



The Collett School's Progress Since the Previous Inspection (October 2018)

Updated September 2020

The Collett School: Progress against previous inspection (October 2018)

Areas to improve	Progress
Leadership and management	
<p><i>A significant minority of both parents and staff have mixed views about the effectiveness of leadership. They consider that leaders do not respond quickly enough to concerns they raise</i></p>	<ul style="list-style-type: none">• Communication Surveys for parents and carers (November 2020): 44% responded. 80% felt communication with parents is at least good. No criticism of leaders, but one requested more updates from senior leaders. Some comments have helped focus changes in the frequency and consistency of information shared.• 96% of the respondents said the website is helpful and informative and 94% felt it easy to use.• The vast majority use the school's communication tool – Class Dojo; 92% felt teachers communicates well with them.• Concerns from parents are acted upon with urgency.• Restructure implemented, and completed April 2020, involving reduction in the size of the leadership team. As such, remaining leaders have increased clarity around job roles and responsibilities.• Job descriptions revised to clarify responsibilities following the staffing restructure, and communicated avenues of communication provided to parents and carers.• Distributed leadership is a strength of the school, with Heads of Department roles being refined, with clear responsibilities and act upon any issues quickly.

The approach to the teaching of reading is not strategic enough and there are too many approaches used. Leadership of this aspect is new. Plans are underway to change this aspect of the school's provision.

- All pupils have phonics screening assessment on an annual basis. From this, we determine areas of re-teaching and embedding the school's chosen system (Letters and Sounds) into daily teaching.
- Star Reading assessments have been rolled out for accuracy in communicating forensic next steps for teaching.
- Spelling testing has been adapted to ensure phonics diagnostic teaching is embedded in the classroom.
- Oxford Reading Tree and, Reading Eggs (online) form our bedrock reading schemes, supplemented with other schemes for breadth and work with those who cannot access phonics teaching.
- Library books include greater diversity of characters including LGBTQI+ and BAME to ensure greater inclusion and inspiration

The head of school is currently reviewing the curriculum. It does not show progression opportunities as clearly as it could.

- The Head of School and the Head of Middle School (appointed as Curriculum Lead for one year) have matched attainment against starting points using school and external accreditation data sets, evidencing their alignment with our CAPPs.
- As such, CAPPs as a tool for assessment and coverage of the curriculum pathways ensures pupils, their parents and staff have a clear understanding of sequenced teaching and coverage with clearly mapped assessment destinations that can be adapted in accordance with progress.
- Curriculum pathways have been created, building on existing practices, whilst undertaking further work linking CAPPs to revised national expectations, external accreditation and pathway expectations to reach identified outcomes.
- Pupils have the opportunity to change pathways where their progress means this is appropriate, ensuring that there are no ceilings placed on their achievement.
- Our curriculum is acutely aware of the barriers to SEN pupils, including GCSE's and work experience, and as such is working hard to secure on-site experience of work and accreditation that helps them to gain jobs.
- Improved monitoring processes with greater clarity and rigour cover lesson observations, providing supportive individual feedback as well as producing department or school-wide data which can be used to inform CPD.
- All middle leaders have undertaken leadership training relevant to their managerial position, whether leadership of teaching and learning or non-class-based.
- Improved, systematic approaches to monitoring of teacher performance, training and assessment has led to greater involvement and accountability of middle leaders for pupil progress within their departments.
- Curriculum pathways ensure clear curriculum mapping, with sequential learning at an appropriate level for each child, ensuring coverage and avoiding unnecessary duplication.
- Teachers' ownership is further enhanced by their professional skills and creativity to hang on the curriculum framework, that leads to shared relevant purposeful outcomes with all stakeholders.
- The school has used Covid Premium funding to secure improved online assessments, used diagnostically to inform planning and benchmark attainment. This is used effectively by teachers for planning, by identifying gaps in knowledge that need to be filled.

<p><i>The quality of governance has not been as effective as it could have been over this year. Governors are no longer holding school leaders well enough to account</i></p>	<ul style="list-style-type: none"> ● The review of governance took place as the school formally federated on 31st January 2019. ● One governing body across the federation holds school leaders to account effectively and minutes show this. ● The governing body consists of people new since the time of the last inspection. It is made up of governors experienced in a wide range of business and public service roles, bringing to bear their knowledge and skillsets for holding leaders to account. ● Governors demand documentation at least one week in advance of FGB meetings, in order to fully scrutinize all information provided, triangulating this with visits and up-to-date training. ● Questioning of leaders and staff is appropriate and with depth, following up on any unresolved matters.
<p><i>Staff do not use the information from pupils' education, health and care plans (EHCP) as well as they could. The work to link their targets to the learning provided in class is new</i></p>	<ul style="list-style-type: none"> ● EHCPs are used by all teachers to identify pupils' learning, their needs and aspirations. Regular, improved termly feedback on progress of pupils' work towards their identified outcomes supports very strong dialogue, understanding and assessment of these areas in addition to other academic and pastoral learning. ● Assessment captures EHCP progress and is communicated with parents and carers termly. ● EHCP annual reviews are respected by parents and carers, though frustrations remain with the Local Authority's ability to turn round the documents and, their decisions not to amend approximately a third of the schools' plans. ● Improved monitoring processes with greater clarity and rigour cover lesson observations, triangulated with EHCPs, providing supportive individual feedback as well as producing individual/department/ school-wide data which is used to inform CPD. ● Our more recently installed MIS is used effectively for information sharing and triangulating data for effective implementation of interventions. ● Our more recently installed MIS is used effectively for information sharing and triangulating data for effective implementation of interventions.