



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SUMMERVALLEY SCHOOL

Name of School:	Summervalley School
Headteacher/Principal:	James Peach
Hub:	Goodwood
School phase:	Secondary 11-16
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	9/11/2020
Overall Estimate at last QA Review	Effective
Date of last QA Review	11/11/2019
Grade at last Ofsted inspection:	Effective
Date of last Ofsted inspection:	14/05/2016

1. Context and character of the school

Summervally School is significantly larger than the average sized 11-16 secondary school, with over 1700 pupils on roll. The headteacher joined the school in 2017 and there has been a significant change in teaching staff since her arrival. Her senior leadership team (SLT) consists of leaders new to the school and those who have been part of the school for a number of years.

Most pupils are from a White British background, although there are a few pupils from a range of minority ethnic groups. The proportions of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are below the national average. There are significantly fewer boys in the current Year 11 and the balance in the proportion of boys and girls changes yearly. Pupils enter the school with attainment above the national average and the proportion of most able pupils is above the national average.

The school prides itself on its rich curriculum and opportunities for all pupils both in and out of school. Leaders' vision is one of opportunities for all in a school where teaching, learning and behaviour are intrinsically linked. A number of recent and ongoing developments to curriculum and behaviour management result from the scrutiny of senior leaders in the drive for improvement. There are strong parental, community and business links which enhance the curriculum experiences of pupils.

2.1 Leadership at all levels - What went well

- The dynamic, reflective leadership of the headteacher has created a cohesive senior leadership team. This drives forward the shared vision for improvement to create an inclusive, rich learning environment for all.
- Leaders instil confidence in staff. A visit to one of the weekly briefings revealed staff 'buy in' due to sincere celebrations of what the whole staff team does so well. Leaders at all levels rise to the high expectations and middle leaders feel actively involved in decision making. There is professional respect amongst colleagues at Summervally.
- Pupils carry through the vision by showing respect for staff and each other. This fosters calm, productive classroom environments where 'teachers help you when you cannot help yourself'.
- The rich curriculum reflects the high aspirations for all pupils. Leaders are creative in successfully accessing community links and parental skills to support and develop pupils' knowledge and understanding of life beyond the school. 'Real world' experiences enhance pupils' understanding of future careers through events such as the business breakfasts with local companies. High quality tutor time and assemblies play a significant role in developing pupils' understanding of

global, national and local issues such as the politics of Cuba and military conscription. Pupils in all year groups debate and share information maturely and respectfully on a range of issues including the mission of their chosen charities and the importance of voting in Britain. Pupils are knowledgeable about the different cultures and regional differences in Britain and they respect the cultural diversity of the small number of pupils in their school.

- High quality faculty and key area improvement plans reflect senior leaders' well-judged balance of challenge and support. The 'spotlight' process enables senior leaders to reflect on their own practice and evaluate the impact of what they do. These bespoke investigations are successfully driving improvement. Key examples are the actions which have brought about improvements in the persistent absence of disadvantaged pupils, a priority this year, and a review of the behaviour system is promoting pupils' overwhelmingly positive behaviour.
- The 'Advancing Progress' cycle allows a differentiated approach for faculties to move forward from different starting points. As a result, all leaders are now better informed to support and challenge through a deeper understanding of faculties' needs. Staff have subscribed to this new approach due to feeling valued. This approach identifies continuing professional development (CPD) opportunities and, in partnership with a local teaching school, leaders are now shaping the CPD offer to meet staff needs.
- Governors support leaders well and are benefitting from the regular updates from all senior leaders. As a result they can articulate confidently the school's strengths and areas for development.

2.2 Leadership at all levels - Even better if...

- ...leaders tailored CPD tightly in order to secure and enhance the subject knowledge of some teachers.
- ...leaders' expectations of literacy were made clear so that all staff in all subjects contributed to its development across the curriculum.
- ...leaders continued the drive to ensure that all disadvantaged and other vulnerable groups took full advantage of the wealth of experiences made available to them.

3.1 Quality of provision and outcomes - What went well

- A rich and varied curriculum enhances pupils' experiences through an offer appropriate to the school's rural setting. All pupils have access to a wide range of courses; strong guidance systems ensure that the right pupils are on the right courses.
- Pupils cited the wealth of extra-curricular opportunities as a key reason for choosing Summervalley as their school of choice. They prize the subject enrichments through activities such as 'I'm a geographer, get me out of here!'

- Respectful relationships and high levels of engagement and independence make a significant contribution to strong learning across the school. As a result, pupils value and display an enthusiasm for learning; they are visibly disappointed when they are not selected to answer questions. Pupils' books exemplify the pride they take in the presentation and completion of their work.
- Where teachers place pupils' needs at the heart of planning, this ensures strong gains in building understanding of increasingly difficult concepts. In one Year 7 mathematics lesson, the teacher provided lower ability pupils with plastic shapes to put together algebraic expressions which embedded their understanding of variables.
- Where teachers display very secure subject knowledge and enthusiasm for their subject, pupils' enjoyment is palpable, as in a Year 10 history lesson. Pupils learn without realising it due to the creative learning opportunities planned by teachers. Activities, such as the 'WOW' board in mathematics, hook pupils' interest resulting in independent exploration and deeper thinking.
- The appropriate development of literacy was evident in some lessons through strategies such as a focus on the meaning of imperatives in examination questions and the sounding out of key physics terminology.
- In 2019, attainment at GCSE was above the national average, with examples of exceptional performance in some subject areas. The percentage of pupils gaining a standard and strong pass in 2019 in both English and mathematics was well above national averages, sustained from previous years. Leaders are thorough in their analysis of weaker outcomes for English literature in 2019. Hence, teachers are now approaching the teaching of English literature in a different way. Actions are already underway and the work of Years 10 and 11 pupils is already showing improvement.
- In the wider curriculum areas, attainment was exceptionally high in drama, textiles and geography. Improvements from 2018 were also evident in French and all science qualifications.
- Overall, pupils, including pupils with SEND, made effective progress in 2019 with an above average Progress 8 score; for disadvantaged pupils, this was in line with the national average for disadvantaged pupils. English and mathematics progress scores were also above the national average for all pupils, particularly for the most able pupils whose progress was exceptionally high.
- Learning explorations, book scrutinies and pupil discussions demonstrate that current Year 10 and 11 pupils have a very strong grasp of subject content knowledge and how to apply it. Across the school, pupils are thriving due to their overwhelmingly positive attitudes to learning and adherence to the Summervalley expectations.

3.2 Quality of provision and outcomes - Even better if...

- ... all members of the school community committed wholeheartedly to the curriculum rationale of providing rich learning experiences so that teaching and learning built pupils' knowledge base as well as their skills; this is particularly so for disadvantaged pupils.
- ... teachers' expectations of lower ability, particularly for disadvantaged pupils, were consistently high in their planning so that these pupils engaged fully in all learning opportunities to make stronger progress.
- ... teachers in all subject areas promoted the value of reading and, where appropriate, used a cohesive approach to the use of mathematics across the curriculum.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with SEND - What went well

- Senior leaders' renewed vigour, a strong understanding of the historic and current progress and clear strategy are driving the emerging improvement in outcomes for disadvantaged pupils.
- In 2019, the percentage of disadvantaged pupils attaining a Grade 4 or above in English and mathematics improved on the outcomes for 2018. As a result, these pupils were able to progress to their career choices and college places with the necessary qualifications. The Progress 8 figure for disadvantaged pupils in 2019 improved to be broadly in line with the national average for disadvantaged pupils. Leaders realise the need for improvements at a faster rate in order to diminish the difference between the progress of disadvantaged boys and girls in the school and when compared to their non-disadvantaged peers nationally.
- Learning evident in books and from learning explorations show strengthening progress in the work of some disadvantaged pupils in Key Stage 3 and Year 10, especially in the quality of extended written work and work in practical subjects. This is not a consistent picture across the curriculum and across all teachers.
- The pupil premium coordinator has placed the achievement of all disadvantaged pupils at the top of the school's agenda. Leaders at all levels display a strong commitment to driving that message to their teams. They are driving improvement through the cycle of quality first teaching, monitoring and interventions. Middle leaders' analyses of the progress of disadvantaged pupils are now used to plan for ongoing improvements, for example, through co-planning to focus on specific skill gaps. Senior leaders use these in their accountability discussions with middle leaders to ensure consistency in approach and to accelerate the progress and attainment of disadvantaged boys so that they become in line with all boys nationally and girls within the school.
- The quality of provision for pupils with SEND has improved due to leaders'

identification of need and action taken. The SENCO has been instrumental in raising expectations of the achievement of pupils with additional needs, including the most able who excel academically. Where teachers are well versed in pupils' needs, they plan sequential learning which builds pupils' knowledge, skills and understanding over time. Books and discussions illustrated this; for example, in one set of books, in two terms Year 7 pupils had moved from a limited grasp of phonics to writing sentences with increasing accuracy.

- 2019 external data shows that pupils with SEND made effective progress from their starting points. The focus by leaders and teachers on the development of their social, emotional and study skills enhances their learning. This was evident in a personalised learning lesson where tailored support led to strong language development as well as a boost to pupils' belief in their own capabilities. This prepares them well for their next steps and very high numbers of pupils with SEND enter education and training as a result.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with SEND - Even better if...

- ... all teachers fulfilled their responsibilities for promoting the progress of disadvantaged pupils across the ability range in Years 7-11.
- ... the progress and attainment of disadvantaged boys were accelerated to be in line with all boys nationally and girls within the school.
- ... leaders continued the drive to ensure that all disadvantaged and vulnerable pupils took full advantage of the wealth of experiences made available to them.

5. Area of Excellence

Not submitted for this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)