

SEA Visit Report

School	Rickmansworth Park JMI School	Number	708	Date	15/01/2025
Present:	Jane Linch (headteacher, HT), Natalie Catalano (deputy headteacher and English subject leader, DHT), Lesley Muriss (mathematics subject leader), Lindsay Unsworth (chair of governors) and Dominic Bedford (district school effectiveness adviser - DSEA).				

Length of visit (including preparation and follow up): 6 hours

Purpose of visit and activities undertaken:

At leaders' request this visit focussed on the quality of education at Rickmansworth Park JMI School. Activities undertaken included the following.

- Discussions with the headteacher and the subject leaders for English and mathematics.
- Two rounds of visits to seven classes including early years foundation stage (EYFS).
- Observations of small group phonics teaching.
- Observations of small group/one-to-one interventions.
- A pupil voice session with pupils from Years 4, 5 and 6.
- Several in-class discussions with pupils.
- Discussions with the subject leaders for physical education, modern foreign languages and art.
- Discussions with senior leaders to draw conclusions and agree action points.
- Feedback to a governor.

Rickmansworth Park JMI School was inspected by Ofsted in April 2024. There was no change to the school's overall judgement of good as a result of this ungraded inspection. However, the evidence gathered did suggest that the inspection grade might be outstanding if the inspection had been a graded inspection.

The DSEA accessed the school's IDSR prior to the visit and noted the following points.

- The percentage of pupils reaching the expected standard in phonics in Year 1 was 100%. This was significantly above national average and in the 100th percentile.
- The percentage of pupils reaching the expected standard in reading, writing and mathematics (RWM) combined at the end of KS2 was 90%. This was significantly above the national average and in the 98th percentile.
- The percentage of pupils reaching the expected standard in reading was 97%. This was significantly above the national average and in the 97th percentile.
- The percentage of pupils reaching the expected standard in writing at the end of KS2 was 100%. This was significantly above the national average and in the 100th percentile.
- The percentage of pupils reaching the expected standard in mathematics at the end of KS2 was 93%. This was significantly above the national average and in the 95th percentile.
- The percentage of pupils reaching the high standard in reading was 53%. This was significantly above the national average and in the 95th percentile.
- The percentage of pupils reaching the high standard in mathematics at the end of KS2 was 53%. This was significantly above the national average and in the 98th percentile.

- The percentage of pupils reaching the expected standard in English grammar, punctuation and spelling at the end of KS2 was 93%. This was significantly above the national average and in the 96th percentile.

Quality first teaching (QFT) is widely recognised as the most effective approach to support all pupils especially those with special educational needs and/or disabilities (SEN/D). QFT is a teaching style that aims to provide high-quality, inclusive education for all students in a classroom. It is based on the idea that every student should be able to access the learning and progress in every lesson. Many of the strategies identified with QFT overlap with Rosenshine's 10 Principles of Instruction.

Teachers who deploy QFT strategies will recap prior learning; provide models; present new material in small steps; ask questions which engage all learners; use formative assessment to check pupils' understanding; provide scaffolds; and allow time for pupils to practise. When this is done well it supports and engages all learners.

In all classes visited, both for mathematics and English lessons, QFT practice was highly evident. For example, the new learning was broken down into small steps, adaptations and scaffolded supports were evident and questions, with the use of paired/partner talk, elicited answers from all pupils. The teaching appeared highly effective in engaging pupils and helping them progress in the lesson and, from evidence gained during pupil voice and book looks, over time.

In all lessons, especially mathematics, pupils were provided with sentence stems to help them structure their verbal, and written, responses. This appeared to significantly support all pupils to contribute to class discussion. Pupils appeared engaged in their learning and they displayed positive behaviour and positive attitudes to learning. There appeared to be mutual respect between peers and between pupils and adults. During pupil voice, pupils explained their understanding of their responsibilities as learners at Rickmansworth Park JMI School. During further discussions leaders reported that the routines and practices that appear to support learners have developed through careful design and staff training. Leaders reported that any new staff receive the same training to ensure the best practices seen on this visit are consistent in all classes.

Pupils spoke confidently to the DSEA about aspects of their learning both in lessons and during pupil voice. Pupils explained both their current learning and prior learning. For example, pupils were able to explain the difference between sharing and grouping forms of division; they explained what makes a clause; and entered into a lively debate with the DSEA about squares being special rectangles.

The learning walk included visits to several phonics sessions. Leaders reported a significant amount of training and refresher training undertaken to ensure phonics teaching is of the highest standard. Teaching seen was consistent with the intent of the chosen programme and demonstrated fidelity to the scheme. All adults, for example, used the appropriate flashcards, positioned them in the agreed way when sharing them with pupils and followed the prescribed teaching cycle when recalling past content and introducing new learning. Adults, whether teachers or teaching assistants, expertly delivered the sessions which flowed seamlessly from one section to the next keeping the pupils highly engaged and attentive in their learning.

During lessons, formative assessment appeared to quickly identify misconceptions and/or gaps in pupils' understanding. Teachers appeared to respond to the pupils' needs and pupils were able to practise the intended learning and, where appropriate, had the opportunity to dig deeper with challenge questions. Further to this, assessment appears to inform the precise provision of intervention sessions, delivered by teaching assistants, for pupils who develop gaps in their learning.

At leaders' request, the DSEA met with three subject leaders. Conversations included the following topics.

- Curriculum design and intent.
- Assessment.
- Monitoring.
- Inclusion.
- Adaptations.
- EYFS and preparation for KS3.

The DSEA will share a document with question prompts that facilitated the discussion and a series of links to Ofsted subject specific reports. **Action 1**

In conclusion, all adults appear to have the highest expectations for all pupils in their care. The implementation of Quality First Teaching (QFT) at Rickmansworth Park JMI School appears highly effective in supporting all pupils, including those with SEN/D. The observed lessons in both mathematics and English demonstrated the successful application of QFT strategies, such as breaking down new learning into small steps, using scaffolds, and engaging all learners through paired talk and formative assessments. Pupils were actively engaged, displayed positive behaviour, and showed mutual respect. The school's commitment to continuous staff training ensures consistency in teaching practices, which was evident in the seamless delivery of phonics sessions. Overall, the school's approach to QFT fosters an inclusive and supportive learning environment, which appears to enable all pupils to progress and achieve.

Actions agreed / recommendations: (identify by whom and timescale):

1. The DSEA will share a document with question prompts that prompted the discussion and a series of links to Ofsted subject specific reports.

Although this visit may draw on the deep dive methodology published by Ofsted in 'Inspecting the curriculum', the visit's length and content limits the number of subjects which can be explored. Consequently, there is insufficient evidence to draw firm conclusions about the systemic aspects of the school's work. However, hypotheses are likely to arise which leaders may wish to pursue as part of their ongoing self-evaluation. Similarly, where the SEA makes subsequent visits to the school, they may follow up these hypotheses by exploring other subjects alongside school leaders.

Date and purpose of next visit: NA

Name:	Dominic Bedford	School Effectiveness Adviser	Date report completed:	12/02/25
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