

SCHOOL IMPROVEMENT VISIT REPORT



School:	(2087) College Town Primary School		
LA:	Bracknell Forest		
Date:	23/12/2020, 00:00	Adviser:	Caroline Morgan
Focus:	AUTUMN TERM 2020 Adviser Report	Reference:	
Advisers:	Attendees:		

Actions

Who: **Subject leadership**

Timescale: **31/03/2021**

Action

Continue to improve the teaching of mathematics at College Town Primary School by providing clear modelled examples , challenge tasks for high attainers and encouraging staff to discuss how they are going to teach their mathematics lesson to identify and share any misconceptions.

Who: **All staff**

Timescale: **31/03/2021**

Action

Provide additional support to those pupils who need to catch-up especially for those in years 6 and 2 and evaluate the impact of this support.

Who: **Leadership team**

Timescale: **31/03/2021**

Action

Use the evaluation of baseline assessments and review of prior data to set targets for this academic year.

Who: **Leadership team**

Timescale: **31/03/2021**

Action

To continue to develop writing building on the advances of reading from the previous year.

Summary of School Context including Impact of Covid 19 on Autumn 2020 Provision & Practice

The transitional arrangements at the end of the summer term enabled pupils to reconnect with their peers, staff and revisit school routines and systems. Consequently, pupils confidently and happily returned to school in the autumn term.

The preparations made by school leaders to manage on-site risks during the autumn term included adjustments to the school day, a staggered start and finish as well as, alternative entrances for different year groups. School leaders arranged their days so that they are highly visible at the beginning and the end of the school day. This helps leaders to quickly identify any concerns from families shared at the school gates. Parents have been strongly advised to wear their facemasks when they drop off and collect their children.

Communication between school and home has been highly effective. Parents are provided with regular updates through the school newsletter and website. Those families who have had to self-isolate have been contacted by their class teacher to check on their welfare and to ensure engagement in home-learning. These systems are all working well.

New staff have made an excellent start to the school year. In addition, the three NQTs are very confident and willing to go the extra mile to support their pupils.

During the autumn term I took a short walk around the school site. Children were actively involved in their learning in each of the classrooms I visited. Some pupils were returning in an orderly way from their last play in the afternoon, while others worked creatively with colour. Year 4 were developing an understanding of electricity and circuits while a different class were receiving a well-being lesson to help them understand the impact of words on others. This purposeful environment of learning was delightful to see and confirmed leaders opinion that pupils were glad to be back in school and were engaged in their learning.

Barriers relating to full return

A number of staff have had to self-isolate during the autumn term. In addition, the growing number of covid-19 cases locally has left some staff feeling worried about their own and their families well-being. Leaders continue to manage some staffs' anxiety and have prioritised well-being for all as a key priority for this academic year. However, leaders recognise that these high levels of concern are likely to remain until the numbers of cases of covid-19 significantly reduce.

Leaders are in constant contact with the LA or PHE over positive or potential covid-19 cases. As a result, much of leadership time is used to manage logistics. This includes identifying groups of staff and pupils who have been in contact with a potential case, talking to families and ensuring their is adequate cover within the year group bubbles.

To keep families up to date on the continuing progress of their children, staff are meeting families using 'school cloud'. This provides parents with virtual face to face time to talk about how they feel their children are progressing and discuss any additional needs. In addition, the school team have put together a half-termly curriculum newsletter for each year group. This details both the core and foundation subject content for the next few weeks.

Prospective new parents are being encouraged to 'meet the headteacher' to take a tour of the school and discuss their child's needs through a virtual meeting.

Effectiveness of curriculum plans including contingency for remote learning

Leaders made the decision to keep the planned curriculum for this year and interweave key concepts that pupils had not been taught from the previous spring and summer terms. Staff used the summer terms end of year assessments to provide them with a baseline for each pupil. For example, in mathematics teachers used a question by question analysis to identify which key topics were not yet fully understood by pupils. This evaluation helped staff teams devise their arithmetic surgery's and flashback 4 activities to accelerate pupils' knowledge and skills within this core subject.

Remote Learning

Leaders have worked methodically through the government guidance documents, cross- matched the Oak Academy resources against the school curriculum and identified which autumn term aspects have to be taught in school. Leaders have surveyed families to establish what hardware and software pupils have access to at home. A class 5 teacher modelled a variety of remote learning approaches

personally while self-isolating. This has really helped leaders to understand what works and what does not. Additionally, leaders have also noted the importance of keeping pupils safe on-line, while learning on line from home.

The school policy on remote learning has been finalised and is now available on the school website. School teams will offer home learning for three different scenarios:

- A pupil who is at home self-isolating
- A class who are self-isolating
- A year group or the whole school are learning remotely due to an outbreak of covid-19.

For individual pupils, or small groups who are self-isolating, a resource pack will be sent home for the pupil.

For larger groups of pupils self-isolating, Microsoft Teams will be used to enable staff to meet virtually with a class, year group or school. This will help to set expectations and also act as a well-being check for all pupils. All pupils will be set approximately 4 hours of work per day, which will match the in-school curriculum. Pupils will be set a mixture of Oak Academy resources for English as well as other subjects and White Rose materials for mathematics. All pupils will be sent home with their class storybook and extracts will be read during the school day. For pupils in reception and Year 1, interactive activities will also be provided. The materials for the week will be shared through a link on the school website.

Staff will be available to provide support over the course of the day. However, this will be restricted to the school day and to one email a day from a parent. In addition, the software programme, 'school cloud' will be used to provide a forum for parents to discuss virtually, how well their child is working from home.

Pupils who have an EHCP or are SEND, will also be provided with additional one to one support and checks will be made by the SENCo or FLA. Pupils with low cognition will be provided with a resource pack with less challenging materials. These activities will help pupils to develop their skills and metacognition.

Catch-up funding

Leaders have evaluated the needs of different year groups throughout the autumn term. There is now a planned programme of support for those who need additional help across this academic year.

Leaders analysis identified that pupils in year 2 appear to have greater gaps in their learning than other year groups. Consequently, pupils in year 2 are being provided with additional phonics opportunities to help accelerate their early reading ensuring that they can access the wider curriculum. In addition, this year group will be provided with some pre-learning and revision activities through January 2021. This should help these pupils to build their confidence, as well as reinforce their knowledge and skills. Pupils with identified gaps in other year groups, will be invited to attend a homework club. These pupils will use a fixed period of time after school to practice their skills, iron out any misconceptions and reinforce learning through targeted class teacher intervention after school. Year 6 will be provided with additional support for their reading, comprehension and mathematics. A small group of year 6 pupils will also be provided with targeted mathematics support throughout November 2020.

Behaviour and Attendance

Pupils continue to enjoy being back at school. Consequently, attendance for those not self-isolating is high. Pupils have responded very well to the new arrangements which include sitting in rows in class.

This has helped a few pupils, who could have previously been distracted, focus more readily on their learning. Some adjustments have had to be made for a couple of pupils who struggle to manage their behaviour in the confines of the new covid-19 classroom rules in order to reduce the risk to others.

The whole school approach of working together collaboratively, enables peer on peer support for all. To support this approach, all classes are now taught in mixed ability groups.

SEND

Relationships between the school team and LA support teams for pupils with SEND are now more effective. The SENCo, meets regularly with her SEND link officer to discuss provision for these vulnerable pupils. Actions are now timely and more transparent which are in the best interests of the pupils.

Leaders have appreciated the additional funding to support pupils with SEND. However, due to the restricted places and facilities to support those in need of external provision, leaders are finding it difficult to identify effective affordable provision both in and outside of the LA.

Safeguarding

Throughout the first wave of the pandemic, leaders kept in close contact with all of their vulnerable pupils. This meant that referrals to social care took place when needed throughout the term.

Staff all took part in safeguarding training at the beginning of the autumn term. This training included revisiting KCSiE as well as county lines etc. All the necessary checks were carried out on new staff in line with school policy to ensure they can work with children and were appropriately trained.

Priorities for 2020/21 academic year and effectiveness of the School Improvement Plan:

The headteacher, senior team and governors are rightly very child focused and reflect regularly on the actions they need to take to enhance either a pupil's academic progress or personal development. The key priorities for 2020/21, link directly to those identified in 2019/20. This is because these are still relevant and progress was paused due to the pandemic in the spring of 2019/20. These key issues link directly to leaders understanding of the school's strengths and areas for development. However, over the last 12 months, school priorities have also had to include a focus on managing logistics linked to the covid-19 pandemic. This has meant that leaders have had to quickly adapt to the constant changes noted within government guidance, revisiting their risk assessment policy and tweaking processes which help keep everyone safe. While these are not directly recorded on the plan for 2020/21 they have most definitely been prioritised, ensuring that the school stays open for business. Governors have been kept informed of the many revised policies and procedures and are acutely aware of the impact these are having both on leaders and staff.

Whole school Targets for College Town Primary School 2020 - 2021

Objective 1: Improve pupil outcomes by raising standards and ensuring progress in core areas of the curriculum for all groups of pupils

- Further improve pupils' attainment in writing across the school (Natasha as English lead CPD)

monitoring and feedback on book scrutiny)

- Review ½ termly objectives identifying who needs what support so that the vast majority of pupils achieve ARE and maintain good rates of progress
- Identify the pupils who are not on track and support them through a programme of intervention using teachers' 1265 hours, where needed.
- Ensure pupils capable of greater depth reach their target in all core subjects for 2021 so that College Town Primary School outcomes are in line with national and local averages.
- Track pupils who are capable of greater depth across all year groups.
- Further improve pupils' attainment in mathematics across the school. Ensuring that the progress measures are reduced from -3.5 (2019) to -1.5 2020 and by 2021 be at 0 or +.

Objective 2: Improve the impact of mathematical teaching on pupils' learning and progress

- Embed White Rose Scheme and tailor to each year group including appropriate assessment and support
- Develop further teacher's planning of maths so that it has a stronger impact on pupils' learning outcomes, progress and achievement.
- Develop the progress and application of learning for pupils with additional needs (SEND).
- Promote academic language for EAL learners so that they recognise and use both formal and social English language skills well.

Objective 3 Improve staffs' use of formative and summative assessment information so that they recognise progress over time and identify both those pupils who meet the standard and those who are not. (summative) Enable pupils to identify the next steps in their learning (formative)

- Develop staff confidence and competence in the use of target tracker
- Ensure the school's own assessment and moderation is used consistently throughout the school for reading, writing and mathematics to accurately reflect pupils' progress and attainment
- Develop and refine the assessment of all core subjects in line with the key stage 1 and 2 end of year expectations

Objective 4: Improve key aspects of leadership, management and governance.

- Build and develop the quality of senior leaders throughout the new primary to effectively support the critical work and responsibilities of the governing body.
- Build and develop the role and effectiveness of middle leaders in the new primary so that they are enabled to develop and drive a purposeful and engaging curriculum
- Develop and enable teachers to become confident and effective subject leaders
- Manage staffs' well-being, so that they are able to support their pupils through these challenging times.

Objective 5: Improve levels of parent / carer engagement

- Build and develop high levels of parent / carer engagement to ensure partnership working. Develop specific curriculum outlines, guidance of standards, IEP meetings, parental consultations, class assemblies and other school events to actively encourage and develop partnership
- Develop further the communication and partnership with parents / carers regarding the learning expectations for each year group on a termly basis
- Involve parents in data reviews for their child.

School Self Evaluation

Leaders have a very clear understanding of the effectiveness of provision at College Town Primary School. The senior leadership team are constantly reviewing how the quality of education is positively impacting on pupils. Discussions between senior and middle leaders take place regularly as part of the raising achievement meetings and plans are adjusted to improve practice.

Quality of Education

Staff have worked hard over the last year to improve reading across all year groups. This has included a root and branch review of early reading as well as how reading is developed across each key stage. Staff are more confident in how they teach phonics and early reading as a result. Books are now more closely linked to the sounds learnt in lessons. Following support from the LA lead, Zoe Livingstone and leaders' encouragement of key stage 2 staff, guided reading is now more effectively used to help pupils learn new vocabulary, draw inference and improve their comprehension. Voice 21 has been used to help pupils articulate their thoughts and share them with others. Leaders are keen to build on these advances this academic year by improving writing across the whole school. Work on this area began in September 2020.

Leaders are continuing to develop the teaching of mathematics across the school. The mathematics subject leader has helped staff recognise what skills pupils should have and how they should be able to use these in the future. This should help staff draw on pupils prior knowledge for example by using a pictorial or manipulative example when developing pupils' written approaches to problem solving throughout key stage 2.

Curriculum plans for each year group are now available on the the school website. These detailed plans have helped subject leaders develop a better understanding of their curriculum area across year groups and phases. Each curriculum plan clearly identifies how a pupil gains a greater understanding of both themselves and the world around them. The curriculum newsletter also helps parents to grasp how these plans influence their child's skills and knowledge periodically across the year.

The structure of lessons has changed slightly since September 2020. Teaching pupils in rows and keeping a distance means staff have had to have a real focus on using questioning effectively to draw out pupils' understanding. Lessons have also included some form of 'flash back' approach, to enable pupils to draw on their prior learning. In addition, pupils are encouraged to work with those sitting next to them if they struggle with a problem.

Senior leaders visit lessons on a daily basis as part of their programme of quality assurance. While restrictions are in place which impact discussing directly with pupils what they are learning, leaders can still identify effective classroom and teaching practices and consequently, provide additional support when provision is not yet strong enough. This process is working well.

There is a new staffing team in place in year 5. This new team is working collectively to ensure that they plan well for the needs of their pupils.

Behaviour and Attitudes

Behaviour continues to be very good across the school. Pupils are typically well behaved in lessons show respect to others and build positive relationships with one another. There are very few incidents of poor behaviour and these are swiftly dealt with.

Relationships between staff and pupils are very strong. Staff at all levels, are encouraged to build

strong bonds with families so that there is a collective support around each pupil.

Personal Development

Leaders have included additional modules within pupils' personal development programme. These are helping pupils to understand how their actions or words could negatively affect other pupils well-being and confidence. These lessons along with group discussion are helping all pupils to respect others, build resilience and understand how to overcome adversity.

EYFS

The nursery and reception children continue to work closely together. Adjustments have been made over the course of 2019/20 to ensure that the previously established structure and routines were carried forward and that classroom practice was fit for purpose and continued to add value to pupils' development.

Leadership and management

The school team continues to be very well led by a dedicated headteacher and senior team. Leaders are relentless in their pursuit of providing strong provision for pupils at College Town Primary School. Leaders have continued to manage the changes attached to the logistics of running a school during a pandemic.

There are three newly qualified teachers working at College Town Primary School this academic year. They work closely with the deputy headteacher to strengthen their teaching pedagogy and support their development. In addition each member of the senior team have dedicated parts of their day to observe and further support key stages in the teaching of core subjects. This also helps leaders identify strong and weak practice.

Leaders continue to focus on developing teaching, learning and assessment across the school. This is helping subject leaders strengthen provision and widen their knowledge of the skills pupils develop over time. The SENCo supports the many needs of pupils who are SEND. Leaders recognise that some foundation subject leaders need time to further their understanding of how well their curriculum is taught across the school.

The chair of governors and the governing body work closely with school leaders. The pandemic has meant that all meetings are now carried out virtually. Governors are looking forward to being able to return to supporting the school in person and seeing for themselves, the impact leaders are taking to support provision for pupils longer term.

Self Evaluation

	1	2	3	4
The Quality of Education		X		
Behaviour & Attitudes	X			
Personal Development	X			
Leadership & Management		X		
Early Years Provision	X			
Overall Effectiveness		X		

LA Evaluation based upon evidence provided by the school

The headteacher and senior team have kept in regular contact with their LA STEP during the autumn term. Leaders have successfully managed the negative impact that covid-19 has had on managing logistics, alterations to staffing and the impact on the pupil population. Leaders have rightly drawn on the expertise of the LA and PHE when necessary. The dedicated senior team are determined to get back to their core business of improving the quality of education. Leaders have shared through discussion how the curriculum is continuing to evolve so that it better supports pupils development. Leaders visit classroom routinely, albeit socially distanced, so that they have a strong understanding of the effectiveness of provision.

Leaders made the decision to keep the core curriculum intact for this autumn term. Pre-teaching tasks are being used to enable pupils to overcome these knowledge barriers and additional time at the beginning of the lesson is being set aside to ensuring these building blocks are fully understood. Leaders have confirmed that these approaches are working well. Additional activities around, recovery, well-being and building confidence remain at the forefront of leaders minds. There are a number of planned activities for staff and pupils to provide additional support during these challenging times.

Baseline assessments are currently being reviewed to identify gaps in pupils' learning and ensure that these gaps are addressed through the catch-up programme. Early analysis indicates that there are bigger gaps in year 2 compared to year 6. Staff have identified that some boys have typically found it more challenging to learn remotely compared to girls.

During my visit on the 14th October the mathematics subject leader, Paul Tatum and I visited two classes in year 5. In line with the school's covid-19 risk policy, we stood at the back of the room wearing our visors. Both groups began their lesson using their four refresher topics, 'flashback 4' before they moved onto interpreting graphs.

Pupils were very engaged, listened carefully and offered their solutions to a range of questions asked by the teacher. The teachers in both classes checked on a number of pupils who did not have their hands up to specific problems. Some pupils would have benefited by the teacher using the board to revisit rounding to the nearest thousand to help those weaker pupils use a written approach to identifying their solution. This would support the effective questioning around rounding, to a thousand, ten thousand or a hundred when working with larger numbers. In addition, leaders need to encourage weaker pupils to actively use a visual or written approach during their activities so that they can identify why their answer may be right or wrong.

The subject leader, Paul Tatum, the headteacher, Trudi Sammons and I looked through a selection of books from year 1 to 6. Books were typically, very well organised, indicating that pupils were clearly proud of the work they had recorded since the beginning of term. There was evidence in key stage 2 of additional simplified materials and support for those with weaker skills. Verbal support had been recorded for those with low cognitive skills by staff and further explained examples were also available for a few. In addition, extension materials had been recorded as the challenge in some classes.

The modelling examples, indicated as a key aspect of the revised mathematics curriculum, were missing from all but one book. Leaders are aware that this needs to be addressed to ensure that pupils can revisit these specific questions to be used to aid recall moving forward. The exercise books looked at in year 2 supported staffs' views that the year group hadn't yet settled and there were gaps in their learning. The Year 1 books showed these pupils had made a stronger start.

Leaders have already recognised that pupils' mathematical fluency has been negatively impacted on as a result of partial school closures. To improve pupils' recall with number, 10 minute 'arithmetic surgeries' have been incorporated into the school day to improve pupils' confidence. This approach is

aimed at providing a low tariff, high frequency approach to help secure pupils' knowledge.

LA Evaluation

	1	2	3	4
The Quality of Education		X		
Behaviour & Attitudes	X			
Personal Development	X			
Leadership & Management		X		
Early Years Provision	X			
Overall Effectiveness		X		

Targets 20/21

Due to the impact of the covid-19 pandemic, leaders have made the decision to delay setting targets until the beginning of the spring term. This action will allow leaders to reflect on and have a more robust analysis of the assessments and baseline data collected across the autumn term. As a result, a joint discussion on the 202/21 targets was not possible at this time.

Key Actions with agreed Success Criteria to be reviewed at the Spring Visit:

Please see the front of the report.

Indicative Ofsted Category

Good

LA Category

2

Summary of LA support & impact

The headteacher has been very appreciative of the weekly newsletter, headteacher briefings and regular updates from the DfE and LA. Leaders have worked closely with Debbie Smith at the LA and are very grateful for her support relating to covid-19 issues throughout this autumn term. Leaders continue to work closely with their LA STEP and appreciate the support from the director of standards.

Leaders are also very happy with changes made to the LA SEN team. As a result relationships are much stronger between the school SENCo and the LA SEN team which ensures a better impact on meeting these pupils needs in school. However, leaders would like to see a stronger LA offer for some pupils who are not suited to mainstream school or a list of alternative, affordable provision available outside of the LA so that their needs can be better met.