

School Improvement Visit Report

Summer Term 2018



School Name: College Town Junior School

Focus: SUMMER TERM 2018 STEP
Report

Adviser(s):

Attendees: Trudi Sammons - Executive
Headteacher, Fiona Mitchell-
Head of School, Emily Lacey-
Assistant Head (Part of
Meeting)

Name: Sharon Jones

Reference:

Date of Visit: 19/07/2018 13:30

Local Authority: Bracknell Forest

Issues arising

Potential priorities based upon provisional outcomes July 2018-

1. Increase the percentage of pupils achieving the expected standard and higher standard in mathematics.
 2. Accelerate the progress of pupils in reading, writing and mathematics, ensuring there is no significant gap between the performance of girls and boys.
 3. Ensure provision for SEND pupils and those in receipt of pupil premium enables them to make at least expected progress from their starting points.
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Other emerging priorities-

1. Continue to develop leadership capacity.
 2. Improve the quality of teaching and learning so that it is consistently good.
 3. Embed systems to ensure that behaviour is of a high standard and that low level disruption is eliminated.
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Outcomes

Ensure a thorough gap analysis is carried out in relation to Year 6 spring 2 data and that the outcomes are used to tailor provision for the summer term.

School leaders and teachers carried out a thorough analysis of spring 2 data and scrutinised all the writing books of Year 6 pupils to ascertain gaps. This information was then used to tailor planning and provision for the summer term. The cohort was split into 3 groups with the Head of School supporting the teaching of writing and provision for more able mathematicians. This targeted provision has been effective in ensuring that outcomes in 2018 at both the expected standard and at greater depth have significantly improved on 2017 attainment.

Develop the role of senior leaders so that they are able to both challenge and support staff and as a consequence improve the quality of teaching and learning.

The Executive Headteacher worked closely with the Head of School to develop leadership capacity. During the summer term the Head of School was relentless in her reinforcement of agreed approaches to safeguarding, behaviour and teaching and learning, ensuring staff were both challenged and supported.

Leadership within the Junior School is now well placed to develop further, as part of the leadership of College Town Primary School in September 2018.

Embed systems and processes to monitor the quality of teaching and learning, to ensure that teaching is consistently good throughout the school and results in good rates of progress for all pupils.

The Executive Headteacher confirmed in the Standards Monitoring Board meeting in June that teaching and learning had improved with 66% now judged to be good.

There will be significant changes to teaching staff in September 2018 and school leaders are confident that as systems and processes are embedded, the quality of teaching, learning and assessment will continue to improve.

Carry out an audit of current SEND provision to inform planning for September 2018.

SEND provision has been audited across both schools in preparation for amalgamation. A new policy has been completed and the local offer updated.

A different model of SEND provision is being planned for September, to ensure that provision is highly personalised for specific pupils and that strategies for early intervention are being considered and utilised.

Evaluation of pupil outcomes 2017/18

Test and assessment results for 2018 are as follows-

N.B. Progress and attainment data is provisional and unvalidated.

End of KS2

Reading at EXP+ 75% (National 75%) at High 23% (National 28%)

Writing at EXP+ 77% (National 78%) at High 13% (National 20%)

Maths at EXP 69% (National 76%) at High 19% (National 23%)

GPS at EXP 77% (National 78%) at High 30% (National 34%)

RWM combined 61% (National 64%)

9 pupils were eligible for the pupil premium grant and 33% achieved the expected standard in combined reading, writing and mathematics.

Progress from KS1 to KS2

Reading -1.8 Writing -1.6 Maths -2.4

Outcomes at the end of Key Stage 2 at the expected standard are a significant improvement on 2017 results. Reading is now in line with the emerging national with outcomes in writing and GPS broadly in line. Mathematics is the subject area still requiring further improvement at the expected standard.

Although attainment in the combined measure at the expected standard is 3% below the emerging national, it is a 17% increase on that achieved in 2017 and the direct result of identification of gaps in learning and the implementation of targeted provision.

Outcomes at the higher standard are consistently below the national picture, but again significant gains have been made on 2017 results in mathematics and GPS.

Disadvantaged pupils did not achieve as well as their peers in reading and maths and this must be a focus in the coming year.

The provisional progress scores are an improvement on 2017 results, but remain negative.

Progress and attainment across other cohorts requires improvement. The LA supported the school with internal moderation of writing and mathematics and judgements were confirmed as secure.

Results are on an upward trajectory and school leaders have a clear understanding of what has been effective this year in securing these improvements.

Evaluation of Leadership and Management in implementing the SDP

Following the LA declaration of concern in the spring term, the newly appointed Executive Headteacher devised a Raising Achievement Plan to address the most pressing areas of school improvement. This included individual action plans for Safeguarding and Finance, which the Executive Headteacher deemed to be inadequate.

Prompt and decisive action was taken by school leaders and Governors, to secure rapid improvement particularly in relation to safeguarding.

Improvements in teaching and learning and the development of systems and processes across all aspects of the school have been relentlessly driven by the Executive Headteacher, alongside preparation for the amalgamation of the College Town Schools in September 2018.

The significant improvement in provisional outcomes at the end of Key Stage 2 this year, is a direct result of the tenacious leadership of the Executive Headteacher and the positive impact this had had on galvanising the whole school team, to secure improved provision and outcomes for all pupils.

School Self Evaluation

School self evaluation is accurate and based upon clear evidence provided since January 2018. Leaders can clearly articulate the school strengths and areas for development and have strong capacity to secure further school improvement.

The school now judges Leadership and Management of the school to be on the cusp of good due to the outstanding progress made from the beginning of the spring term, when the capacity of leadership was inadequate.

Overall effectiveness of the school is judged to require improvement, as leaders have not had adequate time to embed systems and processes to ensure teaching and learning and consequently pupils outcomes are consistently good.

	1	2	3	4
Effectiveness of L&M			X	
Teaching, Learning and Assessment			X	
Personal Development, Behaviour and Welfare		X		
Pupil Outcomes			X	
Effectiveness of the Early Years Foundation Stage				
Overall Effectiveness			X	

LA Evaluation based upon evidence provided by the school

The school performance data and other evidence presented by the school supports the judgement made.

The LA agrees that Leadership and Management of the school since January 2018 has been highly effective in securing school improvement and that the progress made, will aid the effective transition, to College Town Primary School. Leaders are well placed to embrace the challenges and opportunities that this will present.

	1	2	3	4
Effectiveness of L&M			X	
Teaching, Learning and Assessment			X	
Personal Development, Behaviour and Welfare		X		
Pupil Outcomes			X	
Effectiveness of the Early Years Foundation Stage				
Overall Effectiveness			X	

Key priorities for the next academic year

Please see the front of the report for key priorities identified for the academic year 2018-19.

Indicative Ofsted Category

3- Requires Improvement.

LA Category

College Town Junior School is an LA category 3 school.

Summary of LA support and impact

The LA has provided intensive support to the school from a number of LA officers.

Increased STEP visits have supported school leaders in developing leadership capacity and validating the quality of teaching and learning. Moderation of writing and mathematics has established judgements are secure and provided recommendations for implementation in the autumn term. Bespoke support for specific staff in relation to planning had a notable impact on one member of staff, who is remaining at the school next year. CPD in relation to mathematics has been brokered from an external consultant and will continue in the autumn term.

The safeguarding audit was welcomed by the Executive Headteacher. Leaders and Governors have found the Standards Monitoring Board meetings both supportive and challenging and an opportunity to identify clear milestones for improvement.