



Actions Since Last Ofsted

Ofsted Key Action 1:

- Ensure that all teaching is at least good and increase the proportion that is outstanding by:
- o identifying clearly in lessons how activities will stimulate boys to learn and help them to close the gap on the girls, particularly in reading and writing
 - o providing pupils with frequent examples of what good writing looks like
 - o providing pupils with clearer information about how they can improve their work both during lessons and when marking their books
 - o allowing lessons to flow without interruption when pupils are concentrating on their work.

School's Response to Key Action 1 and Impact

Since the last inspection the school has focused on the areas for development identified.

Teaching is only occasionally outstanding and a small amount of teaching requires improvement to bring it up to good.

Since Oct 2012 we have worked tirelessly to ensure that all teaching is at least good. Actions put in place include:

- o The introduction of the Teaching Overview to measure the improvement of teaching over time
- o 15 teachers have all undertaken Outstanding Teaching Intervention training. A 9 day course that uses video analysis and coaching to improve engagement, feedback and challenge
- o 3 teachers from EYFS observed excellent early years practice in Sweden and Finland
- o phase Leaders released 1 day a week to monitor and support learning and teaching in class
- o good quality CPD provided in staff meetings, inset days and through outside agencies to address areas identified through performance management
- o A commitment to recruiting and retaining excellent teachers to ensure that the quality of learning and teaching is at least good
- o The development of a learning culture where reflective practice is central to school improvement. Examples of this include:
 - Lesson Study – A dedicated 5 week process in the spring term where teachers within a phase come together to plan, deliver, review then adapt a series of lessons within their phase focused on high quality learning and teaching
 - Lesson Observations – Teachers invite phase leaders to watch two lessons each year. Professional discussions are held prior to the lesson, video technology is used to record the lesson followed by a process of self-review and coaching after the lesson
- o Governors are more adept at holding the school accountable for the standards of teaching and learning through both the Learning and Teaching committee and the Resource committee. This has included governors taking an active part in Learning Walks, Drop Ins and Book Trawls

Through our Teaching Overview we are able to ensure a constant drive for good and outstanding teaching through the use of performance management targets, targeted CPD and support from excellent teachers within our own school and local schools.

	Baseline		End of Year	
2012 -13	60%	7%	83%	23%
2013-14	66%	17%	75%	28%
2014-15	63%	18%	82%	18%
2015-16	74%	15%	82%	24%



Boys do not read and write as well as girls.

Since Oct 2012, we have focused on the progress and attainment of boys within our school so that they make good progress as evidenced in Raise Online. Actions put in place include:

- o a curriculum review in 2012 which put in place 6 key themes and topics that would engage the boys in writing and reading across the curriculum
- o a further review of the curriculum in 2016 linked to a TLR with recommendations for the School Improvement Plan in 2016-17
- o specific questions in pupil progress meetings that focused on the attainment and progress of boys compared to girls
- o specific interventions that were focused on the boys to enable them to catch up with their peers – boys reading clubs
- o an increased use of modelling and good examples in classrooms to help boys recognise what a good piece of writing looks like
- o the introduction of a new guided reading scheme, home reading scheme and eBooks as well as a redeveloped library to inspire a love of reading in boys
- o visits from famous male authors such as Alan Gibbons to provide male role models for our children
- o Introduction of a new behaviour policy in 2012 leading to a significant improvement in learning behaviours and engagement of boys in lessons
- o Introduction of a new attendance officer who has changed the attitudes of both staff and parents towards attendance meaning that more of our boys are in class everyday

Despite these actions the school is still focused on trying to narrow the attainment gap between girls and boys. Significant factors that have acted as a barrier to this are:

- o the school has grown rapidly over the last 3 years with 78 children being admitted to the school at a point other than the start of Reception, of these 78 children 45 were boys
- o of the 45 boys 20 are EAL, 22 are SEND and 31 are in receipt of Pupil Premium funding
- o the result of this change in demographics are that the school has gone from 47.7% boys in 2011 to 51.9% boys in 2015 and specifically 56.1% boys in Year 6 in 2015
- o of the schools 147 children identified with specific SEND, 98 are boys

Knowing these barriers the school continues to look at ways to promote boys progress and we believe that we have several new actions that we will undertake during 2016-17 that will make a significant difference:

- o taking part in the Primary Writing Project from Sept 2016 will give teachers across the school the consistent strategies they need to effectively teach boys to reach national expectations and narrow the gap to girls
- o a link governor who will monitor and hold the school accountable for the performance of boys with a fixed agenda item on the learning and teaching committee
- o whole school CPD linked to improving boys reading and writing both externally and internally as part of staff meetings and lesson study
- o provision for Boys will be added as a specific section on the teaching overview
- o a continued focus in pupil progress meetings on the performance of boys
- o a focus on the Prime Areas of learning in EYFS so that we develop the whole child early in school so that boys are more ready and willing to learn later in school
- o Pre-school support for parents through our Parent Support Advisor, reducing the gaps that exist before school



Providing pupils with frequent examples of what good writing looks like

- a dedicated CPD programme to up skill all staff on the new expectations of the National Curriculum including a focus on Spelling, Punctuation and Grammar
- a celebration of excellent writing on display in assemblies, in school and on the school website
- following a series of staff meetings focused on shared writing an increase in the number and quality of teachers modelling the writing process
- a raised profile of writing across the school including displays of what good writing looks like inside and outside of the classrooms
- a focus on 5 repeatable learning objectives in writing matched to success criteria that clearly shows the children what they need to achieve
- the introduction of a new guided reading scheme, home reading scheme and eBooks as well as a redeveloped library to expose the children to high quality texts/writing
- visits from famous authors such to provide examples of high quality writing
- a class book that is read to the children at least 3 times a week to provide them with expose them to a range of texts
- a range of teaching styles including mixed attainment teaching that leads to peer support and examples of at least good writing
- an increased expectation on handwriting across the school, including teacher's handwriting modelled to the class

Providing pupils with clearer information about how they can improve their work both during lessons and when marking their books

- whole school training from Chris Quigley on how to give effective written and verbal feedback that has been the focus of monitoring to ensure consistency across the school
- a feedback policy based upon 3 clear principles:
 - Children know what they have done well
 - Children know what they need to improve
 - Feedback leads to visible improvement
- teachers and support staff understand the higher expectations on the new curriculum and therefore are able to give feedback that leads to progress
- an improvement in verbal feedback following whole school staff training on how to ask open questions that lead to improvements in their work
- all children understand the feedback in their book and act on it, leading to improvements in their work over time

School's Response to Key Action 2 and impact

Sharpen the criteria for success in the school improvement plans

- since Oct 2012, the school has worked with the School Improvement Adviser to ensure that school improvement plans are focused on outcomes for children with specific measures and timeframes that allow others to hold leaders to account
- governors are now part of the process of writing, monitoring and evidence gathering so that they are able to hold school leaders accountable for the success of the plan
- over the last two years, as part of the school's collaboration, we have shared best practice around School Improvement Planning to ensure impact
- SLT RAG rate the plan monthly in preparation for the governor phone calls or visits to check the progress and impact of the actions