

Ofsted said...

we Require Improvement

(January 2018)

Post-Ofsted Update No.3

1st October 2018



So, what have we achieved so far...

Our Senior Leadership Improvement Plan consists of the 5 priority area 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

The Local Authority spent the morning in school last week, observing lessons, checking books and meeting with leaders. Their findings have been included in this update, and are written in bold italics.

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

Ten teachers, across school, are all currently leading whole school improvement projects, which focus on areas identified from the Ofsted report.



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

Discovery workbooks are well presented and lessons are clearly planned and linked to subject-specific criteria, which is how pupils are assessed. Expectations are suitably high and pupils have quickly risen to this standard, some tackling 'dive' work for additional challenge. Teachers' marking is good quality and informs pupils of their success and what to do next. Teachers secure pupils' English skills when marking topic work, identifying spelling errors to be corrected.

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

Workbooks in English and mathematics are well presented and effectively marked. Cold and hot tasks are clear to see in English workbooks and pupils make a reasonable amount of mistakes in maths workbooks. Pupils are productive and complete a good amount of work in lessons. There is clear evidence of effective support, which should be maintained to secure good progress over the school year.

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

Individual i-pads are being used by all of our Year 6 and Year 5 pupils. They are helping to support and transform teaching and learning, providing opportunities for greater choice, independence and increased pace of working.

We are currently conducting a 'pupil voice' survey about the use and impact of i-pads... and, if we like what we hear, then individual i-pads for Y3 and Y4 pupils could be on their way very soon!

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

Achievement indicators in mathematics and English are generally positive and indicate good progress has been made in each key stage.

4. EYFS (Early Years Foundation Stage)

The EYFS leader has analysed the 2018 data well and understands the current development points.

The new teacher in EYFS has made a good start, and has a particularly warm and nurturing approach.

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

The Staff in Y5 and Y6 have been busy gaining their 'Apple' teacher badges. In addition, Y5 and Y6 staff and pupils have recently received in-class i-pad training, giving them lots of new ideas to improve their digital teaching and learning.

5. Teaching and learning

The profile of teaching observed in English and mathematics on this visit is good, which indicates the overall profile of teaching across the school is good in these subjects, when the evidence from the previous review is taken into consideration.

The quality of learning recorded in pupils Discovery and Art workbooks is much improved, and a good start has been made to the school year to reflect the revised wider curriculum.

Teachers model approaches and concepts well using models and images effectively. They explain clearly so pupils know what to do and so the pupils can rectify errors during the lesson.

The good skills of the teaching assistants are used effectively to support pupils and to check learning in lessons.

Classrooms support and celebrate learning.

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

As part of the new wider curriculum (and in response to analysis of pupils' reading comprehension, we are placing a greater emphasis on VOCABULARY. Pupils will develop a broader knowledge and understanding of vocabulary, as well as being able to accurately use and spell more challenging words. So,

- Don't forget to ask your child(ren) about vocabulary on their word windows;
- Help you child(ren) learn their 10 words for the vocabulary test, at the end of each Learning Challenge;
- Remind your child to complete the 'word of the week' challenge sheets (accessible at each classroom door).

New vocabulary is clearly promoted on vocabulary boards, windows, working walls and displays.

1.- 5. Leadership

Leaders know the school well and are clear about strengths and development points pertaining to the whole school and the aspects for which they are responsible. As a result, there is a determined drive for improvement evident across the school, which should be maintained for the rest of the year.

The SSDP is a useful document and links to the areas for improvement, identified at the Ofsted inspection. Professional development is clearly detailed and appropriate actions identified to bring about change, some of which have already been evaluated.

Data analysis is good quality and incisive. A summary of data for the school has been completed to more easily identify patterns and trends. Leaders know well the school's priorities.

Senior leaders have already conducted a review of workbooks and identified some useful development points that staff immediately actioned.

English leaders' subject knowledge is good, which enables them to deliver bespoke CPD to all staff in school.

Leaders confidently talk about their subject, strengths and areas for development, and understand the needs of the different groups in school.

They have comprehensive action plans to secure improvement, which are clearly based on evidence from data, backed up from observations of learning outcomes through book scrutinies and conversations with pupils.

Monitoring is planned and included in the schools comprehensive monitoring calendar, which allows for the cycle of intervention, learning and outcomes to be revisited regularly.

Curriculum leaders have established how to secure pupils' deeper learning across the curriculum. They have suitable action plans to secure improvement based on their reviews of previous plans.

Curriculum leaders have checked out the quality of learning in Discovery books.

3. Curriculum (design and progression)

The new 'wider curriculum' overview has been included in the class curriculum newsletters, which are accessible on the school website.