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## Waterside Primary School Annual Review 4-5th January 2017

EIP Mr G R Lawrence. HT - Mrs J Knowles

### 1. Context

- The school is larger than average.
- It was inspected by Ofsted in September 2014 and judged as a good school.
- The proportion of pupils who are eligible for the pupil premium is much higher than average.
- The school meets the Government's current floor standards.
- Most pupils are of Asian origin.
- The level of stability is below national but has improved considerably over the last three years.
- The deprivation indicator is much higher than average.

### 2. Evidence

**Evidence was collected from**

- A learning walk.
- Analysis of published and in-school data.
- Discussions with the principles and senior leaders
- Talking to pupils in classes.
- Scrutiny of pupils' work.

### 3. Summary judgements by EIP

Area	Outstanding		Good		RI Bordering good		Requiring Improvement		Inadequate	
Judgements	Sch	EIP	Sch	EIP	Sch	EIP	Sch	EIP	Sch	EIP
T&L and assessment	x	x								
L&M	x	x								
PD behaviour and welfare	x	x								
Early Years	x	x								
Outcomes for pupils	x	x								

### 4. Outcomes (Attainment and progress)

#### RAISEonline

##### Early Years.

The percentage achieving a good level of development in 2016 (3 prime areas plus literacy and mathematics) was similar to 2015 at 68.1%. Although the overall data shows a small decline across most areas compared to 2015, there is a considerable variation in cohort strength. This was a weaker cohort and this represents excellent progress from their starting points. Relative weaknesses still exist in communication and language which, is to be expected given the number of EAL children in the cohort.

The percentage of girls (83%) achieving a good level of development was better than boys (50%). There was a similar picture the previous year and this is an area the school needs to investigate further as the gap is greater than the national.

The percentage of disadvantaged children achieving a good level of development was lower in 2016 56% which was 10% below other children.

### Key Stage 1

#### **Phonics Check**

Phonics improved again and widened the gap with national. 87% achieved the required standard. There is little difference between groups. EAL groups are performing well due to the interventions by the school to develop early language skills. All pupils passed the Year 2 retake.

#### **End of KS 1 data.**

- **Reading** was above national for expected standard and greater depth. Disadvantaged were above other pupils and national average for the expected standard. They were below others at 20% compared to 30% at greater depth.
- For pupils for whom English is an additional language, they are slightly below the national average, whereas those with English as their first language were well above national.
- **Writing** standards were above national for expected and broadly in line for greater depth. There are no gender differences within the school but boys performed much better than their national counterparts did. Disadvantaged pupils performed better than others at the expected standard but were below others in achieving greater depth.
- English as a first language were above national for expected and in line for greater depth, while those who have English as an additional language, were broadly in line for expected and greater depth.
- In **mathematics**, the school was above national at the expected standard and greater depth. Disadvantaged were above national and others at the expected standard but below at greater depth. English is an additional language were broadly in line, while those whom English is a first language were well above national for the expected standard and at a greater depth. Pakistani pupils were broadly in line for both the expected standard and at a greater depth.
- **Overall outcomes**
- **Reading** – above the national averages – 80% compared to 74%
- **Writing** – above the national averages – 71% compared to 65%
- **Mathematics** – above the national average – 82% compared to 73%

There is an upward trend in standards. They rose again in 2016.

### Key Stage 2.

#### **Reading Progress.**

Overall, progress for reading was above that seen nationally but not significantly so (+0.86). Both disadvantaged and non-disadvantaged pupils made better than average progress than pupils did nationally.

#### **Reading attainment**

##### **Expected or above expected attainment**

All pupils' attainment of 103.4 was above the national average of 102.6. Disadvantaged pupils' attainment 'scaled score 100+' matched the national average. The high scaled score was below national.

### **Writing progress**

Progress was broadly average at -0.59. However, this score was influenced by small number of SEN pupils with dyslexia. Non-SEN progress was above national.

### **Writing attainment.**

Attainment for all pupils and disadvantaged pupils was above the national average. Girls performed better than boys did but this is a cohort issue and not seen in previous years. Greater depth was below national 10% compared to 15%. No disadvantaged pupils or boys achieved a greater depth. Small group of SEN with support were well below. This was because of the number of pupils with dyslexia.

### **English, grammar, punctuation and spelling.**

Well above national average with a score of 107.8 compared to 104.0. Disadvantaged pupils did not do quite as well as others in the school. Both groups were above the national. EAL pupils were well above national and did better than those pupils for whom English is their first language. These pupils were also well above average.

### **Mathematics progress.**

All pupils and Disadvantaged pupils made progress that was significantly above the national average and in the top 10% of schools nationally.

### **Mathematics attainment**

Attainment for used groups of pupils and disadvantaged pupils was above the national average. The number achieving the higher scaled score was well above national. Overall, attainment in mathematics was significantly above average.

### **Reading, writing and mathematics combined attainment.**

All pupils' attainment was above the national average by 2%. Disadvantaged pupils' were in line with the national average of others. Boys' performance was weaker than girls. Girls were above national for the expected standard and matched the national average for the high standard. Overall percentage achieving the higher standards was slightly below national 3% compared to 5%.

## **Data Dashboard**

### **Strengths**

- KS2 progress was not significantly below average overall or for any prior attainment group in any subject and not below -3.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in mathematics.
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.
- The proportion of pupils that met the expected standard in phonics was above the national figure in Year 1.

### **Weaknesses**

- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the group: SEN support middle. The reason for this figure is that the group contained a number of dyslexic pupils who were not able to meet national standards.

#### TARGETS FOR 2017

PHONICS SCREENING – 93% RESIT Y2 – 100%				
	Reading	Writing	Maths	Combined Attainment
Reception	GLD – 71%		ELD – 20%	
Year 1	77%	74%	77%	74%
Year 2	82%	76%	79%	76%
Year 3	84%	78%	84%	78%
Year 4	77%	66%	70%	66%
Year 5	78%	69%	82%	69%
Year 6	84%	80%	86%	80%

#### Conclusion.

- Evidence from school tracking data and data published by the LA shows the school's performance against all schools locally in a most favourable light. Ranked 3<sup>rd</sup> when comparing scaled scores. Targets set were ambitious but have been exceeded in most cases. A direct comparison cannot be made to the previous year's results due to the change in the national assessment arrangements.
- Year 3 results are lower than expected because this cohort has only had one year on the new curriculum.
- Figures show that pupils have made outstanding progress and the schools achievement is above local and national average.
- External review by LA supports outstanding progress and above average attainment Moderation by Standards Teaching Agency agreed assessments were accurate.
- Targets are based on good assessment and challenging.

Pupils are making excellent progress and this is sustained across the school. **outcomes for pupils are outstanding**

#### **5. Quality of teaching, learning and assessment.**

##### Learning walk

Excellent provision was seen in the Early Years phase which, was extremely well resourced. High levels of engagement with adults who skilfully promoted learning through timely interventions. The involvement of the children in planning activities has clearly had a positive outcome judging by the enjoyment of learning seen.

The whole department is well organised and on going assessment is used to very good effect. An example of this is that the daily planning remains flexible and adults alter the afternoon provision to reflect learning outcomes from the morning session. Monitoring of children's progress is apparent and that they are making accelerated progress. For example, 35% are now on track compared to 0% on entry.

The outdoor provision is equally outstanding. The provision provides many opportunities for exploration and investigation as well as opportunities to write independently and develop their mathematical skills.

Children played well together displaying good social skills. They engaged quickly with activities showing perseverance and determination. Adult dialogue with pupils was excellent

throughout. For example, one adult was modelling how to run a travel agency and the children were fully immersed in the process.

### Key stages 1 & 2.

A feature throughout was the quality of engagement of adults with pupils. Pupils worked with sustained concentration and enthusiasm. Teacher expositions were lively and stimulating and this helped to motivate pupils to learn. Teachers made sure that no time was lost as they moved around the class to support and challenge pupils' learning. Tasks were well differentiated for pupils in the classroom and this indicates very effective use of assessment. High levels of challenge were provided for the most able.

Behaviour and attitudes to learning were excellent throughout and pupils were keen to talk about their learning to visitors. They were polite at all times and showed good manners around school.

The deployment of teaching assistants by teachers was excellent. All classrooms provided bright and stimulating learning environments.

**Table of Teaching and Learning grades**

	Visit – January 2017			
	Maths		English	
Teacher	School	EIP	School	EIP
Nursery	O	O	O	O
Reception1	G	O	G	O
Reception 2	O	O	O	O
Y1	O	O	O	O
Y1/2	O	G	O	O
Y2	O	O	O	O
Y3	G	O	O	O
Y3/4	O	O	O	O
Y4	G	G	G	G
Y5	O	O	G	G
Y5/6	G	G	G	G
Y6	O	O	O	O

75% of teaching in mathematics and English is outstanding. The remaining 25% is good. Grades awarded by the school are a close match to those of the EIP. This indicates leadership's judgements are accurate.

### Conclusion.

**Observations and work scrutiny indicate that the quality of teaching and learning is outstanding overall across all phases.**

### 6. Scrutiny of work. *Details of individual classes can be found in appendix A on page 10*

#### Key stage I

There has been an excellent improvement in the quality of marking in KS1 and this is a contributing factor to the good and outstanding progress pupils are making. Improvements needed in marking are minor. Pupils are producing a high volume of quality work and their progression is evident. Pupils are challenged and this indicates excellent use of assessment. Work is well presented and this points to pupils having positive attitudes to learning. Curriculum content is excellent and the promotion British values can be seen.

### English.

In key stage I there is an obvious progression of skills and pupils are making excellent progress in their writing, especially those with English as an additional language.

Teachers employ a wide range of strategies and the curriculum is stimulating. Marking is usually of a high quality and gives good guidance on how to improve work. Pupils respond to teachers' comments but on some occasions, in one class, these are not always checked by the teacher. There is a good emphasis on correcting spellings and sentence structure. Standards are generally in line or above. Overall, workbooks would support a judgement of outstanding for teaching and learning across this key stage.

### **Mathematics.**

Pupils are making rapid progress across this phase. Books are marked to a high standard. It is also clear that pupils are taking pride in their work. Pupils are producing an extensive amount of work and there is a clear progression of mathematical skills. Tasks are well differentiated and more able pupils are challenged. The curriculum is appropriate for the age range and a great emphasis is placed on practical work with photographic evidence to support it. Standards are generally in line or above. The scrutiny of work would suggest that teaching and learning in mathematics in key stage 1 over time is outstanding.

## **Key stage 2.**

### **English**

Work is well marked with guidance given to help pupils improve their writing. Pupils respond well to teacher comments but in some classes these are not always marked. Marking is good or better in almost all classes. There is some exemplary marking of pupils' work in Year 6, where it helps maximise their potential. Pupils are writing extensively and their work is well presented. There is a good focus on spelling and grammar. Progression of skills and opportunities to practice them are in evidence. Excellent curriculum content. Standards are above. The scrutiny of work would suggest that teaching and learning in English in key stage 2 over time is **outstanding**.

### **Mathematics.**

Excellent progression of skills. Marking is of high quality in almost all classes and the teachers model work well in order to address misconceptions and to provide additional challenge. The only area needing improvement is that some teachers need to mark pupils' responses. Standards are above and expectations are high. Pupils are producing a high volume of work which is very well presented. Excellent differentiation which caters for gifted pupils. The scrutiny of work would suggest that teaching and learning in mathematics in key stage 2 over time is outstanding.

## **7 Leadership and Management**

Leadership was well prepared for the review and provided an extensive amount of information to support their judgements. The school development plan is fit for purpose and is based on robust analysis of data. School data analysis across year groups and end of key stage data is detailed and robust. However, more could be done to interrogate data in the Early Years phase to bring it up to the standard set in the rest of the school.

There is an ethos of innovation in the school and this comes across in interviews with other leaders. An example of this can be seen by the appointment of a new curriculum leader whose appointment has facilitated the transition to a bespoke curriculum and assessment protocols to meet the needs of the pupils in the school. This has been acknowledged by the LA as good practice. The outcome has been a narrowing of the gap in age related attainment and has closed the gap between disadvantaged and non-disadvantaged pupils. The school

has seen progress improve along with high levels of engagement in the classroom.

The school is also providing support for other schools on curriculum and therefore having an impact on other schools locally.

Succession planning has been a high priority to ensure that they retain staff with potential by creating more opportunities to develop leadership skills through innovation. For example, for EAL the, "New to English Learning Hub" is starting in April.

Another example of innovation it that the school has changed the parents' consultation process. Parents' evenings have been replaced by termly, 'consultation weeks' where each teacher has two days to meet with parents. This allows a 40 minute consultation with parents and their child. All their learning is discussed and a bespoke age related mentoring and development report is produced for parents. An outcome of this change has been that 88.2% of parents attended consultation meetings compared to 52% who attended previous parent evenings. During the consultation process, teachers' classes are covered by senior leaders in order to maintain high quality teaching.

In response, parental surveys show that parents now have a greater knowledge of targets and the school's expectations and that they have a better understanding of the curriculum. Teachers also commented that they now have better relationships with parents. This is an example of excellent practice that could be shared with other schools.

Strategies developed by leadership have had a positive impact on attendance which, stands at 97.4% for this term. Part of this strategy involves the head teacher holding fortnightly attendance meetings with parents of pupils whose attendance falls below 92%.

The monitoring and development structure is extremely well planned and identifies clear opportunities for leaders to evaluate and then develop their areas through coaching. Explicit timelines are given for staff to develop areas requiring improvement. This is usually one week after a coaching session. The outcomes are that staff have continued to develop and become more reflective of their own performance and that the majority of teaching is outstanding.

Professional development has a high priority within the school. Safeguarding training is undertaken every half term and courses such as grammar development have helped teachers to improve the quality of their own teaching.

Interviews with senior and middle leaders revealed that they were all contributing to school improvement and that they carried out their responsibilities with drive and ambition. They know the strengths and weaknesses well and can discuss their subject area from a position of strength. Overall, leadership across the school is outstanding. (*see appendix B on page 12 for more details*).

### **British values.**

British values are integrated into the life of the school through a set of values linked to school values such as the behaviour and rewards policy. Assemblies are well planned to cover areas of personal and social development as well as British values.

The school values of all religions and is working on an identity programme on the principle that all pupils are British but are different. The school focuses on recognising and valuing diversity. There is now a coordinated approach to the teaching of religion with this being led by a senior member of staff. It also helps the school to identify any potential radicalization. Three incidents of which have been recorded and reported to governors this term. The school worked to resolve these issues by meeting with parents and in one case, working one-to-one with a pupil.

There are also cultural assemblies which are mapped for the year to ensure that all aspects of British culture are covered. There is also a thread throughout the curriculum. This has been

seen in workbooks. The leader is very knowledgeable and well organised. There is clear evidence of monitoring, evaluation and development. Special events such as a local democracy week help the school to meet its aims.

### **Safeguarding**

Children in Care.

Annual report to governors regarding Children in Care is in place. The school currently has no Children in Care on role. The school has completed the Local Authority form which, has been signed by governor and forwarded to the appropriate department. There is evidence that the school has been very effective in supporting Children in Care in the past. The school produced detailed evidence to show their involvement with a pupil from a neighbouring authority along with detailed personal plans which detailed the care plan and the academic progress made.

### **Attendance.**

Attendance is high and this is an improvement on the previous year. It stands at 97.4% for this term.

### **Summary.**

**Overall, leadership is outstanding.** There is a constant drive for school improvement and leaders know the strengths and weaknesses well. High standards have been maintained over the last year when the school experienced a difficult time due to a radicalization case. This placed a great deal of stress on the headteacher and other leaders. The school should be congratulated on its approach to dealing with radicalization and its efforts to promote British values. Monitoring and evaluation are accurate. Consequently, the school's judgements closely match those of the EIP.

### **Progress against EIP targets**

1. *Succession planning-continue to develop the leadership skills of other staff.*  
*Target met*
2. *Continue to refine marking particularly in key stage 1 so that is more developmental and insistence of high standards of presentation.*  
*Target met although there are a few minor improvements to be made in one year group.*
3. *Improve the overall quality of teaching and learning in key stage 1 to outstanding*  
*Target met*

### **Progress against Ofsted targets.**

1. *Improve the quality of teaching so that it is consistently outstanding across the school and thereby raise standards and further increase pupils' rate of progress in English and mathematics by:*
  - *Ensuring tasks are always set at just the right level to challenge pupils to achieve the best they can*  
*Target met*
  - *making sure pupils are always given precise guidance about how to improve their work, particularly the accuracy of their spelling and that teachers check that pupils respond to the advice or further challenge they are given*  
*Target met although there are a few minor improvements to be made in one year group.*

- *Increase opportunities for pupils to use their initiative and learn on their own.*

*Target met*

2. *Further develop the role of subject and curriculum leaders by ensuring they are fully involved in improving the quality of teaching and learning in their subjects and across the wider curriculum.*

*Extensive evidence to support that the school has met this target.*

**Overall effectiveness is outstanding.**

The school is continuing to strive for improvement through innovation and has many practices that could be shared with other schools. Strong leadership has enabled the school to have a major impact on pupils' personal and academic development so that they are well prepared for the next stage of their education.

**Recommendations.**

1. Continue to build on parental engagement by increasing the frequency and range and courses on offer to help parents to understand how to help their children.
2. Refine marking in the few classes where it is necessary. *End of report*

## Appendix A

### **Work Scrutiny**

#### Early Years.

Very well documented learning journeys but are cross-referenced. Evidence of British values throughout the curriculum. Evident progress and parental engagement. Suggests excellent monitoring and planning.

#### Key stage 1.

##### Year 1.

##### English.

Generally very good marking with a good focus on spelling and grammar.

However, in one class pupils are not always following up on the teacher's comments.

Progress is at least good and their work is well presented. They are clearly developing good writing skills. Pupils are writing extensively producing a good quantity of quality work.

Curriculum content is excellent and the promotion British values can be seen.

Evidence suggests a grade of outstanding for teaching and learning in English.

##### Mathematics.

Good progression of skills.

Pupils work is well marked giving good guidance.

Extensive amount of work shows excellent coverage.

Work is well presented showing positive attitudes by the pupils.

High levels of challenge.

Photographic evidence to show how pupils are engaging in a practically based curriculum that clearly assists their learning. At least good progress.

**Outstanding teaching and learning in mathematics.**

In the other Y1 class, pupils are making good progress but are not always responding to teacher comments and this is not followed up. Consequently, there are missed opportunities to address misconceptions.

Books suggest teaching and learning mathematics is a **good rather than outstanding**.

##### Year 2

##### English.

Excellent progress seen in books.

Pupils are writing extensively.

Since the start of term there has been a clear improvement in the sophistication of language used in their writing.

Marking is generally of a high quality and gives good guidance on how to improve.

Excellent curriculum which gives pupils the opportunity to write in different genre. Standards are above expected.

##### Mathematics.

Pupils are making rapid progress. For example one pupil in the sample scored 3/25 in the skills test at the beginning and after six weeks and improve this to 21/25. This is because of the high quality teaching received. Work is well marked and it is clear that pupils are taking pride in their work. Excellent coverage and it is clear that pupils are working very hard given the amount of work they are producing.

**Overall teaching and learning in year 2 is outstanding.**

## **Key Stage 2**

Year 3.

English.

Work is well marked with the high quality guidance given to help pupils improve their writing.

Pupils respond well to teacher comments but these are not always marked.

Pupils are writing extensively and their work is well presented.

Good focus on spelling and grammar.

Standards are above.

At least good progress.

Mathematics.

Excellent progression of skills.

Marking is of high quality and the teacher models work well in order to address misconceptions and to provide additional challenge.

Standards are above and it is very clear that there are high expectations.

Pupils are producing a high volume of work which is very well presented.

**Books suggest that teaching and learning in year 3 is outstanding.**

## **Year 4 (NQT)**

Pupils are making good progress but marking still requires some improvement to achieve the standards seen by more experienced members of staff.

Pupils are writing extensively and producing a good volume well presented work.

A stimulating curriculum is providing opportunities for pupils to write in different genre and to develop their English skills.

Mathematics.

Clear progression of skills can be seen and extension were given to challenge pupils.

As with English some improvement is required and marking.

Higher expectations needed in terms of presentation.

Pupils are making good progress over time.

The NQT has made a good start. Teaching seen during the learning walk was excellent.

**Books suggest overall a low good.**

## **Year 5.**

English.

Marking although conscientious is not sufficiently developmental to maximise pupil progress.

Pupils make error in sentence structure and these are not corrected.

Pupils are making progress and their work is well presented.

An exciting curriculum is providing a stimulus for their writing.

Good coverage and progression of skills.

**Teaching and learning and English is a low good.**

Mathematics.

Clear progression and pupils are making at least good progress.

Standard are above.

Work is very well presented.

Marking contains good examples where the teacher has modelled work however, sometimes pupils' responses are not marked.

Pupils are working hard indicated by the amount of work they are covering in each lesson.

Good level of challenge overall.

**Overall mathematics teaching is outstanding in this year group.**

## **Year 6**

English.

An extensive amount of work produced and this is of a high quality.

Expectations are high.  
Quality marking is excellent is maximising pupils potential.  
Progression of skills and opportunities to practice them are clear.  
Excellent curriculum content.  
Standards are above.

### **Mathematics.**

Extremely high level of challenge. Excellent differentiation which caters for gifted pupils. For example, three gifted pupils are studying for GCSE mathematics.  
Excellent marking giving clear guidance to raise standards and accelerate progress.  
Clear progression of skills.  
Pupils respond to challenge.  
Work is very well presented.  
Standards are above.

**Overall teaching and learning in Year 6 is outstanding.**

## **Appendix B**

### **Interviews with middle leaders.**

Teacher responsibility for writing is new to the role from September. Reports a greater ownership of the role and has mapped out a monitoring timeline which includes book scrutiny is, lesson observations and mentoring. She knows clearly where the areas of development are within the school. Demonstrates excellent subject knowledge and provides coaching for other staff.

### **Mathematics.**

She has audited mathematics and the outcomes have led to a change of approach to meet the needs of the new curriculum and developed new initiatives to expose pupils to a wider range of experiences. For example pupils now use resources more readily and are able to relate mathematics better in other areas. The use of practically based approaches has been used successfully to develop mathematical language and this is also aided pupils to improve their ability to explain their learning. This also involved in monitoring and coaching role. It is clear that leadership has played a key role in the achievement of well above national standards in mathematics.

Leader has an excellent grasp of the subject and its leadership. Analysis of pupil performance is excellent and expectations are high. Pupils that are more able are very well challenged as are those who are disadvantaged. Consequently, standards are well above national.

### **Leadership in reading.**

In focused on introducing new assessment and monitoring of planning.  
Introduced a number of initiatives to raise the standard of reading such as Early Bird readers with teaching assistants before the start of school. Good analysis of data gives clear areas for development.  
Parental survey received positive feedback regarding the school's ability to help pupils to learn to read. Interventions are in place for those who need it both before and after school.

### **SEN.**

Small numbers of pupils in the school have SEN. However, these pupils are well catered for because of good assessment and interventions that are regularly checked by the SENCo. Involved in the monitoring process and provides clear evidence to explain why some pupils have not made the progress as expected. Monitors the intervention strategies run by TA's.  
Well organised. *End of appendix B*

