

# We have made some big changes since Ofsted visited in January 2018

Post-Ofsted Update No.5  
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(previous updates available  
on the school website)



## So, what have we achieved so far...

5 priority areas were identified in our Ofsted inspection report:

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

### 1-5. Leadership

**Subject leaders are following their action plans and have helped to drive improvements through CPD, audits and the analysis of monitoring information. They are well supported to drive improvement and attend relevant CPD (Continuing Professional Development) to ensure they are well skilled. They follow the monitoring calendar and have checked the quality of teaching and learning in their subjects in lessons and workbooks, in pupil voice meetings and through data analysis.**

***The Local Authority spent the day in school this week, observing lessons, checking books, talking to pupils and meeting with leaders. Here are their findings...***

### 5. Teaching, Learning & Assessment

**The profile of teaching observed today continues to be good. The development points made at the previous review days have been used to improve learning and outcomes for pupils.**

**In mathematics, a good range of resources, visuals and models are used to help pupils understand ideas and concepts. Pupils make a reasonable amount of mistakes, which indicates the level of challenge is well pitched and those capable reach the 'dive' challenge activities. Numicon resources support pupils in understanding key points. In writing, pupils make good progress from 'cold' to 'hot' pieces and the 'journey of writing' is clear. Basic skills are well promoted and this results in well-formed, suitably long and coherent compositions.**

**Teachers use 'Steps for Success' to support pupils' progress and learning in lessons. These key learning points are used to help pupils check their own progress and they inform teachers' assessments.**

**The use of IT is having a positive impact on pupils' learning and provides the opportunity for research and targeted tasks to help raise standards across the curriculum.**

**Teaching assistants continue to support learning effectively. They provide bespoke support to individual pupils and teach small groups of pupils alongside the class teachers.**

**Good spelling is promoted effectively across the school. Marking is effective in improving outcomes for most pupils including those who are less-able.**

**Conclusion: THE SCHOOL IS WELL PLACED TO BEING JUDGED GOOD AT THE NEXT INSPECTION.**

#### 4. EYFS (Early Years Foundation Stage)

***The new EYFS team is well led by the EYFS leader, who has a clear understanding of quality teaching and learning. Children have made very good progress from starting points. There is no significant gender gap. Children in receipt of PPG (Pupil Premium Grant) make comparable progress to their peers and are on track to achieve GLD (a Good Level of Development).***

***Children with additional needs are identified and support is effectively put in place. The Communication and Language assessment is secure and most children who are learning EAL (English as an Additional Language), or who have fewer opportunities outside school, quickly catch up. This is supported by a variety of different targeted and whole-class approaches.***

***The EYFS leader carefully monitors the quality of curriculum content and delivery. Phonics inputs are well paced and pitched but were restructured to ensure parity of children's access to qualified teachers and to help all staff become aware of children's current phonic knowledge. As a result, children skilfully and confidently apply their phonic knowledge to reading and writing tasks, supported by practitioners who can give precise praise and challenge. Writing books provide evidence of progress over time and are immaculately presented. Challenges for learning have been introduced and children respond well to these, especially as staff are very clear about the success criteria which is tailored to individual ability.***

***The classrooms are presented to an extremely high standard, with clearly identified areas for children to learn in. Provision indoors and out is enticing and captures children's interest and imagination and children apply themselves for extended periods of time. Staff are mobile and position themselves well to be able to extend and challenge through well-placed questions. Children are encouraged to play cooperatively and to be respectful of their environment. The outdoor area has portable literacy and maths resources to support play and children access these independently.***

***Provision for Understanding the World and Expressive Arts and Design has been refreshed and children use the new tinker table, experiment with large-scale water play and make observational drawing of chrysanthemums. Wow class books show how the curriculum has been enhanced with visits to the farm and walks in the locality as well as celebration of Diwali and Chinese New Year. The class teacher provides information about Easter and sensitively manages a discussion in response to a child's question if children of Muslim faith should eat hot cross buns. The EYFS leader has undertaken focused moderation of Understanding the World to ensure the staff team are clear about age-related expectations as the new curriculum offer is implemented.***

***Partnership with parents continues to develop and attendance at phonics and writing workshops was very good, as is attendance at the half-termly stay and play activities. Parents are more confident to contribute in reading diaries and to provide Wow moments from home. Excellent relationships are in place with the school's main feeder setting.***

#### 2. Outcomes (the 'wider' curriculum, including challenge)

***The quality of learning recorded in Discovery Workbooks reflects the better quality provision for the foundation subjects and science. Knowledge is built up over a unit of work through a range of topic and experiential activities including the associated vocabulary over the theme.***

***Discovery display boards celebrate and help promote learning across the curriculum. Class-based Wow books reflect interesting events, learning and activities that enrich the curriculum, for example in e-safety week and visits from the travelling zoo.***

***Pupils report that they have seen a number of positive changes in their curriculum in the last twelve months including more interesting work across foundation subjects and science. They speak positively about the current curriculum and say it is now more challenging. A few of them can also talk about the connections being made between subjects. 'Discovery Books' are presented well and contain a wide range of subject content from across the wider curriculum.***

## 1.– 5. Leadership

**Senior leaders lead the school with drive and determination. They use the useful guidance from external partners and the information from their own frequent monitoring to guide staff to improve the quality of provision. As a result, outcomes across the foundation curriculum are improving.**

**Development planning is good quality and provides leaders with a clear route map to follow and criteria with which to check success. The School's Self-evaluation Summary includes realistic judgements and the strengths and development points feed into the School Development Plan. Senior leaders know the school very well.**

**Governors have restructured the board so that there is a stronger focus on provision and outcomes for pupils across all subjects in the curriculum. Governors check out the school for themselves on the annual Governor Day and plan to check continuity and progress across year groups later in the Summer term. Governors receive information from subject leaders to inform their strategic decision-making and governors question the leaders and provide suitable challenge. There is on-going challenge evidenced in minutes of committees.**

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

**Current rates of progress in reading, writing and mathematics are positive across the school and between subjects.**

**Outcomes across the curriculum, evidenced in workbooks are similarly positive and pupils reach the expected standards in a range of subjects. Outcomes in art in Year 6 are strong. Progress across the curriculum has accelerated and is now on track to be judged good at the next inspection.**

**The progress made by pupils with SEND(Special Educational Needs/Disabilities) is similar to other pupils as is the progress made by disadvantaged pupils.**

## Personal Development, Behaviour and Welfare

**Pupils are very positive about the aspects of safety promoted in school. They speak confidently about how they can stay safe in and around school, including how to stay safe online. Aspects of safety covered recently in school include an internet safety day. Pupils are fully aware of all safety procedures to keep them safe in school, including fire safety drills.**

**Pupils are well aware of the school's good behaviour policy and understand procedures for when pupils are good and when they are not. They report that both reward systems and consequences for poor behaviour are consistently applied across school.**

**The standard of behaviour at lunchtime can be more variable due to some low-level boisterous play, but pupils report this is always dealt with immediately, including sanctions, if necessary, in line with school policy. Silly, low-level name-calling is a rare occurrence but pupils say it can sometimes be heard on the playground. This is also dealt with immediately in accordance with the school policy.**

**Pupils are clear what constitutes bullying and report that this does not exist in their school. They understand the complexities of types of bullying, including cyber bullying, and know what to do, and who to turn to, if they need help.**

**Aspects of different faiths and cultures are covered in their topic work. Recent aspects covered in RE (Religious Education) include the theme, 'Life is like a Journey. Which path will you choose?' This work allowed them to discover and write about aspects of different religions.**

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

**Pupils say they are also now challenged more in mathematics and English and though at times it can be difficult, it is rewarding when they complete work they find hard. They enjoy coming to school and describe their school as 'Awesome, friendly and a positive place to be'.**