

Collaborative Review of Leadership

Purpose of visit: To jointly review the impact of leadership

Academy name: St Augustine's Academy	Visit Number: 1
CE Consultants: Trevor Sutcliffe	Date of Visit: 31/1/19

Strengths

- The Executive Headteacher has provided all teachers with the opportunity to take risks with their teaching and marking. This has been embraced by staff, who recognise that there is a desire to help with their work-life balance.
- The leaders in school continually challenge each other to further improve their own practice. They routinely discuss idea and strategies for teaching which leads to a culture of self-improvement.
- The teaching in all year groups is challenging and emphasises the high expectations that the school have for their children. For example, questioning in the Year 1/2 class in mathematics continually required the children to problem solve, reason and deepen their understanding through explanation. As a result, the children are confident in talking about their learning in mathematics and want to complete more challenging work.
- The quality of provision in EYFS is excellent. The EYFS leader, alongside the teaching assistant, plan for a range of activities and learning opportunities around a theme and these fully engage the children during continuous provision.
- Adult intervention in EYFS is of the highest quality. Their input is timely; questioning encourages the children to think hard about what they are learning, and they are then left to solve problems and challenges independently. For example, children were asked to consider what would happen to the ice if it melts, challenged to use the stones to calculate $5+4$ and tasked with creating a suitable trap to catch 'Polly', the missing parrot.
- Children's books reflect the quality of teaching. There is clear evidence that the children are regularly challenged, they respond well to the marking and they make impressive progress through each year.
- Teachers have created a culture of learning throughout the school. Children are encouraged to work both independently and collaboratively, depending on the task, and the respond positively at all times.
- Senior leaders have ensured that the Christian ethos and values are embedded into school life. Children were observed sharing key messages through the pupil led worship, where they acted out a parable and asked pertinent questions to the other children, who fully embraced the activity. The school worship team are also active in school life, promoting the ethos through a variety of activities. Consequently, the school values embody all work done in the school.
- The children report that the teachers help them to learn. They feel that the marking results in them improving previous work and can readily find instances in their books where this is the case.
- Senior leaders have been strategic in getting adults into school to support children's learning. This has been done through sourcing volunteers and continually mentoring

trainee teachers from local Universities. As a result, children are able to receive timely support from adults to address misunderstanding and misconceptions.

- The '50 things to do before you're 9' has been highly effective in ensuring that all children enrich their cultural capital. The children are overwhelmingly positive about these experiences, all of which can be completed through the school.
- The single central record is fit for purpose. It includes the section 128 checks required for academies and is regularly checked by the chair of the LAC.

Areas for development

- Not all development plans are specific enough to identify the intended impact of the actions. This makes it difficult for leaders and governors to track progress in the identified areas.
- Not all governors visit the school regularly to carry out their link governor role.

Practical next steps

- Revisit the subject action plans and unpick the success criteria by considering the question '*what will look different by this time next year?*'
- Consider creating a schedule for governors to visit each of the schools over the course of the year so that they can hold leaders to account and understand the impact of leaders' actions.