

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

Post-Ofsted Update No.8

10<sup>th</sup> October 2020

(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. Leadership
2. Evidence of progress
3. The 'wider' curriculum
4. Challenge (for the more able./rapid graspers)
5. EYFS (Early Years Foundation Stage)
6. Teaching, Learning & Assessment

*So, where are we up to in addressing the areas for improvement that Ofsted identified in January 2018? Please see the last 7 Ofsted updates (school website) to see the many changes and successes during the last 3 years.*

### 1. Leadership

*Leaders of all the different subject areas, across school, have continued to participate in training and development during the last six months. This has included 'outstanding subject leadership' training, networking with other leaders and researching best practice, all of which enables them to drive their subject forward with confidence and competence.*

*Subject leaders have carried out a 'gap analysis' for their subject across the whole school. This has enabled them to identify any missed learning from the summer term, which has been shared with classroom staff and linked to opportunities for this year. Leaders have also already begun to carry out checks across school to ensure consistency and quality with their subject, this term.*

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

*Our newest teacher, Miss Briscoe, has joined the EYFS team, which is now being overseen by our Deputy Head, Mrs Hall. The team are continually reviewing and improving provision across the Reception unit:*

- Learning outside continues to be a key part of the EYFS curriculum, and our new climbing frame, sand pit, construction site and small world areas are being well used by our new Reception pupils.
- We have invested in a new programme for recording pupils 'Learning Journeys'.
- We are an 'Early Adopter' school for the new EYFS curriculum.

***We were due to have been re-inspected by now, but Ofsted have currently suspended their normal inspections (until the Spring term). Although, they are still making visits to schools during the Autumn term to provide support and advice.***

### 4. Challenge (for the more able/rapid graspers)

*As there were no formal end of Key Stage assessments/SATS at the end of 2019-20, Ofsted will consider our most recent data from 2018-19: End of KS2 results show that the percentage of pupils attaining 'above expected' in Reading, Writing, Maths, and GPS (Grammar, Punctuation & Spelling) are above national percentages.*

*In terms of progress, our scores in Reading, Writing and Maths are above the national average progress scores. (Progress scores demonstrate the progress pupils have made between the end of Y2 and the end of Y6.)*

## 6. Teaching, Learning & Assessment

During the first few weeks of school, staff have ensured that pupils feel settled and supported (after such a significant period away from normal school life). Our new leader for Personal Development, Ms Phillips, is ensuring that 'pupil well-being' is an integral part of school life and the curriculum. The caring and respectful relationships that have already developed are lovely to see, and will provide a solid foundation on which to build success for the year ahead. Staff now feel confident that pupils are able to complete important baseline assessments, which will provide staff with information about how much pupils have retained/ forgotten. This information is crucial in ensuring that teaching and learning is pitched appropriately and any gaps for missed/forgotten learning are addressed before any subsequent learning or teaching takes place.

### 3. The Wider Curriculum

*As 'Assessment and Review' leader, Miss Turnbull has implemented some significant changes this term, to support pupils remembering more!*

*There will be increased opportunities for pupils to review and recall previous learning across the wider curriculum. This 'retrieval practice' will be a regular and systematic part of their learning within their Discovery lessons, so that learning is not forgotten.*

*This type of activity is particularly important this year because of the long break from school over the summer.*

*Please help us by asking your child to tell you what they can remember about their learning. You can also use the subject organisers (that will be posted on Class Dojo) to check and support learning and memory.*

## 3. The Wider Curriculum

*We continue to check the 'breadth and balance' of our curriculum. In light of this, we decided to increase the amount of physical activity - with weekly PE lessons and daily opportunities for pupils to run on the daily mile track.*

*Although we are currently unable to offer extra-curricular clubs, Rocksteady and peripatetic music lessons are still continuing to take place every week, in school.*

### 2. Evidence of progress

*With only 6 weeks since the start of term, it's great to see that evidence of progress is already clear across children's books.*

*Pupils are working extremely hard to improve in the areas that they have found more difficult because of the extended amount of time that they have had off school.*

*Whilst it has been lovely to see how excited and happy pupils are to be back in school, it is clear that the time away from school has had a detrimental impact:*

*- Presentation and handwriting has worsened for many pupils – staff have prioritised this and there have been positive changes from the first page in September to their most recent.*

*- The amount of work that pupils were producing and their concentration spans had suffered because of time off. However, pupils are now demonstrating better stamina and producing more quantity. Having high expectations at school (and at home, especially during remote learning) is one of most important aspects that will lead to accelerated*

## 6. Teaching, Learning & Assessment

*Despite the current COV-id 19 restrictions in school, I have been able to monitor teaching and learning in all classes – pupils continue to receive high quality teaching and are well engaged and motivated to learn. An integral part of this is the regular and timely feedback that pupils get from staff, so misconceptions can be addressed quickly. Where pupils need additional support, staff are planning and delivering personalised interventions. Mrs Bendelow and Miss Whittingham are our senior leaders who are responsible for monitoring the quality and impact of these interventions.*