

SCHOOL IMPROVEMENT VISIT REPORT

SUMMER TERM 2018



School Name: (2087) College Town Infant and Nursery School

Focus: SUMMER TERM 2018 STEP Report

Adviser(s):

Attendees: Trudi Sammons - Headteacher,
Emma Batten - Assistant Headteacher

Name: Sharon Jones

Reference:

Date of Visit: 04/07/2018 09:30

Local Authority: Bracknell Forest

Issues arising

Potential priorities based upon provisional outcomes July 2018-

1. Increase the percentage of pupils currently at ARE in reading, writing and mathematics at the end of Year 1 by increasing expected progress to 3.3 tracking points for 2018-19.
 2. Continue with targeted provision for the teaching of phonics in both Year 1 & 2 to ensure that outcomes are above the national in 2019.
 3. Embed policy and practice in Reception for new support staff to ensure that they have a positive impact of pupil progress.
-

Outcomes

Continue to improve the quality of teaching in mathematics through the use of mini-plenaries to reinforce key points or extend learning with the whole class or identified groups and the effective use of AfL ensuring timely interventions to support the development of problem solving and reasoning.

Following the spring learning walk staff carried out a thorough gap analysis to inform provision and practice. Leaders have observed the positive impact of mini-plenaries and focused teaching with specific groups including, disadvantaged pupils. Provisional outcomes at the end of KS1 at both the expected standard and at greater depth in mathematics are significantly above national benchmarks and clearly validate the work of teachers and leaders in improving the quality of teaching in mathematics.

Continue to embed opportunities for stamina writing, allowing pupils to work over a series of sessions where required.

Scrutiny of pupil books in May by the STEP and school leaders confirmed increased evidence of quality stamina writing and the effective use of cross curricular opportunities to ensure pupils were writing with a very clear purpose in mind. The impact can be seen in the progress and attainment of pupils in writing across the school.

Embed the use of the OAT (Objective Analysis Tool) to refine planning, so that teaching is addressing gaps in learning for groups or individuals.

Effective use of the OAT has enabled provision to be personalised for groups and individuals and this has had a positive impact on pupil progress.

Implement a focused support plan for pupils in receipt of pupil premium in Year 2 to ensure they make accelerated progress from their starting points.

Pupils made at least expected progress from their starting points in reading, writing and mathematics, with one pupil making accelerated progress in all three subjects.

Ensure that the additional quality first teaching being provided in Year 1 has a positive impact on raising attainment for pupils who are at risk of not making at least expected progress.

Leaders rightly identified that a significant proportion of pupils needed to make accelerated progress in the summer term to ensure they made at least expected progress across the year. In particular 'spoken language' was an aspect which was having a detrimental impact on reading and writing and this was prioritised for some pupils. Whole year group progress was 0.7 of a tracking point in December and just above expected at 3.1 tracking points in July. All pupils in receipt of pupil premium made at least expected progress in reading, writing and mathematics.

Leaders acknowledge that the percentage of pupils currently at ARE in this cohort requires improvement and that provision for Year 2 will need to be carefully considered.

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.

Early Years 82% at GLD (National 72%)

4 pupils were eligible for the pupil premium grant and 75% achieved a good level of development.

Phonics 76% (National 83%)

3 pupils were eligible for the pupil premium in Year 1 this year and 100% met the required threshold.

KS1

Reading at EXP+ 93% (National 76%) GD 55% (National 26%)

Writing at EXP+ 84% (National 70%) GD 37% (National 16%)

Maths at EXP+ 86% (National 76%) GD 43% (National 22%)

Combined Reading, Writing and Mathematics EXP+ 83% (National 65%)

Outcomes at the end of EYFS are significantly above the emerging national GLD of 72% and are a direct result of the dedicated work of the EYFS team to improve personalised provision for pupils. The school was externally moderated by the LA this year with judgements found to be robust and accurate. Pupils made accelerated progress across all areas of learning, with the exception of writing, where pupils made expected progress.

The percentage of pupils achieving the national benchmark in phonics this year is 7% below the national and 12% lower than that achieved in 2017. Despite targeted provision and the good progress made with 'spoken language', leaders rightly acknowledge that progress for some pupils was not swift enough and are aware of the need for this to be a priority for next year.

Outcomes at the end of Key Stage 1 are significantly above national in all subjects at both the expected standard and greater depth. The percentages achieved are also an increase across the board on 2017 results. 100% of pupils in receipt of pupil premium achieved the expected standard in reading and mathematics with 50% attaining the expected standard in writing. Leaders and teachers have worked tenaciously throughout the year to secure the best outcomes for pupils and the school should be congratulated on securing these outcomes for pupils.

Evaluation of Leadership and Management in implementing the SDP

Leadership and management continues to be outstanding and a key strength of the school. Leaders at all levels are clear with regard to their specific roles and responsibilities in securing school improvement and thrive on the challenge and support they receive from senior leaders.

Professional development opportunities and STEP visits have been closely aligned with school improvement priorities and outcomes of learning walks and observations of teaching and learning have been used effectively to further develop provision and practice.

The development of writing has been particularly successful with the impact on outcomes clearly evident both at the end of EYFS and Key Stage 1.

Leaders are solution focused and have demonstrated resilience throughout the year. Staffing issues have been dealt with effectively and the appointment of the headteacher as the Executive Headteacher of College Town Junior School in January was embraced as an exciting opportunity from which the whole school team could benefit.

School Self Evaluation

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

As the school prepares for the transition to College Town Primary School the headteacher envisages the immediate priority to be the embedding of the existing high standards and non-negotiables in relation to 'Personal Development, Behaviour and Welfare'.

	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	X			
Overall Effectiveness		X		

LA Evaluation based upon evidence provided by the school

The LA agrees with school self evaluation. Although not outstanding overall, many aspects of teaching and learning now meet this criteria. The improvements in pupil outcomes are also the strongest over a three year period.

The school is very well placed for the transition to College Town Primary School and the challenges and opportunities 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	X			
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

The LA considers this to be a good school with a strong capacity to improve. Many aspects of the school's work is outstanding.

The transition to College Town Primary School will provide an opportunity for the knowledge, skills and expertise of school leaders, governors and staff to have a positive impact on the education of pupils beyond their Infant years.

LA Category

College Town Infant & Nursery School is an LA category 1 school. That is a school with a strong capacity to improve and share good practice. The Assistant Headteacher has joined the EYFS Moderation team this year. School leaders continue to offer advice and support to other schools at the request of the LA.

Summary of LA support and impact

The increase in STEP visits this year and in particular the tailoring of specific visits to focus on key aspects of school improvement such as learning walks, book looks and observations of teaching, have been extremely beneficial for the school. The headteacher has seen the greatest impact in Year 2 where feedback and clearly identified actions have enabled staff to 'take ownership of their practice to better meet the needs of the children'.

Leaders have found the joint working and questioning within discussions both challenging and supportive and a springboard for the further development of subject leaders.

The involvement of senior leaders in the LA EYFS Strategic Sessions and the EYFS Moderation team have been welcomed.