

# SIP – Note of Visit 2014/15

## PART A

<b>SCHOOL:</b> Clyst Vale Community College	<b>DCSF NO:</b> ACAD4009
<b>SIP NAME:</b> John Shears	<b>DATE OF CONTACT:</b> June 29th 2015
<b>PERSON SPOKEN TO:</b> K.BAWN (PRINCIPAL); D.WALTERS, C.DORMAND,P.COLIN (SLT)	<b>DURATION</b> 3 hrs

## PART B

### Purpose of visit:

- To discuss the June 2015 Ofsted inspection and begin to consider future planning
- To gather information for the governors' Annual Report.

### EVIDENCE BASE

- Discussions with the Principal and senior leaders
- Ofsted inspection report
- Early forward planning documents.

### MAIN FINDINGS

- The 2015 Ofsted inspection judged the school to be 'good' overall and good against all the key judgements.
- This inspection outcome confirms the views of the SIP gathered across the year and indicates the significant progress made since 2013 and RI.
- While the school has much good practice it is not yet outstanding because some groups such as PP and the high attainers while doing well are not maximising their potential.

### COMMENTARY

The brevity of this report is a reflection of not wishing to repeat all the aspects of the June 2015 inspection report. This should not however be taken as undervaluing the good progress made in 2014/15 and the significant improvements made since the school was deemed to 'require improvement'.

### **Achievement**

The numerous improvements of 2014 have been continued and in several cases accelerated in 2015. Attainment is predicted to be above the national average against most benchmarks with 5+A\*-C with E/ma at about 70% and most subjects exceeding their national A\*-C averages with only history of the Ebacc subjects being of concern. The progress in English has been most encouraging and a significant factor in the good Ofsted judgement. Outcomes in achievement should be good with 'expected progress' in the core subjects likely to be very high. A very significant improvement has been with the best8 VA and this could exceed 1010 so again be well above the national norms. The improvements in 2015 reflect more effective teaching and a stronger focus on the examination needs as well as good tracking, the SAIF process and more robust accountability and challenge from the senior team. A challenge in the year ahead with changing specifications and assessment practices will be to ensure that teacher predictions are accurate.

While there is the expectation that standards across the board must be maintained, in order to move to outstanding it will be necessary to establish a more effective approach to some of the student groups. High attaining pupils do well but achievement here needs to be for a broader group than the gifted and talented and this will make demands on teaching approaches so that there is greater challenge. In terms of 'narrowing the gap' with disadvantaged students there is an obvious improvement this year but it needs to be sustained and across a wide range of subjects. Staff are aware of pupil premium students but not all their practice is effective in differentiating for their needs and then stretching them through a wider range of activities. Differentiation is largely by outcome so not always as effective as it could be.

Progress has been very good in the Sixth Form and achievement in VA terms is very positive. The 2015 estimates are encouraging and students are very well supported so many will move onto university courses with confidence.

### **Teaching and learning**

Ofsted and the SIP visits confirm that this is good with some outstanding practice. The climate for learning is very positive and staff-student relationships outstanding. The students behave well and the great majority have an excellent work ethic. The focus on effective teaching and the additional links to examination needs have clearly made a difference this year with good tracking enabling earlier interventions. The drive to improve marking and feedback has also been successful but is an area that needs further attention as there is some inconsistency despite the direction given by senior leaders and some middle leaders need to be more proactive in their monitoring of this element. The use of data and good assessment has been robust and most teachers are making better use of assessment to support their lesson planning and this can be seen in higher outcomes. Changes in assessment and grading are likely to mean that in 2015/16 there needs to be a greater focus on accurate assessment in Key Stage 3. It is recommended that the school develops a simple model based on accurate professional teacher judgements to track progress across years 7-11 so that interventions can be established early in a student's school life and parents can see how their child is progressing and their likely outcomes at GCSE from an early age. This is likely to be a significant change after the links of levels to national criteria and staff will need support and be given confidence if they are to avoid a highly prescriptive approach.

### **Leadership and management**

Senior leaders have brought more challenge to their role this year with some very evident gains that are reflected in the inspection report and despite the demands made their work has been sensitive and supportive. While recognising the need for raising standards it has not been undertaken at the expense of a highly caring inclusive school. Students are very well supported in their emotional and intellectual development. SLT have been supported by a strong pastoral team and by several outstanding middle leaders but with the latter there is still inconsistency in terms of how they challenge and support their colleagues. Some are

excellent role models who monitor progress in their department and intervene to ensure high standards but for others the monitoring, evaluation and intervention role is still rather passive and dependent on reacting to the senior lead rather than be more proactive themselves.

The senior team has a good awareness of strengths and weaknesses and have been proactive in tackling these this year. The 2015 inspection should give the school the confidence to realise its obvious potential and seek to be outstanding by its next inspection. The 2015 inspection clearly indicates the areas where effective actions will make a difference and the SIP suggests that any planning should focus on a few key elements rather than operating on too broad a front. Discussions will need to be had to allocate the key priorities between the senior team in order to ensure clarity and accountability. This might mean some adjustment of role or with the line management oversight of subjects. A simpler plan with fewer priorities should ensure that the governors can monitor strategically the progress being made and therefore feel confident in their oversight of the school.

**HEADTEACHER'S or PRINCIPAL'S COMMENTS:**

(If you wish to make any comments, as agreed in the Protocol Governing Visits made by **Babcock LDP** Advisers to Schools, please use this space and return a copy to the author of the School Visit Notes.)

**CIRCULATION:**

Please circulate this visit note to headteacher and chair of governors, and also to [susannah.kilby@babcock.co.uk](mailto:susannah.kilby@babcock.co.uk) on behalf of Babcock LDP