

PROGRESS TOWARDS OFSTED PRIORITIES FROM PREVIOUS INSPECTION (NOV 2017)

Improve the quality of teaching, learning and assessment so that:

- teaching rapidly addresses pupils' misconceptions and builds on pupils' prior understanding to provide challenging activities, in particular for the most-able pupils.

ACTIONS:

- Clear and concise performance management targets within the appraisal cycle focusing upon developing the progress and attainment of the most able pupils.
- Peer observations for main scale/UPR teachers/support staff are conducted with peers or SLT to ensure purposeful dialogue about the most able pupils.
- Staff completed a programme of self and peer-review linked to reading focused upon developing practise to support and extend the most able pupils.
- Data booklet produced in the Autumn term clearly identified most able pupils and their end of year targets. It also identifies those children with mid-prior attainment who are most likely to move to high attainment.
- Most able pupils focused upon within the School Improvement Plan 2017-19
- Half-termly book scrutiny looking at the level of challenge for the most able children
- On-going formal/informal observations focused upon the most able pupils. Rapid actions taken to enable staff to focus and enhance practise linked to observation outcomes.
- Use of layered lesson objectives in writing lessons which provides an extended layer of challenge
- Use of White Rose maths materials which focus upon reasoning and deeper thinking as an integral part of teaching
- Use of chilli challenges to enable children to push their learning to a deeper level
- Use of next step targets either within lessons or as part of the editing and review process to push learning on
- Classroom pedagogy ensures that feedback and self-reflection are integral to all learning experiences.
- Use of 'Speedy Intervention' to address misconceptions immediately after teaching and before the next lesson
- Use of pre-teaching sessions to address potential misconceptions and push children to a level of challenge before the lesson commences
- Teacher assessment is validated by carefully selected test materials. Outcomes from tests are used to identify key areas of strength and areas requiring additional focus. Staff are given time to review this information and then review interventions and support
- Focused CPD on areas such as growth mindset and how this impacts upon classroom practise/mastery/journaling and self-review.

IMPACT:

Summary:

- For ALL pupils' progress is average or above in all areas
- For ALL pupils' attainment for ES+ is in line or above national
- For HPA pupils' (in corresponding disciplines) progress is just below national progress for HPA except in maths (comparable data only available for 2019).
- For HPA pupils' attainment is generally in line with national

Inline or above national



		PROGRESS ALL PUPILS			ATTAINMENT ALL PUPILS		
		2017	2018	2019	2017	2018	2019
	Reading	2.6 Above average	-0.99 Average	1.03 Average	ES 93%(71) GD 28(25)	ES 74%(75) GD 19(28)	ES 83%(73) GD 27(27)
	Writing	0.5 Average	-3.17 Below Average	1.59 Average	ES 86%(76) GD 21(28)	ES 74%(78) GD 7(20)	ES 100%(78) GD 10(20)
	Maths	4.13 Well above average	1.83 Average	3.32 Well above average	ES 97%(75) GD 52(27)	ES 96%(76) GD 41(24)	ES 100%(79) GD 40(27)
PROGRESS HPA PUPILS(national HPA)				ATTAINMENT HPA PUPILS (national)			
	Reading	9 Pupils 3.56	8 Pupils -0.33	6 Pupils -1.8(0.52)	9 Pupils ES+ 100% (98) GD 67%(58)	8 Pupils ES+ 86% (98) GD 29%(60)	6 Pupils ES+ 100% (98) GD 33%(59)
	Writing	4 Pupils 4.1	3 Pupils 0.62	4 Pupils -1.28(0.42)	4 Pupils ES+ 100% (100) GD 100% (63)	8 Pupils ES+ 100% (100) GD 67% (67)	4 Pupils ES+ 100% (98) GD 50% (67)
	Maths	6 Pupils 4.77	7 Pupils 1.4	8 Pupils 3.03(0.38)	6 Pupils ES+ 100% (99) GD 100% (63)	7 Pupils ES+ 100% (99) GD 86% (63)	8 Pupils ES+ 100% (99) GD 100%(67)

Improve leadership and management so that:

- attendance continues to improve and more groups of pupils match national averages in attendance

ACTIONS:

- Clear process of managing attendance in place. Sequential letter and actions to challenge poor absence are now effective.
- Regular meetings of an absence team to consider current attendance for those children causing concern
- Clear expectations for attendance great than 96% shared with parents through:
 - Newsletters
 - Mid-year reports
 - End of year reports
 - Specific focus within parent/teacher consultations
- Whole school switch from reporting attendance for focusing upon absence to remove the feeling that attendance around the 80% mark is good enough
- Family Mentor working alongside key families to support their improvement of attendance data
- Clear and consistent approach to requests for holiday in term time
- All absence followed up by first day calling. Where there is no response this is followed up by first day home visiting.

IMPACT:National absence **ALL** pupils 4%National absence **PERSTISTENT** absence 8.3Better than national average: **ABSENCE DATA ANALYSIS**

	16/17	17/18	18/9	Aut 19
All pupils	3.9%	3.95%	3.6%	3.4%
Absence 10% or more	9%	12.5%	4.8%	6.4%
SEND		4.27%	5%	5.5%
SEND Persistent Abs		11.20%	7.25%	11.5%
CP		5.02%	10.6%	0%
CLA		15.21%	2.96%	6.14%
Ever 6 (FSM)		4.5%	4.5%	4.3%
FSM: Persistent Abs		10.4%	3.8%	6.7%

Summary:

Absence over time, for all groups, has significantly reduced and is below national averages

IDSR 2018/9 (National Data comparisons:

- Persistent absence (4.0%) was in the lowest 20% of all schools in 2019.
- The rates of overall absence (3.5%) and persistent absence (4.0%) in 2018/19 were in the lowest 20% of schools with a similar level of deprivation.

Improve leadership and management so that:

- writing activities are tracked closely to ensure that all groups of pupils, particularly disadvantaged pupils and those who have SEN and/or disabilities, make the same strong progress as in other subjects.

ACTIONS:

- Development of the Watcombe Way writing sequence
- Use of Alan Peat sentences and the 'Writer's Toolkit' to support high quality sentence/grammar within writing
- Review of 'Best Write' process to ensure that piece of writing enable children to apply the skills that they have developed during a block of work in an independent context.
- Writer of the Week in place across the school
- Introduction of cursive handwriting and development of a fluent and consistent style which is progressive across the school to ensure that children attain handwriting requirements
- Focused daily teaching of spelling in timetabled sessions. Introduction of weekly spelling tests and daily 'look, say, cover, write, check'. Key focus upon spelling rules and an additional emphasis upon statutory words within blocks of English work. Identification of statutory words in Best Write in order to build evidence that pupils are achieving age appropriate expectations in spelling.
- Greater focus upon narrative writing and allowing children to be more creative within the writing process.
- Investment in the Babcock teaching sequences which enforce a cohesive and progressive teaching sequence and explicitly teach aspects such as the 'writer's toolkit'.

- Drive to link objectives and teaching sequences to high quality texts.
- Move in guided reading to whole class texts to ensure a shared experience which can influence the writing process.
- Extended review of Best Write pieces of work to enable high-quality and effective editing
- Targeted intervention to support aspects of writing across the school
- Refocused upon the marking policy and expectations for both staff and children
- Explicit use of 'think pink' and 'great green' pens to provide precise and effective feedback in writing.
- Focused use of next step targets to enable children to act upon feedback (often offered at the point of learning to promote immediate and impacting change)
- Classroom pedagogy ensures that feedback and self-reflection are integral to all learning experiences.
- Assertive mentoring introduced to set and review targets for older learners.
- Excellent Learners' Program introduced to set and review targets linked to learning skills/dispositions.
- Half-termly data drop using writing assessment sheets allowing SLT to identify children at risk of not meeting attainment and progress targets
- Move to think about 'year group expectations' not 'end of year' expectations with a drive to get the children demonstrating age appropriate skills as early in the year as possible
- Staff CPD on targeted use of assessment sheets to use the following block of work to fill gaps in learning
- Rigorous internal and external moderation opportunities to moderation teacher judgements in terms of those skills which have been acquired and those which are 'gaps'

IMPACT:

	Progress Scores								
	ALL			DisA			SEND		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
2017	2.6	0.51	4.13	-0.34	-0.37	3.14	0.42	-4.73	1.34
2018	-0.99	-3.17	1.83	-2.2	-4.5	1.05	1.4	-0.7	1.02
2019	1.03	1.59	3.32	2.44	4.17	4.72	2.17	6.14	5.5

Summary:

Overtime writing progress has become more in line with other subject areas.

2019 - writing progress for SEND has become stronger than other areas.

2019 - writing progress for DisA has become stronger and more in line with other areas.