

School Effectiveness Cornwall – Monitoring visit 11th July 2018

Main findings - Leadership and management

- The action plan and accompanying timeline is being used effectively to ensure that improvement continues.
- Responsibility is clearly defined and senior leaders are working well together to secure improvement; supported well by the interim executive board.
- Middle leaders have a better understanding of their roles than in previous years.
- Middle leaders report that they have a good working relationship with the senior leadership team and consequently feel supported in carrying out their roles.
- Line management of the middle leaders is carried out by the Hub Directors, who use the opportunity to challenge and coach.
- Although the action plan has been written by the Headteacher; middle leaders are clear about their part in it and are able to evidence their monitoring of teaching, learning and assessment.
- Middle leaders are able to identify the key strengths and areas for development within lessons as evidenced by joint observations carried out during this visit.
- The SEN team have clearer roles and responsibilities and are well led by the Deputy Headteacher and SENCO.

Summary

- The head teacher and senior leadership team have revised the schools' action plan and timeline in light of the findings in the latest Ofsted monitoring report ready for September.
- Leadership and management of SEN continues to develop and is becoming stronger. Reviews of the roles and responsibilities of staff at all levels are resulting in improved provision for students.
- Identification of students' needs has improved which means that targeted support is appropriate and therefore more effective.
- Middle leaders are taking on a greater role than before in supporting the drive for school improvement. They are able to identify good teaching practice and where it is not as good.
- There are still inconsistencies in the quality of teaching and learning, with too much didactic teaching observed.
- Marking and feedback is not yet clear and effective enough to support student progress.
- Behaviour has improved although there is still evidence of students not being on task during lessons; this is often as a result of weaker planning.
- Attendance remains a priority, with the school demonstrating that the actions that it has taken this year are beginning to have some impact. This is as a result of a committed focus by senior leaders and the team.
- The school has identified the students that need greater support in attending school and are working with families to address this.
- Students report that they like coming to school and have welcomed the move to horizontal tutor groups.