

### Autumn term 2015-16 Health check : Primary schools

School name	Waterside Primary School	School contact number	01782 234630	DfE number					
Headteacher	Joanne Knowles	Chairs of governors	Sally Vaughan						
EIP	Geoff Lawrence	Date and length of meeting	8 <sup>th</sup> / 9 <sup>th</sup> December 2015						
		Last Ofsted grade and date	OE	Ach	T&L	B&S	L&M	Date	
			2	2	2		2	2	12/09/2014
Meeting attendees and roles	Joanne Knowles – Head Teacher Zoe Donnellan – Assistant Head Teacher Claire Steele – Assistant Head Teacher Jane Gaskell – Lead Teacher								
Previous Ofsted priorities	<b>Priorities <i>Achieved.</i></b>			<b>Evaluation</b>					
	Teaching is not yet outstanding. Work is not always precisely enough matched to pupils' needs and capabilities so that some pupils do not always achieve their full potential.  <i>Quality of teaching has improved further so that 60% of teaching is consistently outstanding. Apart from one NQT, who requires improvement, the remainder is good and borderline outstanding.</i>			<ul style="list-style-type: none"> <li>Rigorous Monitoring Timeline</li> <li>Triangulation and teacher profiles</li> <li>Development plans</li> <li>Mentoring and Coaching / Peer Mentoring system integrated</li> <li>Modelling outstanding Teaching</li> <li>Creative outstanding approaches</li> <li>Personalised teacher development linked to personal priorities and data outcomes</li> <li>6 Pupil Progress meetings</li> <li>Additional challenge and progress 5 marking</li> <li>Development of split teaching</li> <li>Flipped child led learning</li> <li>Ensuring through assertive mentoring – gap specific teaching</li> <li>Split teaching / Small groups for specific subjects</li> <li>High Expectation and Targets for new curriculum</li> <li>Embedded new assessment system integrated</li> <li>CPD Focused on outstanding teaching</li> </ul>					

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	<p>Pupils are not always given good guidance about how to improve their work, particularly their spelling.</p> <p><b>Findings</b></p> <p><i>Pupils are given an appropriate level of challenge and good guidance through teacher intervention and marking. This is because of improvements in the quality of assessment and planning. There has been a good focus on correcting spellings and that pupils respond to teacher comments.</i></p>	<ul style="list-style-type: none"> <li>• Marking policy revised</li> <li>• School consistently using marking labels</li> <li>• Pink and Green</li> <li>• Response marking – purple by pupils</li> <li>• Parent responses being gather to learning</li> <li>• Challenges are next steps or misconceptions with modelled to reinforce</li> <li>• Spelling has a high focus</li> <li>• Spelling evident on working walls and children explicitly taught through modelling to access</li> <li>• New spelling program through assertive mentoring</li> <li>• Closing the gap spelling daily</li> <li>• Spelling intervention</li> <li>• Clear link from phonics to spelling</li> </ul>
	<p>Pupils are not always given enough opportunity to use their initiative or to learn on their own.</p> <p><b>Findings</b></p> <p><i>Pupils taking responsibility for their own learning and being involved in activities such as peer assessment is a feature across the school.</i></p>	<ul style="list-style-type: none"> <li>• Mantle of the Expert CPD</li> <li>• Child led split teaching for MA pupils</li> <li>• Green Screen – creating magic</li> <li>• Heightened pupil voice</li> <li>• Prefects designated areas</li> <li>• Child voice boxes around school</li> <li>• Free speech time in PSHCE and Values</li> <li>• Child led assemblies x 1 per week – led and designed by the children</li> <li>• Children’s university – registered for out of school learning</li> <li>• Child led challenge curriculum – to ensure next steps in deeper understanding</li> <li>• Child choice homework from a bank of development including core subjects and research etc.</li> <li>• More child led open investigation in EYFS</li> <li>• Child centred learning pop up stations in FS</li> </ul>
	<p>Subject leaders are not yet fully involved in driving improvement in teaching and learning in their subjects and across the wider curriculum.</p> <p><b>Findings</b></p> <p><i>Subject leaders have a greater influence and are contribute to school improvement and the quality teaching and learning. They have identified areas for improvement and taken action to address any shortcomings. For example, pupils are enthusiastic to talk about their science curriculum. During discussion with leaders, all of the issues raised through this monitoring visit had been identified previously and actions put in place. The absence of the headteacher during her</i></p>	<ul style="list-style-type: none"> <li>• Change in core curriculum to include strategic lead, data lead and leading practitioners to raise profile of teaching and learning.</li> <li>• Raised profile in the monitoring timeline</li> <li>• Focused CPD training on monitoring</li> <li>• RE-design of monitoring to include impact statements</li> <li>• R / W / M heighten status in EYFS</li> <li>• R / W / M Heighten status In the challenge curriculum</li> <li>• Parent workshops continued and website reviewed to add videos of good practice onto the web</li> <li>• Gateways created for core subjects to raise teaching and learning and self teaching</li> </ul>

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<b>Pupil premium income</b>	<i>maternity leave has allowed other staff to develop rapidly into leadership roles. Consequently, it is having a positive influence on the quality of teaching and learning.</i>			<ul style="list-style-type: none"> <li>• Leading PDM</li> <li>• Leading moderation</li> <li>• Pupil progress meeting involvement and data analysis</li> <li>• Use raise online to focus teaching and learning input specifically to an area.</li> <li>• S2S support</li> </ul>		
	<b>2014/15</b>	<b>2015/16</b>	<b>Overall effectiveness</b>	<b>School</b>		<b>QA professional</b>
	£137,400.00	£130,600.00 Including EYPP		<b>○ / G / RI / I</b> <b>Outcomes for Learners – 1</b> <b>Teaching, Learning, Assessment – 1</b> <b>Leadership and Management – 1</b> <b>Behaviour, Health and Wellbeing – 1</b>		<b>O / G / RI / I</b>

#### Basic characteristics of the school

Basic characteristics of the school			
	School (as at January 2015)	National <sup>(1)</sup>	Comparison
<b>Number on roll</b>	318	N/A	N/A
<b>% eligible for FSMs</b>	26.7	16.2	5.5
<b>% of pupils from minority ethnic groups (non White British pupils)</b>	67.2	28	39.2
<b>Average IDACI code (deprivation indicator) (lower number = less deprived)</b>	0.39	N/A	N/A

<sup>(1)</sup> Data based on the DfE Statistical First Release and is based on state schools only

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Free School Meals - KS2 pupils			
	January 2013	January 2014	January 2015
% eligible for FSMs	40.0	44.4	56.2
Number eligible for FSMs	TBC	TBC	TBC
Number not eligible for FSMs	TBC	TBC	TBC

### Behaviour and attendance

Behaviour and attendance						
	2012-13		2013-14		2014-15	
	School	National <sup>(2)</sup> <sup>(3)</sup>	School	National <sup>(2)</sup> <sup>(3)</sup>	School	National <sup>(2)</sup> <sup>(3)</sup>
% overall absence	5.50	4.70	4.47	3.90	4.25	3.90
% of pupil enrolments that are persistently absent - 85% (below 90% attendance)	5.31	5.30	0.37	3.70	0.26 (85%) 9.09 (90%)	3.70  90% threshold came in for 2015/16 therefore 2014/15 threshold is 85% data corrected
% of pupil enrolments that have had a fixed term exclusion	0.00	0.88	0.00	1.02	0.21	Not available yet
Number of pupils that have had a fixed term exclusion	0	N/A	0	N/A	1	N/A
Total number of days' worth of fixed term exclusions	0	N/A	0	N/A	1	N/A

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% of pupil enrolments that have been permanently excluded from the school	0.00	0.02	0.00	0.02	0.00	Not available yet
Number of pupils that have been permanently excluded	0	N/A	0	N/A	0	N/A

<sup>(2)</sup> Data based on the DfE Statistical First Release and is based on state funded primary schools only

<sup>(3)</sup> National absence data is based on the first term within the academic year (autumn)

### Level of attainment for nursery and reception entries into the school

Area of learning	Nursery on entry (2014)			
	8-20 months	16-26 months	22-36 months	30-50 months
CLL - Speaking	0	6 (16.9%)	32 (73.6%)	9 (20.7%)
CLL - Listening and Attention	1 (2.3%)	5 (11.6%)	27 (62.1%)	10 (23.2%)
CLL - Understanding	0	10 (23.2%)	22 (50.6%)	11 (25.3%)
PSED - Making Relationships	1 (2.3%)	8 (18.4%)	32 (73.6%)	2 (4.6%)
PSED - Self Confidence and Self Awareness	0	2 (4.6%)	40 (92%)	1 (2.3%)
PSED - Managing Feeling and Behaviour	0	6 (16.9%)	34 (78.2%)	3 (6.9%)
PD - Moving and Handling	0	2 (4.6%)	27 (62.1%)	14 (32.2)
PD - Health and Self-Care	0	3 (6.9%)	15 (34.5%)	25 (57.5)

Area of learning	Reception on entry (2014)				
	8-20 months	16-26 months	22-36 months	30-50 Months	40 – 60 Months
CLL - Speaking	1 (2%)	0	6 (12%)	28 (56%)	18 (36%)
CLL - Listening and Attention	0	0	6 (12%)	28 (56%)	19 (38%)
CLL - Understanding	0	0	5 (10%)	18 (36%)	17 (34%)
PSED - Making Relationships	0	0	4 (8%)	26 (52%)	20 (40%)
PSED - Self Confidence and Self Awareness	0	0	3 (6%)	28 (56%)	19 (38%)
PSED - Managing Feeling and Behaviour	0	0	5 (10%)	25 (50%)	20 (40%)

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PD - Moving and Handling	0	0	3 (6%)	39 (78%)	8 (16%)
PD - Health and Self-Care	0	0	5 (10%)	31 (62%)	11 (22%)

### Early Years Foundation Stage Profile - 2014 & 2015

	School 2014	National 2014	School 2015	National 2015 <sup>(4)</sup>
% achieving a good level of development (expected or exceeding in all 3 prime areas plus literacy and mathematics)	61.7	60	69.4	66.2
% meeting the expected level in COM	83.0	83	75.5	Not available yet
% exceeding the expected level in COM	19.1	20	30.6	Not available yet
% meeting the expected level in PHY	78.7	90	77.6	Not available yet
% exceeding the expected level in PHY	6.4	19	28.6	Not available yet
% meeting the expected level in PSE	76.6	87	79.6	Not available yet
% exceeding the expected level in PSE	14.9	16	49.0	Not available yet
% meeting the expected level in Reading	72.3	74	75.5	Not available yet
% exceeding the expected level in Reading	19.1	20	51.4	Not available yet
% meeting the expected level in Writing	70.2	67	71.4	Not available yet
% exceeding the expected level in Writing	8.5	12	16.3	Not available yet
% meeting the expected level in Maths	66.0	77	79.6	Not available yet
% exceeding the expected level in Maths	6.4	14	24.5	Not available yet

<sup>(4)</sup> National figure is provisional and final figures are due to be published in October 2015

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### Analysis and evaluation of 2015 EYFSP outcomes : all pupil groups including those supported by the pupil premium

Attainment on entry to nursery is typically much lower than that expected of children of this age and on entry significantly below national average. 72% are working significantly below aged related expectations when they entered school in September 2015. These children all failed their 2-year checks that were carried out by the health visitor, so parents are aware of the information, the school links and supports transition of 2 year olds to gain this useful insight. School could readily identify which children needed more stay and play activity work before and on entry to school. The school allocated the home-school link worker to families to help and support and to ensure children got off to a

.good start before they entered nursery or reception. Early Helps are put in place for parenting skills to boost vulnerable pupils.

The EYPP is being skilfully used to assist in the development of the weakest aspect of attainment, communication, language and literacy. The children on average last year through speech interventions, sound pots and big mouth made 22 months of progress in just over 10 months. A rapid indicator of outstanding progress.

The transition from Nursery into Reception bring significant mobility with a change in cohort of 38% this year. This has a significant impact as the exiting children had met age related expectation on exit from the school and the new children into school from home or external settings came into school significantly below national average, with the vast majority struggling in CLL.

The school in-house tracking data suggests that progress is good or better for 100% of pupils with 76% making exceptional progress last year. The outcomes for pupils' attainment at the end of EYFS are broadly in-line with the national. So from a very low base line children generally make better than expected progress.

### Phonics - 2013 to 2015

Phonics screening	2013		2014		2015	
	School	National	School	National	School	National <sup>(4)</sup>
% year 1 achieving 'Wa' level	80.0	69.0	80.4	74.0	82.2	76.8
% year 2 achieving 'Wa' level	77.8	68.1	77.8	66.4	66.7	66.0

<sup>(4)</sup> National figure is provisional and final figures are due to be published in October 2015

Year 1 (phonics) pupils			
	2013	2014	2015
% year 1 pupil premium children achieving 'Wa' level	82.4	87.5	87.5
% year 1 non pupil premium children achieving 'Wa' level	84.6	76.7	79.3

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### Key Stage 1 - 2013 to 2015

End of Key Stage 1 outcomes									
	2013		2014		2015				
	School	National	School	National	School	National <sup>(4)</sup>	Pupil Premium	Non Pupil Premium	SEN School
<b>L2+ Reading</b>	85.7	89	93.2	90	95.6	90.5	100.00	92.0	71.4
<b>L2+ Writing</b>	82.1	85	88.6	86	82.2	87.5	80.00	84.0	42.9
<b>L2+ Maths</b>	89.3	91	93.2	92	95.6	92.9	100.00	92.0	71.4
<b>L2B+ Reading</b>	75.0	79	81.8	81	80.0	82.1	75.00	84.0	28.6
<b>L2B+ Writing</b>	75.0	67	75.0	70	80.0	72.1	75.00	84.0	42.9
<b>L2B+ Maths</b>	75.0	78	79.5	80	93.3	81.6	95.00	92.0	71.4
<b>L3+ Reading</b>	28.6	29	34.1	31	44.4	31.9	35.00	52.0	0.0
<b>L3+ Writing</b>	25.0	15	20.5	16	20.0	17.5	15.00	24.0	0.0
<b>L3+ Maths</b>	28.6	23	25.0	24	37.8	26.0	30.00	44.0	0.0



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<b>APS Reading</b>	15.5	16.3	16.9	16.5	17.5	Not available yet	17.10	17.9	12.4
<b>APS Writing</b>	15.3	14.9	15.9	15.1	15.6	Not available yet	15.00	16.0	11.6
<b>APS Maths</b>	15.8	16.1	16.5	16.2	17.4	Not available yet	17.20	17.6	13.6
<b>APS all subjects (RWM)</b>	15.5	15.8	16.5	15.9	16.8	Not available yet	16.43	17.2	12.5

(4) National figure is provisional and final figures are due to be published in October 2015

<b>Key Stage 1 pupils - pupil premium</b>			
	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>% of Key Stage 1 pupils who are eligible for Pupil Premium</b>	26.7	31.8	40.0
<b>% of Key Stage 1 pupils who are not eligible for Pupil Premium</b>	73.3	68.2	60.0

#### Key Stage 1 APS trend

	<b>2012 to 2013</b>	<b>2013 to 2014</b>	<b>2014 to 2015</b>
<b>All subjects</b>	Increase	Increase	Increase
<b>Reading</b>	Increase	Increase	Increase
<b>Writing</b>	Increase	Increase	Decrease
<b>Maths</b>	Increase	Increase	Increase

**Analysis and evaluation of 2015 KS1 outcomes : all pupil groups including those supported by the pupil premium**

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### **Year 1 phonics check**

The Year 1 phonics screening test 2015 – 82% above the national 77%

2014 - 80%, above the national at 74%.

2013 – 79.1%, above national at 69%

The phonics has been above national average consistently for the last 3 years.

### **Year 2 phonics check**

The Year 2 phonics re-takes, were above the national in 2015, 66% (60%). 2 children did not pass the phonics screening and these were new to English and new to school pupils. All year 2 retakes that failed in Y1 passed resulting in 100% in school pass rates. In 2014, the score was 86% (66%). This is a 3 year trend above the national. Clear interventions have been successful and children are confident in using phonics at Waterside.

### **Key Stage 1**

When pupils enter KS1 their attainment is generally in-line with the national. As they travel through KS1 they make good progress and sometimes better than this. Attainment on exit from Year 2 is on an upward trend for KS1. 2014 attainment is above in all areas. In 2014-2015 Year 1 pupils made the greatest progress in reading. 5.9 APS for Reading, 5.8 –Writing, 5.81 Maths .For the pupil premium pupils the average point scores were as follows: reading – 6.0, writing – 6.29, Maths-6.01

Key Stage 1 – Phonics Year 2 retakes - 6/9 achieve the standard.

Key stage 1 data.

- Overall APS score rose 0.3 to 16.8 points. This is the highest achievement recorded by the school. It is likely to be significantly above national average.
- Attainment in reading rose by +0.6 to 17.5. This is also the highest score on record for the school.
- Mathematics improved by +0.9 to 17.4 and is likely to be significantly above national.
- Writing scores fell marginally by 0.3 to 15.6 but attainment in writing remains above national. (SEN/EAL had a negative influence on writing scores.)

### **Percentage achieving each level.**

Reading. Level 2B+ 90% an increase of 10%.

Level 3 44% increase of 10%

Writing Level 2B+ 80% an increase of 5%.

Level 3 20% same as previous year.

Maths Level 2B+ 93% an increase of 13%

Level 3 38% an increase of 13%

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### Key Stage 2 - 2013 to 2015

End of KS2 outcomes									
	School			National			2015		
	2013 <sup>(5)</sup>	2014 <sup>(5)</sup>	2015 <sup>(6)</sup>	2013	2014	2015 <sup>(4)</sup>	PP	Non PP	SEN School
<b>L4+ reading, writing &amp; maths combined</b>	77	93	96.6	76	79	80	90.9	100.0	80.0
<b>L5+ reading, writing &amp; maths combined</b>	75	36	44.8	21	24	24	36.4	50.0	20.0
<b>L4+ SPAG</b>	63	89	96.6	74	76	80	90.9	100.0	80.0
<b>L4+ reading</b>	80	93	100.0	86	89	89	100.0	100.0	100.0
<b>L4+ writing</b>	83	93	96.6	83	85	87	90.9	100.0	80.0
<b>L4+ maths</b>	87	93	100.0	85	86	87	100.0	100.0	100.0
<b>L4B+ reading</b>	63	93	100.0	75	78	80	100.0	100.0	100.0
<b>L4B+ maths</b>	83	93	100.0	73	76	77	100.0	100.0	100.0
<b>L5+ SPAG</b>	37	79	89.7	48	52	56	81.8	94.4	60.0

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<b>L5+ reading</b>	20	86	62.1	45	50	48	63.6	61.1	40.0
<b>L5+ writing</b>	27	43	65.5	30	33	36	36.4	83.3	40.0
<b>L5+ maths</b>	47	54	86.2	41	42	42	90.9	83.3	80.0
<b>L6+ SPAG</b>	0	14	3.4	2	4	Not available yet	0.0	5.6	0.0
<b>L6+ reading</b>	0	0	0.0	0	0	Not available yet	0.0	0.0	0.0
<b>L6+ writing</b>	0	18	31.0	2	2	Not available yet	18.2	38.9	0.0
<b>L6+ maths</b>	10	14	24.1	7	9	Not available yet	9.1	33.3	0.0
<b>2 levels progress Reading</b>	75.0	100.0	Not available yet	88	91	Not available yet	Not available yet	Not available yet	Not available yet
<b>2 levels progress Writing</b>	100.0	100.0	Not available yet	91	93	Not available yet	Not available yet	Not available yet	Not available yet
<b>2 levels progress Maths</b>	90.0	100.0	Not available yet	88	89	Not available yet	Not available yet	Not available yet	Not available yet
<b>3 levels progress Reading</b>	13.8	69.2	Not available yet	Not published	35	Not available yet	Not available yet	Not available yet	Not available yet
<b>3 levels progress Writing</b>	25.0	50.0	Not available yet	Not published	33	Not available yet	Not available yet	Not available yet	Not available yet

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<b>3 levels progress Maths</b>	36.7	53.8	Not available yet	Not published	35	Not available yet	Not available yet	Not available yet	Not available yet
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<sup>(4)</sup> National figure is provisional and final figures are due to be published in October 2015

<sup>(5)</sup> Figures are based on the DfE's performance tables

<sup>(6)</sup> Figures are based on submitted data and do not take into account any future disapplication.

#### Key Stage 2 APS trend

	2012 to 2013	2013 to 2014	2014 to 2015
<b>All subjects</b>	Decrease	Increase	Increase
<b>Reading</b>	Decrease	Increase	Decrease
<b>Writing</b>	Decrease	Increase	Increase
<b>Maths</b>	Increase	Increase	Increase

#### Predictions and self-evaluation

#### Outcomes : July 2015

Year group data : % of pupils who achieved age related expectations in July 2015								
	Reading		Writing		Mathematics		R, W & M combined	
	ARE	ARE+	ARE	ARE+	ARE	ARE+	ARE	ARE+
<b>Y1 New ARE</b>	67%	47%	71%	38%	76%	51%	67%	38%
<b>Y2 (Level – 2b)New ARE</b>	96%	44%	83%	21%	96%	39%	83%	21%
<b>Y3 New ARE</b>	76%	44%	71%	35%	76%	47%	71%	35%
<b>Y4 New ARE (4c)</b>	73%	43%	60%	36%	66%	40%	60%	36%
<b>Y5 New ARE (4a)</b>	71%	36%	64%	21%	76%	39%	64%	21%

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Y6 (Levels) New ARE	100%	68%	97%	62%	100%	89%	97%	68%
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#### Predicted outcomes : July 2016

Year group data : % of pupils who are predicted to achieve <u>age related expectations</u> in July 2016								
	Reading		Writing		Mathematics		R, W & M combined	
	ARE	ARE+	ARE	ARE+	ARE	ARE+	ARE	ARE+
Y1 New WARE (1a)	75%	51%	71%	26%	79%	25%	71%	22%
Y2 New WARE (2a)	83%	55%	81%	41%	87%	58%	83%	38%
Y3 New WARE (3b)	75%	30%	70%	20%	75%	30%	70%	20%
Y4 New WARE (4c)	80%	54%	75%	45%	76%	57%	75%	45%
Y5 New WARE (4a)	78%	50%	75%	42%	78%	50%	75%	42%
Y6 New National ARE (4b)	93%	77%	93%	75%	93%	77%	93%	67%
Y6 WARE (5b / 6b)	77%	45%	75%	36.2%	77%	42%	75%	36.2%

Y6 Data – Information given against old expectation

New ARE – Expected (Correlated approximately to the old L5b / L6 More Able

However, National picture is indicating that passing the threshold on the new testing is at approx. in terms of old levels, 4b/4a as the new baseline over 4c

This changes outcomes and targets, two sets predicted for waterside to meet our expectations and in line with National predictions

Floor Targets have been announced 11<sup>th</sup> November 2015 as 85% revised to 65% for 2015/16

#### Outcomes for pupils : evaluation and supporting evidence

##### Key stage 2.

- 97% achieved level 4; 68% level 5 and 22% level 6.
- The percentage of pupils achieving level 5 is significantly above national in mathematics writing and GPS. It is above national in reading but not significantly so.
- Average point score is 32.6, which is a significant rise from last year's 29.8. This is the highest attainment recorded by the school and follows a significant rise in the previous year.
- Scores are now 3.8 points above national overall. 4.6 above in mathematics and 4.4 above in writing.

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- This cohort made 16.1 points progress in writing across the key stage and this is outstanding.
- Value-added scores are significantly above as they were in 2014. School is in the 1<sup>st</sup> percentile nationally for overall progress and 87<sup>th</sup> for attainment. Although there has been a sig fall in value added for reading (largely due to an extremely high value added in 2014, it remains well above national and is at the 15<sup>th</sup> percentile.

### **Pupil premium attainment.**

- Reading 17.3 compared to 17.6 for other pupils. The gap narrowed from -2.9 to -0.3.
- Mathematics 17.1 compared to 17.5. The gap has narrowed from -2.3 to -0.4.
- Writing 15.4 compared to 15.8. The gap has narrowed from -2.2 to -0.4.

In key stage 2. Disadvantaged pupils value-added was 104.0 which is 1.2 above other pupils. This shows that they made exceptional progress over this key stage. Disadvantaged pupils scored highly in terms of average point score (31.8) the school difference being 1.3 points. This is not significant since both groups scored highly against national averages for all pupils. (Reference Ofsted Handbook paragraph 172)

<b>School judgement</b>	<b>O / G / RI / I</b>
<b>QA professional judgement (based on the evidence seen)</b>	<b>O</b>

### **Summary of strengths**

attainment in both key stages.

Progress of all groups and in particular disadvantaged pupils.

Progress in early years.

### **Areas of development**

- To ensure that at Key Stage 1 Writing is above national average for 2016.

- To ensure that the EAL pupils in Writing make rapid gains at Key Stage 1

- To ensure the narrowing of gaps towards the higher floor targets of 85% in new ARE for R , W , M and 75% Combined attainment in all cohorts.

### **Quality of teaching, learning and assessment : evaluation and supporting evidence**

All teachers (apart from one key stage 2 teacher who was absent due to illness) were observed over the two days. In addition, scrutiny of mathematics and English books was carried out with the headteacher and assistant head teacher.

## Autumn term 2015-16 Health check : Primary schools

### Early Years.

Both lessons were outstanding. Children were fully engaged in purposeful learning in stimulating and exciting learning environment where there were many opportunities for open-ended investigations. They took advantage of the opportunities to read and write independently. They displayed excellent behaviour and social skills and sustained high levels of concentration. They were confident to talk to adults and played well with each other. It was evident that activities were well thought out to reflect children's learning needs. Adults were well deployed and they engaged well with children to help them make the most of their learning.

### Key stage 1.

Of the three lessons observed, two were judged good. One of these was by and NQT and the other by a more experienced teacher. The lesson taught by the experienced teacher was not outstanding because the group taught by the student teacher did not make enough progress. The second NQT in the key stage 1 produced a lesson that required improvement.

### Key stage 2.

Five lessons were observed of which four were outstanding and the remaining lesson was good (NQT).

In all of the lessons in this key stage, expectations were high and pupils showed very positive attitudes to learning. Work was well differentiated to meet the needs of all pupils, which indicates excellent use of assessment and high-quality planning. Pupils took responsibility for their own learning in many classes as they chose particular levels of challenge. They also engaged in peer assessment. Relationships between pupils and between adults and pupils, was outstanding and this contributed to the excellent learning environment created. In short, pupils are doing well because of inspirational teaching particularly.

### Work scrutiny.

In both mathematics and English, there is a good progression of skills across the school with opportunities for pupils to apply those skills. They are producing a high volume of quality work in almost all classes and their writing shows maturity from an early age. There is a strong focus in literacy on developing language that is more sophisticated as well as developing mastery in mathematics. Marking is usually of a high quality and leads to improvement. However, there are still some inconsistencies where some teachers are marking to success criteria whilst ignoring other errors such as sentence structure. This becomes a missed opportunity to improve the quality of work even further.

Marking is not a strong in key stage 1 as it is in key stage 2 and there is some inconsistency in the quality of presentation particularly, in the classes taught by the NQT's.

*Quality of teaching has improved further so that 60% of teaching is consistently outstanding. Apart from one NQT, who requires improvement, the remainder is good and borderline outstanding.*

*Pupils are given an appropriate level of challenge and good guidance through teacher intervention and marking. This is because of improvements in the quality of assessment and planning.*

*There has been a good focus on correcting spellings and that pupils respond to teacher comments.*

*Pupils taking responsibility for their own learning and being involved in activities such as peer assessment is a feature across the school*

<b>School judgement</b>	<b>O / G / RI / I</b>
<b>QA professional judgement (based on the evidence seen)</b>	<b>O</b>



## Autumn term 2015-16 Health check : Primary schools

Achievement : key priorities 2015/16

To develop an inspirational curriculum that integrates mastery and R / W / M across the curriculum

Areas of development

To ensure all NQTs are good or better

To ensure all experienced staff are delivering outstanding teaching and learning

Summary of strengths in teaching and learning

inspirational teaching through expert subject knowledge, efficient use of data and excellent planning.

Teachers make excellent use of the curriculum to enthuse and motivate pupils to learn.

Pupils involved in quality self-assessment

Assessment without levels is well embedded and a clear policy supports the practice. A systematic approach to progression is evident and staff have clearly integrated mentoring opportunities to move learning forward.

The R / W / M assessments are moderated on a rolling programme every 3 weeks and this also includes cross moderation with both regional primary schools and local secondary schools to ensure transition is catered for and a shared agreement of attainment. All assessments in the summer term are externally verified by an Ofsted accredited inspector to ensure all assessments are accurate. This has been current practice for 2 academic years.

### Personal development, behaviour and welfare : evaluation and supporting evidence

**Personal Development, Behaviour and Welfare: Key priorities**

**To ensure attendance is above 96.5% and the persistent absence below National average. 2014-15 – 9.09 if the threshold of 90% had been set then (Aim <3%)**

**Children in Care**

School has adopted the local authority children in care policy. An annual report is delivered to governors by the designated person. Currently there are no children in care as they have recently undergone adoption. However, their personal education plans were detailed. They Showed evidence of monitoring and assessment along with agency input.

**Summary of strengths**

PA – persistent absence was 6.8% it had been double the national. Now it is 0.4% due to home visits, parent workshops, newsletter, assemblies, changed perceptions of attendance, tracking of vulnerable groups, child & parent below 90% attendance has to attend a formal meeting with HT, no holiday in term times. Pupils' attitude towards learning and behaviour around school.

**Areas for development.** There are to develop-Maintain these high standards.

**School judgement**

**O / G / RI / I**

**QA professional judgement (based on the evidence seen)**

**O**

## Autumn term 2015-16 Health check : Primary schools

Effectiveness of leadership and management : evaluation and supporting evidence	
School judgement	O / G / RI / I
QA professional judgement (based on the evidence seen)	O
<p><b>Leadership and management : key priorities 2014/15</b></p> <p><b>To ensure all stakeholders are actively involved in the learning of pupils to raise outcomes</b></p> <p><b>To strengthen middle leadership to raise teaching and learning of the inspirational curriculum</b></p> <p><b>To develop a coaching ethos for leadership and management</b></p> <p><b>Summary of strengths</b></p> <ul style="list-style-type: none"> <li>• There is a very clear overview of provision and outcomes across the school by the HT and senior leaders. They have a clear handle on the progress of classes, cohorts, SEND, FSM and the most able pupils. EAL pupils make similar progress to the other pupils in the school. Scrutiny is rigorous.</li> <li>• Realistic view of the school and SEF judgements given as outstanding. The last inspection report judged the school as good in all aspects. The HT now has the 2014 - 2015 RoL which, confirms school data and judgements of outstanding.</li> <li>• Governance review was deemed outstanding in the last governor review dated May 2014. Next review 28<sup>th</sup> April 2016.</li> <li>• The school has progress against the Ofsted targets and since the last inspection as all members of staff challenge each other to improve, mentoring each other and working well in teams to provide stronger learning whilst reducing workload. The moral and vibrancy of staff is positive and the school has a no excuse – can do ethos. Ofsted targets have been met.</li> <li>• All staff are involved in accountability of the school data, in 7 weeks- staff are now more confident to challenge.</li> <li>• The L&amp;M have just attended the Hayward Academy Training for three days. The three middle leaders attended this course and now believe that leadership and management is even stronger in aspects of coaching and mentoring work, planning scans etc.</li> <li>• The school is now a Hub School for Maths mastery for the West Midlands and Peak District. They are also a leading school for Stoke reads and they are currently being selected for an NFER research school. The school has been approached to work with the BBC Bitesize and Channel 4 around success of the school.</li> <li>• The school has systematic monitoring and development and the timelines to measure impact and nurture the well- being of all stakeholders in the school.</li> </ul> <p><b>Ofsted priorities have been achieved.</b></p> <p><b>Progress against previous targets set by EIP.</b></p> <p>Continue to refine marking placing a greater emphasis of correcting spelling and grammar errors.  <i>Good progress against this target with just minor adjustments to be made.</i></p>	

## **Autumn term 2015-16 Health check : Primary schools**

Improve the quality of presentation and volume of work in mathematics.

*The volume of work has improved with good presentation in most classes. It is not as strong in key stage 1 and therefore the target has been partly achieved.*

Develop the leadership skills of the new mathematics and English leaders.

*This has been achieved. Mathematics and literacy leaders are playing a key role in driving up standards.*

### **Issues arising and key priorities**

#### **Summary of strengths**

**outstanding leadership by the headteacher and well supported by other leaders across the school. Leaders at all levels now have a first-class knowledge of their subject in terms of strengths and weaknesses. Areas for improvement are detected quickly and actions taken to address them. High expectations of all.**

#### **Area of development**

- 1. Succession planning-continue to develop the leadership skills of other staff.**
- 2. Continue to refine marking particularly in key stage 1 so that is more developmental and insistence of high standards of presentation.**
- 3. Improve the overall quality of teaching and learning in key stage 1 to outstanding**