HCC Commissioned School Visit Report

School	Rickmansworth Park JMI School	Date	16th June, 2021

Length of visit (including preparation and follow up):	1.5 days

Focus of visit and activities undertaken:

- The purpose of the visit was a general health check to quality assure the provision for learners in the school.
- Preparatory work included data analysis related to published outcomes and information contained on the most recent ISDR (Inspection School Dashboard Report). It also included a review of pertinent information published on the school website which represents the window on the school.
- There was a review of a range of helpful school documentation which was sent ahead of the visit. This included the evaluation of the current school improvement plan, the summary of school self-evaluation, information about Mathematics developments and progress and examples of reporting to the Governing Body.
- The visit included discussion with key leaders in the school (including the Headteacher, the SENCo, EYFS lead, English, Maths, Computing and Art Leaders)
- Classroom visits took place to understand and appreciate the learning in context for pupils at the school.
- The Chair of Governors attended for the feedback at the end of the session.

Main observations:

Context

- Rickmansworth Park JMI School holds an overall effectiveness judgment of Good, following its last OFSTED inspection in 2018. It is a smaller than average sized primary school located in Rickmansworth.
- This school has 11 out of 17 possible ethnic groups. Those with 5% or more are: 59% White-British; 12% Asian or Asian–British Indian; 10% White-Other.
- The school location deprivation indicator is in quintile 1 (least deprived) of all schools. The pupil base is in quintile 1 (least deprived)
- The FSM cohort is well below average at 5% compared to the national figure of 23% and is in quintile 5.
- The published data shows the school has a above average percentage of EAL learners (25%) compared to 21% nationally and is in the 2nd quintile (as recorded in the ISDR)
- The school has a below average percentage of pupils in receipt of SEND support (9.6%) compared to national figures of 12.6% (4th. quintile)
- At Rickmansworth Park JMI School 6% are currently in receipt of pupil premium funding. In total the school currently receives an allocation of £15,105 of Pupil Premium funding to meet the needs of the disadvantaged pupils. In addition as part of the Covid Catch up strategy the school receives £16,640 to support the needs of pupils disadvantaged by school absence during the periods of lockdown.

Published Outcomes for Pupils

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- Due to the interruption of the national pandemic the last set of published outcomes for disadvantaged pupils were in 2019 so they are significantly historic. That said, outcomes overall are consistently strong and demonstrate the significant impact the work of the school team on improving outcomes, and subsequently life chances, for the children in their care.

Headline outcomes in 2019

EYFS Good Level of Development

Achieving GLD	
School	National
75.9%	71.7%

Year 1 Phonics Screening Check

School	National
100%	81.9%

Key Stage 1

	EXS+ School	EXS+ National	GDS School	GDS National
Reading	88.3%	74.9%	43.3%	25%
Writing	80%	69.2%	20%	14.9%
Maths	86.7%	75.6%	36.7%	21.7%
Science	86.7%	82.3%	N/A	N/A

Key Stage 2

	EXS+ School	EXS+ National	GDS School	GDS National
RWM	89%	64.8%	14%	10.5%
Reading	93%	73.2%	39%	26.9%
Writing	93%	78.5%	36%	20.2%
Maths	93%	78.7%	36%	26.6%
GPS	89%	78%	29%	35.7%

KS1-KS2 Progress Profile 2019

	School	National
Reading	+0.72	+0.03
Writing	+1.69	+0.03
Maths	+0.04	+0.03

Commentary

- What we can see from these outcomes is that the pupils achieve high standards in all areas of the externally assessed curriculum. The percentage of children working at greater depth significantly exceeds national standards with the exception of English Grammar, Punctuation and Spelling at the end of KS2. A focus on further developing the technical elements of writing

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fluency will strengthen outcomes in this area at the higher standard. Extended writing opportunities for different purposes across the curriculum will provide further opportunity to practice and embed higher order writing skills.

- There is high quality provision in EYFS with skilled practitioners who are tuned into the individual needs of each child and plan accordingly to ensure rapid progress in all areas of learning. The percentage of pupils achieving a good level of development at the end of EYFS is above national standards, although a slight decline in recent years suggests that entry points may be lower for recent cohorts of children. Current data shows strong outcomes for children in EYFS.
- Phonics and reading is highly prioritised at this school. The teaching of this is highly effective and this is reflected in the outcomes achieved by the pupils. This was confirmed during the learning walk for Literacy. This ensures a secure foundation for deeper learning across the curriculum as the children progress through the school.
- Progress scores from KS1 to KS2 are all positive but within the average range. This is simply because there are high levels of attainment at KS1 and therefore less opportunity for children to demonstrate greater progress between exit points at KS1 and KS2.
- Outcomes for the very small number of disadvantaged pupils at the end of KS2 need a clear focus as this is an area of underperformance for the school. Writing progress for the three disadvantaged learners was significantly stronger than Mathematics or Reading in 2019.
- When reflecting upon all outcomes over time we can see some patterns of exceptionality emerging at Rickmansworth Park JMI School as demonstrated in the ISDR. For example:
- The three-year average reading attainment score (107.8) was in the **highest** 20%.
- Key stage 1 attainment of greater depth in reading (43%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The proportion of pupils who met the expected standard (32+) in phonics in Year 1 (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as 2018.
- Key stage 2 attainment of greater depth in writing (36%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018.
- The three-year average mathematics attainment score (106.5) was in the **highest** 20%.
- Key stage 1 attainment of greater depth in mathematics (37%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- In 2019, 86% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **above** national and in the **highest** 20% of all schools.

Progress since the last inspection

- Leaders are rigorous in their approach to evaluating the impact of planned improvements. A firm steer has been kept on ensuring all actions are followed through. Great progress has been made with the key points for improvement:

The attendance of disadvantaged pupils improves to match that of other pupils

- The target set by the Attendance Improvement Officer for whole school attendance is 96%+
- Rigorous systems around attendance at this school has ensured that there has been a consistent pattern of improvement over the past five years for disadvantaged and vulnerable groups as evidenced below. Current figures are highlighted in **bold text**.

FSM	89.5	92.9	92.8	95.8	**96.1**
FSM plus Ever6	89.5	92.9	92.8	95.8	**96.1**
Pupil Premium	89.8	94.0	93.4	96.2	**96.2**
SEND	96.4	95.3	96.4	96.8	**98.4**
EAL	91.9	96.4	96.0	96.8	**97.3**

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Ensure the teaching of mathematics improves, so that it is consistently effective.

- There has been a determined focus on this area of the curriculum. Developments have been driven by a skilled and passionate subject leader who inspires confidence in her leadership. The success of this development is reflective in the outcomes for children who exceed national standards at the age-related and greater depth level. All disadvantaged children are currently achieving at least national standards in this subject, some are achieving greater depth. There is an action plan which has been in place over the last year which has led to improvements in the following areas as evidenced in the end of year evaluation:
- To continue to develop fluency daily sessions in order to build knowledge, address gaps and make mathematical connections. This has enabled pupils to work confidently with numbers at the expected level for their year group and teachers are identifying and addressing any gaps promptly.
- There has been precision in the targeting of KS1 greater depth children in terms of progress across KS1-KS2. The point of this is to ensure that all KS1greater depth pupils convert to this standard at the end of KS2
- Effective intervention has been put in place for all pupils. Those requiring 'catch up' support are identified at pupil progress meetings and intervention is promptly put in place.
- The ongoing development of arithmetic skills has been prioritised. This is ensuring children are using derived facts to improve their calculation skills.
- The development of the use of concrete manipulatives and pictorial representations across the school is ensuring there is appropriate evidence in lessons and books. The expectation is that pupils independently access and use appropriate strategies when problem solving.
- Pupils have been supported to develop their reasoning skills, enabling the development and application of mathematical thinking to different learning contexts.
- The school prioritised high quality Maths provision during lockdown. This enabled all pupils to access quality online maths lessons, in line with the school's remote learning curriculum offer.
- Pupils falling behind, and not achieving expected progress or attainment, are identified from the PUMA tests and included in the most appropriate intervention sessions to enable them to catch up lost or insecure learning.
- The calculation policy was reviewed and this ensures that the progression of learning and methodology is clear across the school.
- The school has applied to join the Mastery Development Work Group. The point of this is to ensure that Mastery confidence grows with the support of a specialist, and there are opportunities to work collaboratively with other schools.
- The subject leader is working with the EYFS team to explore the implications for Maths in the new curriculum so there is clarity around age appropriate expectations on entry to the school.
- Recent evidence from monitoring activities shows that strengths in practice are identified and include:
- Teachers assessing prior learning and being aware of targets for individual learners
- Modelling is clear and pupils discuss particular models that are used to support their learning.
- High level vocabulary used in classes.
- Children are active in their approach to learning, having the opportunity to use enquiry skills in problem solving activities.
- Misconceptions are addressed either pre-emptively or in a mini plenary
- A range of manipulatives (counters, clocks, counting beads) and pictorial representations (part-part-whole, bar models) are used and children demonstrate self confidence in using them.
- The collective points for improvement currently include:
- Prioritising the introduction and reinforcement of new Mathematical vocabulary

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- Making use of stem sentences to encourage mathematical talk.
- These observation are accurate and this was confirmed during the Mathematical learning walk.

Additional observations

- The school improvement plan focuses on the most important priorities. Currently this includes
- Maintaining high quality teaching
- **Improving KS2 outcomes in Mathematics**
- Replacing laptops with chrome books
- **Improving handwriting and presentation**
- **Maintain whole school attendance at 96%+**
- Implement and embed the new PSHE and SRE curriculum
- Maintain a culture of safeguarding best practice
- Develop the role of the subject leaders
- Progress with these actions is clearly defined and the documentation serves as a helpful source of evidence of improvements made. The plan also links into the priorities for further development identified by OFSTED which are highlighted in bold above. There is rigour around processes and systems to ensure continuous improvement in teaching and learning at this school. There is also a forensic approach to evaluating the impact of actions taken to secure this. This leads to reshaping of plans and provision in a systematic and robust manner.
- The school currently has 11/205 disadvantaged pupils on roll across the school and their needs are highly prioritised. Each child is carefully monitored with strategies implemented to address their learning needs with additional family support being provided where this is appropriate. Outcomes at the end of the last termly evaluation point indicate that 5/11 children are achieving all of their learning targets. Most of the children (9/11) are achieving their Reading targets all children are achieving their targets in Mathematics and Writing is an area of underperformance for 6/11 children. There is a culture of high expectations and an explicit determination that every child will achieve the best possible outcomes. Plans are in place to ensure the areas of underperformance for each child is addressed.
- There is fluidity and flexibility in the use of additional staff across the school. Provision has been reshaped for summer term so that any gaps in knowledge skills and understanding can be rapidly addressed. The provision shows various precision catch up sessions with staff targeted to support individual needs as they are currently presenting. Observing the practice of the broad teaching team across the school on this visit confirms that high quality responsive provision is in place to support children with vulnerabilities and additional needs. This evidence was further triangulated through discussions with the EYFS lead and the SENCO, both of whom are highly skilled practitioners. Following the government imposed lockdowns, an intelligent strategy has been put into practice to support the transition of children from EYFS to Year 1. This ensures the dip on transition is minimised and progress is rapidly accelerated.

Subject Leadership

- The personalised approach to curriculum development for each area of learning demonstrates the amount of thought that has gone into the planning of learning at the school.
- The structure of “Meet the Subject Leaders” on the school website is thought provoking and represents good reflective practice. Subject leaders have articulated responses to significant key questions such as :
- What are your strengths as x subject leader?
- Give examples of the impact you have had on the quality of teaching and learning/ standards?
- Give examples of the impact you have had on the quality of teaching and learning/ standards?
- What are the key strengths in this subject?

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- What areas for development have you identified in this subject?
- How do you know how well pupils are achieving?
- How does the school meet the needs of all groups within this subject?
- What knowledge do Governors have about your subject? How have they been involved in your subject?

- The school is the proud recipient of the UNICEF Rights Respecting Gold Award. There are explicit links with the articles and spiritual, moral, social and cultural development in the communication around what makes learning "great" in each specific subject. All of this information provides clarity to the intention and rationale for what is taught at Rickmansworth Park JMI School.
- During the visit a strong example of curriculum planning and sequencing was shared by the Lead Practitioner in Art and Design. Prudent use of specialist support through the resources provided by the NSEAD, enables the planning to reflect a high level of pedagogy with clear progression planned, with examples of implementation for all year groups in Drawing, Painting, Printing, Textiles and Digital mediums. The art and design process of generating ideas → making → evaluating → applying knowledge and understanding, is kept clearly in focus to inform planning and development. This is an excellent example of planning that can be used as a model of good practice for other areas of the curriculum. A simplified version of the progression planning needs to be posted in the relevant curriculum section of the school website. In order to further enhance this, expectations of endpoints in Art and Design at Rickmansworth Park JMI School needs to be specified, and clear communication of how the learning in this area begins in EYFS.
- Similarly the planning for Computing was shared and was a helpful example. This provided information on provision in Early Years through to Year 6 and covered Digital Literacy, Information Communication Technology and Computer Science. The progression of learning in Coding is clearly specified and cumulative in nature.

Summary of School Self-Evaluation

- There is a detailed school self-evaluation document which provides robust evidence of strengths in all areas of provision across the school. The school view is that it currently provides outstanding provision in The Quality of Education, Leadership and Management, Personal Development, Behaviour and Attitudes and Early Years. The snapshot observed on this visit confirms strong and effective practice across the school.
- It would be worthwhile ensuring that all information contained in the SEF is closely aligned to the current inspection framework descriptors for good and outstanding. Some of the evidence sources, though highly worthwhile, are perhaps a little dated and could be refreshed.
- A greater emphasis on the importance and commitment that the school demonstrates to prioritising reading would be essential to expand upon, in any future revisions to this summary document. Threading through the SMSC appendix into the main document would enhance the evaluation - this could perhaps be done by colour coding the different strands.

To summarise:

This is a school that is highly committed to, and successful in, providing a high quality of education for its pupils.

- The school prioritises and achieves a very high standard of quality first teaching for all pupils.
- Expectations are high for all children at this school.
- Reading is highly prioritised and high quality phonics teaching underpins the high level of reading fluency across the school.

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- There is a forensic approach to identifying underachievement for each individual child and tailored provision is put in place promptly to address these needs.
- There is wide range of skill and expertise in evidence across the teaching and support staff team that enhances pupil learning.
- Behaviour for learning reflects a high quality learning environment across the school. Activities are highly engaging.
- Tailored support is provided by all staff to meet individual needs. They are skilled practitioners. Individual needs are addressed in a bespoke manner to maximise progress from starting points.
- The quality of questioning as a strategy to probe and develop thinking skills is strongly in evidence across the school.
- The leaders can evidence the impact of the actions taken to successfully address the points for improvement from the last inspection.
- The role of the Lead Practitioner to model best practice in teaching and learning is a great strength and builds sustainability and capacity.

Recommendations:

In order to build upon the existing high quality provision for pupils at Rickmansworth Park JMI School:

1. **Improve communication around the quality of the curriculum on the school website and to the parents.**

- There is some helpful supportive information available but it requires significant development.
- The whole school curriculum overview requires significantly more detail. At the present time it is a list of topics. Where topics are revisited how are children building upon prior learning?
- What does the implementation, impact and endpoints for each area of the curriculum look like?
- What does the progression of skills, knowledge and understanding look like in each year group? How is this demonstrating that children are knowing more and remembering more? (This is the progress model under the current EIF.)
- When communicating to the parents, what information is most helpful to them? How can you maximise their commitment to engage in the learning process most effectively? Does this require a consistent high quality format for communicating information about learning to them?

2. **Proving exceptionality**
   Leaders are aspiring to achieve an outstanding judgment from OFSTED. It therefore is of particular importance for all staff to continue reflecting and articulating how the impact of their work demonstrates exceptionality. A key question to consider is "What is the impact of my leadership?" A regular external review of provision could be supportive in relation to this.

3. **Be aware of changes to statutory compliance regulations in relation to Pupil Premium Funding:**
   To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. **All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.** (These templates may be updated) The Department for Education will undertake monitoring checks on a sample of schools' published reports.'
   This information comes from:
   https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities

Report to be copied to:

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Name of consultant	Linda A Hardman	**Role**	District School Effectiveness Adviser (Three Rivers)

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