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Executive Headteacher ✓

Chair of Governors ✓

QUALITY ASSURANCE VISIT REPORT

Name of School: Ardleigh Green Junior School				
Executive Headteacher: Mr John Morris OBE			Reporting Inspector: Grahame Smith	
Date of Visit: 13 th October 2021			LA Category: 1↑	
Present: John Morris, Janelle Johnson (DHT), Bill Jennings (Chair of Governors – via Zoom)				
School's Self-Evaluation:				
Overall Effectiveness	<i>Quality of Education</i>	<i>Behaviour and Attitudes</i>	<i>Personal Development</i>	<i>Leadership and Management</i>
1	1	1	1	1
LA Evaluation of Overall Effectiveness:				
<p>The Local Authority is confident that Ardleigh Green Junior School continues to provide an exceptional educational experience for its pupils and that the Quality of Education remains Outstanding.</p> <p>The school's vision and inclusive ethos is palpable and the broad range of experiences offered in the curriculum during the pupils' 'learning journey' ensures that pupils are very well prepared for the next stage of their education and this is confirmed by receiving secondary schools.</p> <p>Historically, attainment has been consistently above or well above average and current monitoring from senior staff, in the absence of validated national data, confirms that these standards have been maintained. Leaders note that the quality of the teaching in the school is consistently effective.</p> <p>The school benefits from experienced and inspirational leadership and the senior leadership team are a highly effective group. The governing body also forms a very experienced team and regularly review the best options for the school in a changing educational landscape.</p>				
*School's Response to Covid-19				
<p>The school has provided effective and agile support to pupils during the pandemic – both academically and in terms of pupils' well-being. Remote learning was well managed and communication with parents and the local authority was timely and clear. Leaders have been quick to ensure that any required recovery is in place and that where additional teaching is required it is generally the teachers themselves who are providing the catch-up.</p> <p>The Ardleigh Green Learning Federation served their community extremely well during the pandemic and the lockdowns.</p>				

1. Quality of Education:

■ **Intent** (includes curriculum plans and teaching policies)

The school's vision and ethos permeates the school and has been the cornerstone of the school's success over many years. Despite this, school leaders continue to evolve and innovate to meet current circumstances. Standards, expectations and culture are clear to all – including staff, governors and pupils – who are proud of their school and sing the school song with gusto! The concept of a 'learning journey' from entry to the federation to transfer to secondary school is evident in the school's plans and procedures – with the metaphor extended eloquently through the Pupil Passports, their Boarding Passes and each Year Group's 'Learning Journeys' for each subject.

Recent curriculum developments have included a more explicit shift from 'coverage' to a clear mapping of skills progression across subjects.

■ **Implementation** (includes quality of teaching)

The school's broader vision is fleshed out by subject/aspect leads developing their own leadership template detailing a range of key information about their area including: the 3 'I's; Strengths; Developments; Barriers; Progression; Case Studies; Assessment; FAQs; and some have video discussions with the subject lead.

Subject leaders are empowered to truly lead their areas. Online platforms are used for most subjects and Curriculum Maestro is used to track coverage, progression and to identify gaps in learning. 'Deep Dives' give leaders an insight into provision and standards.

School leaders recognise that the interface between their intentions/plans and their teaching is key to effective learning. They report that the teaching force is the strongest they have had for years and that teachers provide a consistently good or better experience for their pupils right across the school.

■ **Impact** (includes attainment and progress and all other outcomes)

The school has achieved consistently high outcomes over many years, with attainment typically above or well above the national average and progress consistently above average too. Leaders are confident that over 80% of their current Y6 will achieve the Expected Standard or above in May 2022 – and provisions are in place to support those not yet at the standard – often taught directly by the teachers themselves.

The school has identified the current Y4 cohort as the group requiring more support. This cohort also had their education disrupted when they suffered a severe flood when at the infant school.

The school is prioritising strong attainment and progress, especially in Maths and Reading, and for more able and pupil premium pupils.

The school is also rightly proud of pupils' achievements outside of the core subjects – in Music, French, Art, PE, etc.

2. Behaviour and Attitudes:

■ Pupils' behaviour and attitudes are exemplary. Pupils display enthusiasm for school and they are highly engaged in lessons right across the year groups. They are polite and courteous to their peers and to adults and have immense pride in being part of the Ardleigh Green community. A learning walk across the school during this QA visit confirmed high levels of enjoyment, engagement and participation and no misbehaviour.

■ Attendance is consistently above the national average and persistent absence is low.

3. Personal Development:

- The school places a high premium on pupils' personal development so that they are successful, accomplished learners, ready to transfer to secondary school. Reports back from secondary colleagues confirm that pupils from Ardleigh Green are well prepared for life in secondary school and are frequently placed in top sets.
- Leaders report that they go 'above and beyond' to support the needs of all pupils, including well-being via ELSA support. A recent Inclusion Report noted that vulnerable children get an exceptionally good deal.
- The school's investment into its innovative Family Centre underlines its commitment to its community. A free Breakfast Club and After-School Clubs are also available.
- The school's delivery of the new RSE curriculum is on track and fits in with the broader PSHE programme.

4. Leadership & Management:

- The school benefits from a highly experienced and widely respected Executive Headteacher who has led the school with energy, enthusiasm and commitment for many years. His leadership and love for the school community means that despite its success over many years, the school never stands still.
- The Executive Headteacher is ably supported by an experienced and capable Deputy Headteacher – and both note how well their strengths complement each other. The wider leadership team is also an effective group, giving support and direction to their colleagues across the school
- The Governing Body has benefitted from the recent Federation with the Infant school – with the new single body drawn from an experienced group from both governing bodies. The Chair of Governors is passionate about the school, having also served for many years. They provide challenge and support – for example around future governance and succession planning – but they also operate with professional trust for proven school leaders.
- The EHT noted that the leadership team and governors are the strongest teams he has had for many years.
- Middle and subject leaders benefit from a clear 'template' on how they should plan and prepare the curriculum. The detailed approach means that expectations are explicit and the approaches are consistent.
- The school has a detailed and evaluative Self-Evaluation Form (SEF) and a comprehensive School Improvement Plan, setting out the future priorities in key areas.

5. Safeguarding Arrangements:

- Safeguarding approaches are effective. Senior staff have had the advanced training and accreditation, as required.

6. Head Teacher & Staff Well-Being:

- Leaders report that they are committed to the well-being of all staff and have made good progress in promoting this in recent years. Ardleigh Green was a 'happy ship.'
- The EHT and DHT both reported that they had an improved work-life balance.
- The EHT noted that the Coaching Bursary from the Havering Academy of Leadership / Local Authority had been welcomed.

7. Partnerships & Support:

- The EHT and other leaders are currently providing effective support to another primary school in Havering having been commissioned by the Local Authority. The EHT and school have a long track record of providing school improvement support at different sites over the years.
- The EHT sits on the Board of the Havering Academy of Leadership and also works with the London District East Teaching School Hub.

Priorities or Recommendations:

The school identifies a number of priorities in its SEF and School Improvement Plan – the main areas are:

1. Continuing to develop the effectiveness of the curriculum, especially in the Foundation Subjects.
2. Developing the middle leaders within the school so that they lead their areas effectively and with confidence.
3. Continuing to strive for strong attainment and progress, especially in Maths and Reading, and for more able and pupil premium pupils.

Signed: *Grahame Smith*

Post: Quality Assurance Inspector