

Ofsted said...

we Require Improvement

(January 2018)

Post-Ofsted Update No.4

4th December 2018



So, what have we achieved so far...

Our Senior Leadership Improvement Plan consists of the 5 priority areas identified in our Ofsted inspection in January::

1. Curriculum (design and progression)
2. Outcomes (the 'wider' curriculum, including challenge)
3. Outcomes (reading, writing and maths, including challenge)
4. EYFS (Early Years Foundation Stage)
5. Teaching, Learning & Assessment

ECM, an independent educational consultancy company, spent the day in school last week, carrying out a 'teaching and learning review'. This included observing lessons, checking books, discussions with pupils and meeting with leaders. Their findings have been included in this update, and are written in bold italics.

4. EYFS (Early Years Foundation Stage)

Children in the Early Years are getting a very positive start through the improvements made to the provision. They are happily engaged in purposeful learning in well planned areas using good resources indoors and outdoors. Reorganisation of the Reception areas provides sufficient space to promote independence and effective continuous provision as well as group work and focused tasks when required.

2. + 3. Outcomes (the 'wider' curriculum, including challenge + reading, writing and maths)

Pupils' excellent attitudes to learning are a constant feature in lessons across the school. They are keen to talk about their work and express very positive views about the range of activities they enjoy in all subjects across the curriculum. Pupils made specific references to their enjoyment of lessons in non-core subjects and what they have learned. This is a reflection of the school's success in raising the profile of the wider curriculum.

1-5

In a nutshell, the key strength is that everything is moving in the right direction!

2. + 3. Outcomes (the 'wider' curriculum, including challenge + reading, writing and maths)

Nine teachers, across school, continue to participate in leadership training (NPQML and NPQSL). They are each leading whole school improvement projects, which focus on areas identified from the Ofsted report.

5. Outcomes (the 'wider' curriculum, including challenge)

Several aspects of the wider curriculum, including SMSC and British Values, are reflected well in the 'Big Questions' class books and 'WOW' curriculum class books.

5. Outcomes (the 'wider' curriculum, including challenge)

Pupils respond enthusiastically to their learning challenges, opportunities for group talk and working in pairs or teams.

5. Teaching, Learning & Assessment

Pupils' learning and progress seen during lessons today and in most pupils' workbooks since the start of term reflect the school's self-evaluation of outcomes that are good. Leaders recognise the elements that need to be further strengthened to secure that judgement and there is good capacity to do so.

Strengths noted during the April visit have been further developed so that the quality and impact of teaching is good and growing in consistency. Teachers are applying their clearer understanding of the raised expectations in whole-school policies and systems, with common practices evident across the school: for example, in learning environments (including the whole-school focus on language acquisition and expanding pupils' vocabulary), presentation of books, clarity in planning, progression and the 'Learning Focus' for pupils.

2. + 3. Outcomes (the 'wider' curriculum, including challenge + reading, writing and maths, including challenge)

Pupil discussions are held regularly. Recently, we asked pupils whether they feel they are appropriately challenged and stretched. Pupils feel that they have the opportunity to regularly 'dive' across all subjects. 'Rapid graspers' (those pupils who rapidly grasp a concept) are able to talk confidently about how the 'dive' deepens their understanding.

1.– 5. Leadership

Very good progress has been made in strengthening the capacity and impact of leadership at all levels, through well focused training and development, with newer leaders becoming more involved, building their knowledge and skills. The re-organisation of staff roles and responsibilities to reflect an expanded shared leadership structure is paying dividends as they are empowered to make a good contribution to the school's overall improvement.

The Headteacher and Deputy Headteacher are effectively leading these developments and promoting the shared vision and teamwork across the school. They maintain a strategic overview of the school's performance that is enhanced by their day-to-day knowledge and regular monitoring of provision. The 'next steps' agreed in April have been acted upon and are making a positive difference (e.g. distributed leadership to share responsibilities, EYFS improvements, developing a manageable system of non-core assessment, completing wider curriculum progression overviews, refining the self-evaluation summary) .

5. Outcomes (the 'wider' curriculum, including challenge)

'You said...we did'

Following a 'pupil voice' survey of about the use and impact of i-pads, we decided to invest in i-pads beyond Y5 and Y6. So, all pupils from Y2 to Y6 now have access to individual i-pads all through the day. Staff continue to explore ways in which these can be used to enhance and support their digital teaching and learning.

3. Outcomes (reading, writing and maths, including challenge)

The Government have decided to introduce a multiplication tables check for Year 4 pupils, which is designed to help ensure children in primary school know their times tables up to 12 off by heart. The national voluntary roll out of this times tables check for all Year 4 pupils is from June 2019, before it becomes mandatory in June 2020.

In order that our pupils have excellent knowledge of their x tables, we have been able to use the individual i-pads to provide all KS2 pupils with daily access to apps like 'TT Rockstars'. This is enabling them to develop incredible knowledge and recall speeds for their x tables. (But remember to remind your child to access this app when they're at home – ask them to show you how quick they have become!)