

This review was commissioned by the Head Teacher of Belle Vue School in order to aid the school leaders in determining if the school self evaluation(SEF) was accurate.

This review was conducted at the school on 23rd March 2022 whilst pupils were on site.

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School Information:

School Name: Bell Vue School
Address: Jockey Lane, Cranbrook, Kent, TN17 3JN
Head Teacher: M. McKeeman

Terms of reference:

- **Determine if the sequences of work mirrors the work pupils are producing.**
- **Determine if the work is well matched to pupils working at levels and needs.**
- **Determine if teachers are adequately adapting to meet the needs of pupils in the classroom.**
- **Determine if the school environment supports pupil learning.**

Determine if the sequences of work mirrors the work pupils are producing.

The school has an easily accessible central folder, 'Sequence of Work - 2021-2022 Index', and this has been developed collaboratively across the two school sites, Belle Vue school and Cornfields school in Ashford.

This overview and design have excellent coverage. The range of subjects taught is extensive and inclusive. The addition of areas such as Equestrian, Animal Care, Photography, Public services, Turkish and Romanian matches and mirrors the enveloping needs of students.

These schemes of work are implemented with a high level of effectiveness.

All pupils follow a clear and progressive scheme of work and there is a sense of unity in the humanities and creative subjects, which allows students to come together in their learning across groups and classes.

The Assistant Head of School and the Quality of Education Lead took part in a joint scrutiny of pupils' work with me. This work was scrutinised by subjects and across the key stages. They were skilful and well practiced in conducting work scrutinies. Evidence of scrutinies with actions that had been completed were evidenced.

Work produced in pupils' books, folders, artwork, and the work proudly displayed around the walls, reflects and matches the intended curriculum (E.g. converting Fractions to mixed numbers Term 1, week 3/ To recognise that vibrations from sounds travel Term 2 week 2 / PSHE, To recognise and manage feelings about Body image Term 2 Week 2).

The schemes of work are ambitious and provides challenge to the pupils, it offers stretch and challenge. An example of this is in students writing formal letters to Boris Johnson and other key people (19.01.22). This demonstrates the relevance of the curriculum to the pupils and the intent to encourage pupils to look outwards to the world around them. This was seen across the school in a range of books.

The school promotes the highest aims academically and does not offer or indeed suggest a reduced curriculum.

Leaders are building and constantly evaluating their curriculum to ensure appropriate coverage, content and structure of sequence. Their commitment to this is seen in the high levels of school trips and learning based outside. The pupils commented on school trips with real enthusiasm. Staff have high standards and aspirations for their students, but above all strive to ensure the curriculum is meaningful and purposeful for each individual pupil.

Work in books reflects improvement over time, pupil handwriting developing from non- cursive to cursive. The coverage and content in books match the 'Learning Index 2021-2022'. Where pupils have not been able to attend school there is a record of remote access learning. Most pupils have several books and were proud to share them with me. Where the work does not exactly mirror the scheme of work, there are documented and sound reasons for this, and staff are able to respond as to why plans were adapted. An example of this can be seen in a Year 11 pupil where she is able to accurately understand time but finds number bonds to 10 very challenging. There was evidence of staff adjusting quickly to her needs.

Sequences of work are matched to pupils work with razor sharp accuracy. It is evident that the school operates with rigour in regards to its planning and sequencing of work.

Determine if the work is well matched to pupils working at levels and needs.

Pupils have a wide range of abilities and needs and all pupils needs are extremely well catered for. There is clear evidence of individualised and regularly reviewed provision mapping. In addition, staff know their students exceptionally well.

There is a golden thread between pupils EHCP objectives and what pupils are taught. The systems the school have in place to ensure that EHCP objectives are aligned with provision plans means pupils make accelerated progress from their starting points.

Of note is the exceptional work the school does to consistently and systematically 'fill' and reinforce gaps in knowledge.

This is actively seen in the NS (next steps) and deployment of PEG (progress and engagement guides). Pupils spend additional time with a member of staff looking at corrections and gaps from their class work, this happens on a one-to-one or small group basis.

Corrections were seen in books, e.g. converting between hours and seconds, and pupils were encouraged to correct their knowledge of how to use the past tense (22.02.22).

There is a consistent expectation that pupils will also act independently to their feedback, and this is seen across the setting. There were relevant, and up-to-date examples and evidence of this, present within the work scrutiny.

Reading has been very successfully implemented across the school and book banded to match pupil levels.

Assessment is used to enable pupils to make exceptional progress. Assessment is a day to day practice which is embedded and woven into teaching. For example, questioning and pupil self assessed marking.

Pupils know more and can do more because the schemes of work are well sequenced and builds on what has been taught before.

The knowledge and skills that they are learning develops incrementally, assessments feed into this and are responsive. This is clearly defined in the Index and it is clear what knowledge needs to be gained at each stage.

Teachers are developing pupils' skills so that they are increasingly able to take strides in their learning.

Determine if teachers are adequately adapting to meet the needs of pupils in the classroom.

The school's curriculum is clearly taught through a specific plan to meet the needs of the pupils in each subject. Within the day-to-day delivery of the subjects, the pupils are also actively encouraged to make links between subjects, e.g. working with number and money in the Maths scheme and linking this to working and job opportunities after school.

Whilst the School has planned the curriculum with care, setting out the key knowledge and skills that pupils will gain at each stage, there is 'live' flexibility to recap and be creative. Learning is understood against the needs of the pupils and their individual EHCPs.

There is an excellent culture of understanding and acknowledgement that some pupils within this setting will need to re-visit key concepts and skills. Closing gaps is done with military precision and is why these pupils are making excellent progress.

There is a comprehensive range of continuing professional development that staff are supported with. There is a well thought out plan to ensure that teachers and all staff are trained well in order to ensure that they are well prepared and have the knowledge to teach pupils well.

Determine if the school environment supports pupil learning.

The school provides an excellent climate for learning, which in turn facilitates learning and risk taking. Pupils want to learn and talk openly about the calm atmosphere. Without prompting several children wanted to tell me how happy and settled they were. Comments made included:

'This is the best school ever,'
'It is different to my last school, because it is calm,'
'Teachers cheer us up and help us have a good day,'
and significantly, *'I feel like I'm getting somewhere now'*

Students enjoy both the core lessons and the wide curriculum on offer, and this was evident in the anticipation of the group heading out to complete their 'Land studies' lesson. The school environment is rich and resources are exceptionally well deployed.

It is clear that the students are the centre of the school community. They want to achieve and the calm learning environment is at the heart of this.

I should like to thank you for the very warm welcome that you gave me today. Thank you particularly to the students who just stopped to talk to me. They are highly engaged in their school and are particularly proud of their learning environment and teachers.

I conclude that the school self evaluation is accurate.