

Headteacher's Report to the Governing Body: Monday 7th July 2014

OFSTED Key Objective One: Make sure that teaching is consistently good across the school so that pupils' achievement is improved, particularly that of boys and the most able.

PART ONE: DATA ANALYSIS:

2014 End of Year Outcomes based on Teacher Assessment

75% of pupils have achieved GLD by end of Early Years Foundation Stage. Average progress is 4.3 steps on the profile.

2014 End of Key Stage 1 Teacher Assessments

Subject	Teacher Assessment	FFT (D)
Reading Level 3+	37%	37%
Reading Level 2b+	87%	89%
Reading Level 2c+	97%	95%
Reading APS	17.23	
Reading APS Progress in KS1	10.9	
Writing Level 3+	20%	18%
Writing Level 2b+	80%	78%
Writing Level 2c+	87%	92%
Writing APS	15.77	
Writing APS Progress in KS1	10.1	
Maths Level 3+	30%	30%
Maths Level 2b+	87%	90%
Maths Level 2c+	97%	96%
Maths APS	16.6	
Maths APS Progress in KS1	11.26	

2014 End of Key Stage Teacher Assessments

Subject	Teacher Assessment	FFT(D)
Overall Level 4	90%	88%
Overall Level 5	47%	
Reading Level 4	93%	95%
Reading Level 5	73%	67%
Reading Level 6	10%	

Reading APS	32.0	30.9
Reading APS Progress in KS2	14.1	
Writing Level 4	93%	93%
Writing Level 5	53%	53%
Writing Two Levels of Progress	100%	94%
Writing Three levels of Progress	30%	
Writing APS	29.8	29.4
Writing APS Progress in KS2	14.0	
Maths Level 4	90%	92%
Maths Level 5	53%	59%
Maths Level 6	20%	
Maths APS	32.1	30.8
Maths APS Progress in KS2	15.4	

Note: APS calculations are based on the Teacher Assessed level achieved at end of KS2. SATS scores will be available from the middle of July.

PUPIL PROGRESS MEETINGS ARE CURRENTLY TAKING PLACE. The School is also awaiting the release of the 2014 SATs results. End of year progress data for all classes will be inserted into this report when it becomes available over the next two weeks.

Children eligible for the Pupil Premium

This report will be updated as soon as current pupil progress data is available.

Further School Action to address issues identified by Data Analysis

School must continue to address improving progress in writing, especially for boys and in particular in the current Year 4 class. The school has implemented a number of strategies this year and these have had success. These are starting to embed, but it is essential that they continue into the next academic year. Teachers have developed more sophisticated approaches at the planning stage. Genres are taught over a longer time period to embed the

skills. Children are able to engage in choice writing, where they are given the opportunities to choose their genre and use skills at the site of application, rather than just at the site of instruction. Monitoring also shows that the creative curriculum is particularly effective in hooking boys into their writing. The impact of this is to reverse the growing trend in attainment in boys and girls, (Y2 & Y5), in year 6 the gap has closed and in year 3 the gap has closed completely. It is only in Year 4, where the gap between boys and girls continues to grow. The use of new technologies will be used in the Autumn and Spring terms to impact positively on boys learning and it is targeted that the gap will be halved by Easter 2015, from 4.0APS to 2.0 APS

PART TWO: TRIANGULATED QUALITY OF TEACHING

Evaluation of Impact of School Improvement Work **Improving the quality of teaching**

The school has made good improvements in this area of its work. The teaching across KS1 and KS2 is broadly good and there is clear evidence of a greater level of consistency in the use of success criteria, targets, appropriate differentiation and the deployment of additional adults.

Learning environments are well ordered with good examples of good work and resources to support the children's thinking and learning. Topics are stimulating and are used well to contextualise the learning. Engagement of the pupils is usually very high.

In the most effective lessons modelling by the teacher ensures clear expectations of learning. Teachers make good use of specific vocabulary and their good subject knowledge is evident. Lessons are clearly differentiated with a range of resources and interesting lessons opens that focus interest and stimulated thinking.

Children are focused and engaged in their learning and there is a good level of on-task talk. Teaching Assistants use a range of open questions to prompt and extend learning and thinking. Learning is usually clearly differentiated and there is an expectation that lower ability children would work independently. Mini-plenaries and group interventions address misconceptions and refocus or extended learning.

Book scrutiny shows a range of evidence of cross-curricular writing and shared writing expectations in all subjects. The majority of marking identifies strengths and areas for improvement. We need to continue to embed this consistently across all classes and subjects. Targets are included in all books and include level descriptors and individual targets, these are marked and dated and can be referenced to learning within the books.

Provision in the Early Years setting still requires improvement – see Section Two below.

Further School Action Resulting from self-evaluation

The next steps for books are to review the learning objectives or give differentiated success criteria to improve the clarity of expectations for children and give greater opportunity for self and peer assessment against them. Whilst the majority of presentation in books is good; there is still room to improve consistency across all year groups.

The school will continue to have opportunities for sharing best practice around the school. Teachers will be provided with opportunities to watch each other teach and be required to identify the best aspects of their teaching. The Headteacher is also in the process of creating an INSET experience where the whole staff can visit an Outstanding school early in October 2014.

Children will be expected to take an even greater role in their school improvement journey, particularly by focussing in on their own learning, including a basic understanding of meta-cognition. We will continue to work to secure consistency of children's responses to dialogue marking. The school council will be asked to consider drawing up 'red-lines' for children's learning behaviour to reinforce expectation and challenge in the pupil body.

Senior Leaders are to carry out learning walks across the school on a termly basis, noting good practice to be shared with their Key Stage team/at staff meeting. The Headteacher will continue to drop-in to classes to ensure that red-lines are being met.

Key Objective Two: Accelerate the progress of children in the Reception Year.

EYFS Data Analysis Summer 2014

75% of pupils achieved a good level of development this year. That is likely to exceed County and National Average.

Progress

Mean progress for the cohort was 4.3. This exceeds the school target of 3.5.

Areas where progress has been faster:

- Self-confidence and self-awareness – 4.8
- Managing feelings and behaviour – 4.5
- Making relationships – 4.7
- Moving and handling – 4.5
- Reading – 4.5
- The world – 4.9
- Technology – 4.4

Areas where progress has been slower:

- Writing – 3.5
- Understanding – 3.8
- Shape & Space = 3.8
- People & Communities = 3.8

Attainment:

Reading

	Emerging	Expected	Secure
All	18	43	39
Boys	19	44	38
Girls	17	42	42

Writing

	Emerging	Expected	Secure
All	21	50	29
Boys	19	56	25
Girls	25	42	33

Number

	Emerging	Expected	Secure
All	21	39	39
Boys	13	44	44
Girls	33	33	33

Shape, Space, Measure

	Emerging	Expected	Secure
All	4	57	39
Boys	0	56	44
Girls	8	58	33

Slightly more girls are exceeding expectations in writing than boys. It is important for the Year 1 teacher to rapidly address this, primarily through quality first teaching in the new school year.

Evaluation of Impact of School Improvement Work

There have been some significant improvements in the EYFS since September 2013. However the school still evaluates the quality of provision in this key stage to Require Improvement. This is despite the good practice made by the pupils.

The staff in the EYFS have worked hard to take on board advice from the LA support advisor and have transformed both the indoor and outdoor areas so that they are well organised and stimulating. The school has made a significant investment of resources to support this work, including the appointment of a second TA.

When engaged in child initiated activity the children demonstrate that they are confident in their environment, they know where the resources are and they access them well. There is a good range of activities available and children can follow their interests within the topic. There have been some examples of adults engaging children with good questions that stimulated discussion and in particular some good maths language has been noted. However when teaching is less successful teacher inputs have been too adult directed and adults have not always been deployed effectively so as to support pupil learning in the enhanced provision.

The recent local authority monitoring inspection also evidenced that a significant gap remains between the best practice in the EYFS and the rest of the school.

They noted that the directed learning time the weaknesses were that children did not lead their learning and relied on the adult to direct and support them. Some adults used too many closed questions and did not encourage the children to extend their thinking, or relied on one-to-one

questioning that slowed pace in whole class inputs. Some opportunities to ensure the progress in lessons were missed as groups were too large and children were waiting for adult instruction or support. There was too much teacher talk and direction and the children sometimes seem reliant on this to have the confidence to start tasks.

Where planned outcomes lacked clarity children were unsure of expectations and their progress slowed as they attempted to fulfil too many success criteria, this was also reflected in the children's unwillingness to start an activity as they were unsure of the expectations.

The Local Authority reported that *"The remaining weakness is Year R, because although there have been clear improvements since the Ofsted visit, progress has been slower than the rest of the school and it is now the key priority for the school to rapidly raise the quality of this provision so that children make better progress during their first year at school."*

School Action Resulting from self-evaluation

Following a staff reorganisation, teaching in the Early Years will now be led by the Assistant Headteacher. It is expected that this will bring the triangulated judgements in-line with the quality seen across the rest of the school. This is important to ensure that the school achieves its 'Good' rating at the next OFSTED inspection, expected in the Autumn term.

School leadership will set high expectations for practice in the Early Years Foundation Stage. Red-lines will be drafted very early in September, similar to that in place for the rest of the school, but bespoke to the school's vision for excellent Year R provision. Support is in place for staff to meet these 'red-lines' and this will be included in the next school improvement plan.

A professional development programme has been put in place for the AHT, including visits to local 'outstanding' provisions. The AHT has been accompanied by other Early Years staff to ensure that this best practice is widely spread and to provide opportunity for them to formulate their vision for the Early Years. It is vital that this is quickly established in the Autumn and the remaining LA authority support will be delayed until the Autumn. The school has also created a work shadow experience for the TA in this class, to assist her professional development.

Key Objective Three: Leadership at all levels

Evaluation of Impact of School Improvement Work

There is good evidence to support the view that this is becoming a big strength of the school.

The SLT can now speak confidently about their role in driving school improvement through their work as a team alongside the headteacher and through their individual roles as leaders of KS1 and EYFS, KS2 and assessment. They have a clear grasp of where impact of the improvement work is evident. There is a greater sense of urgency amongst them regarding the improvement agenda. The SLT have a clear understanding of the areas for improvement, which has been generated in part by their greater involvement in monitoring the quality of teaching and learning. They know the current strengths and weaknesses of the school and are clear about how they will address these issues. Where progress has been slower e.g. boys writing in year 4, they are evaluative about the impact of various aspects of development work and have a clear view on the way forward.

The English and maths leaders demonstrate clear leadership of their subjects. Both are confident in discussing the main aspects of their work across the year and the impact of key projects. An example of this is the development of the 'Written Methods Progression' for maths, which was researched and put together by the maths leader, has been the subject of CPD with the staff and has been presented to parents.

The maths leader reports that there is evidence that this has improved the provision for the more able in class, from lesson observations and monitoring of planning and work books. She has also identified best practice in the effective use of differentiation, problem solving and parallel inputs and shared this with colleagues. There is a transition meeting for the new Maths's Manager who is experienced in leading in this area.

The English leader is also strong and one of these was the improvements in opportunities for writing, clearer teaching of the aspects and the consequence that standards have improved.

Leaders can identify where in the school progress and attainment are lower and can describe current initiatives, their impact so far and likely outcomes.

Further School Action Resulting from self-evaluation

The school improvement plan for 2014-15 is currently being written with the expectation that leadership will start to demonstrate outstanding features in its practice. The leadership is currently consulting with staff and governors for their input. A governor working part has been organised to discuss this.

The action plan will include opportunities to further develop the impact of middle and senior leaders on the key areas of focus, in particular in improving the quality of provision in the Early Years Foundation stage. It is expected that middle leaders will have an even greater role in

analysing their data and implementing the information gained to inform their next steps planning. The middle leaders are in the process of writing their own subject action plans; these will support the school's key development priorities and ensure that middle leaders continue to have impact on school improvement, outside of their classroom.

Misc. Items

Repair work for the playground is still due to go ahead at the start of the holiday although the Local Authority has gone back to the company with concerns regarding the length of time Sovereign have allocated for the work. The LA is also organising work on the sub-base in the story chair area. I am still chasing this. The LA continues to assure the school that it will oversee the work to ensure it is at an acceptable standard and no money will be paid to the company until all parties are satisfied.

I am still awaiting an update from Cllr Cowper on progress with the Pottery Access project.