

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

Post-Ofsted Update No.6
17th October 2019
(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

Senior leaders and middle leaders completed their nationally accredited leadership qualifications (NPQML and NPQSL), as they continue to lead with drive and determination.

Our first Governors' meetings of the new year have taken place. These provide Governors with the opportunity to 'check and challenge' the work of the school, to ensure that our self-evaluation is accurate and that we have identified clear priorities for improvement with specific actions/next steps.

Since our last update (No.5) in May, we've continued to make lots of changes. We've also received the end of year results data (from the Government) and also had an independent check on the quality of History. Here are the findings...

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

End of KS2 results

'Pupil progress scores' tell us how much value we have added to pupils during their time in KS2. The national average is 0.0, and then schools will either receive a positive or negative score which demonstrates whether they have added more or less value compared to the national average. Our pupil progress scores for 2019:

Reading + 1.1

Writing + 1.5

Maths + 2.3

All these progress scores are an increase from last year and compare very favourably with national picture as well as other local primary schools.

***After the half-term break, the Local Authority are due to conduct another whole school review. At our last LA review in April, their conclusion was:
THE SCHOOL IS WELL PLACED TO BEING JUDGED GOOD AT THE NEXT INSPECTION.***

4. EYFS (Early Years Foundation Stage)

The end of EYFS outcomes for 2018-19 were extremely positive, with 79% of pupils achieving a 'Good Level of Development' by the end of Reception (national average = 71%). Pupil progress was strong, with pupils making at least the expected 4 steps of progress in all areas of the EYFS curriculum. The 'good' (and often 'outstanding') progress is as a result of the high quality teaching and learning that consistently takes place in Reception. Our new Reception pupils, for this year, have settled well and have made a good start to their first year at Ladybridge. The Reception staff team have completed baseline assessments for all pupils, providing them with accurate starting points from which they can plan and deliver teaching and learning that meets the needs of the pupils.

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

We continue to regularly check the quality of pupils' workbooks across the curriculum, to ensure that books in English, Maths and Discovery are of a high quality. Pupils are expected to put an equally strong effort into all areas of their learning in order that they produce work of a similar quality and quantity across all their books.

The 'Dive' continues to provide pupils with the opportunity to 'deepen' their understanding across all subjects. Many pupils strive for, and enjoy, this additional challenge within their learning.

First hand experiences still play a really important part in pupils' learning. Sometimes this involves visits or visitors, but most of the time it is about the practical, hands-on and 'hook' activities that staff plan to ensure pupils are engaged and excited in their learning.

Changes to the Ofsted framework from September have resulted in schools making significant changes to their curriculum. For Ladybridge, this has included:

- A new Curriculum Intent (this underpins provision in all subjects):

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage **connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

- An increased emphasis on vocabulary (see vocabulary walls and word windows in classrooms, as well as a designated section on subject organisers);

- An increased emphasis on checking and supporting pupils' retention and recall of learning (learning reviews and subject organisers), in order that pupils remember more learning long-term.

Last week, ECM (an independent educational consultancy) carried out a thorough check on the quality of the history (referred to by Ofsted as a 'deep dive'). The findings were extremely positive, with ECM reporting that, 'Curriculum planning is strong, including the sequencing of knowledge...and curriculum leader subject knowledge is strong.

Personal Development, Behaviour and Attitudes

With our new PSHE policy, we have introduced 'Our Big PSHE Question', which sits alongside our already established weekly 'Big Question'. These questions cover a wide range of areas as part of developing pupils' personal development, character and knowledge. During the first half-term, we have covered:

Our Big PSHE Question	The Big Question
<ul style="list-style-type: none">- What does it mean to be old(er)?- What makes a good friend (ship)?- Friend or Foe?- Do coughs and sneezes spread diseases?	<ul style="list-style-type: none">- Is it wrong to refuse help?- Should first aid be part of the curriculum for all children?- Is it important for others to know where we are?