



Friday, 13 July 2012

Local Authority Review Summary

Dear Parents and Carers,

As you may be aware the Local Authority conducted its review on Friday 29th June.

This was a one day review carried out at the request of the Local Authority. The purpose was to judge the progress the school has made since it went into Special Measures in March 2012. Sixteen lessons were observed, as well as playtime, lunch time and assembly. Interviews were held with a group of parents, the SENCO (Special Educational Needs Coordinator), the English and Maths subject leaders, the assessment leader, the EYFS (Early Years Foundation Stage) leader and two members of the governing body. Full safeguarding checks were not carried out as part of this review as this was not an area of concern. Pupils' work was looked at as well as assessment data. Pupils' Individual Education Plans and Early Learning Journeys were reviewed and a child with SEN (Special Educational Needs) was tracked as a case study. The Self Evaluation Form, School Development Plan and the RaiseOnline report (which contains school and pupil performance data) were also scrutinised.

The review found that progress had been made in all three Key Issues identified by OFSTED.

The below items state the Ofsted key issue and then the relevant extract from the Local Authority Review Report.

Key Issue 1

Raise attainment and ensure that all pupils make at least the expected progress in English by the end of Key Stages 1 and 2 by:

- Improving pupils' skills in constructing sentences, punctuation and spelling
- Ensuring all teachers have similarly high expectations of presentation of work and developing a whole school approach to the teaching of handwriting and correct letter formation
- Increasing the opportunities for writing at length in English and across the curriculum

The English subject leader has drawn up an action plan to address the weaknesses in writing, it needs to be more detailed to show the steps that will bring about improvements. The school need to introduce a whole school policy on presentation and that all teachers are aware of its clear expectations. The 'pen pals' scheme has been introduced and a handwriting policy has been introduced, however this is not yet being followed consistently in all classes. The review team noticed several pupils who were still forming letters incorrectly when they were writing. The school has had training from the Local Authority Adviser who has led sessions on standardisation and moderation of writing.

Pupils in the school council said that 'there was a far bigger focus on writing and we get more opportunities to write.' 'We have to take more care with our handwriting and spelling now.'

Key Issue 2

Improve the quality of teaching and learning so that teaching is consistently good or better and eliminate inadequate teaching by:

- Ensuring that assessments are accurate and used effectively to plan work that challenges and matches closely the needs and abilities of all groups of pupils
- Developing a whole school approach to planning lessons, and ensuring plans include clear learning objectives and are consistent across year groups
- Developing and implementing a whole school marking policy, ensuring target setting and marking procedures consistently give pupils a clear understanding of their next steps in learning
- Rigorously monitoring and evaluating pupils' work and the quality of teaching across the school, putting emphasis on pupils learning and increasing teachers' accountability for the progress made by pupils

In the good lessons seen during the review there was good evidence that assessments were used to plan the work to meet the needs of all abilities, however this is not yet consistent across the school. In books seen, differentiation in maths is generally better than in English. There was some good challenge for the most able pupils in maths. Good evidence of investigative work in maths was seen in books.

Lesson planning is not consistent across the school and the new policy still allows a great deal of flexibility for teachers which means that there will continue to be variation across the school. Therefore more clarity needs to be given about expectations.

The new marking policy gives teachers options as to how they may wish to mark but there is not a clear overall expectation for teachers to adhere to. Consequently marking across the school remains variable and there is good practice in some classes but there is still inconsistency across the school and between year groups.

There has been an improvement in the quality of teaching since the OFSTED inspection. Sixteen lessons were observed. 56% were judged as good compared to 32% previously, 19% were judged satisfactory and 25% inadequate. All teachers in school were observed, including supply teachers.

Key Issue 3

Improve the effectiveness of leaders and managers at all levels by:

- Reviewing and revising the roles and responsibilities of the leadership team so that it is more effective in driving school improvements
- Developing a rigorous approach to assessing attainment in reading and writing so that data used for tracking pupils' progress is reliable and accurate
- Developing the role of the governing body in monitoring and evaluating the work of the school and holding leaders to account.

The roles and responsibilities of the leadership team have been revised and the school will have co-ordinators for every area in September. The Senior Leadership Team have new job descriptions.

The English subject leader has developed an action plan but the maths subject leader has not yet done so.

The school has invested in a new tracking system which all staff will be using. Moderation of work has been carried out. Data has been analysed by the assessment leader.

A number of new members have joined the governing body since the inspection and this has developed the capacity of the governing body. However there is still one parent vacancy and a Local Authority vacancy. The Performance and Attainment Committee where they look at the schools' data in detail now decide what questions to ask at a pre-meeting briefing. They feel that they are now asking more challenging questions and are holding the school to account. Training on Raise online has been planned and they have had a governing body 'health check'. They have set the budget carefully and are monitoring this thoroughly as the Chair of Governors has expertise in this role. As yet there is little evidence of governor monitoring visits made to the school and governors are aware that this is an area for development.

Achievement at End of Key Stage 1 and 2 results 2012 (Key Stage 2 provisional)

Key Stage 1	2012		2011	
	Level 2B+	Level 3+	Level 2B+	Level 3+
Reading	72%	20%	70%	20%
Writing	59%	9%	58%	10%
Maths	82%	17%	80%	15%

Key Stage 2	2012		2011	
	Level 4+	Level 5+	Level 4+	Level 5+
Reading	80%	43%	78%	37%
Writing	61%	22%	37%	12%
Maths	96%	33%	83%	41%

The Local Authority review was pleased to find an improving picture regarding data across the school. Writing is still of course the biggest issue but the Year 6 maths results are outstanding. Every single child who sat the maths test achieved a level 4 or above.

The school is pleased to note that progress in all areas was found and especially that teaching had improved.

Priorities for development:

- **Ensure that the pace and momentum for addressing the Key Issues is increased;**
- **Ensure policies are tightly written and staff are clear about what is expected of them, then monitor for consistency across the school;**
- **Continue to improve the quality of teaching and learning and ensure that all monitoring has an impact on improving teaching**

Along with the Governors we would like to hold an open parents evening on Thursday 6th September at 7pm to discuss progress in more detail and to answer any questions.

I hope you have found this summary useful

Yours sincerely,

Steve Wood
Head teacher