

## ST MICHAEL'S RCVA PRIMARY SCHOOL

### OVERALL EFFECTIVENESS REVIEW: SPRING TERM 2018

**DRAFT (1)**

<b>School Improvement Adviser:</b> Margaret Armstrong	<b>Date of Review:</b> February 8 2018	<b>Timings:</b> 8.00 a.m. - 2.00p.m.
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### SCHOOL CONTEXT

Margaret Armstrong, school improvement adviser to St Michael's, visited the school on February 8 to carry out an overall effectiveness review. The purpose of the review was to work with the executive headteacher, senior leaders and chair of governors to evaluate the impact of action taken since the school was placed in special measures in October 2016. This was the fourth external review since the last inspection.

#### School Context

- The executive head teacher continues to set an exceptionally clear direction for the future development of the school
- The previous head of school retired last December. A new head of school has been appointed; she will take maternity leave from March with an expected return to work date of November. An acting deputy head teacher and acting assistant head teacher have been appointed from within the school. These temporary roles will run until December 2018. Leaders from St Aloysius will support the new leadership team as they develop their new roles.
- There have been several additional appointments: a new teacher has been appointed to Year 4 and two new teaching assistants have taken up their posts. All have settled quickly in to their new roles.
- The role of the local governing body (LAB) has been clarified since the last visit. A new chair of governors, who is a retired head teacher, has taken up his post. The LAB is currently small but plans are in place to hold parental elections before the end of the school year to ensure there is a good balance of skills and expertise. The LAB makes recommendations to the

Trustee Board.

- Leaders reported on the very effective support which is provided by Sacred Heart including financial and IT support and support in extending the curriculum and improving teaching.

### **School to School Support**

Very focused support to improve teaching and learning continues to be provided by leaders from St Aloysius. The spring term support priorities include:

- Continued focus on improving the effectiveness of teaching.
- Embedding the 'Challenge Curriculum' with a continued focus on mathematics
- Further embedding *The Primary Writing Project* to improve attainment in reading and writing
- Supporting the newly appointed SENCO in monitoring SEN provision

St Aloysius maintains a record of termly support which details the action taken and the impact.

## **REVIEW ACTIVITIES**

### **Review activities included:**

- Discussion with the deputy head of the Diocesan Department for Education
- Discussion with the executive headteacher, head of school, acting deputy head teacher and acting assistant head teacher about school issues and 2018 predictions and targets
- Presentations from senior leaders: teaching and learning, curriculum development personal development and behaviour, SEN and Inclusion, Early Years
- Paired drop-in observations of teaching across the school
- Review of support and intervention for SEN pupils
- Work sampling in writing and mathematics and across subjects
- Discussion with senior leaders about the monitoring of teaching
- Review of the action the school has taken to address issues since the last inspection
- Feedback to teachers
- Working feedback with the executive head teacher, senior leaders and school improvement adviser to the MAT

## PROGRESS IN ADDRESSING ISSUES IDENTIFIED AT THE LAST INSPECTION

### Inspection History

Date of last inspection: October 2016

Overall Effectiveness: Inadequate

Good progress has continued to be made in addressing the areas for improvement.

### Impact of focused action taken to address the issues from the last inspection

#### Summary

Under the close direction of the executive head teacher, the highly effective team of senior leaders has ensured that St Michael's has continued to go from strength to strength since the last inspection. Staff have risen to the very high expectations leaders have of them. Together with good teaching, the exciting curriculum and increasing range of extra-curricular activities ensure that pupils thrive and achieve well as they move through the school.

#### Issue 1

- **Improve the quality of teaching so that all groups of pupils make at least good progress, especially in mathematics, by:**
  - planning and delivering activities that are well matched to pupils' needs and that ensure that gaps in learning are promptly addressed
  - having higher expectations for pupils' outcomes based around the school's recently established pupil progress tracking information, linked to the national curriculum
  - consistently implementing the school's marking policy

*The executive head teacher and senior leaders have maintained and extended the highly effective and robust system for checking the quality of teaching. Progress meetings with teachers identify pupils who have previously fallen behind and action is taken to enable them to catch up quickly. As a result, outcomes improved noticeably at the end of Years 2 and 6 in 2017. Outcomes are predicted to continue to rise in 2018.*

*Leaders' focus on the development of reasoning and application of skills in mathematics has had a positive impact on pupils' confidence and enjoyment of learning. Well-targeted professional development has ensured staff have the skills to teach mathematics successfully. The effect of action take is evident in the above average standards in mathematics at the end of Year 6 in 2017.*

#### Issue 2

- **Further improve attendance levels and reduce persistent absence.**

	2014/15	2015/16	2016/17	2017/18 Term 1	2018 Target	2016 National
% PAs 10%	21.4	19.1	12.3	13	9	8.2
% Absence	6.3	5.7	5	4.5	4	4

*The school's systems for promoting good attendance and reducing persistent absenteeism have been reviewed and new incentives have been implemented. More emphasis has been placed on monitoring attendance and trends over time, particularly for the disadvantaged pupils. At the time of the visit, overall attendance stood at 95.5% and the level of persistent absenteeism had reduced from 12.3% to 8%. Overall attendance dipped towards the end of the autumn term due to the impact of a number of families taking extended holidays abroad.*

*Leaders are tackling weaknesses in pupils' attendance assiduously. They meet with parents and pupils to discuss the importance of good attendance. Leaders help and challenge families to understand the effect that absence may have on pupils' personal, social and emotional resilience as well as their academic progress. Current attendance information shows 63% (47 pupils) of the disadvantaged pupils across Years 1 to 6 have demonstrated good improvement in their attendance. The school is maintaining a focus on the 28 disadvantaged pupils whose attendance is relatively static.*

*The breakfast club provides pupils with a safe environment to enjoy a healthy breakfast and socialise with friends before school. This is having a positive effect on the attendance of a number of targeted pupils.*

### **Issue 3**

- **Improve systems for recording pupils' behaviour, including ensuring that the school's documentation for exclusions is in line with national guidance.**

*The revised system for managing pupil behaviour is now fully embedded. Consistently good and often exemplary behaviour was seen during the review. Pupils' attitudes to learning are consistently good across the school and pupils are taking a much greater pride in their work. The school's documentation for exclusions meets national guidance.*

### **Issue 4**

- **Improve outcomes for pupils, including disadvantaged pupils, by:**
  - ensuring that subject leaders for English and mathematics take prompt action to rapidly improve the quality of teaching and pupils' outcomes in their areas of responsibility
  - ensuring that senior and subject leaders regularly and rigorously check that planned actions are improving the quality of teaching, learning and assessment and outcomes for pupils
  - further improving the quality of the curriculum so that it better meets the needs of pupils, particularly in mathematics and science
  - improving the strategic challenge provided by governors, building on the work of the recently established local authority monitoring and support group
  - improving the planning, monitoring and evaluation of pupil premium spending, ensuring that all eligible pupils across the school benefit and make good progress.

*Outcomes improved at the end of each key stage in 2017. This is due to rigorous monitoring to improve teaching and the implementation of a more effective curriculum which challenges pupils' learning. Data shows that, across the school, the progress of the disadvantaged pupils is speeding up. The use of the pupil premium is carefully planned so support and intervention can be targeted where they are most needed.*

**An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.**

*The executive head teacher has completed an initial review of the use of the pupil premium. A revised Pupil Premium Strategy is now in place and the actions detailed in it will be followed through and evaluated across the school year. An external review of the school's use of the pupil premium is booked to start at the end of January 2018, the review process will take place over three days in February and March 2018.*

**An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.**

*The local advisory board is relatively new and it is too early to see the impact of its work. A discussion with the chair of the board will be planned in to the summer term monitoring programme.*

**Expected date of next inspection: Currently within three years of converting to an academy**

## **PROGRESS IN ADDRESSING ISSUES IDENTIFIED AT THE LAST MONITORING VISIT**

### **1. Maintain a focus on improving the quality of teaching by ensuring that all teachers:**

- reducing the small amount of slightly off-task behaviour in Key Stage 1
- ensuring all teachers fully extend the learning of the most able pupils

Expectations have been raised and pupils have responded well. A shared understanding of rules is well established, meaning that pupils respond swiftly to signals and cues from adults to stop or listen. This has had a positive effect on behaviour for learning.

Improving outcomes for the most able pupils is an improvement priority for the school. From the visit, it was clear teachers have benefited from high-quality professional development and they are making better use of assessment information to plan tasks which fully challenge the most able pupils.

### **2. Further develop leadership and management, by:**

- maintaining a focus on the impact of the use of the pupil premium funding to improve outcomes for the disadvantaged pupils
- reviewing, in discussion with the Diocese, governance arrangements in the light of the school's conversion to the MAT

Progress in addressing both strands are detailed above.

### **3. Maintain a focus on improving outcomes in reading, by:**

- increasing the proportion of pupils who achieve the expected standard in the Year 1 phonics screen
- providing more opportunities for the most able pupils to develop higher-order reading skills

The proportion of pupils expected to achieve the expected standard in the Year 1 phonics screen is predicted to rise

The English leader outlined the work which has been done, through the *Primary Writing Project*, to extend the use of high-quality texts to link the teaching of quality writing with the teaching of higher-order reading skills. She has worked alongside teachers and has delivered reading sessions linked to different texts. The focus has been on ensuring teachers pose challenging questions which enable pupils to make informed deductions and inferences and give their opinion on the content of higher-order texts. New resources have been developed to support new texts. The teaching of higher-order reading skills was more visible around school during the visit.

**4. Continue to improve overall attendance and reduce the persistent absence rates of a significant minority of pupils.**

See above.

## ASPECTS OF LEADERSHIP AND MANAGEMENT

**Leadership and management are good. There are some elements of outstanding practice. There was a focus on curriculum development in this monitoring visit.**

### **Wider Aspects of Leadership and Management**

- The executive head teacher provides exceptionally strong leadership. This has ensured there is a culture of high expectations, where potential barriers to learning are quickly addressed. A whole-school ethos of raising aspirations for all is clearly evident.
- Leaders' sharp focus on checking pupils' achievement and regular discussions with staff ensure that no pupil is left behind in their learning. Extra activities, including small-group work, are quickly organised to help pupils catch up and move on well. By the end of Key Stage 2, higher proportions of pupils and pupil groups are making strong progress compared with those found nationally.
- The school has a very high proportion of pupils who are eligible for free school meals. Leaders have ensured that pupil premium funding is deployed effectively to remove barriers to learning. The funding is focused on providing additional staff to ensure that pupils receive high-quality teaching. It is also targeted carefully to ensure that all pupils, whatever their circumstances, have access to the full range of curricular and extra-curricular activities that the school has to offer. As a result, disadvantaged pupils make good progress in their learning.
- The school's work to improve outcomes for the disadvantaged pupils is based on the 'Seven Building Blocks to Success' which is based around the theme of high-quality teaching for all.
- School information shows the large majority of parents have a very positive view of the school. They recognise the clear improvements that have taken place since the arrival of the executive headteacher. They correctly believe that their children are safe and happy at school and feel well informed about how well they are doing in their studies. They feel that behaviour is good and that there is little bullying, and any concerns they raise are listened to and dealt with appropriately. There are too few parental views recorded on Parent View to support the school's evaluation of its effectiveness in this area.
- Governance is undergoing a period of change following the establishment of a new local advisory board. The new chair has an accurate and realistic view of the school. Detailed reports from the executive head teacher have swiftly updated him on key aspects of the school's work. The chair asked relevant and perceptive questioning during the last monitoring visit and is providing effective challenge and support to leaders.
- The arrangements for safeguarding are effective. A strong safeguarding culture exists within the school. Rigorous checks are made on staff and volunteers before they are allowed to work alongside pupils. All staff are regularly trained to ensure that they are up to date with the latest safeguarding requirements. This training is carefully logged and regularly reviewed. The designated safeguarding leaders are well trained and ensure that families or pupils who require support from outside agencies receive this promptly. Safeguarding records are well maintained.

## Curriculum Development

- The curriculum is broad and balanced and engages pupils in their learning. Pupils report, and books show, that learning is enjoyable and that they reinforce their reading, writing and mathematical skills well across different subject areas. Pupils also approach learning in varied ways, which serves to enthuse different groups of learners.
- Autumn term monitoring identified the need to improve progression, coverage and assessment of the **geography** and **history** curriculums. Learning and assessment documents have been implemented in each year group. The school has worked with Sacred Heart High School to bridge any gaps in learning in these subjects from Years 6 to 7 and to extend some topics using the expertise of teachers from the high school.
- Aspects of the core curriculum were discussed at length during the leadership discussion. The 'Learning Timelines', which give an overview how core subjects are developed across subjects in all year groups. For example, in Year 6, pupils' English and mathematics skills are extended through science projects such as 'Animals including humans' and through learning projects such as 'Storms and Shipwrecks'. Over the course of the year, there are short periods of time when the core timetable is suspended to allow for whole school projects such as 'Art Day' and 'Health Week'.
- The **English** lead presented a detailed overview of developments in the English curriculum. These include:
  - The organisation of an 'English Café' where the importance of reading will be promoted with parents. A useful reading booklet will be distributed to help parents support their child at home
  - Joint collaboration with Sacred Heart on the organisation of 'World Book Day 2018
  - Further raising the profile of reading through the 'Teacher as a Reader' campaign
- The school is continuing to focus on further developing the **mathematics** curriculum this school year, particularly in the level of challenge planned for the most able pupils. The use of NCETM mathematical reasoning and problem-solving resources to extend and deepen the understanding of the higher attaining mathematicians is a good way forward to raise standards at greater depth.
- Analysis of data shows one of the priorities for the school is to improve outcomes in **science**. In 2017, 65% of children achieved the expected standard in science by the end of Year 2 in comparison with 83% of all pupils nationally. By the end of Year 6 in 2017, 83% achieved the expected standard in comparison with 82% nationally. Leaders are currently reviewing the science curriculum, especially in Key Stage 1, to ensure there is appropriate curriculum coverage and progression in the teaching of scientific skills.
- The acting assistant head teacher has recently taken on responsibility as SENCO. She has quickly grasped the key aspects of the role and this was evident in the 'SEN Spring Summary Update' which discussed as part of the senior leader discussion at the beginning of the monitoring visit. Pupils who have special educational needs and/or disabilities (SEND) continue to make good progress because of very effective targeted support and intervention. The school can easily outline the impact of the impact of key interventions including *Memory Magic*, *Lexia* and *Plus 1*. Those children who have more complex additional needs have personalised timetables which detail their support across the curriculum.

- The curriculum also offers pupils extensive opportunities to enhance their spiritual, moral, social and cultural development. This is evident in pupils' excellent work in Religious Education which was evident in the work scrutiny. In particular, pupils develop their reading and writing skills well through the well-planned Religious Education curriculum.
- Pupils learn about other faiths and cultures and demonstrate a good understanding of these, as well as respect for them. Equally, pupils understand the need for respect and understanding of different lifestyle choices. For example, they learn that any type of bullying would not be tolerated and that despite individual differences, all pupils are accepted for who they are. In this way, the pupils are well prepared for life in modern Britain.
- The additional physical education and sports funding has been used very effectively to give pupils more opportunities to compete a wide range of sporting activities to build self-confidence, resilience and a sense of fair-play. To name but a few, additional provision is now being offered in football, basketball, athletics and dance. The school's PE and Sport Premium Spend Plan details the school's recent successes, including increased involvement in competitive sports, and highlights the expected outcomes for this coming year.

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment are good. Outstanding learning was seen in Year 6.

### Summary Points

- Teachers have consistently high expectations of the work and behaviours expected of pupils. They believe that all pupils should aspire to achieve their best. Consequently, the most pupils currently in the school are achieving well in reading, writing and mathematics.
- Reading, writing and mathematics are well taught. Mathematical skills are well developed and pupils make strong progress in this subject. This is because teachers take close consideration of what pupils can and cannot do and plan activities accordingly. Work is also very challenging, supporting pupils in making very rapid progress. Reading and writing are well taught as well, with pupils regularly reinforcing their basic literacy skills and applying them across the curriculum.
- The Primary Writing Project has had a positive impact on the quality of teaching and on children's skills in composing writing. It is implemented consistently throughout the school. The impact of this initiative can be seen in the pupils' use of more imaginative language to extend the quality of their writing. Carefully chosen texts are supporting the development of writing skills very well.
- Questioning is strong. Teachers use it as a way to assess and gauge pupils' knowledge and understanding of their learning. In addition, it is used as a technique to promote good oral communication skills among the pupils, who develop well in this area. Teachers urge pupils to give well-rounded, reasoned answers, which helps them to deepen their learning and understanding of a topic.
- Relationships between pupils and adults are exemplary. As a result, pupils have very positive attitudes to learning. They thoroughly enjoy school and are very keen to be successful.
- Teachers know pupils well and are sensitive to their needs. When there are potential difficulties emerging, teachers and skilled teaching assistants help to make a substantial contribution to securing pupils' learning. As a result, disadvantaged pupils or those who have special educational needs and/or disabilities make similarly good progress to others in school.

### Key points from lesson observations

Good teaching was seen in an English lesson in **Year 1**. The story of *Beegu* has been used across a series of lessons. Today's lesson involved an opportunity for extended writing based upon the character of *Beegu* visiting earth. Shared writing was a central feature of the lesson and the teacher modelled how to use details and ideas from prior learning effectively. All prior learning was displayed on working walls as a toolkit to support children. Strategies have been implemented successfully and the calm and purposeful learning environment was noted.

- Planning was effective and learning was clear. The classroom was well-organised and areas of learning were resourced well.
- Relationships were strong and behaviour for learning has improved significantly. Expectations are higher and new approaches have been implemented to support active

listening.

- Adults used questioning well to probe knowledge and understanding and prior learning was displayed and referenced throughout the lesson. Pupils' responses were thoughtful and considered. Transitions were smooth and managed very well to maintain the pace of learning.
- A higher level of challenge is planned and pupils have more opportunities to write at length. There should be a continued focus on developing pupils' stamina to write for extended periods. Differentiation was evident across the broad range of abilities.
- Feedback during the lesson was relevant and purposeful, often addressing, in a timely way, any misconceptions or errors.

Good learning was seen in **Year 2**. Learning has been structured very well around the text *Meerkat Mail*.

- Teaching built well on prior learning relating to the key features of a letter as pupils worked towards preparing a postcard for a main character in the text. The learning of the most able pupils was extended well as they planned their postcard in the first person.
- The class teacher modelled the key writing skills very well; working directly with the most able. The less confident writers were supported very well by the teaching assistant who kept a close check on pupils' use of punctuation and their accuracy in spelling.
- High expectations are being set for handwriting and presentation. Those pupils who need support with to ensure letters are the correct size and are formed accurately are benefiting from the use of 'tramlines' to support their handwriting skills.

In **Year 3**, the children were continuing their innovation of the text *Where the Wild Things Are*. Having planned together in previous lessons, the teacher was involving the children in the process of shared writing. Children were involved throughout the lesson and a supportive and caring atmosphere was prominent.

- The lesson was well planned and indicated a good level of sequential learning. The classroom was organised and conducive to learning with prior learning displayed clearly to support pupils.
- Relationships between teacher and pupils are very strong and supportive.
- Pupils were clear about the task expectations, talking confidently about what was involved in the innovation stage. There was a good level of challenge was good with effective support provided by the teaching assistant for the least able pupils.
- Children were praised throughout the lesson, all ideas were listened to and welcomed and choices made in shared writing were explained.
- Children were enjoying their learning and were all on task. There was a strong peer support encouraged and children were keen to celebrate the success of each other.

In **Year 4**, pupils made good progress in learning how to write non-chronological reports, including sub-headings, about an animal of their choice which they had previously researched.

- Planning was thorough and indicated a good level of sequential learning. The classroom

was organised and conducive to learning with prior learning displayed clearly to support pupils.

- Relationships between the teacher and teaching assistant were strong and clearly focused upon the progress made by the children. Children were praised throughout the lesson and felt valued. The behaviour system was followed fully, with both members of staff using this to reward pupils as required.
- Pupils were clear about the task and enjoyed explaining to observers what they had learned and about the animal they had researched. They were clear about what was expected from them and what to do to achieve.
- There was effective modelling and a good shared writing session prior to pupils working on independent writing tasks.

Good teaching was seen in **Year 5**. Pupils were observed working productively to apply their multiplication and division skills when solving word problems. They have been trained well to use the RUCSAC approach which helps pupils structure their approach to solving problems.

- Opportunities were used well to reinforce reading skills. Word problems were planned to forge cross-curricular links when appropriate. The class teacher modelled the different approaches which could be used to solve the word problems and took pupils through the different operations.
- Questioning was directed well to different ability groups and this enabled the class teacher to check learning. Basic skills, including multiplication tables, were reinforced well. The most able pupils could be challenged further.
- Pupils' workbooks provided evidence of high expectations for setting out and a good balance of arithmetic, reasoning and problem-solving. Good quality, extended writing was also seen in pupils' workbooks, including in topic work.

Outstanding learning was seen in both classes in **Year 6**. The organisation of two teaching groups in Year 6 has enabled teachers to extend the writing skills of the most able pupils and very effectively support the middle and lower attainers.

- The text *The Chase* engaged pupils very well and sets the scene for the development of writing skills. Key vocabulary, including independent clauses, cohesive devices and semicolon, were reinforced skilfully. Different writing styles were revisited and the use of the most appropriate writing features to create tension in writing were explored.
- Pupils were very well prepared to write their own stories which included a build-up of tension to capture the reader. Pupils' workbooks provided evidence of the extensive range of writing pupils have completed this school year. The school will have ample evidence to back up writing assessments at the end of the year.
- The lower attaining **Year 6** pupils also made rapid progress in developing their writing skills. The Year 6 teachers work very closely together to make sure writing tasks are matched precisely to the learning needs of all pupils. There was a similar and equally strong focus on the accurate use of spelling, grammar and punctuation. For example, pupils edited their writing carefully to check for accuracy in the use of cohesive devices to improve their writing. They concentrated on identifying key language to create 'dark mood' and atmosphere. Modelling was highly effective and pupils suggested some excellent

phrases such as 'without haste' and 'tomb of doom'. Questioning was used expertly to target individuals and extend their use of language. Progress was brisk in this lesson.

- Pupils' workbooks provided evidence of fast progress in writing, mathematics and across subjects.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### **Pupils' personal development are good.**

- Pupils enjoy their learning, and the vast majority work conscientiously. In classrooms, pupils listen to adults attentively, and respond immediately and without fuss to instructions. They collaborate with peers when asked, and drive themselves to complete tasks and challenges on time. Lessons proceed in a calm and studious atmosphere that is very conducive to learning. Leaders have very successfully established an aspirational culture of learning.
- The school provides a comprehensive programme to develop pupils' personal and social awareness. There are well-planned opportunities for pupils learn about other faiths and to develop a broad understanding of other cultures. This supports strong spiritual, moral, social and cultural development.
- There is a strong commitment to supporting pupils' emotional well-being. The most vulnerable pupils receive sensitive and carefully targeted care, support and guidance. This enables them to access all aspects of the curriculum alongside their peers. School mentors spend valuable time during the school day with children who need support to manage their emotional issues.
- Pupils feel safe and know how to keep themselves safe, including when online. They report that if they had an issue or concerns, they would tell an adult and it would be dealt with promptly and well. Pupils know and have an extremely good understanding of the forms that bullying can take. They report that bullying is unknown to them but that, if it were to occur, they were sure it would be dealt with very effectively by adults at the school.
- The school provides a wide range of opportunities for pupils to develop their self-confidence and self-esteem. Pupils' aspirations for the future have been raised through their participation in two initiatives: 'This St Michael's pupil can...' and the 'Search for a hero!' campaign. More recently, the 'Dare to be!' careers day will provide pupils with new ideas for their future lives. Pupils have worked alongside their parents to think about their 'Dream Job' and what they need to do to reach their goal.

### **The behaviour of pupils is good and improving.**

- Pupils' behaviour during the visit was impeccable. This is because relationships between pupils and between adults and pupils are strong. As a result of the school's work, pupils are respectful of difference and celebrate diversity and the strength it brings to the community. There have been no exclusions this school year.
- In class pupils are alert, engaged and enquiring. At play they are thoughtful, interested and

collaborative. They move between lessons with determination and a sense of purpose. The school has addressed the very small amount of low-level disruption seen in Key Stage 1 during the previous visit.

- The school has introduced rigorous and robust systems to challenge poor attendance. Consequently, attendance continues to rise although it remained below the national average last year. Current attendance shows improvement and is predicted to be in line with the national average. Where absence has the potential to impact on a pupil's progress, school leaders are quick to intervene and work with parents to address issues.

## OUTCOMES FOR PUPILS

**2017 outcomes improved significantly by the end of Year 6. Pupils made good and sometimes rapid progress from their starting points.**

### The Effectiveness of the Early Years

**The effectiveness of the Early Years is good and improving and this is reflected in the steadily increasing proportion of children who achieve 'a good level of development' by the end of Year R.**

<b>Skills on Entry</b>	Below expectations with a significant number with weak skills in communication and language and personal, social and emotional development.
<b>% achieving good level of development</b>	2015: 50% 2016: 60% 2017: 62% 2018 Prediction: 71% Target: 73%
<b>Outcomes</b>	Good; improving trend Outcomes judged to be good in last inspection.
<b>Additional Information</b>	There were 29 children in the 2017 cohort; 16 boys and 13 girls. Eight children were eligible for the pupil premium. Seven pupils had SEN; four were girls. 12 children had EAL.  Phonics skills are well taught. This supports early reading skills well.  The disadvantaged children and those who have special educational needs make good progress because of the effective support they receive.

### Observation of Learning in Year R

- The early years learning environment is well resourced, purposeful and lively. Staff demonstrate a great deal of care for the children. Displays are bright and the layout of the space is carefully considered, making it a calm, fun and inviting place to learn.

- This was a well-planned literacy lesson based on the text character Tom the class pet cat, who had gone missing from school. The children were working towards designing 'Wanted!' posters to put up around school to locate the missing pet. The effective of photographs of Tom hooked the children in and quickly engaged them in meaningful talk. The 'Primary Writing Project' has embedded well and is driving learning in literacy forward. The children focused well on creating a 'Word Carpet' which included descriptive words such as furry, soft, grey and white.
- Questioning was targeted well to encourage all children to contribute; a small number are still quite reserved and have poorly developed language skills. Staff worked effectively to promote strong speaking and listening skills among the children.
- Opportunities were used well to explore children's understanding of language; quite a few did not have an understanding of the word 'collar' and described it as a 'belt'. The class teacher skilfully extended learning as the lesson progressed as children put forward their examples of good sentences to describe 'Tom'. The most able were challenged well to spell out phonically regular words with more than one syllable.
- Children behaved well and demonstrated the ability to focus on their learning for an extended period of time. Routines and expectations are regularly reinforced and are clear to the children. The children's personal and emotional development is a particular focus and very successful aspect of the provision. Early years staff are very adept at identifying and successfully addressing the underdeveloped speech and language skills that many children arrive with so that they get off to a good start as soon as they start school.

### **Evaluation of Current Early Years Provision**

- Phonics skills are well taught in early years and there are opportunities to reinforce children's phonics knowledge in different parts of the curriculum. This supports their reading and writing development well.
- Staff work effectively to promote strong speaking and listening skills among the children. This tends to be the weakest area of development on entry to Reception, and there are varied ways in which adults support this gap in the children's development. As a result, the children make good progress.
- Assessment of children is regular and accurate. It informs planning so that activities and the physical setting of the provision meet children's needs and interests well. This means that children are well engaged and keen to learn and make good progress from their starting points.
- Leaders have a good understanding of the provision and what its strengths are. They also know where improvements are needed. Leaders work closely with adults in the setting to ensure that planning is appropriate and that the curriculum enthuses children in their learning.
- Children's workbooks provided evidence of good and sometimes rapid progress over time. In particular, the effect of action taken to improve writing skills was clearly evident in the 'Brave Writing' books. The 'Floor Books' provide good evidence of children's achievement across the areas of learning. Improving outcomes in mathematics by the end of Year R is an improvement priority, particularly in challenging the most able to count, estimate and apply beyond 20.

### **Key Stage 1**

## Year 1 Phonics Screen

Year	% passed	% girls passed	% boys passed	National Average
2015	43	50	33	77
2016	83	85	81	81
2017	79	75	83	81

- Provision in Year 1 is good. Pupils make good progress in their phonics development and outcomes are broadly average over time. There is no significant trend in outcomes for boys and girls.
- There were 10 disadvantaged pupils in the 2017 cohort; Six passed the phonic screen which was a little below national.
- There were 17 EAL pupils in this cohort; 70% passed the screen which was an excellent outcome for this group of pupils.
- 85% of pupils had passed the phonics screen by the end of Year 2 in 2017. This was below the national outcome of 92% but demonstrated an 8% improvement on the previous year.
- At the time of the visit, the school had set a target of **82%** of pupils to achieve the expected standard in 2018. This would bring the school's outcomes back to in line with national.

## Year 2 Outcomes

### End of Year 2: 2016 Attainment Outcomes

	% Expected+ School	% Expected+ National	% GD School	% GD National
Reading	60	74	3	24
Writing	60	65	0	13
Mathematics	60	73	17	18

### End of Year 2: 2017 Attainment Outcomes

	% Expected+ School	% Expected+ National	% GD School	% GD National
Reading	65	76	15	25
Writing	65	68	8	16
Mathematics	73	75	23	21

## 2017 Outcomes

- 2017** outcomes, which were externally moderated, presented a positive picture in all areas. The school has been particularly successful in increasing the proportion of pupils who achieved greater depth, especially in reading and writing.

## Key Stage 1: Attainment Gaps: Disadvantaged Pupils

	Reading Expected	Reading Greater Depth	Writing Expected	Writing Greater Depth	Mathematics Expected	Mathematics Greater Depth
All Pupils (26)	65	17	65	8	73	23
Disadvantaged (14)	50	7	50	7	64	7
2017 Gap	-15	-10	-15	-1	-9	-16
2018 Projections All Pupils (30)	77	23	73	20	77	23
2018 Projections Disadvantaged (8)	63	38	63	25	63	25
2018 Projection Gap	-14	+15	-10	+5	-14	+2

- Good improvement is predicted in reading, writing and mathematics, both at the expected and higher standards. In particular, 20% of pupils are predicted to achieve greater depth in writing which is an improvement of 12%.
- In most areas, the attainment gaps between the disadvantaged pupils and others in the school are predicted to narrow. The area of focus should be on the proportions of disadvantaged pupils predicted to achieve the expected standard in reading and mathematics.

## Year 6 Outcomes

### 2016 Attainment Outcomes

	% Ex+ Sch	% Ex+ National	Scaled Score School	Scaled Score National	% HS School	% HS National
Reading	60	66	101.3	103	14	19
Writing	67	74			17	15
Maths	53	70	102.8	103	14	17
GPS	66	77	103.6	104	24	22
RWM	48	53			7	5

### 2017 Attainment Outcomes

	% Ex+ Sch	% Ex+ National	Scaled Score School	Scaled Score National	% HS School	% HS National
Reading	67	71	102.0	104.0	17	25
Writing	80	76			23	18
Maths	93	75	106.0	104.0	30	17
GPS	87	77	107.0	104.0	30	31
RWM	67	61			10	9

### Attainment Gaps: Disadvantaged Pupils

	Reading	Reading	Writing	Writing	Mathematics	Mathematics
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	Expected	Higher Standard	Expected	Higher Standard	Expected	Higher Standard
2017 All Pupils (30)	67	17	80	23	93	30
2017 Disadvantaged (11)	58	17	67	17	83	25
2017 Gap	-9	0	-13	-5	-10	-5
2018 Projections All Pupils (30)	77	37	77	23	77	27
2018 Projections Disadvantaged (14)	79	36	79	21	79	29
2018 Projection Gap	+2	-1	+2	-2	+2	-3

- The attainment gaps between the disadvantaged and non-disadvantaged pupils are predicted to be negligible in 2018. Disadvantaged pupils are making at least similar progress to others in the school, and particularly in mathematics at Key Stage 2, they are making better progress than other pupils nationally. They benefit from targeted and well-planned support that addresses their needs.

#### Average Progress Measures

Subject	2016 Average Scores	2017 Average Scores All Pupils	2017 Average Scores Disadvantaged
Average progress reading	-1.3	-0.7	-1.4
Average progress writing	0.4	1.6	0.4
Average progress mathematics	-2.3	2.3	1.7

Key: Yellow: Average, Orange: Below Average, Light Green: Above Average

#### 2017 Outcomes

Outcomes improved significantly in **2017**. They were above average in writing, mathematics and in GPS. There was good improvement in reading although outcomes remained a little below average.

- 67% of pupils achieving the expected standard in reading, writing and mathematics against the provisional national average of 61%. This represents significant improvement on the previous year. Further improvement is projected with 77% expected to achieve the expected standard in reading, writing and mathematics.
- 10% of pupils achieved the higher standard in reading, writing and mathematics in 2017. This represented good improvement on the previous year (7%) and reflected the higher level of challenge planned for the most able pupils across the school. 37% of pupils are expected to achieve the higher standard in reading in 2018 which would be an improvement of 20%. Leaders would clearly be able to demonstrate the impact of action taken to enable the most able pupils to develop higher-order reading skills.
- Those pupils who are eligible for the pupil premium and those who have special educational needs make good progress over. Support and intervention have been targeted

very carefully to maximise progress. As a result, outcomes for the disadvantaged pupils are much closer to those of others in the school by the end of Year 6. Those pupils who do not have English as their first language make consistently good progress over time due to the aspirational culture in their family backgrounds.

- The average progress scores showed good improvement in all areas and specifically in mathematics. The progress gaps for the disadvantaged pupils are steadily closing. If the attainment targets are met, the average progress scores should be above average.
- The teaching of writing skills is very effective. Skills are taught progressively across the school and learning is based skilfully on high-quality texts.
- The teaching of mathematics has improved significantly over a short space of time. The impact is evident in the above average outcomes by the end of Year 6 in 2017. High levels of challenge are evident in pupils' books. Teachers prioritise arithmetic fluency, which then moves smoothly into developing pupils' problem-solving and reasoning skills. This is resulting in a higher level of pupil confidence in mathematics.
- Pupils make good progress across year groups. There is some outstanding learning in Key Stage 2.

## RECOMMENDATIONS

### **1. Maintain a focus on improving the quality of teaching by ensuring that all teachers:**

- fully extend the learning of the most able pupils through the Challenge Curriculum
- plan more opportunities for pupils to work independently and reduce some over-reliance on adult support

### **2. Further develop leadership and management, by:**

- maintaining a focus on the impact of the use of the pupil premium funding to further improve outcomes for the disadvantaged pupils, especially in Key Stage 1
- developing the leadership of science to improve pupil outcomes as part of the school's wider work to extend the curriculum

### **3. Continue to improve overall attendance and reduce the persistent absence rates of a significant minority of pupils.**