

Beckfoot Phoenix External School Review Feedback

Date: 11th, 12th March 2020

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Team members:

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Purpose of the review

- To explore the breadth, balance and relevance of the curriculum.
- To review curriculum and subject plans, particularly in English and mathematics for progression.
- Discuss the leadership of the curriculum with subject leaders

Information about the review:

This review took place over two days. The following activities took place:

- Meetings with headteacher and senior leaders re: the curriculum
- Meeting with senior leaders and other leaders re attendance and behaviour and attitudes.
- Meetings with subject/phase leaders for English and mathematics.
- Meetings with classroom teachers.
- Learning walk to lessons.
- Scrutiny of subject plans, schemes of work and policies.
- Meeting with members of the trust board.
- Meeting with a member of the local school committee
- Meeting with administrative staff re SCR

Key Findings:

Curriculum Review

- ❖ Leaders have a very clear vision and rationale for the curriculum that they have designed for their pupils. The curriculum is based on thoughtful consideration about the skills and knowledge that pupils need in the future. Leaders believe that the previous subject-based curriculum was not relevant to their pupils. This is because the skills relating to subject content will not prepare the pupils for the life skills that they need.
- ❖ Leaders, through their research, have identified that the skills that they want their pupils acquire, are based on six areas of learning. These are conceptual and communication, ownership of learning, social and emotional, physical development and orientation, understanding of time and place and creativity and critical thinking.

- ❖ The curriculum is based on the national curriculum. It builds sequentially across the 6 areas of learning, across 5 stages. The content of the early years curriculum and the national curriculum are taught through skills-based lessons.
- ❖ A useful document sets out the rationale for the curriculum. It explains how the curriculum is organised and planned.
- ❖ The planning documentation is impressive. The subjects of the curriculum are set out in detail and show how they build progressively over each stage of learning.
- ❖ The curriculum is flexible. This means that the content can be personalised to match the interests and needs of each pupil.
- ❖ Targets from education health and care plans are used to plan each pupils journey through the curriculum. Targets from the skills and knowledge from the relevant stage are also set for each pupil.
- ❖ Teachers use the skills and knowledge set out in the appropriate stage to plan their lessons for a term. They incorporate the termly topic into their plans. Pupils' current knowledge is considered in each area of learning, to ensure that they have the skills that they need before the topic is introduced.
- ❖ The clarity of the curriculum and the system supports teachers well with their planning.

PUPILS BOOKS.

- ❖ Pupils books show that they make progress over time.
- ❖ There is planned repetition of work to help pupils to remember over the long term.
- ❖ Teachers describe clearly the progress that pupils are making in their books.
- ❖ Books confirm that pupils are engaged and take care with their work.
- ❖ Teachers explain how they assess work. They know that their assessment is accurate because there is regular moderation of the stages of engagement.
- ❖ All pupils can talk about the work that they have done. One pupil sounded out the letters 'p a t' and could blend the word. Another pupil talked about the work that she had done on Egypt. She could remember the vocabulary 'pyramids, pharaohs and desert' and describe what a pyramid is. Another pupil eye points to an object and presses a switch to indicate 'stop' or 'more'.

LESSON VISITS

- ❖ Lesson visits show that pupils are remembering over time. It was clear from the phonics work, that pupils were using their prior knowledge to blend words.
- ❖ Pupils behaved well in lessons. Activities are short which helps pupils to stay on task.
- ❖ Teaching assistants support pupils well. There was good use of praise.
- ❖ A wide range of resources are used effectively to support and consolidate learning.
- ❖ Lessons are purposeful and well planned.
- ❖ It is clear that phonics is taught well as pupils are using their phonic knowledge to tackle unfamiliar words.
- ❖ Staff reflect on how their lessons can be improved. They use the stages documents to develop their practice.
- ❖ Strong practice was observed across the 13 English and maths lessons that were visited.

- ❖ Staff are articulate in explaining the rationale for the curriculum and how it is delivered.
- ❖ Staff are knowledgeable about the curriculum and how it relates to assessment.
- ❖ Conversations with teachers mirrored what leaders had described. Leaders share their passion for the curriculum with the staff. All staff share the belief that the curriculum is right for the pupils.
- ❖ Teachers were confident and well prepared in their conversations with reviewers. They provided examples from their records of how pupils had remembered over time.
- ❖ Teachers said that morale was high in the school. Workload is manageable. Staff said that they are given support and extra time if they need it.
- ❖ Leaders talk articulately and confidently with reviewers about the rationale, implementation and impact of the curriculum.

READING

- ❖ Phonics is taught well. Six pupils were listened to reading. They were using their phonic knowledge learned over time, to tackle unfamiliar words. Pupils enjoyed reading. They were interested in the books that they were reading. They concentrated and tried hard when they came across a word that they didn't know.
- ❖ Reading books are matched to the phonic knowledge of the pupils. Leaders have bought new books which are matched to the phonic scheme that is used by the school. (Letters and sounds). Dandelion books, phonic bug books and jelly and bean books cover phase 1 to phase 5 of the phonic scheme.
- ❖ Pupils read at home. They have book bags which they take home. Pupils read at least once per week in class.

BEHAVIOUR

- ❖ Pupils are well behaved in lessons. They work hard and concentrate on what they are doing in class.
- ❖ Classrooms are calm because staff are skilled in behaviour management strategies.
- ❖ Pupils are pleased to talk about their work to visitors
- ❖ Behaviour incidents are logged on the CPoms system.
- ❖ In the academic year 2019/20 there were a total of 17 physical interventions, involving 6 children. There were 11 incidents in 2018/19. Extra staff have been employed to support the classes where pupils display challenging behaviour.
- ❖ There have been no reported incidents of bullying.
- ❖ There have been no exclusions this year.

SAFEGUARDING

- ❖ The school's single central record is fit for purpose.
- ❖ Administrative staff have a good understanding of the single central record because they have undertaken the safer recruitment training.
- ❖ The DSL and deputy DSL's have received appropriate training and they attend regular updates from the DAP and LA safeguarding networks.
- ❖ Staff are well trained. Regular updates and quiz questions ensure that safeguarding is a priority with the staff.

- ❖ The safeguarding lead has effective relationships with external agencies. The safeguarding lead is not afraid to challenge other agencies in keeping pupils safe and getting them the help that they need. Detailed chronologies are kept of ongoing issues and show that the leader takes appropriate actions.

DISCUSSIONS WITH STAFF

- ❖ Staff say that they are well supported by leaders. The headteacher leads by example. CPD is identified and training offered. Staff say that they have a good work life balance.
- ❖ Staff say that they have regular Friday briefings about safeguarding. Staff have received training in Keeping children safe in education, prevent, upskirting and county lines. Staff are aware of the risks that pupils encounter in their lives.
- ❖ Staff say that bullying doesn't happen in the school.
- ❖ Staff say that behaviour is good in the school. Staff have strategies to manage behaviour, such as behaviour support plans and team teach training. CAMHS training has been delivered to staff.

ATTENDANCE

- ❖ The culture of the importance of attending school has changed. There is a new policy in place to report pupil absence. Expectations of attendance and what to do if a child cannot attend school are set out for parents in the HERO's booklet. There is a community and family support coordinator who works with parents on improving attendance. The attendance leader has shared EHCP with the hospital service for pupils who are often in hospital. Part time timetables are prepared for pupils who are returning to school following a hospital admission. Holidays in school time are not authorised.
- ❖ Last year attendance was 89.3% compared to 91.7 this year. Leaders say that the improvement in attendance is because of the work that they have done with parents, to raise the importance of attending school. Twenty six pupils were persistently absent last year, compared to twenty five this year. The majority of these pupils were absent due to medical reasons. Some pupils are absent due to transport no longer being provided. There have not been any exclusions over the past two years.

PERSONAL DEVELOPMENT

- ❖ Personal development is an important strand of the school's work. The Bradford PHSE scheme of work is a basis for the work. The aim is for pupils to become independent, tolerant of each other and resilient. Inclusive work takes place with Merlin Top school and Priestthorpe school where pupils attend for individual lesson.
- ❖ Pupils 'Help a friend' and take a friend back to class after assembly, to build self-esteem and independence. Pupils vote on issues, such as outdoor equipment in assemblies. A 'pupil voice' box encourage pupils to post their ideas.
- ❖ Some staff have accessed the DAP training day on mental health first aid for adults and children.
- ❖ There are a range of extra-curricular activities on offer - cubs, bike club, garden club. Stay and play is well attended during the holidays. Pupils are involved in sports with

other schools. Trips take place to enrich pupils experiences, for example to supermarkets and cafes.

- ❖ Pupils' individual interests are used to motivate them to attend clubs.
- ❖ Pupils take part in activities with the community. For example, a food collection took place for Harvest Festival and this was shared with the community. An afternoon tea is planned for Mother's day.

LEADERSHIP

- ❖ Leaders were well prepared to talk to the reviewers. They brought relevant information with them to meetings. They talked articulately about the rationale for the curriculum, curriculum planning and the impact of the curriculum.
- ❖ Discussions with staff mirrored what leaders had said about the curriculum. Staff share leaders' vision and ambition for the curriculum. The headteacher has worked closely with the staff to develop the curriculum and this has given staff a sense of ownership.
- ❖ The leadership team support other leaders and staff well. This results in a high staff morale.
- ❖ The trust board provide effective support and challenge to leaders. They hold the headteacher to account for standards in the school.

NEXT STEPS

- Continue with the work that you are doing to improve persistent absence.
- Consider how to show the progress that pupils make through the curriculum.
- Further develop quality assurance processes to check on aspects of the planning, delivery and pupils' progress through the curriculum.
- Consider giving pupils more opportunities to practice their reading out loud to an adult, to develop their fluency.
- Look at what the school does throughout the day to develop pupils' enjoyment of reading.