

FEEDBACK FROM LOCAL AUTHORITY MONITORING VISIT AT HORNSEA BURTON MAY 2016

Please read below the written feedback from the recent monitoring visit.

Strengths:

- Positive relationships and outstanding behaviour for learning observed in all classes
- Excellent dissemination of British values through collective worship and the relationships and teaching approaches modelled by all staff; clear impact of values on standards and outcomes
- Quality and quantity of work consistent across all classes and all subjects; challenge evident, especially through “deep” learning objectives; clear evidence of progress recorded in exercise books
- Presentation of work and attitudes to learning among pupils consistent across all subjects
- A clear variety of teaching approaches supported by innovative approaches
- A stimulating learning environment, with effective displays which support learning and showcase pupils’ work
- High quality support from knowledgeable and effective teaching assistants
- Senior Managers have a clear understanding of their roles, can talk authoritatively about their areas of responsibility and have accumulated excellent evidence of their effectiveness.

It is clear from these observations that empirical evidence shows that pupils make at least good, and often outstanding progress from their low starting points. The severe deprivation of many pupils, and underlying behavioural needs are never evident as all pupils show outstanding attitudes to learning, and are ably supported by talented and committed teaching and support staff. Behaviour and well-being are unequivocally outstanding. The recent period of stability in staffing has allowed teachers to consolidate their knowledge and skills in their current year groups, and this has borne fruit.

The school is undoubtedly in a better place than it was when inspected previously, and, although the data is never likely to show outcomes which are significantly better than national, empirical evidence will show that these pupils achieve the best they possibly can.

It is the judgement of the team that the school has shown significant improvement in both the quality of teaching, which, when taking into account teaching over time, could be judged to be outstanding; observed teaching is never less than good, and evidence in books supports the view that the impact of teaching and learning, including the impact of the school’s values and ethos, is outstanding. The extent to which historical data may have clouded this judgement in the past should now be given less credence, as the relevance of this data recedes.

The School should now seriously examine itself against the criteria for an outstanding overall effectiveness judgement in the current Ofsted Framework and self-evaluate accordingly..... on the grounds that the school is now better than previously, and may be judged to be outstanding. The whole school community deserves nothing less.