

Name of School:	Henry Hinde Junior School
Headteacher/Principal:	Rachael Allen
Hub:	Northants Hub
School type:	Junior
MAT (if applicable):	Transforming Lives Educational Trust

Date of this visit:	18/03/2021
Estimate at last QA Review:	Effective
Date of last QA Review:	10/02/2020
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	21/11/2018

1. Information about the visit

In place of a QA Review, Henry Hinde Junior School was visited by a Lead Reviewer who spent two days reviewing the following areas with school leaders:

- Area 1 - Maximising support and challenge for all pupils so that outcomes continue to improve.
- Area 2 - Further development of curriculum provision and subject leadership.
- Area 3 - Enhancing pupils' resilience and independence

2. Information about the school

Henry Hinde Junior School is a two form entry junior school on the outskirts of Rugby. It became part of the Transforming Lives Educational Trust (TLET) in August 2019. Most pupils are from White British backgrounds, with approximately 15% from other heritages. The proportion of disadvantaged pupils is above the national average, as is the percentage of pupils with special educational needs and/or disabilities (SEND).

The school was judged to require improvement at its last inspection in November 2018. This followed a period from 2016 when the school had been in special measures. The appointment of the headteacher and assistant headteacher (now deputy principal) in 2017 provided the school with ambitious and determined leadership. This enabled marked improvements to the effectiveness of the school, which Ofsted recognised in 2018. Since the last inspection, there have been considerable staff changes and the establishment of an academy improvement and management (AIM) board by the Transforming Lives Educational Trust. Strong supportive and collaborative relationships have been established with the feeder infant school and a local secondary school, both of which are part of TLET. The school also works closely with the local authority consortia of primary schools and its neighbouring cluster of schools. External consultants have been commissioned to support the school in its drive for improvement.

Prior to the Coronavirus pandemic, science and foundation subjects were taught across the school by subject leaders. Currently, due to bubble restrictions, subject leaders plan these lessons which class teachers deliver.

A new principal has been appointed who will take up post in April 2021 when the current principal moves to another headship. The incoming principal joined senior leaders for a significant part of the Challenge Partners consultancy. This enabled her to gain a detailed knowledge of the school prior to taking up post.

3.1 Maximising support and challenge for all pupils so that outcomes continue to improve - What went well

- Strong senior leadership, in place at the last inspection, has enabled a distributed model of leadership, with phase leaders becoming part of a strategic team and subject leaders proactively leading their areas of responsibility.
- A sharp focus on teaching and learning, with clear non-negotiables for quality first teaching has facilitated much improved support, challenge and consistency. Close links with the main feeder infant school, joint monitoring and home visits for all pupils starting the school in Year 3 have a significant impact on clarity and continuity of pupils' academic and personal achievements. Due to these much improved transition arrangements, pupils settle quickly into school and there is no time wasted.
- The involvement of phase leaders in performance management and in leading half termly pupil success meetings has enabled the precise identification of support and challenge required for all groups, including disadvantaged pupils and those with SEND. A new pupil tracking system, termly testing and moderated teacher assessment all support this process. Opportunities for frequent monitoring of the impact of actions by phase leaders and clear communication with senior leaders through regular strategy team meetings enabled improved outcomes for all groups of pupils in 2020.
- Changes to curriculum and assessment strategies, especially in reading and mathematics, along with staff training and strong subject leadership, have meant that improvements in both reading and mathematics have been significant. A focus on concrete resources, especially in mathematics and 'hooks' to engage pupils' interest have also supported accelerated learning and catch up. The introduction of new reading strategies, including revised daily reading sessions, 'Accelerated Reader' and 'Power of Reading,' has enabled rapid improvement. Author of the term, a recommended reading list tree and an exchange library book system at the school gate as pupils passed on their walks during lockdown, all promote pupils' interest and engagement. A well-received development introduced to showcase teaching excellence to colleagues and governors will be reinstated when current Covid restrictions allow.
- As a result of the close scrutiny of attainment and progress on a regular basis, whole class next steps are identified and addressed, alongside catch up requirements and targeted intervention needs. Any pupils requiring further support from English and mathematics lessons are provided with additional help at a later point in the day. A revised marking policy has also been introduced prior to the lockdown period. These transformational changes ensure that all pupils are appropriately challenged and supported by teachers and a strong team of learning support assistants who are provided with relevant training. A focus on 'combined' attainment from when pupils enter the school has also had a significantly positive impact on outcomes.

- Daily support from skilled staff in the recently created 'Acorns' provision for pupils with additional needs provides effective support to remove barriers to learning. It instils these pupils with confidence through practical learning. One pupil who struggled with learning how to multiply by 100, confidently explained this during outdoor measuring activities.
- A robust system of remote learning with daily live teaching during the Coronavirus pandemic has minimised lost learning across the curriculum and enabled parents to support their child at home more effectively through teacher modelling.

3.2 Maximising support and challenge for all pupils so that outcomes continue to improve - Even better if...

... outcomes in writing improved to match those in reading and mathematics as a result of the current priority focus on this.

... attainment and progress for disadvantaged pupils, which are both on an upward trajectory, were in line with that of their non-disadvantaged peers.

... lower attaining pupils from Key Stage 1 made the same progress as higher and middle attaining pupils.

4.1 Further development of curriculum provision and subject leadership - What went well

- The curriculum leader works tirelessly to support subject leaders in refining the curriculum for science and foundation subjects. The impact of this work is communicated on a regular basis to senior leaders through strategy team meetings. This enables clarity in school self evaluation and progression towards school improvement priorities. Long and medium term plans have been revised in all subjects to enable the progression of knowledge and skills to help pupils make connections within each subject in order to know more and remember more. External advice from the secondary school in the trust has provided valuable support for the science leader to ensure progression in working scientifically, as well as knowledge and skills progression through school and within blocks of work. This support has empowered the science leader to work with school staff to prepare for a quality mark application.
- Imposed restrictions due to the Coronavirus pandemic on subject specialist teachers delivering their subject across the school have provided valuable opportunities for teachers to become more skilled in teaching all subjects to their classes. It provides increased opportunity for teachers to track the progress of pupils in their own classes in all subjects and to begin to reinforce learning in one subject through others, especially through cross-curricular writing opportunities.
- Teachers are supported by subject leaders who provide planning and resources to enhance subject knowledge and delivery. These can be adapted to meet the needs of a particular class, including where relevant, for SEND pupils and to

incorporate pupils' specific interests. As this is a very recent change, there has not been an opportunity for school leaders to monitor its impact.

- A recently introduced three week rotation of staff meetings, phase meetings and subject leader time provide subject leaders with increased time to monitor their subjects. Whilst there has been some monitoring of pupils' books against planning, the reinforcement of findings through lesson observations and discussions with pupils has been interrupted due to the pandemic. Likewise opportunities for subject leaders to report the key areas from their monitoring to the strategic team have been limited during lockdown.
- 'Classroom Monitor' has begun to be used to assess foundation subjects, as well as core subjects. Whilst this is at an early stage for foundation subjects, leaders are currently aligning the assessment criteria with their planning to ensure a robust assessment system.
- The school's extensive outdoor area, which includes a forest school, enhances pupils' learning through a range of practical activities linked to the curriculum. A variety of visits and visitors also provide valuable experiential learning to bring the curriculum to life, including a Viking day for Year 4 pupils and a residential visit to Beaumanor Hall.

4.2 Further development of curriculum provision and subject leadership - Even better if...

... leaders of science and foundation subjects were able to support teachers to clarify how learning objectives and tasks in a block of work build progressively to an end point and how this connects to prior and future learning.

... additional opportunities were provided for pupils to link their knowledge and skills across a wider range of curriculum areas.

... phase and subject leaders had opportunities to present their work to the academy improvement and management (AIM) board.

5.1 Enhancing pupils' resilience and independence - What went well

- Pupils' wellbeing is at the heart of all that the school does. Leaders are extremely aware of the importance of removing barriers to learning. Prior to pupils starting at the school, home visits are made and there is close liaison with the trust feeder infant school. These visits enable staff to understand and address the needs of individuals and families right from the outset. Effective liaison and additional visits to local high schools for vulnerable pupils ensure that these pupils are provided with specialist support to develop their confidence and independence.
- As a 'Trauma Aware' school, where there are a number of young carers, support for vulnerable pupils is paramount. The inclusion team, through their strong internal communication and effective liaison with parents, ensures that any help required is initiated quickly and closely monitored. Whilst having individual responsibilities, the special educational needs co-ordinator (SENCO), pupil

premium leader, learning mentor and family support worker, liaise closely to ensure that the needs of pupils and families are proactively addressed. Close collaboration with and support from a range of external professionals, including 'Kits Academy', 'Playleaders' and the 'On Track' team provides valuable advice and useful strategies to help vulnerable pupils. 'Acorns' provision, with its own outdoor learning area, enables support for both SEND pupils and those with more complex nurture needs. A well-equipped sensory room, which includes a 'squeeze machine', provides a valuable calming influence, as does the work of therapists and a learning support assistant whose pre-emptive support for vulnerable pupils enables those previously excluded from other schools to cope well with school life.

- The SENCO works closely with school staff to identify need, plan targeted support and monitor provision for all pupils with additional needs. Close collaboration between SENCOs within the trust, a shared SEND consultant and a common 'Provision Map' system ensure consistency and rigour.
- A new PSHE scheme incorporates a range of 'growth mindset' strategies which support pupils' resilience. This is in its infancy due to lockdown and plans are being made to integrate the scheme into the wider curriculum and embed it in the school's culture. Opportunities to reinforce the current values are planned into the curriculum and the wider life of the school; assemblies and a 'values tree' reinforce this. Class 'Dojo' supports the behaviour policy and is invaluable in enabling greater resilience through praise and rewards. 'Stars of the week' and achievement celebrations provide good opportunities for pupils to develop in confidence and aspiration. The 'Aspiration Day', where parents and professionals demonstrate a range of professions and employment routes, inspires pupils' confidence in their capabilities.
- Roles of responsibility and 'junior leadership' provide positive opportunities for pupils to become involved in decision making, influence change and develop independence. These roles include planning fundraising events, such as the NSPCC 'Number Day' and supporting the local community.
- Weekly 'open classrooms', where parents and carers share and celebrate their child's work, help to address the negative perceptions held by some adults from their own school days. Parent volunteers are welcomed and Parent Teacher Association events, such as 'Fish and Chip Bingo', encourage parental involvement. As a result, the resilience and confidence of parents is also enhanced.

5.2 Enhancing pupils' resilience and independence - Even better if...

... a more consistent progression approach to the recently introduced personal social and health education (PSHE) scheme were to be established through staff training.

... staff from 'Acorns' additional support provision met regularly with class teachers to ensure a collective approach to maximising progress towards educational and behavioural plan targets.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

- As the school continues its journey with a new principal, support from the local hub and opportunities to share in leading practice will be welcomed by the school.

This visit will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.