

## 1 Day Review

### Purpose of review :

The one day review was carried out at the request of the headteacher, in order to help support the school to maintain and sustain its' current outstanding status. The focus of the review was the effectiveness of leadership and management and teaching and learning.

### Methodology :

Deborah Moss, the current School Improvement Partner (SIP) for SASM, Rob Eyre Brook (School Improvement Partner) and Felicity Sugden (Education Consultant )carried out the review on Friday 5<sup>th</sup> June 2015.The team focused on key aspects of the recent SWOT analysis and aspects of the School Development Plan linked with the schools current Self Evaluation Document.

A book scrutiny had been undertaken by the SIP with the SLT last term. Book samples were looked at in classrooms and in lessons visited as appropriate.

Teachers were offered brief verbal feedback from the lessons observed, if the length of time spent in a session was more than 20 minutes.

Headline verbal feedback was given to the headteacher, Vice Chair Of Governors , deputy head and senior leader at the end of the day.

The evidence consisted of:

- Observations of all classes at least once
- Observations of a singing assembly
- Observations of children's behaviour in and out of lessons
- Discussions with two groups of children about their learning and views of the school
- Listening to pupils read (1 from each year group)
- Discussion with Governors , parents , the headteacher , deputy head (inclusion leader and literacy lead), Upper School Coordinator and Maths lead and a group of teaching assistants.

### Leadership and Management

Senior leaders and governors have high aspirations and ambition for the children at the school. They know their school well and have a clear understanding of the schools strengths and areas of focus. There is a systematic programme of monitoring and evaluation. The outcome of these activities helps to construct precise strategic priorities and as a result influences the long term vision and aspirations for the school.

The head teacher's leadership is strong and effective. Raising achievement and developing and sustaining high quality teaching is a key priority. The headteacher is a visible presence around the school and through her daily learning walks has a clear view of the effectiveness of provision in all year groups. Parents and governors speak highly of her decisive leadership and willingness to listen.

The school has a strong ethos of respect and consideration for others that staff and pupils share. Spiritual, moral, social and cultural aspects of the school are very strong. There is a strong Christian ethos that permeates the school. In addition pupils are encouraged to understand a range of views and other faiths and respect them. Behaviour is of a high standard and pupils say they feel safe, secure and happy at school.

Pupils who receive the pupil premium are well supported. Funding enhances their learning through the appointment of additional teaching staff, through extra group and individual support in literacy and mathematics. More able PPG grant pupils are targeted to achieve the higher levels. The inclusion leader ensures that all PPG pupils have the same opportunities to participate in school activities as all other pupils. The school continues to focus on closing the gap between PPG and non PPG pupils.

The curriculum is a clear strength of the school. There are a range of curriculum experiences offered to the pupils giving very broad, balanced and well planned learning experiences. The school is implementing the new National Curriculum very effectively, and the schools current assessment system is being adapted accordingly using the new key performance indicators. Pupils are very well prepared for life in modern Britain, by developing good literacy skills and very good numeracy skills and through the enriched curriculum, which includes visits, international links and the very popular themed weeks.

The promotion of British Values is evident in a range of curriculum topics and themes, with children learning about democracy, fairness, respect for the law and tolerance through debates, discussions and played out scenarios. The school council is democratically elected and proactively brings ideas, views and opinions of the pupils to whole school decision making.

During the review all 3 year 6 classes began their SRE (Sex and Relationships Education) modules of study. Pupils across all three classes responded maturely and appropriately to the start of this work. Teachers were confident and well planned to deliver these sessions. As a result a nurturing, relaxed and supportive atmosphere was created. This in turn, together with the planned activities and setting of protocols allowed pupils opportunities to revisit previous learning from earlier year groups and enhance their knowledge and further their understanding of differences and changes.

Awareness of strengths weaknesses, based on accurate achievement information and regular monitoring of teaching over time leads to effective future planning. This has been enhanced by annual SWOT analysis to support the school improvement plan focus. As a result, all groups of pupils achieve well, including those with special needs and for those whom English is an additional language.

The school has experienced a range of staffing challenges this year and this has resulted in some inconsistencies in the quality of teaching and has resulted in additional responsibilities placed on the leadership team.

Pupils say that they enjoy the challenges of their maths lessons. P.E, art and humanities are popular subjects too. An active elected school council introduces pupils to the concept of democracy. The range of extra –curricular activities is extensive and pupils are highly complementary about the range of opportunities that the school offers them.

Parents spoken to were supportive of the school and of the high quality leadership and the progress their children are making in the core subjects. One parent said that her children are happy at the school and thrive. Another parent who is fairly new to the school, said that her children had made great progress since being here and that the support for Maths and English is just great.

#### **The governance of the school:**

Governors know the school very well because they receive honest and regular information from the headteacher and other senior leaders. Each governor is linked to a subject area and meets with the assigned teacher to discuss developments and priorities. Governors have access to the schools data sets and use these effectively to challenge and support the work of the school. They carry out learning walks with school leaders to help them to be fully aware of the broad, rich and varied curriculum experiences offered to pupils and to be made aware of the quality of teaching and learning across the different year groups.

#### Strengths Include:

- Strong governance of The School , where governors are well informed and provide a good balance of support and challenge;
- Governors carry out the responsibilities well and are well trained.
- There is a good level of involvement of governors in the school and they are aware of the strengths and weaknesses of the school.
- Leadership at all levels is of high quality. Governors, staff and parents praise the ambition of the headteacher to achieve the best for all pupils.
- Other leaders are very effective in their roles – Leadership in Maths and Inclusion/SEN are particularly strong and as a result pupils attain well and a high proportion make expected and better than expected progress.
- The literacy lead has a good knowledge and understanding of the subject which she has lead for a number of years. In order to strengthen the capacity in the leadership of English further, the school might wish to consider reviewing the structure of how English might be led through a team approach in the future.

#### Even Better If :

- Governors would benefit from some training to strengthen their understanding about the principles and implications of assessment without levels moving forward.
- Roles and responsibilities were reviewed within the governing body, so that there is greater-use made of corporate and individual skill sets of governors , in a time of change. (Current Chair Of Governors stepping down)
- Strengthen the leadership of English through :
  - The development of teaching and learning strategies that help to purposefully engage and ensure greater enthusiasm for reading and writing;
  - a greater focus on and enthusiasm for literacy and books;
  - consider the power of reading approach , with a focus on key text to enhance the depth and breadth of the children's reading repertoire;
  - Further develop opportunities for other staff to lead aspects of English with the deputy head acting as leadership coach.

## Teaching and Learning

Teaching and learning sessions were observed in literacy, mathematics, PSHE, P.E, SRE, DT , French and whole school singing (music)assembly. In addition a random sample of 10 pupils, from across the school were heard read.

The great majority of teaching is at least consistently good. Pupils make good progress and attain well because good and better teaching ensures that they achieve very well. Teachers' expectations are usually high and teachers plan carefully to ensure that pupils of different aptitudes and abilities have opportunities to extend their skills, through red amber green differentiated choices. Overall there were good levels of challenge across the classes.

Pupils' responses, in lessons and overtime, (seen in books), demonstrate sufficient progress in their knowledge, skills and understanding of key concepts, particularly in writing and mathematics.

In Year 6 maths sets, pupils were being challenged with work on real life problems involving the application of simultaneous equations. Pupils reported that they enjoy the high level of challenge and the fun way the problems set to solve are in a real life context.

Children are clear about what they are learning, they display confidence. There are regular consolidation sessions to recap on previous learning. Both teachers and pupils model effectively to support and scaffold learning. In most learning observed, there is good teacher encouragement and the promotion of good attitudes to learning. Very effective coaching for improvement was observed in a Year 5 outdoor PE session. Pupils were actively engaged throughout the session, encouraged to improve and develop their over-arm throwing technique and then select an appropriate differentiated challenge in order to perfect the skill taught. The school might like to consider further peer team teaching of classes with the PE leader over the next few weeks as part of their sharing of good practice development.

The whole –school singing assembly demonstrated excellent teaching. Children responded well to the warm up, which resulted in showing them good skills in tunefulness and timing. The teacher uses her voice very effectively and reinforces good practice tips for singing. She made good use of technical terms, which extended the children's knowledge of music. Children achieve well, listening, improving and responding well, resulting in high quality whole school singing.

There is good evidence of children using prior learning and knowledge to solve problems, particularly in Maths. When listening to children read pupils were able to articulate their preferences for particular authors, could derive meaning from the texts and read with some expression and intonation. Several children in year 3/4/5 read too quickly, resulting in inaccuracies and changed meanings. The children appeared not to notice this.

Assessment for learning strategies (AfL) and techniques in lessons are strong overall, with teachers adapting their approach in response to the pupils needs. There were examples in most classes of pupils self-assessing.

Teaching assistants and LSAs are a strength of the school and impact effectively on the positive outcomes for pupils. They are very effective in helping pupils to make progress, both in the classroom and when working with small groups and individuals. They attend most staff CPD training and INSET days to develop strategies and effective approaches to pedagogy. They are involved with teachers in planning activities and adapting activities to support the pupils they work with. They have a range of skills that are used effectively to support pupils with specific needs. An effective example was of a TA in year 4 supporting very good AfL in a maths session, through recording the individual and group responses of pupils. This gave the teacher clear evidence to support her future planning. Another Year 6 TA talked about the impact and progress of a Year 6 boy through her targeted work with colourful semantics.

All pupils were articulate and eloquent. There is great enthusiasm for the wide range of curriculum opportunities offered and the themed weeks are popular. Maths is very popular with most pupils. Overall, pupils are less enthused by reading and less still on writing. Pupils say that the teachers plan challenging lessons, explain things well and model examples to help them improve. In addition they say that teachers have strong behaviour management of pupils who might need it.

Where teaching and learning is most effective:

- ✓ children are encouraged to take the lead in their own and others learning;
- ✓ when all adults have high expectations of all pupils;
- ✓ children fully engaged and enthusiastic, in their learning, asking intelligent questions, investigating and collaborating together and learning from their mistakes.;
- ✓ the children are working harder than the teacher (80/20);
- ✓ when a wide range of activities and approaches are used to encourage deep learning;
- ✓ formative assessment is used effectively to improve learning and is used to modify teaching-examples seen – effective questioning, formative, written and verbal feedback, refined self and peer assessment, working walls from the teacher and pupils, high levels of independence and resilience.
- ✓ planned activities enthuse engage and stimulate the interests of the children, through active learning.

Even Better If (EBI) What the school needs to consider in order to strengthen outstanding teaching over time is to :

- Continue to further develop the repertoire of skills in teachers' pedagogy to ensure pupils' are held to account for the quality of "their learning" in lessons. (less teacher talk and encourage no hands up approach/further develop subject knowledge)
- Enhance the teaching of English so as to engender a greater love of reading and enthusiasm for writing in pupils.
- Further embed pupils' response to marking across the school through:
  - school leaders supporting staff in developing manageable, simplified strategies to enable children to respond to teachers' next step marking comments so that teacher feedback results in tangible evidence of pupil improvement.

- After a period of trialling a range of strategies, decide upon a common approach across the school/or upper and lower school phases, where feedback marking is focused on impact and where pupils are given regular times to respond to the marking.
- In feedback - give pupils specific tasks to help them improve their work that will help them to progress rapidly , then check to ensure that tasks have been completed by them correctly.
- Continue to develop the culture within the school to further enhance great teaching through peer to peer coaching. The school may wish to further develop a triad approach to developing pedagogy when staffing will be more stable in the new academic year)

### **Behaviour**

The behaviour of pupils is outstanding because pupils have very good attitudes to learning and are keen to do well.

Pupils work very well together, in pairs and in groups or as a whole class. They listen well to staff and to each other. Pupils speaking and listening skills are very well developed. Pupils in all year groups are articulate and confident when explaining their learning or sharing their views and opinions. On the few occasions where teaching is less effective or where tasks could be more stimulating, pupils become less focused and engaged in their learning.

Pupils say that staff take account of their views through surveys and pupils feel that they are listened to. Upper school pupils would like to meet regularly with the headteacher to share feedback on their learning and be more involved in shaping/knowing the priority plans for the school and how the pupils can play their part in supporting improvements.

Outside lessons, behaviour is very good. Pupils play together harmoniously and generally behave safely, even when playing group running games. The outside space has been compromised recently due to the building work and portable class spaces, however the school staff and pupils are adapting well. Pupils say they have more equipment to play with during the lunchtime play. No games or equipment is available in the morning breaks. Some pupils may benefit from some small table top/floor games during this time.

Pupils behave safely in and out of the classroom, showing care and consideration for others.

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