

DCB CONSULTANCY

School Name	Park Road Primary	Visit Focus and evidence base	
Consultant	Derek Barnes	<ul style="list-style-type: none"> Peer review with Headteachers. Discussions with the Headteacher, DHT (Curriculum lead) and curriculum leaders of maths and English. Discussion with pupils re foundation subjects. Learning walk, visiting lessons. Scrutiny of pupils' work Observation of pupils at breaks and lunchtime <i>(highlight/add as necessary)</i> 	
Date of Visit	24 and 26 February 2020		
Headteacher	Nicky Parkinson	Time on Site	2 x 1/2 day
COG	Dave Platt	Prep/Reporting Time	Half day

Preparatory performance data and documents used for this visit. <i>(Please highlight)</i>	Internal tracking summary SES SDP Performance tables ASP/IDSR 2019	GB Minutes Latest Ofsted Report July 2017 – School continuing as Good Data pack 2019 Website
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Many thanks to all staff and pupils for their openness and help with the visits.

Evaluation and WWW	EBI
<p><u>Pupil discussion</u></p> <p>Reading and English After hearing years 1 and 2 readers, including pupils from the lowest 20% ability group, it was clear that their books are chosen with care to match abilities and also provide challenge. The books mesh with their phonics awareness and capabilities. Pupils love reading – they speak enthusiastically of how their reading has developed, how they are helped and how they read to parents at home. In all but one instance, parents and carers hear pupils read daily with reading records confirming the amount of reading pupils do. Pupils decode well although not always totally accurately – it was clear how the least able 20% are being supported and supported well in their reading progress. Books are changed regularly, often several times per week, showing how pupils like reading, both in school and to their parents. Reading to staff and to parents continues after Y2. Y3 pupils like reading and changing their books. There appear to be sufficient books in school enabling pupils to have a wide choice.</p>	
<p><u>Leader discussion</u></p> <p>Curriculum Lead/HT/DHT Sticky knowledge is reviewed to promote recall through for example, 'question hands'. The leader commented that teachers are more focussed – this was clear in the learning walk undertaken. Although still in 'trial', the '5 a day' linked to prior learning has been developed. Staff</p>	

say that it has helped them focus on knowledge that needs to be recalled/remembered.

The curriculum leader stated that additional work has been promoted on engaging pupils further with time-lines (the 'toilet roll' time line). Again, this was seen during the visit and its use questioned – it was clear that pupils had a clear and developing understanding of chronology.

English Lead

The leader is very specific and accurate as to how the phonics book and readers match and challenge early readers. Phonics provision is now assessed as having greater consistency across early years. There are now improved trackers enabling readers to move on more rapidly in book bands

Guided reading walks to assess/evaluate provision have occurred the leader has found more deeper level questioning and was able to give specific examples. Indeed, all statements were supported by specific examples indicating a solid knowledge of provision based on careful monitoring.

Now more improved trackers – to move pupils on more rapidly in book bands and/or accuracy. The school is developing a more consistent approach to spelling.

The leader articulates well the next developments required for learners in reading: the further enhancement of higher order reading/phrasing and vocabulary was discussed.

Maths Lead

Booster sessions take place at the commencement of school led by the maths lead.

HT states that maths has improved due to the leadership of maths. The consultant has found that the subject leadership has been instrumental in developing and improving provision which is strong. In the past an emphasis on the 'abstract' inhibited the learning of some pupils.

The leader and staff have worked with a maths consultant to consider further improved provision. The school has adopted 'Power Maths' which uses concrete, pictorial and abstract methods.

HT and maths leader state that SEND pupils still needs support in maths. Even though there is more inclusion in lessons. There is now more demand in lesson, more use of practical resources and further building of the composites to deliver the components. The use of TAs in maths has changed and is changing. There is an expectation for TAs to work with more able pupils as well as the less able – indeed all abilities depending on need. To this end the TAs are included in the maths CPD alongside teachers.

HT and maths leader are seeing all abilities being challenged more.

There is a firm belief that there is no glass ceiling – to give all children the chances they require.

Consider how the vocabulary encountered in pupils' reading may be captured and used.

Book Look and pupil discussion

Pupils from each year group brought their books along for examination and discussion about the work. All abilities of pupils were represented.

- Books from across the curriculum were examined with the pupils. It was clear in years 1-3 that pupils can recall key information from the current and previous years – the key knowledge is sticking! Pupils were able to relate, in some cases at depth, vocabulary, meaning and stories around the Shang dynasty, the geography of China, terracotta warriors, stone age, bronze age, the senses, food chains, why we have Parliament and the meaning of democracy. This was consistent between the abilities, including with SEND pupils.
- They can identify the skills and knowledge on which they based their subsequent learning e.g. time-lines, placing ages into context/time sequences. Only when discussing map work was there some confusion about what maps were telling them – they did not seem to understand that a map was an aerial view. It is understood that this is to be covered in a teaching block later in the year.
- Science appears to be taught and understood well. A variety of material was covered, and pupils had an in-depth understanding, for their ages, of fair testing explaining why altering a gradient would affect the speed of travel. KS2 understood the difference between making an investigation 'fair' and the importance of repeating results for 'reliability'. Science was grounded in the National Curriculum.
- The standard of work in pupils' other books appears similar to that in English.
- There was some variation in the ability of pupils to recall the key knowledge in geography and history. For instance, knowledge of what the Romans did for us was solid and recalled well even from work done two years previously. 'Cause and consequence' was well learnt and explained by pupils. Less well recalled were certain key knowledge e.g. relating to China, Roman facts, forces, Saxons, conductors/insulators etc. Pupils were not clear on how recall of the key information was promoted and facilitated in lessons.
- Whilst pupils could recall the stimulating visits/visitors (woolly mammoth, for example) they described the visit and were unsure of precisely why the visits took place and what they learnt from them. In other words, they liked the event.
- Year 6 operate a '5 on Friday' brief reinforcement of key historical and geographical knowledge from previous terms/years. Year 6 appreciated this and considered it helped them – indeed when pupils recalled accurately information from previous work, most had been revisited during this session. The other KS2 year groups would like something similar to their '5 a day' to include science, geography, history to aid recall.
- Likewise, there was some variation in understanding the chronology of various historical events.
- Pupils were clear on how verbal feedback helped them during lessons. Year 6 also had subject specific comments in their books. However, this was not always noted in other KS2 years where comments often focussed on English skills not historical/geographical knowledge.

How are maps introduced?

Continue to develop and reinforce key knowledge and chronology.

Examine the year 6 idea of 5 on Friday to develop strategies to improve recall by pupils of foundation subjects and science.

Lesson visits – joint with the English leader

- In KS1 phonemes were pronounced correctly Pupils used sound buttons appropriately to help them.

- Modelling of correct spelling and handwriting was precise. As a result, almost all pupils were forming letters correctly. In KS1, pen grip enabled the correct formation of letters and words on white boards.
- It was abundantly clear where learning was heading and on what it had been built. When the lesson was the first of a series, pupils were not clear where the lesson was heading – this was understandable.
- Questioning was probing. There was a demand on pupils to explain their answers; explain the meaning of new vocabulary or phrasing; explain their feelings or those of a character. There was a demand for pupils to explain in sentences using precise vocabulary.
- The sentence starters e.g. 'I am beginning to think that.....' enables pupils to marshal evidence and use it to explain an opinion/argument.
- SEND pupils were supported well by TAs – permitting independence yet supporting them where necessary.
- Stimulating 'starters' were used e.g. the appearance of a box caused pupils to speculate and infer based on its appearance and evidence available.
- It was clear that improvements in the consistent approaches demanded by the school's 'intent' had been implemented. The leader was correct in her observations and evaluations of the effectiveness of intent and impact.

Only in one lesson was variation in handwriting quality that was not challenged. In another lesson a verb was incorrectly referred to as an adjective.

Dictionaries do not contain all the words necessary for pupils.

Not all pupils knew the use and meaning of the word 'hypothesis' on the sentence starter card.

Lesson visits – joint with Maths leader

- Pupils across KS2 were totally engaged with maths. They could explain what they were doing and how previous knowledge, often from the previous year (as in the case of fractions) was helping them to solve new problems. There was a demand by the staff to apply their previous knowledge. In almost all instances, this was successful.
- The work seen was clearly based on previous work from either the current year or the previous year. The texts seen are designed to provide careful sequencing and building on skills and knowledge. It is firmly based on the NC.
- In one class a pupil was having difficulty applying previous knowledge. The teacher having noticed, set the pupil off with a task designed to 'fill the gap' in knowledge and reinforce previous work enabling her to access the new demands.
- TAs were used well. They were knowledgeable causing them to question and support pupils of varying abilities successfully. Particular success was demonstrated by a TA working with an EHCP pupil.
- Pupils told me that they can independently get resources when they require them. Cannily, two pupils added they only get resources when other strategies have failed. They are very cognisant (especially in years 5 and 6) of the demand to move from concrete through pictorial methods to abstract.
- The impact of CPD was clear – teachers articulated well the effect of the new course and the support of the leader.

To further consider how to promote progression for SEN pupils.

Use pupils' fluency and their ability to commandeer short cuts to push further x tables especially (but not

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<ul style="list-style-type: none"> • Real life maths, as in the scheme building upon previous work and engaging pupils, was demonstrated in all classes. • Pupils, especially in upper KS2 demonstrated the 'unconscious competency' in tables. They love a challenge and used well the learnt strategies to solve unfamiliar and difficult multiplication problems e.g 5x19; 7x13. They were also able to verbalise the methodology they used. • With almost all pupils talked with during the lessons they said that their 'brains hurt' – some more than others – as they were caused to think about the maths they were doing. Inevitably the problems and reasoning were causing the most 'hurt'. They have a variety of strategies to draw upon before they ask the teacher – this works well. • Several pupils were having difficulty interpreting the wording of the problem. This had been noted previously by the school and although the meaning of maths nomenclature was understood, the difficulty was deciphering exactly what was being demanded. • In all rooms was the 'buzz of working maths'. Pupils were discussing with each other, demonstrating to each other and challenging/arguing(?) with each other. 	<p>exclusively) for the most able.</p> <p>Continue to promote the deciphering of problems.</p>
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Strengths	EBI
<ul style="list-style-type: none"> ✓ Lessons visited were noted by the consistently positive attitudes demonstrated by the pupils. They were all engaged in their lessons showing excellent behaviour to each other, cooperating and learning from their peers. ✓ It is clear the English leader has promoted greater consistency in the implementation of the English curriculum across the school. The leader has an accurate knowledge of the strengths and EBI of English based on observation and evaluation of provision. ✓ Early reading is supported well. Matching (but challenging) readers and meshed with phonic abilities. ✓ The developments from last term are clear: especially the greater consistency in phonics, questioning and demand on pupils. There is greater precision in modelling handwriting and spelling. ✓ The maths leader also has an accurate and in-depth knowledge of the strengths and improvements needed in maths across the school. Maths is being well implemented across the school. ✓ Pupils enjoy maths even though some do not find it easy. They persevere and have a variety of strategies at their disposal. The new course introduced is having a clear motivational effect and improving pupils' learning and application of skills. Fluency is developing well and almost all love a new challenge. They recall maths from previous years and how it helps them learn new knowledge and apply skills to solve new problems. ✓ Pupils are recalling the important planned key knowledge in other foundation subjects more. Several examples of this were noted. The school is aware that more needs to be done to optimise this. ✓ Non-specialists are well supported by the leaders and relevant CPD. ✓ The foundation curriculum leader's knowledge is very good. There is a clear understanding of how well the curriculum is being 	<ul style="list-style-type: none"> ○ See the EBI above. Particularly continue the emphasis on ensuring the progression and connectivity across the curriculum.

implemented, its impact and what else is needed to improve provision.

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Actions from last visit	Effect
<ul style="list-style-type: none"> Continue to develop and ensure connectivity in the curriculum subject areas to ensure consistent sequencing. Consider how to review the 'sticky' knowledge to promote retention. Ensure that all enrichment activities contribute fully to the overall curriculum. Ensure the website is up to date with the latest curriculum material. School has taken immediate action regarding this. 	<p>The connectivity appears strong in English and maths and continues to develop in the other subject areas. Pupils can recall the key knowledge in English and maths and apply skills and strategies. As identified by the school, further work on this is needed in foundation subjects.</p>

Ofsted

At the last inspection in July 2017, the school was left with the following AfI

1. all members of the governing body use their expertise to work together as a team to support leaders in the next phase on the school's journey
2. new staff are trained so they are equipped to lead a subject and contribute to the effectiveness of the school
3. the system for gathering information on pupils' achievement is refined, so that the whole-school data reflects the good progress that pupils are making from the Reception Year to Year 6.

September 2019

AFI 2: Leaders interviewed showed a firm knowledge and understanding of their leadership roles. They had a comprehensive knowledge of what was working well and needed further development in their subjects. Relevant changes are being made based on a full evaluation of provision. Leaders have time and knowledge to monitor effectively and are supported by relevant CPD.

February 2020

As September above. CPD given by the school is supporting well teachers who do not have a specialism in a subject.

Date and time of next visit	To be arranged by the Headteacher and Consultant	
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To be forwarded to Chair of Governors	Yes
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KEY

- HAP – Higher ability pupils
- MAP – Middle ability pupils
- LAP – Lower ability pupils
- FSM- Free School Meals
- {PP- Pupil Premium }
- {DA – Disadvantaged pupils}
- SEND – Special Educational Needs and Disability
- EAL- English as an Additional Language
- LA – Local Authority
- EYFS – Early Years Foundation Stage
- KS1 – Key Stage 1 (Years 1 and 2)
- KS2 – Key Stage 2

SIP - School Improvement Plan
SDP - School Development Plan
SEF - Self Evaluation Form
BME - Black Minority Ethnic
SLT - Senior Leadership Team
ML - Middle Leaders

Derek Barnes BEd MPhil

FEBRUARY