

QA VISIT-WATERSIDE PRIMARY SCHOOL

8 JULY 2016.

Evidence was collected to verify the EIP's judgements of the school. This was collected from:

- Lesson observations and learning walk
- Scrutiny of pupils' work
- Discussions with senior leaders
- Discussions with pupils in classes

All activities were carried out jointly with the headteacher.

The quality of leadership and management

- Strong, determined leadership of the headship is evident. Ably assisted by the 2 AHTs and Curriculum Strategic leader.
- Clear vision for the school articulated.
- Fully distributive leadership. Robust monitoring system in place. Monitoring is shared by all leaders, with a clear focus in place for a range of monitoring activities. There is a culture of monitoring, reviewing the findings and then asking how this can be improved.
- Senior leaders have had some significant challenges to face e.g. the extremism of a group of parents, moving on of the DHT etc .Challenges have been well overcome and the school is now very settled. There is a good team spirit in the school. Staff share the high expectations and focus on continual school improvement.
- The school is disseminating its good practice at both a local and national level. It is now a Beacon School for Safeguarding and Preventing Radicalisation (recognised by the DfE for its work). It has won a national music award for its work with Soundpots. It is helping to devise a new teaching course with MMU and is working with a number of schools nationally.
- The governors were not met with but their minutes suggest that they visit regularly to monitor the school's work, challenge and question during meetings and regularly hold leaders to account. Drop in weeks are identified throughout the term so that the GB can see what is happening within school. GB judged outstanding at its last external review.
- The text based curriculum ensures that literacy is strongly promoted. This is impacting positively on the many pupils for whom English is an additional language. Class timetables are personalised for the cohort to reflect what they may need more of e.g. more grammar, writing time etc
- There is a strong partnership with parents e.g. the website translates the class blog for each year group, homework has been adapted as a result of comments from the Parents Forum and the 'Seeing is Believing' weekly drop in enables parents to share their child's learning.98% of parents would recommend the school in the recent PQ.
- Additional funding is well targeted. There is a strong focus on improving outcomes for all groups of pupils.

The quality of teaching, learning and assessment.

- A significant strength is the wide range of interventions that take place before and after school. These take place in blocks of 6 weeks and then the impact is checked. Teaching assistants have been well trained to deliver these. Intervention books seen show evidence of at least good progress from starting points. For many pupils progress is often outstanding.
- Records show that 73% of current teaching is now outstanding, with the remainder being good.
- A visit to 9 classes took place. In all pupils were showing positive attitudes to learning. Behaviour was well managed by both teachers and TAs. Work was well matched to different ability groups.
- Learning environments are very attractive. Displays celebrate pupils' work well. Particularly strong promotion of different genres of writing. Non-negotiables are in place for each classroom to ensure consistency.
- Some excellent working walls are in place which enable pupils to share modelled work, introduce new vocabulary and give work prompts.
- Teachers visited have high expectations for their pupils.
- Very effective use of questioning by staff to check pupils' knowledge and understanding and to move on learning.
- Use of effective strategies such as role play (teacher as editor of a newspaper), use of timer (countdown to task completion), clear success criteria, use of a wide range of resources, quiet music playing, and the use of peer assessment enable pupils to enjoy their learning. All pupils spoken to say they enjoy their lessons and are eager to keep learning more.
- Literacy is well embedded across the curriculum.
- Work scrutiny shows the following:
 - an excellent volume of work covered e.g. Y6 have completed 6 English books this year
 - Fix-it time is a regular feature and challenges are responded to. The impact of this can be seen in pupils' work over time. Marking is largely consistent but the school has identified the need to refine its marking policy for the new academic year.
 - Effective use of annotated photos to record practical activities, particularly in mathematics.
 - Structure and sequence of writing is well built up throughout the year.
 - Books show at least good progress in writing and mathematics across years 1-6.

Outcomes

- GLD is 68% for 2016. National was 66% for 2015. This means that from a well-below average entry (only 7% at ARE on entry to Nur), children make at least good progress. For many progress is outstanding to reach national expectations.
- Y1 phonics is at 87% for 2016 v LA at 77%. Again this shows excellent progress from starting points.
- Y2 assessments 2016 (v unvalidated figures):

RD= 82% v 74% NA

WR= 71% v 65% NA

MA = 80% v 72% NA

- **Y6 assessments 2016 (V unvalidated figures) :**
RD = 73% v 66% NA Scaled score = 103.3 v 103 NA
WR = 80% v 74% NA Scaled score = 106.8 v 103
MA = 87% v 70% NA Scaled score= 107.8 v 104
- **The trend of improvement is clear over the last 3 years. The school has gone from having Sig- for reading at KS2 in 2013 to Sig+ for all in 2014/15 and being named as one of the most improved schools by the DfE. The picture is one of a school where pupils enter with skills and abilities well below those typically seen and leaving with attainment that is above average. This would suggest outstanding progress.**

Personal development, behaviour and welfare

- **Pupils are proud of their school and keen to talk about how much they enjoy coming to Waterside. They are proud of how much they have learnt at the school.**
- **Pupils are confident and keen to talk to visitors.**
- **Behaviour in classrooms and around the school is exemplary.**
- **Some effective partner work observed.**
- **Pupils' writing in books shows evidence of good SMSC.**
- **2015-16 attendance to date is at 95.2%. This is a fall from 95.9% for 2014-15. However if the Eid celebration days are removed the attendance is at 96%.**

Development Areas

The following areas were identified and discussed during the visit:

- **ensuring that EY role-play areas contain more opportunities to develop early reading, writing and mathematical skills**
- **ensuring that the marking policy is refined and used consistently by all staff**
- **ensuring that attendance is at least 96%**
- **ensuring that science has a higher profile in classrooms and around the school.**

Judgements

- **The EIP's last report judged the school to be outstanding in line with the SEF judgements. The evidence seen on the visit suggests that those judgements are accurate and the school remains outstanding.**

HT's View

- **The HT feels that the QA visit was very useful to give the school another viewpoint and provide additional challenge.**
- **The EIP has been rigorous in the past 2 years and staff have been appreciative of the feedback.**

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- **However the HT feels that the EIP should be changed regularly so that there is more challenge and new viewpoints. She would like more feedback on other aspects e.g. the quality of the SEF and SDP. Feels that the EIP should fully write all the report and that the EIP should have the key school documents 2/3 weeks before the visit. Suggests that a pre-visit telephone call between the EIP and the HT would be useful. The LA should also consider the EIP visiting in different terms so that they see different aspects of the school.**

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