

Self Evaluation – Leadership & Management

Leadership and Management at RJS is Outstanding.

“Leadership was described to inspectors by parents, staff and the local authority as ‘innovative’, ‘inspirational’ and ‘passionate’. And it is.”

- School leaders are ambitious and highly driven; as a result children experience a rich and varied curriculum.
- The head teacher with the support of the senior leadership team is relentless in their pursuit of excellence.
- High quality teaching and learning is at the heart of every decision.
- All leaders are committed to challenging and developing children, the phrase ‘no excuse, no compromise’ is embedded at every level of school life.
- The culture at RJS is reflected within our vision Engage, Enrich, Excel. We believe that high achievement and developing hopes and dreams is central to our community. As a result we are a popular oversubscribed junior school.
- School leaders have established a community that is based on our key values; happiness, honesty, respect, responsibility, teamwork and excellence. These values enable us to continually reflect and develop our community to ensure that all stakeholders continually respect and appreciate the diversity of our community.
- Our school values enable us to promote fundamental British values; as a result, our learning community is inclusive and tolerant. We celebrate diversity and promote equality for all stakeholders.
- Central to the school’s caring approach is the importance of each pupil. All adults make increasingly accurate checks on pupils’ progress and are helping to support each individual. Pupils flourish in an atmosphere of mutual respect and a safe and happy environment. Staff and pupils do not tolerate discrimination of any sort.
- In our most recent Parent View Questionnaire (2016/2017) 97% of parents agree the school is well led managed – 77% strongly agree that management is strong.

System Wide Impact

- Leaders at Ravenscote have contributed to improving the performance of local schools as well as schools nationally. Over the last 24 months RJS has supported 6 schools. All 5 schools have improved and 3 out of the 4 have been inspected since RJS has worked with them – all 3 have improved their overall inspection grade as a result.
- RJS was designated a National Support School and the head teacher a National Leader of Education (NLE) in July 2014. RJS is committed to system-wide improvement, which the National College has recognised.
- Our head teacher is an NLE and inspector and this has enabled us at RJS to continually develop our curriculum and systems, and ensure we live by the motto ‘no excuse, no compromise’.

- Locally RJS is heavily in work collaboratively with South Camberley Primary and Nursery School. Leaders offer challenge and support which has helped to embed change and raised standards.

Leadership Development and Capacity Building

“The headteacher supports staff to take on new responsibilities exceptionally well. As a result, the school continuously grows its own leaders who are totally committed to the school’s vision. This ensures improvements can be sustained.”

- RJS has been over-subscribed since the arrival of our head teacher 9 years ago. A leadership team has been built over this period to ensure shared responsibility of learning as a result the school has leaders of learners at all levels.
- The senior leadership team is made up of the Deputy Head teacher, 4 Assistant Head teachers, the School Business Manager and the SENCO. RJS has 10 Specialist Leaders of Education in English, Mathematics, Science, Coaching, Religion, Computing and PE, and a specialist SEN teacher.
- Over the past few years any staff that have left RJS have moved on to roles with greater responsibilities. We have helped to develop head teachers, deputy heads, and other senior leadership positions. This is a result of effective professional development and regular monitoring.
- RJS has a rigorous and highly focused performance management system, this enables governors to ensure we are challenging our staff and holding them to account for their performance of pupil’s progress.
- Middle leaders are responsible for driving standards within their areas. Middle leaders report annually to governors on expenditure and standards.
- As a result of successful professional development several middle leaders within our school have progressed to senior leadership. This process involves a period of shadowing to ensure high standards are maintained.
- Effective CPD is at the heart of leadership development. RJS staff access National College training, currently staff are undertaking the following courses; NPQH, NPQSL, NPQML, ITP, OTP.
- Future school leaders are identified and developed using ‘Packtypes’ and our school coach. The school became the 5th school in the country to be awarded the Gold Coach mark Standard. We have successfully renewed the Gold Coaching Mark in 2017.
- Key to our successful leadership development is the development of resilience, reflection, and evaluation in all our staff.
- Support staff within the school are of the highest quality. They are committed, caring and highly focused on the needs of individual children.

Monitoring Teaching & Learning

“Leadership and management are exemplary. All leaders and governors, share the responsibility for making sure pupils get the very best opportunities and the highest quality teaching at all times.”

- School leaders organise learning at RJS in a variety of ways, for example maths is taught in streamed ability groups – this enables us to develop

confidence in learners at all levels, as a result pupils have achieved well.

- Senior leaders meet weekly and organise their time so it is continually focused on progress and learning, for example books are scrutinised weekly and development areas are implemented within 24 hours, as a result staff and pupils are continually evaluating their work and learning.
- RJS reports to governors regularly on the quality of teaching and learning at the school. Overall the quality of teaching and learning is outstanding. This judgement is supported by the continually monitoring cycle within the school. The quality of teaching has improved since the last inspection.
- Our monitoring cycle includes book scrutiny, formal lesson observations, moderation sessions, environmental walks, regular pupil discussions, pupil progress meetings, presentations to and observation walks with governors, observation days and professional development of all staff.
- School leaders have developed detailed documents and policies to explain what teaching and learning should look like at RJS. RJS has a 'house teaching style' that is focused on the needs of our pupils. Further details of this 'house style' are within the teaching and learning evaluation section.
- School leaders involve local and national schools in internal monitoring; as a result, we are continually evolving our self-review and quality assurance systems.
- Middle leadership across the school is a strong feature and middle leaders monitor learning, expenditure and curriculum developments.
- Pupils and parents are extremely supportive and committed to the school community. Leaders provide parents with opportunities to be fully involved with the pupils learning community, for example, class assemblies, volunteer readers and class lunches.

Curriculum

"The curriculum is inspirational. It builds pupils' skills across a wide range of subjects and makes the school's vision of 'Engage, Enrich, Excel' come to life."

- The curriculum at RJS is effective in inspiring and engaging pupils. Regular reviews enable staff to be creative and inspiring. Following the last inspection (Feb 2013) RJS has revised our English curriculum and implemented three new tools for learning – Dash the Dog, PO Sam and PC Ted Hils.
- Our curriculum is continually evolving because we use research to improve our techniques to ensure we are continually meeting the needs of our pupils.
- The curriculum is outstanding and the pupils at RJS benefit from a range of visitors, trips, and themed weeks. For example every year group has an 'overnight experience' to help develop our key values, in addition to this each year group experiences day trips out that supplement class based learning. Over the past year pupils have experienced trips to Butser Frame, the Houses of Parliament, Science Museum, the Quays Water Sport Centre, Hooke Court residential and the SOLD residential.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural education. SMSC at RJS is outstanding; pupils have a wide range of pupil responsibilities and effective interventions, such as 'Circle of Friends', 'Buddy Classes' and 'Lunchtime Club.'
- The curriculum is enriched with specialist teaching in music, physical education and German. This enables the pupils to develop their cultural awareness, as well as ensuring that we do not compromise on teaching quality during PPA.
- As a pro-active organisation we are committed to evaluation our procedures and most importantly learning strategies. We believe we can always

improve and our curriculum recognises and embraces new opportunities that enable our learners to excel.

Governance

“Communication between the headteacher and governors is excellent. Governors hold the school rigorously to account for pupils’ performance.”

- Following a period of extensive research, school leaders produced a strategic paper (May 2014) on the development of RJS, as a result RJS decided to convert to become an academy. RJS set up with the articles of a Multi Academy Trust. On 1st December 2014 Engage, Enrich, Excel Academies was formed. The strategic aims for RJS and Engage, Enrich, Excel Academies are available on the school website.
- Governance is highly effective at RJS. Governors are strategic thinkers and support and challenge the senior leadership team to ensure the best education possible for all learners. Governors are confident in the delivery of a first class education.
- The MAT governance structure has three elements – Members, Directors and the Local Governing Body (LGB). The LGB is responsible for holding school leaders of RJS to account for the quality of teaching and learning at the school.
- Governance at RJS is highly effective and RJS has been pro-active in ensuring the LGB has the right skills needed to drive improvement. Each governor has a key responsibility and there is a collective understanding that all governors need to be active in monitoring and driving success.
- Pupil premium funding is monitored termly to ensure it is having a significant impact on the progress of pupils.
- RJS is rigorous in ensuring all pupils are safe. School leaders ensure that safeguarding records are meticulous, children are discussed and monitored weekly to ensure all needs are met.
- Governors are fully aware of salary and pay progression and regularly hold the school to account. The LGB is divided into three committees, Personnel, Children & Learning, and Buildings & Finance. Each committee has enabled the school to progress and develop into an outstanding learning community. Over the past 6 years school leaders have ensured standards have risen and are responsible for over 1 million pounds worth of expenditure. RJS is financially secure as a result of regular reporting and monitoring.
- All decisions focus on one key question – what difference will this make to the education of our pupils? Each governor meeting ends with a reflection on the effectiveness of the meeting linked with the learning of the children.

Areas for development

- To develop and embed the governance structure of Engage Enrich Excel Academies.
- To continue to develop the roles of Specialist Leaders of Education and support a wide range of schools.
- To further develop support packages for schools. As a National Support School we aim to maintain support for schools needing improvement.
- To continue to visit schools and further develop the quality of teaching and learning.