

Parents' Forum

Tuesday 12th June 2018

Ofsted Report

December 2016

What does the school need to improve further?

- ❖ Secure and sustain consistently effective teaching to accelerate progress and raise standards at the end of key stage 1 by:
 - raising expectations of what Year 2 pupils can achieve
 - meeting pupils' differing needs consistently well, including ensuring that the most able are fully challenged and helping those that have fallen behind to catch up quickly.

❖ Strengthen the capacity of leadership and management by:

- securing a full, effective and sustainable leadership structure
- sharpening the school improvement plan to ensure that it focuses on the most important priorities and includes regular measures against which to check progress
- diminishing differences across the school between the performance of disadvantaged pupils and that of others nationally
- sharpening the focus of monitoring and evaluation on vulnerable groups, including those that need to catch up, disadvantaged pupils and the most able
- ensuring that governors interrogate information about the performance of different groups of pupils to provide rigorous challenge for school leaders to improve outcomes.

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- ❖ Provide more consistent opportunities to challenge pupils, including the most able, through problem solving and reasoning in mathematics.
 - ❖ Reduce the number of pupils that are frequently absent to bring proportions at least in line with national averages, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.

What have we done to
date?

To improve the quality of teaching and learning

- *Observed good teaching outside of locality and trialled good practice in our own setting
- *Observed teaching in-house to gain strengths from others
- *Showing higher expectations of what children can achieve through level of challenge, explanations and reasoning-in particular focussing on maths.
- *Improved the quality of verbal and written feedback through more in-depth marking and use of NS to move learning on.
- *Continue to constantly challenge all groups of learners making sure PP and SEN children are targeted throughout lessons and over time.
- *Ensure more pupil voice in learning to show reasoning and understanding of greater depth learning
- *Encouraging children's resilience and independence through questioning and reasoning

Strengthen the capacity of leadership and management

- *Embedded Phase Leader roles to give a more robust leadership structure to ensure communication is clear and staff are well supported and monitored.
- *Created a robust range of CPD to ensure that phase leaders new to the role have an understanding and are confident in leading the different areas required., such as pupil progress, book monitoring, lesson observations and feedback and performance management.
- *Senior SLT working with EGGS heads to ensure consistency across the locality.
- *Developed a clearer and more strategic approach to monitoring and evaluating pupil premium children and the impact interventions are having on them.
- *Shared PP and SEN data with governors and presented to them on what PP is and how we are trying to close the gap for these children.

Strengthen and develop the rigorous challenge provided by the Governing Board

- * Undertaken an external review of the Governing Board
- * Implemented recommendations
- * Set up dedicated committees, enabling governors to actively pursue questions and queries in detail
- * Developing clearer understanding of the school, its strengths and areas for improvement so questioning and challenge is timely and relevant

To raise standards in maths

- *Several Inset on developing reasoning and questioning within maths
- *Implemented working walls and monitored for effective use and consistency of these.
- *Supported teachers who needed to develop their reasoning and questioning skills.
- *Ensure use of challenges are embedded across the school.
- *Maths book scrutinies to check for consistency and depth of reasoning and challenge
- *Lesson observations for all staff with a focus on maths., feedback focusing on questioning, reasoning and pupil voice

Decrease the amount of persistent absence

- *Identify the children who are persistently absent.
- *If they are disadvantaged offer breakfast club to help get the children in to school early and fed for free.
- *Set up a letter system that escalates when persistence absentees continue to miss school.
- *After the first letter if attendance does not improve parent invited in to talk with class teacher.
- *If absence stills continues parent invited to talk to phase leader.
- *The next letter in informing them that they are now on a warning and have been referred to the Education Welfare and pupil entitlement.
- *We then continue to monitor every half term and continue to refer to EWO and invite parents in.
- *The national expectation for attendance in 96% we are currently at 96.10%
- *Stickers for 100% attendance every term.

Produce, implement and monitor a Pupil Premium plan

- *PP review and audit

- *Developed a much clearer system whereby all PP children have an allocated sum of money. This is monitored extremely closely and updated regularly by the PP lead in school.

- *All teachers have a better understanding of who their PP children are and what provision is being provided for them to ensure the closing of the gap between disadvantaged and others.

- *Evaluations of impact including hard and soft data.

- *Pupil progress meeting dedicate time to focus purely on the PP children.

- *Termly updates of provision.

- *Termly discussions with Business Manager to discuss the budget and ensure spending is in line with projections.

- *Review interventions and 1:1 support to check effectiveness .

- *Digital leaders club set up for PP children to help develop leadership skills.

- *Forest schools day– giving opportunities they may not be exposed to and club taster.—making clay pizza oven

What has been said so far?

- * Learning environments are stimulating and relevant to pupils learning. Through on-going focus, there is a consistency across the school. Examples of pupils using learning environments and working walls were seen and this strengthened understanding and autonomy;
- * An improved learning atmosphere in the school was clearly evident. Pupils are purposeful in lessons. They talk confidently and worked collaboratively;
- * During the visit, there was no evidence of disruptive or inappropriate learning behaviour. Pupils' attitudes towards learning are positive;
- * Learners demonstrate that they are engaged in the knowledge and skills they are learning and developing;

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- * Leaders were able to share and demonstrate evidence in books of pupil progress;
 - * Quality of work and opportunities in pupils' books continues to improve. In particular, stronger evidence of mathematical reasoning was seen;
 - * Phase leaders demonstrate a common thread of current school improvement and articulate approaches and strategies in place;
 - * Where specific support/ guidance has been in place, senior and phase leaders are able to report the intended and actual impact;
 - * Within the Early years, purposeful activities enhanced both key skills, language and social development.

* County Consultant May 2018

Where next?

Teaching and Learning

- * Induct new staff thoroughly prior to their official start in September
- * Continue to focus on consistency across year groups and phases, especially with new staff
- * Continue to develop moderation and assessment judgements with EGGs colleagues
- * Continue to develop our skills for quality first teaching
- * Continue to develop questioning skills to increase reasoning and understanding

Where next?

Leadership and Management

- * Continue with CPD for SLT to develop and enhance their leadership skills – close links with EGGs schools
- * Increased ownership to both Phase leaders and subject leaders
- * Continue to focus on PP and SEN children to develop further ways to support them and close the learning gap
- * Governors to continue to support and challenge the school and staff effectively

Where next?

Raising standards

- * Continue to develop reasoning throughout the school with maths and literacy
- * Ensure consistency of evidence across the school – especially with new staff
- * SLT and subject leads to continue to carry out lesson observations and provide staff with accurate and effective feedback
- * Continue to provide CPD for staff with regards to core subjects

Where next?

Improve attendance

- * Continue to follow robust procedures for tackling poor attendance
- * Continue to work closely with the Pupil Entitlement Team to support improving attendance
- * Continue to work closely with our families to support them wherever possible to improve attendance
- * Continue to monitor attendance closely – every half term

Where next?

Our Pupil Premium Plan

- * Embed our PP systems
- * Continue to keep our PP children in the forefront of staff minds, enabling them to close the gap
- * Continue to run effective and high impact interventions to support our PP children
- * SLT to continue to monitor and review the provisions for all our children including our PP children

How can you help?

- * Continue to support the school in the way you do – speak to staff if you have concerns, make us aware of issues
- * Keep up to date with what's going on by reading the fortnightly newsletter – all dates can be confirmed on the website
- * Ensure your child comes to school on time – we will always send them home if they are too poorly to be here – if in doubt send them in!
- * Support your child's out of school learning by enriching their topics with trips, books, chats, helping with OLL, or the OLL project, learning tables, phonics etc.

How can you help?

- * Please let us know if we can help or support you – all families go through tough times and if we can, we will of course help, or direct you to others who can
- * Finances are very tight with most schools, we will only ask for funding if we can't afford something ourselves. Please, if you are able, support us with that
- * Any questions?