

School: Ravensmead Primary School

Headteacher: David Bell

Flagship Assessment: 10th July 2014

Assessor: Dr Wendy Daley

School data and context

“I’m at the front of the school every morning and I’m at the front of the school every night”. This is the clear commitment of leadership here; uncompromising ... ever present aware ... visible and accessible. This is a no-excuses culture that exudes deep respect and care of all of its school membership, big and small.

Ravensmead Primary school is situated an area of socio-economic diversity near Stoke –on-Trent. Building expectation and aspiration within the wider community has been a deliberate undertaking in the clear understanding that education can only be a journey of partnership. The social confines are turned around and there is a determination to accelerate achievement. End of year results are just one clear indicator of the success of this vision. Another is the passion and loyalty that staff and parents exhibit. Enjoined pride in each child’s path towards their own success is acknowledged and celebrated by the entire Ravensmead community. Every contribution is valued and nothing is discarded.

Welcome and a sense of belonging engulf the visitor who comes in through the front door, let alone the children and staff who ARE the heart of this school. Quality, colour, stimulation, care and a culture of happiness have immediate impact. There is clear recognition, by the entire community, that investment is made in building confidence, independence and a clear sense of self-worth and value. Listening and hearing each other is a reciprocal skill for everyone and ensures humility of response, reflective of integrity and purpose.

Learning **IS** valued. Aspiration and expectation are unquestionably present. The quality of imaginative and creative thinking ensures a climate of motivation and excitement. There is a restlessness to investigate always more, always higher, always better, always bigger

The review drew on examination of documentary evidence; a tour of the school; a work trawl; interviews with children; interviews with key personnel and discussions with parents. Triangulation of points of evidence relating to the Flagship action plan were investigated and acquired. Melanie Goodall (Assistant Headteacher SENCO and Inclusion Manager) collated the evidence for the review and ensured a thorough programme for the day that reflected the action taken since the initial Flagship Assessment. Everything has demonstrated a leadership committed to inclusion.

Flagship Re-Assessment Report:

ELEMENT	Action	Action undertaken to build capacity
<p>4. To track the impact that pupil premium has on supporting pupils.</p> <p>To measure the Gifted interventions offered and the impact it is having on those pupils' performances.</p> <p>. To focus on the SEN pupils and evaluate the impact of their interventions. Focus on the different</p>	<p>Pupil Progress meetings; two learning mentors; Miss McNairn in Key Stage 2 and Mrs Hall in Keys Stage 1, Further tracking takes place against the groups of children including Ever 6 on a termly basis after the Pupil Progress meetings have taken place.</p> <p>Discussed at the Pupil Progress meetings.</p> <p>Interventions for the SEND pupils are discussed at the Pupil Progress meetings. More specific analysis can take place at the end of the year with regards to groupings of the children within SEND.</p>	<p>Connectivity builds the strength and rigour of assessment processes here.</p> <p>Challenge is ever present. Tis school does not rest on it laurels there is always another learning journey to explore ad investigate Pragmatic scaffolding builds the assessment process... From STAR Week, to Pupil Progress Meetings to Parents Evenings. The capacity is built to ensure clarity of the achievement processes for each child.</p> <p>Involvement and collaboration are key to the successes of each child</p> <p>Sophisticated mechanisms exist for the effective communication and dissemination of information</p> <p>Vertical setting provides 'value for money' in that it maximises the teacher skills and strengths. The groups are flexible to the assessment and evaluation processes and the identification of need</p> <p>Competition is an inspirational driver. Children are enabled to experience and understand the rewards of effort.</p> <p>The planned space to be dedicated to expressive arts provision supports the desire of the school to ensure success experiences are broadened and enriched.</p> <p>Strategic support is invited from volunteers and builds to the picture of collective inspiration and aspiration</p> <p>Focused rigour of provision ensures that the school's demographic works as an enthusing challenge rather than an excuse for</p>

<p>groups under the umbrella of SEN e.g. ASD, SpLD, BSED, HI, VI in order to evaluate the impact of interventions for specific groupings</p> <p>Individual Education Plans</p>	<p>updated and adapted Targets are SMART and are shared with pupils and parents</p>	<p>complacency and compromise There is emphatic role modelling by all staff of desired outcome behaviours and of robust exemplification of extended language skills Marking is fine tuned to provide key information to the marker as well as to the 'markee' The depth and quality of Provision Mapping and of Tracking is breath-taking. It captures passion and interprets it pragmatically into accessible information. The colour coding enables quick extrapolation of specific data and therefore of focussed intervention</p>
<p>5. Monitoring of lessons</p>	<p>Effective monitoring programme in place, where Guided Reading, Topic work and PE lessons have been observed. This has included pupil discussions and book monitoring Our SIP has been involved in the monitoring process alongside the SMT and subject co-ordinators as appropriate Professional discussion with the class teacher after the observation, reflect on the Feedback policy and Marking symbol pupils themselves as they are able to discuss the symbols and how they are used to reflect their learning</p>	<p>There is a rich array of monitoring mechanisms that ensure that each voice is heard and contributive to the whole picture Work sampling and general vigilance is aimed at building consistency and quality of the learning environment Performance management gives identification of the clear responsibilities of line management Tracking and recording are pragmatic and feed well informed feedback and connectivity of all interventions and provision Evaluation is a clear expectation of access to training as it its potential to add impact value "I WILL fight for the rights of each child" Staff translate inclusive passion into action Staff have distributive responsibility for each child's learning and their success "As a team , we know we can do this" The marking symbols are clearly understood and respected by the pupils and show relevance to currency of learning There is an enthused willingness to work with outside agencies and to seek out additional support and advice</p>

<p>3.Pupil discussions</p>	<p>Part of our monitoring process. During the summer term more specific discussions will be taking place</p>	<p>Transition is a caring process to ensure sustainability of a sense of safety and of well-being Staff feel that their approachable relationships with all children ensure that children can access support and help. It is not left to chance but mechanisms and vehicles for such communication are clearly evidential “The power of relationships is healthy for all of us. We all have a need for conversation”(teacher comment) External play and learning add value to voice! Provision is qualitative and aspirational. The school site enables choices and pupil determinations Visits extend the potential for interrogation and investigation of learning contexts The Nurture room provides immediacy of response to pupil need Building emotional literacy is a key component of teaching and learning The spirit of celebration and reward are endemic The pupils are sensitive to each other’s needs “Everyone is dead caring. The teachers are superb with their caring”(pupil comment) Multi-sensory and experiential learning opportunities are crucial to enabling access to enriched understanding. Themed learning events also support this premise Children undertake a variety of identified responsibilities throughout the school</p>
<p>1.Flagship Leadership and impact (Parents/other schools)</p>		<p>The leadership exudes an astute awareness of the school’s identity and context Staffing designations and deployment are strategic to the learning culture here Visibility and transparency of all undertakings are dedicated commitments Systems and structures are firmly embedded to ensure succession planning of the school’s vision</p>

		<p>Staff skills are known and as required, are assiduously built and redeployed</p> <p>Staff are empowered to recognise and acknowledge their own strengths and weaknesses and therefore to understand the appropriateness of their capacities to support</p> <p>Performance management is robust for ALL staff and ensures collectivity of processes and builds strength and capacity</p> <p>“We (<i>the teachers</i>) are reading from the same page”</p> <p>The ‘drop ins’ provide a mechanism for accessing feelings and opinions from identified groups of providers</p> <p>The leadership pursues various accreditation marks as extended accountability and recognition of the very good practice that is Ravensmead.</p> <p>Interventions are supported by robust training and skill building</p>
--	--	--

Recommendation:

The Flagship Review has been successful and I am of the opinion, that the school should maintain Flagship status.

There are some Targets and Action Planning for the school, and these have been agreed with the assessor. A revised action plan is to be submitted and a further review will take place in a year. The suggested areas for development are aspirational and presented as inclusive advice and support, in an advisory context. It is not intended that the school should undertake immediate and complete action but that aspects be prioritised and addressed within the school’s planning and review processes.

TARGETS

Element 1.

- The status of Flagship needs to be more fully exploited. Currently, it is too discrete on approach and on external signage. Could there also be some arrows on the external walls to indicate the entrance?
- To consider the development of a Multi-Media Centre (incorporating the library and the defunct ICT Suite?)
- To access Mentoring of a COE school and Inspirational Partnership with a Flagship School – this to enable shadowing and exchange of staff perhaps + Inset potential etc.

- Perhaps the role of SENCO needs to be subsumed within that of Inclusion Manager. The remit could then pull in the many and varied strategies being employed throughout the school and add to their clarity as being Inclusive. There could also be representation from various stakeholder groups who could then monitor and review appropriate Elements

Element 3.

- To give greater autonomy to the voice of the School Council. Could they not themselves be responsible for strategic recruitment and selection of officers? With this would come the additional expectation of weekly feedback to the whole school thus role modelling expectation for future recruitment and also providing strategic experiences of committee genre language and operation.
- To extend the initiative undertaken this year to capture pupil commentary at transition time from KS1 to KS2. This could form the basis of recorded conferencing and shared dialogue concerning identification of learning and of emotional skill targets etc. ('Bulls Eyes' discussed)
- Only as an extra for oration experience, 'Sparkler of the Week' was suggested

Element 4

- To consider recording 'pupil voice' and peer marking commentary. Perhaps after the PP meetings and before parents' evenings? They could be collated in a Log, rather like the wonderful Learning Journeys. These could also include a variety of pupil related celebration and commentary
- By dating the learning levels when they are achieved, it would be possible to monitor any learning trends
- For where appropriate, peer marking be to a set of criterion. This would encourage reiteration and revisit of specific learning

Element 5

- Purely as an additional potential for discrete observations and monitoring, it is suggested that staff meeting be hosted in different areas/classrooms of the school. Each 'host class teacher' could then open the meeting by sharing a 'Success of the Week'; a 'tip'; a whole school focus theme etc. Not only would this add to the holistic profiling experience but also be a vehicle for sharing good practice.

