

REVIEWER REPORT

School Name	Head Teacher	Reviewer	Date of Review
Frieth Church of England School	Jo Reid	Jo Wood	1 st December 2014
Names of those present at the Feedback Meeting			
Jo Reid (Headteacher) Jo Wood (Reviewer) Carol Hughes (senior teacher) Helen France (senior teacher) Nicole Gibbens (teacher) Lorna Sparks (teacher governor) Lynda Marston-Weston (governor – Vice chair) Gail Teague (governor)			

CONTEXT OF THE SCHOOL

Frieth C of E School is a voluntary aided Church school, located in an affluent, rural village. Pupils are drawn from several neighbouring villages. Just over a third of pupils are from outside of the village. The school is an integral part of the village community.

The headteacher was new to the school in January 2014. There is no Deputy headteacher, and a large proportion of the staff are part-time.

There are currently 133 pupils on roll, with some classes combined based on age and stage of development.

Levels of deprivation, SEN and EAL are all very low compared with national averages.

STUDENT ACHIEVEMENT

Evidence:

- Headteacher's reports/SEF
- Raise report
- Data dashboard
- Pupils' work
- Lesson observations

- Discussions with Headteacher and review of other data on pupil achievement

Evaluation:

- Following the arrival of the new Headteacher, data has been analysed more rigorously, and systems introduced to ensure that data is robust and sufficiently detailed.
- Data has been closely analysed to identify priorities for the school, and to ensure that pupils can achieve the most they can. Science has been identified as an area for improvement.
- Pupils have individual targets which inform teaching and learning. Interventions are assessed for impact. The Headteacher is intent on personalized learning, particularly given the new organization of groups of pupils.
- The newly introduced pupil organization according to 'age and stage', is new but already the indications are that this is working well, and pupils are making progress at the right level, or higher and the staff team is working together to ensure the continuity of progress and building on prior achievement
- Children in EY/FS are making at least satisfactory progress in achieving the GLDs, however the Headteacher has identified EY/FS as a priority area for further development.
- Given that pupil numbers in the school are very small, comparisons with national averages or expectations should take account of this factor.
- In this context, the 2014 KS1 results showed that: two children did not meet Level 2, the school was in line with national for Level 2+ at 89%, but was above national averages for Level 3+ in reading (39%), writing (33%) and maths (33%).
- In Key Stage 2, the school is above the national average for Level 4s, but is well above for Level 5+
- At Level 5+, attainment in writing and maths is double the national average at 64%, and an even greater proportion attained Level 5 + in reading at 79%, bearing in mind the small school factor in comparing the results of a small school with the national data
- High levels of attainment were seen in pupils' work during the review, which reflected the data at Key Stage 2
- The school is working to improve data at Key Stage 1. However, overall, progress across the two key stages is high
- More able pupils are being challenged and stretched, and in Year 6 this is very evident from the classwork, and from the results of assessments

The reviewer agrees with the school's self-evaluation. Overall achievement is good, with it being outstanding at the end of Key Stage 2.

Suggested steps to take:

- Continue to closely monitor progress data and use individual targets and personalized learning to ensure the progress of every child
- Due to the small size of the school, gather more qualitative data on individual progress to demonstrate progress and achievement, to add to the hard data
- Prioritise EY/FS for management support and input

QUALITY OF TEACHING

Evidence and its source:

- School information about the quality of teaching
- Lesson observations with the Headteacher
- Assessments and data on pupil attainment and progress
- Review of pupils' work
- Discussions with co-ordinators
- Discussions with governors

Evaluation:

- Teaching is closely monitored by the Headteacher and the senior management team. They are expert and confident, as well as supportive of other staff
- Records are maintained of monitoring visits and reviews of pupils work books. The assessments are used for performance management and to inform school priorities for development
- Teaching in Year 6 is inspirational. In a literacy lesson, pupils were totally engrossed in the lesson and eager to produce their own work. The pace was fast and demanding, and pupils focused on achieving the best they could. In discussions with pupils, they explained that this was not a 'one off lesson', and that the teaching was consistently exciting and challenging
- In Year 2, the teaching was skilled and experienced. Pupils' learning was very effectively managed, with the Teaching Assistant being an effective resource to support their learning and progress
- Work provided for Year 1/2 was extremely well matched to pupils' interests and engaged them in their tasks. The tasks were differentiated so that each group had a different level of challenge, with support as appropriate
- Teaching in EY/FS is well matched to children's level of attainment. Learning is effectively managed, and there is suitable support from the Headteacher and mentor. This is an area for development for the school
- Pupils are assessed every six weeks, assessment data is closely reviewed and suitable interventions planned. The Headteacher has increased scrutiny of pupil progress data and staff are dedicated to making sure that each pupil in the school receives the right support as individuals
- Marking is consistent and helpful and advice from teachers is used to inform personal targets and contribute to improving for the next piece of work
- Pupils feel that their teachers help them to learn and improve, parents are generally pleased with their children's progress. They are content with the homework given to their children and feel it is helping them to improve
- Parents' concern that their children would not make enough progress in the new groups was not substantiated, and achievement at the end of Key Stage 2 is outstanding

The reviewer concurs with the school's evaluation, that teaching is good overall, but with outstanding features

Suggested steps to take:

- Focus on increasing progress from EY/FS to Key Stage 1
- Continue to support and develop practice in Foundation
- Share the excellent teaching in Group6 (end of Key Stage 2)
- Consider gathering more qualitative data to evidence individual pupil progress, particularly of younger children, and pupils with SEN

BEHAVIOUR AND SAFETY

Evidence:

- SDP
- Governors' meeting records
- SEF
- Lesson observations
- Discussions with Head, teachers, pupils and parents

Evaluation:

- The school has a strong ethos of caring and sharing, with being part of a team as a strong feature, this leads to everyone caring about each other in lessons, in corridors and around the school
- In the new groups, pupils work effectively together in a seamless way, they support each other's learning in paired and group work
- Pupils settle to their work very quickly and stay engaged, their positive attitudes to school and work are exceptional
- Workbooks and work show that pupils work hard at their tasks and follow the expected routines for the presentation of work
- The work in pairs and groups is an outstanding feature of the school
- Relationships between staff; between staff and pupils and between pupils', is very special. There is a strong sense of caring about each other which is founded on the strong values of the school and the Christian ethos
- The Headteacher and the staff not only promote the school's values, they model them for pupils
- Pupils are exceptionally mature and articulate when explaining their views about being a pupil at Frieth. They feel safe, know what to do if there is a problem, and want to help each other, for example, if a child is sitting on the Friendship bench, they ask them to join in their play
- The school council is a very strong feature of this school. They act maturely and responsibly, are astonishingly articulate, thoughtful and reflective. They are well supported by a member of the teaching staff
- Teaching assistants also make a positive contribution to managing learning and behaviour.
- The Headteacher and governors have audited the school for health and safety and have a sensible plan in place for dealing with any issues in priority order
- The Governing Body and the PTA raise funds which support the maintenance of the school
- Parents have regular meetings to discuss their children, but would like even more information. Most of the

parents sampled say their children are happy.

The reviewer confirms that behaviour and attitudes are outstanding

Suggested steps to take:

- Consider how the very clearly happy school environment can be communicated to all parents, particularly given the nature of the community where they are very keen to know precisely what is happening in their children's school

QUALITY OF LEADERSHIP AND MANAGEMENT

Evidence:

- SEF and SDP
- Policies and other documentation
- Analysis and use of data
- Discussions with staff
- Discussion with governors and review of minutes of GB meetings
- Discussions with the Headteacher
- Assessment of impact on school improvement

Evaluation:

- The Headteacher has been in post since January, since when her impact on the school is clearly evident. She is well organized, business-like, and has her 'finger on the pulse' in relation to pupil achievement
- There is no deputy and the Headteacher has a teaching load. This is a very heavy set of responsibilities
- The sense of 'team' and shared purpose is palpable, she has raised the bar and is set on the school being outstanding in every way
- The Head's vision for the school, and the energy and determination she has created to bring it to life, is shared throughout the school
- The support and dedication from all the teachers, to achieve the Head's goals is without doubt, and they recognize the enormous impact she has had on the school in such a short time
- The documentation is extremely well organized and informative. Some minor additions could be made to make it even better
- The quality of information provided by the Headteacher for the governors, is well organized and transparent
- The staff are all convinced that difficult decisions have been the best for the school (eg new pupil groupings),

and the reviewer agrees. A few parents are still unsure, despite the school's best efforts to consult and involve them

- Co-ordinators are experienced, capable and have taken on their leadership role with maturity and responsibility, so that they contribute enormously to the quality of provision for the pupils
- The Governing Body is very strong with very capable and knowledgeable individuals who support the school unstintingly, as does the PTA. They know the school well, are watchful, and ensure they interrogate data and reports. They are content with the excellent level of information the Headteacher is providing for them which is helping them to better fulfil their role.

The reviewer has found that overall, the Leadership and management are outstanding, and rapidly taking the school forward

Suggested steps to take:

- Work at ensuring parents have a clear and accurate view of the school, particularly given the new leadership style, so that they understand how this is quickly adding value
- Ensure the Headteacher has all the support possible to ensure her workload does not become overwhelming

OVERALL EFFECTIVENESS

Evaluation:

- Pupil achievement is good, but needs to be better in EY/FS to become even better. Achievement gathers speed as pupils move through the school, based on good foundations in Key Stage 1
- Behaviour, is outstanding and pupils and the whole school are to be congratulated on the exemplary attitudes of the pupils
- The reviewer agrees that teaching is good overall with outstanding features as described.
- The leadership of the Headteacher is bringing about rapid improvement

Leadership and management have moved to outstanding due to the impact of the new Headteacher and the governors very capably making excellent use of the raft of new information which supports them in carrying out their responsibilities.

Suggested steps to take:

- Add some qualitative data to the portfolio of evidence, to demonstrate individual pupil progress, give the small size of school numbers
- The parents need some help in catching up with this rapidly improving picture, a marketing and communications strategy would help them to understand and embrace the changes to the school that are for the better

Reviewer's Evaluation of key documents:

Generally, excellent documentation which is well organised.

Points for development in key documents:

- An addition (qualitative data) suggested
- A plan to promote parents' understanding of the direction the school is rapidly moving in, so that they are 'brought along'/included
- Suggest re-titling the October report to governors as 'Report and SEF'; or extracting from the report so that it is a separate document
- SEF - suggest using hyperlinks to evidence and reports, to demonstrate progress

Strengths observed during the review:

Leadership of the Headteacher

End of key stage teaching

Pupils' attitudes to work, school and helping other pupils

Areas of disagreement with school self review and reasons why: