national lockdown from 6th Jan - 12th March)

Summer term: 93.7%

Professional Development:

Senior leaders have provided highly effective support for some less experienced staff this year.

The support for the NQT has been very successful and the improvements were evident during a visit from the SSIA. Staff have also been effectively re-deployed within the organisation. The leaders within the school continue to have very high expectations of their staff team. TAs, for example, are successfully leading aspects of learning.

The intensive CPD offer at Overdale has been particularly effective. SERI and Sign and Shine, are now being used at the site and the practice on this site is now more in line with that elsewhere in school. Moderation activities have shown that assessment on this site is consistent with the whole school approach. Talking Mats were used consistently across the school to support Annual reviews. Dance/drama is now delivered across all 3 sites appropriately. The whole school is also working in a reflective way to support professional dialogue. For example joint environment walks take place, reflective observations were conducted where the same lesson may be discussed from different classes, video evidence of DEAL was provided by each class to stimulate discussion. The SLT conduct deep dives with other key members of staff and the feedback is openly shared with the team. Taken together this promotes a healthy ongoing discussion about teaching and learning with the whole staff.

Self-Evaluation:

The school knows itself well and continues to actively reflect upon their practice.

Safeguarding

The school has managed 2 significant safeguarding issues this year. They have worked appropriately with Health&Safety, the LADO and Children's Services.

The school reflected carefully on these issues and has increased the ability of the SLT to gather a chronology quickly for children.

Expansion

The school has become aware of the logistical issues related to managing a school over 3 sites. The leadership structure has been reviewed by SLT and the governing board. Roles have been reconfigured and additional administrative support has been secured for the HT. This was endorsed by the SSIA and additional funds were provided by the LA. This is seen as key to securing sustainable leadership given the impact that the new build will have upon the school next year.

Issues for senior leaders (including governors) to consider:

How confident are the governors in their 3 main objectives of governance?

- Ensuring clarity of vision, ethos and strategic direction?
- How well do they hold the Headteacher to account for educational performance of the school, its pupils' and the performance management of staff?
- How effective are they at overseeing the financial part of the school and ensure money is spent well?

Conclusion

The school continues to work at a very high standard and has done so throughout a very challenging year. The commitment of staff and governors remains impressive.

Lynn Perry (Head of School Effectiveness and SSIA for the school)

25.8.21

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issues for senior leaders (including governors) to consider: