



LEADERSHIP REVIEW OUTCOMES

September 2015

Following our OfSTED inspection in November 2014, the school has been monitored by an 'Interim Review and Challenge' team from Babcock International on behalf of Surrey County Council, who come into school at least once a half term to check on the progress we are making. Once a year, they also conduct a full review of the school's leadership, to ascertain whether or not we are making enough progress towards securing an OfSTED judgement of 'Good' at the next inspection. Our 2015/16 annual review took place last Wednesday.

Happily, the lead reviewer concluded the school is making the right progress towards securing a 'Good' judgement and agreed with the areas we felt had improved. It also found that our action planning appropriately targeted the right areas for further improvement and was realistic in its expectations. Below is a summary of the main points from their findings. We are working hard to improve the areas identified and continue to strive for the best!

	What are we doing well?	What do we need to do next?
Capacity of Leadership	<p>A happy, motivated staff who are proud to work at the school and describe it as a 'fantastic' place to work.</p> <p>Good communication within the school, including good training and induction processes for staff.</p> <p>Leadership conduct thorough and detailed self-evaluation and development planning and manage finances well.</p> <p>Good academic standards in Early Years and Year 1 phonics last year (above national averages), and improvements in attainment in all areas for Key Stage 2 last year.</p> <p>Improving results for pupils with additional needs, led by a knowledgeable SENCo who adds value to the school.</p>	<p>Continue to raise standards as our attainment is still below national average in some areas.</p> <p>Identify where pupils have gaps in their knowledge and plan precision teaching to close the gaps.</p>
Teaching and Learning	<p>Good practice in marking and children responding to teachers' comments.</p> <p>Good learning environments in the classrooms. and clear delivery / explanation of lessons by all teachers.</p> <p>Clear routines and good transition in Early Years and Year 1.</p> <p>Evidence of adults asking good questions to extend learning.</p>	<p>Some inconsistencies in teaching need to be addressed, including inconsistencies in the strategies used to improve spelling.</p> <p>Teachers need to ensure the most able children are always sufficiently challenged, especially in maths.</p>
Capacity of Governors' Leadership	<p>The governing body is well led by a very effective chair.</p> <p>The governors undertake a high level of training and make regular monitoring visits to the school. They therefore have a good understanding of the school's strengths and areas for development.</p>	<p>Some suggestions were made about small improvements to the format of reports and meeting minutes.</p>

The review also looked at our progress against the targets OfSTED had set us at the last visit. They felt we had made good improvements in all areas against the actions we were given and, in some cases, had met the target already.

OfSTED Area for Development	Progress seen	Next Steps
All pupils have time to respond in depth to the useful comments teachers make in their books.	This was achieved in books seen (maths and English).	Continue to ensure this is achieved in all subjects.
All teachers ask effective questions that make pupils think more deeply.	Evidence of good questioning skills, especially from support staff in KS1.	Use the good questioning skills seen to develop others' questioning skills across the school.
Pupils are clear about the skills they should be using in each lesson.	Seen in all lessons observed for the Leadership Review (English) however this was not enough evidence on its own as only one subject was observed.	<i>Request a maths monitoring visit to collect enough evidence that this is achieved in all subject areas.</i>
Middle leaders make careful checks on the academic achievement of different groups.	Subject leaders have a better understanding of strengths and weaknesses in teaching of their subject and whole-school performance / results.	Subject leaders need to conduct a gap-analysis of learning in their subject and tailor action plans to address the areas which are weak across the school (e.g. spelling).
All of the gaps in pupils' knowledge are identified and plans show how these will be addressed.	Booster groups have begun to close gaps in pupils' knowledge in all year groups for core subjects.	Precision teaching needed to hone in on missing skills for pupils still behind the expected level.

Having originally had a lot to work on, we are delighted to now be narrowing our focus to a few key areas that need improving. Our priorities for the year ahead are:

- 1. Ensuring children are always sufficiently challenged, especially our most able mathematicians**
- 2. Ensuring school approaches to supporting spelling in writing lessons are consistent**
- 3. Identifying gaps in individual pupils' knowledge and targeting support to help address them**

We will, of course, continue to evaluate and reflect on all aspects of the work we do and strive to make continuous improvements to teaching and learning. Although schools are very much judged on pupil results, we know that these do not represent everything our school has to offer. We continue to value a broad and balanced curriculum and to look for opportunities to develop our children in different ways, both in and beyond the classroom.

We consider parent feedback to be one of the most useful and important tools we have in helping to achieve school improvement, and would like to thank Powell Cordeory's parents for their sterling support of our school on its improvement journey, and the staff for their hard work. We must also, of course, recognise the huge amount of work our fantastic children have put in, and congratulate them on the progress they are making - we are *Proud to be Powell*, and proud of them all!

Yours sincerely,

Mrs E. McLaughlin
Head Teacher

Mrs A. Cliff
Chair of Governors