

**Spring Term SIP Report 2017**

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	Good	2	<b>Good</b>
Effectiveness of Leadership and Management	Good	2	Good
Quality of Teaching, Learning and Assessment	Good	2	Good
Personal Development, Behaviour and Welfare	Outstanding	2	Good
Outcomes	Good	2	Good
Early Years	Requires Improvement	2	Good

**Date of Previous Ofsted Inspection: 28 – 29 September 2011**

**A summary of the progress made in the autumn term 2016**

<p><i>The Autumn Term Report improvement areas were:</i></p> <ul style="list-style-type: none"> <li>• Improve the percentage of pupils working at greater depth in reading, writing and mathematics.</li> <li>• Accelerate progress during Key Stage 2 in writing and mathematics</li> </ul> <p><i>There are no other significant school development plan priorities.</i></p> <p><i>The impact of actions taken to address these priorities is:</i></p> <ul style="list-style-type: none"> <li>• Teaching over time is currently good in almost all year groups. Consequently most pupils are making at least expected and increasingly good progress towards the age related expectations in reading, writing, mathematics and science.</li> <li>• As a result of consistent approaches to marking pupils receive clear feedback on correcting mistakes and guidance to the next steps in learning.</li> <li>• Enterprise projects have captured pupils' interests throughout the school. They have provided good opportunities for pupils to practice core skills across the curriculum. They have given pupils an insight into the skills they will need to use in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership at all levels is having a positive influence on pupil outcomes. The headteacher is extending her lead professional role in school to active involvement in the Bedlington Partnership initiatives. Middle leaders have had a positive impact on improving phonics and practical mathematics. The Vice Chair of Governors contributed to the discussions when setting targets, the SIP visit and additional evidence gathering linked to the Ofsted criteria for evaluating the impact of teaching over time.</li> </ul> <p><i>The current performance of pupils in different groups is:</i></p> <p><i>Progress towards achievement targets is:</i></p> <ul style="list-style-type: none"> <li>• GLD prediction is 79% for end of year with 19% exceeding.</li> <li>• Year 2 at expected standard: reading 61%, writing 35%, mathematics 52%</li> <li>• Year 6: these pupils, who are part of a cohort that has significantly changed since Year 2, were all working towards the expected standard at the end of the Autumn Term.</li> </ul> <p><i>The priorities where there is little impact to date are:</i></p> <ul style="list-style-type: none"> <li>• Leaders agree action to improve spelling is a priority.</li> </ul>
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**A summary of further improvements to be made in the remainder of the academic year**

<p><i>Restate key improvement areas</i></p> <ul style="list-style-type: none"> <li>• Improve the number of pupils working across subjects at greater depth</li> <li>• Accelerate progress during Key Stage 2 in writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Improve pupils' accuracy in spelling: this is agreed as a priority where rapid improvement is required.</li> </ul>
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## Has the SIP shared with leaders the most recent guidance on:

Single Central Register?	Yes
Website compliance?	Yes
Ofsted 'requested' documents (see P15 Ofsted handbook)?	Yes

Type of school	Primary	Current number on roll	164
Age range of pupils	4 - 11	% of disadvantaged pupils	13

## Part 2: Detailed Analysis and Evaluation of Teaching, Learning and Assessment:

### Early Years

The quality of Teaching, Learning and Assessment in Early Years is **good**.  
(This was evidenced in an observation of a daily letters and sounds lesson, through sampling children's work and checking school tracking data)

#### **Lesson observation evidence:**

The headteacher, SIP and Vice Chair of Governors joined a reception class letters and sounds session. Children were learning how letters and sounds are combined to make words. 'The sheep has a shower in the shed' is a typical example of the amusing sentences used by the teacher. Children, who behaved well and were challenged effectively to spot the letter combinations that make the 'sh' and 'ch' sounds, were very enthusiastic and keen to take part. Their personal development is good, for example, they understand it is polite to wait for a turn when using the interactive board. In this session children were making good progress towards the literacy specific learning goals within the EYFS curriculum. Confident teaching, including sensitive personalised support, made a significant contribution to the success of this session.

#### **The work sample evidence:**

This included samples of completed work and photographic evidence of activities drawn from across the Early Learning Goals.

More able children: Staff expect these children to exceed the GLD by the end of reception. They have been writing confidently from the early part of the Autumn Term. Recent examples confirm they have learned to express their ideas clearly. Progress is most obvious in improving letter formation and sentence construction. The gains made include better use of vocabulary, application of early technical skills including the use of capital letters, full stops and finger spaces.

Middle ability children: Gains in letter formation and the ability to construct coherent sentences provide firm evidence of good progress being made.

Lower ability children: At the beginning of the Autumn Term these children were struggling with letter formation. Most have made good progress and a typical recent example is a written sentence, 'I got a skateboard', where letters are formed evenly and legibly.

#### **Accuracy of assessment:**

Children's work is regularly assessed with notes to confirm feedback has been verbally provided. The feedback, including written comments conveyed verbally to the child are adjusted to match the individual child's current attainment.

#### **The impact of provision:**

Tracking indicates that the 79% children are predicted to reach the Good Level of Development (GLD) by the end of the school year. Approximately 19% of these children are on track to exceed the learning goals

#### **Points for development agreed with headteacher:**

It was agreed it is important to ensure work is dated so that progress can be clearly logged.

## KS1

The quality of Teaching, Learning and Assessment in Key Stage 1 is **good**.  
(This was evidenced in an observation of a Year 2 literacy lesson, through sampling pupils' work and checking school tracking data)

### ***Lesson observation evidence:***

The focus was pupils who are predicted to be working by the end of the year at greater depth. These pupils are learning how to record the key events of the selected story in their own writing. The most able quickly and confidently began the task and were able to work independently; the provision of individual texts enhanced the learning experience because resources were well matched to pupils' starting points. Pupils were very committed to the task with all quickly engaged in personal writing. Good teaching, based on high expectations, challenge, efficient time management, appropriate resources and positive relationships had a direct influence on the good quality of the pupils' work.

### ***The work sample evidence:***

The sample confirmed pupils are making good progress in activities that promote descriptive and imaginative writing. The most able are writing at length using a joined up cursive style. Factual information is recorded well.

### ***Accuracy of assessment:***

Pupils' work is marked regularly using the agreed school code. Pupils receive timely feedback. Greater emphasis could be given to improving accuracy in spelling and ensuring pupils always practise this skill by doing corrections.

***The impact of provision:*** These pupils are working within the expected standard and are moving towards 'greater depth'. Recent tracking confirms:

Reading: 39% working towards, 61% secure, progress 100% expected of which 22% good.

Writing: 65% working towards, 35% secure, progress 100% expected of which 13% good.

Mathematics: 48% working towards, 52% secure, progress 91% expected of which 22% good.

### ***Points for development agreed with headteacher:***

Leaders' acknowledge lesson observations and work sampling confirm spelling is a core skill to improve.

## KS2

The quality of Teaching, Learning and Assessment in Key Stage 1 is **good an almost all year groups**.

(This was evidenced in an observation of a Year 3 mathematics lesson, through sampling pupils' work and checking school tracking data)

### ***Lesson observation evidence:***

Pupils were provided with 3 tasks during a mental starter session. During the follow up pupils learned the term 'partitioning' and how to split the numbers into the correct place value. Pupils were learning strategies to shorten the task. Some managed this more successfully than others. The main activity was an introduction to learning about angles and terms such as right angle. Early indications were that some pupils were having difficulty understanding the concepts being introduced. Pupils respect their teacher, they listen and are attentive. Most pupils are working towards the age related expectations for Year 3. Teaching strengths were promotion of positive relationships and provision of some individual support. Points for development agreed with the headteacher were (1) improving differentiation in the preparation of the starter; this would have served the needs of more able pupils as they were not challenged sufficiently and (2) giving consideration to a practical task as an introduction to the topic on angles.

### ***The work sample evidence:***

Year 3: pupils' literacy books include work produced across Years 2 and 3. Past work shows these pupils were prepared well for the start of Key Stage 2. Since then they have made progress but not always enough given their individual starting points.

Year 4: pupils' literacy books provide evidence of regular good progress. There have been gains in

the acquisition of the technical skills of writing such as introducing paragraphs in extended writing. Occasionally guidance to pupils could be clearer with more attention to correcting spellings.

Year 5: Context: Another cohort where significant changes due to outward mobility. This is the last cohort where transition to primary. Some parents decided to move their child so that he/she could continue to access the three tier system. Leaders have targeted these upper key stage pupils for accelerated progress. Pupil who was at the start of the Autumn Term at 'developing' stage: Now moving to 'secure' and school has assessed as making more than expected progress this term. Writing is improving using paragraphs, expressing ideas clearly and recording facts accurately.

Year 6: literacy books of more able pupils do include writing of higher quality suggesting some pupils are potentially capable of working at greater depth during the remainder of the school year. Presentation is variable, sometimes spoilt with weak spelling. The sample did include examples of very neat, accurate writing that incorporated good use of imagination and expression.

Additional evidence:

Homework provision:

Sampled Year 2: Each week pupils are asked to do a mathematics and English practice.

Examples are times tables, and problem again using tables

Literacy: Opportunity for pupils to show independence in thinking and writing. Questions to answer from research are designed to promote parental involvement.

Sampled Year 4: the example is consolidating basic number skills.

Literacy includes use of technical skills of grammar and punctuation but also opportunities for independent writing

KS2 pupils are given a home school record that logs a weekly diary alongside homework and an opportunity for parent comments.

Enterprise: illustrated in attractive project books: key partners are:

John Lewis: activity was cookery: a 'soup kitchen' by Year 4

BBC: pupils set up their own broadcasting own radio station. They visited the Look North studio and met a presenter.

ASDA: establishing the 'Ringway Bakery' (Year 1)

Virgin Money: 'Making £5 grow! (Years 3 and 4)

Sponsored week to raise funds for a school defibrillator (Years 1 and 2)

### ***Accuracy of assessment:***

Pupils' work is regularly marked and the school code is usually applied. Feedback comments vary in terms of detail and clarity. Year 5 marking is picking up on the pupil's use of casual dialect that is a barrier to good writing - teaching has drawn to the pupil's attention how incorrect speech can lead to incorrect phrasing: a good example of teaching addressing standards of speech and improving the quality of writing. In mathematics making good gains across a variety of concepts including measures (practical activity on capacity).

Leaders' monitoring is suggesting that the current tracking assessments of Year 6 pupils have been somewhat cautious. It was agreed this would be revisited.

### ***The impact of provision:***

This cohort has changed significantly since Year 2 with most of the upper middle / more able pupils leaving when parents decided they wished their child to continue in the three tier system. The cohort also includes some pupils who joined the school during Key Stage 2; many of these new pupils did not display the expected standards of behaviour associated with this school. Recent tracking confirms all current pupils are working towards the expected standards in reading, writing and mathematics. Progress rates are:

Reading: 88% expected, Writing: 56% expected and Mathematics: 81% expected

### ***Points for development agreed with headteacher:***

To accelerate the progress of current Year 6 pupils.

**SIP's overall judgement for Teaching, Learning and Assessment, using the specific grade**

**NORTHUMBERLAND**

Northumberland County Council

## descriptors in the Ofsted handbook.

Teaching learning and assessment are **good**.

The SIP, headteacher and Vice Chair of Governors agreed the activities undertaken during this SIP visit provided firm evidence that matches the following Ofsted grade descriptors for these aspects of provision:

*Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.*

*In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.*

*Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.*

*Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.*

*Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.*

*Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.*

*Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.*

*Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.*

*Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.*

*The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.*



### **Part 3: Leadership**

#### **What were the actions of leadership in monitoring and evaluating the quality of Teaching, Learning and Assessment in the autumn term?**

Leaders conducted a range of monitoring practices including lesson observations, work scrutiny and tracking individual pupil data. They took part in the moderation of pupils' work (both in-house and through external arrangements). The headteacher has provided support in the leadership of mathematics and the literacy leader is working on the priority to improve spelling. Both aspects are being promoted through the Bedlington Partnership under the direction of the Primary Commissioner.

#### **How effective are middle leaders in monitoring and evaluating Teaching, Learning and Assessment?**

The monitoring by middle leaders has led to delivery of an action plan for mathematics; the impact has been rapid in terms of improving pupils' skills in practical mathematics. A review of literacy, including the teaching of phonics led to the provision of specialist training and additional resourcing. The impact was that in 2016 all Year 1 pupils met the phonics screening check; current tracking suggests the percentage this year is to be similar the 2016 national result and represent good progress against the starting points of the 2017 cohort. Action to improve grammar including the use of a new scheme is adding value to pupils' writing. Leaders acknowledge pupils' accuracy when spelling requires improvement.

#### **What impact has leadership made on Teaching, Learning and Assessment in the autumn term?**

Latest tracking:

Early Years:

EYFS: 79% GLD with 19% exceeding

Year 2:

RD: 74% working towards, 26% secure, progress 100% expected of which 35% good

WR: 83% working towards, 17% secure, progress 96% expected of which 17% good

MA: 96% working towards, 4% secure, progress 91% expected of which 4% good

Year 6:

RD: 100% working towards, 0% secure, progress 88% expected of which 0% good

WR: 100% working towards, 0% secure, progress 56% expected of which 0% good

MA: 100% working towards, 0% secure, progress 81% expected of which 0% good

Parents receive regular updates on their child's progress. During personal consultations they are provided with an update on the attainment and progress of their child in reading, writing, mathematics and science. The terms emerging, developing, secure and mastery are explained and used when reporting attainment. When parents do not attend progress meetings the relevant information is posted to them.

#### **Key actions for leadership in the remainder of the academic year-**

Improve the number of pupils working across subjects at greater depth.

Accelerate progress during Key Stage 2 in writing and mathematics.

Improve pupils' accuracy in spelling: this is agreed as a priority where rapid improvement is required.

## Part 4: Support and Challenge

**Feedback from Headteacher on the impact of this support/challenge:**

Any comments here Hazel / Kristian?

**Requests for further support:**

Any comments here Hazel / Kristian?

**Agreed next SIP visit date: 24 May 2017**

**The Summer SIP visit will concentrate on the quality of safeguarding, Personal Development, Behaviour and Welfare, and the effectiveness of Leadership and Management.**

**Please agree associated tasks from the following menu of activities:**

**Please select those you wish me to follow at the next visit Hazel - thanks**

- Review the effectiveness of leadership in developing a culture of safeguarding
- Joint classroom observation with headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
- A review of attendance
- A review of the effectiveness of behaviour systems, logs and exclusions
- A review of actions to prevent and tackle bullying
- Review the effectiveness of careers advice and guidance
- Or an alternative activity to meet the precise needs of the school (detailed below)

*Derek Sleightholme  
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