

Summary of Visit – 14/12/15

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The purpose of the morning meeting was to meet with the headteacher and members of the SLT to discuss historic data and evaluate the school's current position in regard to key issues.

The afternoon session was a meeting with the Chair of Governors to quality assure the headteacher's performance management.

### Evidence

- Very high quality art work is displayed throughout the corridors and the shared spaces around the school exemplifying high expectations. There is a consistency of approach to display in the classrooms as well with references to e-safety and working walls, although the quality is not always as strong in every room. Reading is obviously a priority shown by the reading areas in each classroom and the very well-resourced library. This shows the school is working to address the issue of reading throughout the setting. Again, there was much evidence of high quality reading areas, but this was not 100% consistent across all classrooms even taking the lack of space in some rooms into consideration.
- The school pets provide opportunities for the pupils to care for the animals and learn about them in a range of subjects; opportunities that the vast majority do not get at home.
- The school has a number of awards and accreditations including considerable success in Lego competitions, resulting in increased confidence and aspirations for the pupils involved.
- The school has rightly identified phonics as a key issue based on the decline in 2015 Y1 data summarised in RAISE. A number of factors caused this to occur and the SLT believes these are being addressed. Very recent data does suggest improvements have already been made but more time is needed to ascertain whether this is embedded and sustainable.
- Data in Raise and from the local data pack shows that standards by the end of each key stage are broadly in-line with national averages (with sig+ for L4B+ maths at KS2 and sig- for L2A+ writing in KS1) and the % of pupils achieving GLD (59% in 2015) is only 7% below national. Based on low starting

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points on entry, the question for the SLT to consider is whether the strongest progress is made in the EY rather than in KS1 or KS2?

The environment and outcomes does support the view that EY is a strength of the school (for example, children in N showed highly developed independence during the visit). Planned changes to staffing in KS1 should address any weaknesses here in the future but this will need to be monitored closely and evidenced through tracking and work scrutiny.

- The VA in 2015 was 100.2 which shows an improvement in the previous year when it was 99.5. It is still not at the sig+ level of 2013 when the school was previously inspected and is only just above national average. Again, this begs the question of whether progress is strong enough in this key stage? As the school develops tracking and assessment without levels it will be key to ensure that the floor targets are at least met, but also that a high percentage of pupils are working at greater depth within the expected standard, especially those who were high attaining at KS1.
- Raise shows that the proportion of pupils making expected progress and the proportion of pupils exceeding expected progress compares favourably to national overall, although proportions are just below national for reading and above for writing and maths. Again, the school has identified reading as an area for improvement already. However, there is not enough evidence this early in the year to show sustained progress yet.
- Overall, historic data shows that PPG is effective. FSM pupils perform well against national comparative data and often out-perform their peers in school (e.g. The 'Closing the Gap' section of Raise shows 12 elements identified as yellow and only one red.).
- Safeguarding and child protection policies and procedures are embedded. There was discussion about how the 'culture of safeguarding' could be even further developed, especially around child protection and how parents/carers could be made aware of the relevant people to contact if they had a concern. Also, relevant safeguarding information for visitors could be more prominent as well as ID checks on arrival.
- The School Development Plan rightly identifies areas for improvement. It clearly breaks down how these will be addressed. Some of the success criteria, especially relating to pupils progress, should be quantified wherever possible to enable success to be measurable, against national expectations for example.  
It was suggested that subject leaders evaluate their curriculum and clearly identify opportunities for the pupils' application of basic skills to ensure consistency across classes and relevance for the pupils. This could be linked to the work on improving outcomes in phonics and reading as well as the application of maths.

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### Meeting with the HT's Performance Management Panel of the Governing Body

- The draft targets for 2015/16 were discussed and amended.
- The Chair of Governors will draft the relevant paperwork and this will be further amended and agreed via email before being presented to the full governing body.

### Additional Comment

- Thank you very much to the headteacher, SLT and governors who gave their time during the day at a very busy time of the year in school.

DRAFT