

Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	Hillmead Primary
Headteacher	Richard West
School Improvement Adviser	Richard Blackmore
Dates of visit	Autumn: 10 th October 2017 Spring: 22 nd and 23 rd March 2018 Summer:



2017-18

Spring 2018

General updates

- None of major significance.

SP1. Outcomes for pupils. current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

- Outcomes are exceptionally positive across the school. This is the case for different groups of pupils and across both core and non-core subjects.
- Progress evidence in the journals illustrates very rapid progress during the autumn and the spring term. This is because the questions and challenges put to pupils is strong. Notable examples were seen. For example, when looking at vehicles for travelling on the moon pupils were asked, 'Why do you think the wheels needs to be protected?' When working on perimeter and area pupils were stretched in their thinking when tested to 'explain to me why this is so?' by staff.
- Attainment is strong and due to the progress that pupils are making it is continuing to rise quickly. Teachers and leaders are very clear on the picture of standards at the school, including for the wide range of groups of pupils at the school.

SP2. Issues arising from the data

- Occasionally, assessments not carried out in the journals when there was sufficient evidence to make a judgement.
- There were times in group work when outcomes and the stretch for the most able pupils were not as strong as they could be.
- Teachers are usually good at challenging errors in pupils' answers. However, outcomes could be even stronger if this was even more robustly carried out.

SP3. Quality of teaching, learning and assessment

- Teachers bring the curriculum alive for pupils. There are many innovative opportunities for pupils to explore their learning in a very real and purposeful sense.
- Marking is typically undertaken extremely well, being thorough, detailed and enabling pupils to have a very good grip on how to improve. One comment that was typical of many was, 'You've made some good improvements. However, there's still many comments that I gave you that you could have worked on'. An example was then given by the teacher to show the pupil what was meant – this adds significantly to the clarity for pupils.
- Editing and improving writing skills are very well honed by pupils because teachers are adept in encouraging pupils to be self-analytical and critical of themselves and others. This is completed in a very sensitive and mature manner. Pupils write with flair and make effective use of a range of features. For example, adverbs are used well in a range of writing genres.

- Teachers build well on previous lessons. This was demonstrated effectively in a year 6 science lesson when pupils were studying electrical circuits. Pupils manipulated a wide range of resources well to make a range of components including switches which concreted learning very well.
- Pupils' understanding is sharpened acutely by the study of topics from a real life perspective. Excellent use is made of visitors e.g. the National Theatre and visits to places such as the London Canal Museum. Pupils enjoy these experiences. One pupil describing the canal museum visit said, 'It was great!'
- Teachers ensure that pupils know their targets so that they can move on swiftly from their individual starting points. One pupil explained in great detail how she needed to develop her understanding of inverse operations in mathematics and in her writing need to improve the use of conjunctions.
- Teaching is 'immersive'. This enables pupils to richly use their skills in different contexts and circumstances. The impact of this is very strong and results in pupils that are able to translate, for example, scientific skills into different tasks such as mathematics. These opportunities are well planned and evaluated so that learning is continually sharpened.

SP4. Effectiveness of leadership and management

- Leaders and staff ensure that learning is real. It is fundamentally focused on learning that sustains pupils' knowledge and skills so that the application of these is very secure in the full range of curriculum areas.
- Leaders have exceptionally high expectations for the staff across the school and also for pupils. To this end they take immediate action and guide staff accordingly if any part of the school's work is not good enough. This tenacious approach to continuous school improvement sets a clear and unequivocal path of success for pupils and the outcomes they are reaching, which currently are high.
- The Headteacher and deputy Headteacher analyse and evaluate learning excellently. They know what constitutes effective learning and development and this is used to exceptionally good effect. They can pinpoint what helps and hinders learning and this is then used well to stretch learning even further.
- The curriculum is excellent because different avenues within one subject are explored in great detail. Pupils' skills are put routinely and robustly put to the test in a range of challenging ways.
- Through the performance management process it is evident that governors have a very clear understanding of the school's priorities. They feed these exceptionally well into the performance management arrangements and the ongoing understanding of capturing the fundamental aspects of the school's work to secure further improvements, especially on pupil outcomes.
- Governors challenge the headteacher well and analyse the detail of the school's impact on teaching, learning and assessment. They also provide valuable and accurate insights into the school's wider work, including the significant role in its work and partnerships with other schools and organisations.

SP5. Personal development, behaviour and welfare

- Pupils across the school demonstrate much resilience in their learning. On a learning walk there were numerous examples where pupils are having to pull on a wide range of their skills to complete the challenging tasks presented to them.

- Pride is taken by pupils in their work. This is particularly the case when completing work in the journals. These also show very positive attainment in relation to the national average and also evidence progress to be typically excellent.
- Attitudes are very positive. Pupils learning in lessons is free from disruption so that they can concentrate very well and make the most of the support from support staff and teachers.
- Pupils show significant levels of respect to one another and the staff. As a result relationships are very well developed and strong. Pupils say that they like the staff and point towards the teachers and senior staff as aspects of the school that make it 'a great place to be'.

SP6. Effectiveness of Early Years provision

- The leader of the early years has planned the setting with much thought to the children's learning. As a result they learn very well and are confident in how they tackle different tasks and activities.
- In the EYFS there is very comprehensive use of the spaces within the setting. They are well planned and children make very good use of the tasks that are set for both independent and group work.
- Support for pupils with particular needs is strong and well-targeted. For example, speech and language development with three pupils was executed very well, drawing pupils speech and language out in a range of thoughtful and careful ways such as roaring as well as whispering.
- The children's mathematics development is sharpened well through practise and active methodologies. Through brick building children could identify shapes both 2D and 3D while rocket building prompts suggested ways that different bricks could be placed together.
- Themes extend very precisely and helpfully through the rooms so that learning is built upon in a highly methodical and step by step approach. Children spoken to could articulate what they were learning, how they were learning and why they were learning certain concepts.