

SIA 1: School Improvement Adviser Report 2016-17

School	Oakdene Primary School
SIA	Liz Bramley
Date of Most Recent Ofsted	January 2013 Outcome –Good.
Date of Visit	28 th November 2016
Present at Visit	Delyth Linacre–Head Teacher Chris Thomas–Deputy Head Teacher Sarah Hunton–Assistant Head Teacher Helen Seymour– KS1 Leader. Lucy Firman– EY Leader.
Focus	<ul style="list-style-type: none"> • Learning Walk to evidence changes in practice and provision. • Analysis of progress achieved on the SIP aligned with data from the previous academic year RAISE. • Monitor the progression of writing in EY. Look at changes in practice and provision for CLLD in EY. • Monitor writing from Y1 – Y6. Look at the impact of the marking and feedback policy. • Share the approach to teaching writing and examples of writing from Oakdene.
Please indicate arrangements for supporting the Governing Body with headteacher appraisal	To be supported by an external consultant.

Audience for record:

Headteacher
Chair of Governing Body

Learning Walk to evidence changes in practice and

- Excellent relationships between pupils and between pupils and adults, and activities which require pupils to think more deeply about the work they are doing are the hallmarks of teaching in all areas of the school.
- From as early as nursery, children are encouraged to find things out for themselves and to work cooperatively with their peers. It was overt that a whole school strategy to develop progression through collaboration has been orchestrated. In all classes pupils enjoy working in pairs and groups, helping each other to learn. They rise to their teachers' challenging questions and are ever eager to answer and to show how much they have learned.
- The use of a range of teaching approaches and learning styles to improve literacy and numeracy skills is outstanding. Teaching approaches are based on an analysis of the learning needs of a particular pupil, group or class. This motivates pupils and impacts on the school's data and positive behaviour.
- It was notable that teachers and teaching assistants are encouraged by Senior Leaders and governors to trial and adopt the most effective ways to improve the basic skills. A rich and stimulating curriculum motivates all pupils.
- The use of high quality teaching and learning resources make a significant contribution to the quality of teaching and learning. Classrooms and shared areas are spacious and are organised with signals and prompts for children to engage with. Indoor and outdoor environments are consistently inviting throughout the school, they are constantly redesigned.
- An exemplary range of activities to promote computing are being used very effectively. This has been identified as an area for the development on the School Improvement Plan. The school is making excellent progress to ensure that this is embedded throughout the whole school for example, the Selfie Station in reception to support and improve teaching and learning in CLLD. In Year 6, pupils were clearly inspired to write as a result of viewing an animation clip, 'The Piano' by Aidan Gibbon's. They demonstrated great maturity and were able to use super sentence starters such as 'lovingly', 'soothingly' and 'solemnly'.
- We saw many examples of the teaching of writing, particularly in KS2. A consistent and methodical approach has been adopted, using word families and grammar checklists. This ensures that pupils have the correct skills to develop their writing at a rapid pace. They write with flair and creativity while using the correct sentence structures, punctuation and tenses. Their editing skills demonstrated how reflective learners at Easterside are. Metacognition is impacting positively on learning.

Analysis of progress achieved on the SIP aligned with data from the previous academic year.

- The intelligent analysis of the assessment of pupil performance in the school is outstanding. All performance data available including, the Inspection Dashboard, Raise Online and current whole school data is used effectively to evaluate the school performance. From the data, whole school plans are devised and these inform curriculum areas plans, year group plans or vulnerable group plans.
- Since the previous Ofsted inspection, strategies to ensure that the large majority of teaching delivered is consistently outstanding have been implemented successfully. As a result, throughout each Key Stage and across the curriculum, current pupils make rapid progress in relation to their starting points.
- Challenge ensued to unpick the two weaknesses highlighted in the Inspection Dashboard. The school has a proven track record for effectively meeting the needs of disadvantaged pupils and have consistently performed in line or above the national average in the Y1 phonics screening check. The leadership team confidently articulated the performance of individuals' end of KS1 disadvantaged pupils who did not achieve expected or greater depth in maths.
- In addition, the team identified the reasons behind the untypical dip in the Y1 phonics screening check and shared their action plan to ensure that rapid progress to continue for those pupils and for the current Y1 cohort. The teaching of phonics is documented as a strength in the most recent review completed by the Middlesbrough Achievement Team. I recommended that the team create a case study to share with stakeholders. The Head Teacher acted swiftly upon this advice and case studies were emailed the following day.
- The SEF and SIP documents are regularly reviewed to ensure they remain current and forward thinking. Identified actions are monitored rigorously by leaders at all levels and governors. Staff training focuses precisely on how to get even more impact and improvement.
- Formative assessment is on-going and is the responsibility of all class teachers. In the EYFS regular observations inform next steps. From EY to Year 6, pupils work is assessed and the outcomes are tracked on Target Tracker. At Easterside, there is an uncompromising recognition that all staff, must demonstrate a commitment and responsibility to high achievement for all pupils.
- Moderation takes place within school and members of staff attend local cluster moderation meetings and are moderators for the LA. The school uses the outcomes from the analysis of data to identify and track pupils who are under attaining and /or underachieving. Target Tracker easily identifies these pupils. As a result there is a rapid response through differentiated quality first teaching as well as interventions to narrow the gaps.

- Equity in education is the means to achieving equality. An equity driven model of school improvement is in place, for example, Pupil Premium Bags for nursery pupils enable children to read stories and sing rhymes and songs with parents/carers, children begin developing a love of books, becoming familiar with traditional songs, rhymes and stories. There is a definitive strategy to engage with parents and carers at Easterside.
- As the children progress through nursery and reception at Easterside, they become experienced emergent writers and aware of the alphabetic nature of print as they use symbols to represent objects in their drawings. The adults provide real situations for the children to have a clear purpose to write within the seven areas of learning both indoors and outdoors.
- At Easterside, staff are encouraged to be innovative and to constantly search for new ways of reshaping, developing and reviewing pedagogy. The EY leader explained that in reception, a writing challenge has been introduced to the children's planning boards. As a result, all children are writing independently every day. It was evident to see the immediate impact of this one adaptation to the planning boards.
- For those children who are ready to write in sentences, however, physicality may be a barrier to their letter formation, the introduction of new fine motor interventions, for example, 'Scribble whilst you Wiggle' and the use of 'Golden Tickets' to celebrate mark making are already proving to be highly effective. We discussed one pupil who had excellent phonic knowledge and despite finger gym and other interventions to

- Leaders recognise the need for consistency and continuity in marking throughout the school, so that children have a clear understanding of expectations. The marking and feedback policy is very comprehensive and is being fully adhered to.
- Easterside is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback serves the purposes of valuing pupils' learning, helping to diagnose areas for development ('Next Steps') and evaluating how well the learning task has been understood. It is evident that marking and feedback is viewed as a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked.

Share the approach to teaching writing and examples of writing from Oakdene.

- A professional improvement culture that invests substantial resource in teacher and staff development is a key driver for Easterside's success.
- At the request of the Head Teacher, I shared a range of current writing books for middle attainers in Y3, 4, 5 and 6. I also shared a sample of books from 2016 KS2 cohort, there were examples of children who achieved expected or greater depth in writing.
- The Easterside team generated questions and reflected on their practice. Many of the agreed practices were similar. I emphasised that Oakdene's approach to planning is not might look different to the Easterside format, however, they both contained the same features. The Head Teacher would continue to lead discussions in this area to follow up from the visit.

