

# School Improvement Visit Report

Spring Term 2018



<b>School Name:</b>	College Town Infant and Nursery School	<b>Name:</b>	Sharon Jones
<b>Focus:</b>	SPRING TERM 2018 Adviser Report	<b>Reference:</b>	
<b>Adviser(s):</b>		<b>Date of Visit:</b>	07/03/2018 08:30
<b>Attendees:</b>	Trudi Sammons- Headteacher, Emma Batten- Assistant Headteacher.	<b>Local Authority:</b>	Bracknell Forest

## Actions

Action	Who	Timescale
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.	Teachers	25/05/2018
Continue to embed opportunities for stamina writing, allowing pupils to work over a series of sessions where required.	Teachers	25/05/2018
Embed the use of the OAT (Objective Analysis Tool) to refine planning, so that teaching is addressing gaps in learning for groups or individuals.	Teachers	25/05/2018
Implement a focused support plan for pupil in receipt of pupil premium in Year 2 to ensure they make accelerated progress from their starting points.	Leaders	20/04/2018
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	29/06/2018

## Outcomes

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**Continue to monitor the impact of whole school approaches to the teaching of writing and refine where necessary, so that all pupils make at least good progress from their starting points.**

Actions from the learning walk in November have been implemented and are having a positive impact on progress in the majority of year groups.

Spring 1 data confirms that on average pupils in Reception and Year 2 have made better than expected progress to date in writing. Pupils in Year 1 have made less than expected progress due to staffing issues and this is being addressed by school leaders.

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**Raise attainment at the expected standard at the end of KS1 in reading, writing and maths through the effective use of data to inform planning and provision.**

Current data shows that pupils are making good progress against the targets set for attainment at both the expected standard and greater depth. Leaders have plans in place to continue to accelerate progress in writing and this should have a positive impact on attainment in the combined measure.

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**Evaluate the impact of the new class structures, especially in Year 1, making any changes necessary to ensure that the needs of the lowest attaining pupils and those with SEND are being met.**

Changes to the class structures has had a positive impact on the lowest attaining pupils and those with SEND. Observations during the learning walk in February confirmed that teaching is being tailored to address pupil need and as a result pupil confidence has increased and learning behaviours are now good. Spring 1 data confirms that pupils are on track to achieve at least expected progress in reading and writing. Progress in maths is slightly below expected for this point in the year and is being investigated further by leaders.

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## Monitoring of Teaching, Learning and Assessment

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The Headteacher and STEP carried out a learning walk in February to focus on the teaching of mathematics.

This related directly to a key theme of the Raising Attainment Plan; '**Raise attainment at the expected standard at the end of KS1 in maths through effective use of data to inform planning and provision**'.

The agreed focus areas were;

- Clarity in the **teaching** of mathematics
- High quality **planning** which is clearly differentiated to meet the needs of pupils.
- The effective use of **resources** to support and extend learning.
- The quality of the **learning environment**.

The Headteacher and STEP agreed that **all teaching seen was at least good with many elements of outstanding practice**.

Discussions confirmed the following strengths and areas for development.

### Nursery & Reception Strengths

- Consistency from Nursery to Reception in how numbers are displayed visually with the use of numicon.
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- Outstanding environment across Reception classes with high quality learning walls, high visibility of mathematics and a range of rich learning experiences to reinforce cardinal and ordinal numbers, addition and subtraction.
- Direct teaching and focused observations being used to support the development of mathematics.

### Areas for Development

- Embed pupil confidence with 1:1 correspondence and addition and subtraction within 10, before moving on to higher numbers.

### Key Stage 1

In **all** lessons the following strengths were observed:

### Key Stage 1

- Learning walls were effectively supporting learning- content was relevant to current topics and included appropriate mathematical vocabulary. Pupils were observed making effective use of the learning walls.
- Learning behaviours and pupil attitudes to learning were exemplary.
- A wide range of resources were used effectively to support learning.
- Planning was detailed and appropriately differentiated to meet the needs of pupils.
- There was clarity in relation to the learning objectives and high quality direct teaching. Pupils were able to talk confidently about their learning.
- Pupils were able to work with a high level of independence.
- Questioning was used effectively by teachers to support, consolidate and extend learning.
- Pupils took pride in the presentation of work- books demonstrated that learning was being presented and recorded in a variety of ways and that there was good coverage of a range of relevant mathematical concepts and skills.
- Marking was appropriate and up to date.
- High expectations from all teachers means that the setting and make-up of maths classes is effectively supporting pupils progress, especially for the less able.

### Areas for Development

In **some** classes pupils would benefit from:

- More mini-plenaries to reinforce key points or extend learning with the whole class or identified groups. This would then enable learning to move on at the right pace.
- Timely interventions and the use of modelling and further direct teaching, especially when asking pupils to apply strategies and skills within word problems and multi -step problems.

The STEP and Headteacher carried out a further book scrutiny in March to follow up actions from the Autumn term English learning walk. Good progress had been made against the recommendations. For example; A visit to the Reception classrooms confirmed that a number of learning opportunities are now being carefully planned to support the development of fine motor skills. Activities such as threading a range of objects and cutting were available. The 'creation stations' had writing materials readily available so that pupils could write about what they planned to make or how they created their models etc.

Scrutiny of pupil books in year 2 noted that some errors in grammar were being picked up. This now needs to be embedded. Books from across the school demonstrate that pupils are being given many opportunities to write for a clear purpose in a range of styles. Stamina writing was evident in all books with some year groups producing significant pieces of writing which have been completed over a number of sessions. Cross curricular writing is clearly having a positive impact on pupil interest and engagement with writing.

Some teachers are using the OAT on SPTO to enable them to see the objectives which are a barrier for those on track to gain greater depth. Current data shows that 75% are on track to gain the expected standard in Y2 with 33% on track to attain at greater depth. All teachers now need to make use of the OAT to really target their teaching in the summer term.

## Evaluation of outcomes based upon mid year review

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Progress against the targets set in the autumn term is as follows:

Reception	Target	% on track February 18
GLD	74%	63%
GLD PP ( 4)	100%	75%

The EYFS lead is confident that the target figure will be achieved. There are now 4 pupils in receipt of pupil premium funding in Reception opposed to the 1 pupil the target was set against.

Year 1	Target	% on track February 18
Phonics	88 %	75%
Phonics PP (3)	100%	100%

Year 1 teachers have identified 4 pupils who have not maintained the progress made in Reception and provision will be tailored to address gaps in learning. Targeted support for disadvantaged pupils has been effective in ensuring they are on track to reach the national benchmark.

### Key Stage 1

Expected Standard	Target	% on track February 18
Reading	88%	88%
Reading PP (2)	100%	100%
Writing	81%	75%
Writing PP (2)	100%	50%
Maths	86%	87%
Maths PP (2)	100%	100%
Combined	77%	75%
Combined PP (2)	100%	50%

Outcomes of spring 1 data show that the school is on track to achieve the targets set in the majority of subject areas. Leaders will ensure that the school tracking systems 'objective analysis tool', is used effectively to identify gaps in learning, particularly in writing, to inform provision in the first half of the summer term.

Greater Depth	Target	% on track February 18
Reading	50%	44%
Writing	35%	33%
Maths	41%	41%

The school is on track to achieve the targets set ensuring that attainment at greater depth in all subjects should remain above the national in 2018.

## School Self Evaluation

School self - evaluation continues to be accurate and based on clear systems of monitoring teaching and learning and using information gathered to make insightful judgements about what the school needs to do to improve.

### School Self Evaluation

	1	2	3	4
Effectiveness of L&M	X			
Teaching, Learning and Assessment		X		
Personal Development, Behaviour and Welfare	X			
Pupil Outcomes		X		
EYFS	X			
Overall Effectiveness		X		

## LA Evaluation based upon evidence provided by the school

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The school performance data and other evidence presented by the school supports the school's judgements.

Leadership and management continues to be effective in driving school improvement. Teaching is securely good across the school with many aspects of outstanding practice. Staff are reflective practitioners and always keen to implement recommendations from both internal and external monitoring activities.

### LA Evaluation

	1	2	3	4
Effectiveness of L&M	X			
Teaching, Learning and Assessment		X		
Personal Development, Behaviour and Welfare	X			
Pupil Outcomes		X		
EYFS	X			
Overall Effectiveness		X		

### Indicative Ofsted Category

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The LA considers this to be a good school with a strong capacity to improve. Whilst the extension of the Infant school to a full through primary school in September 2018 will present challenges, it will also provide an excellent opportunity for the current outstanding leadership and management of the Infant school to have a positive impact on the provision and outcomes for all pupils currently attending the College Town schools.

### LA Category

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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 headteacher is currently the Executive Headteacher of the Junior school and this has been used as an opportunity to further develop the leadership and management skills of the Infant Assistant Headteacher. The school continues to offer advice and support to other Bracknell Forest Schools in relation to outstanding practice in EYFS.

The school has received the following support during the spring term.

### **STEP Spring Visit 1**

- Learning Walk- Mathematics

see note of visit 07/02/18

### **STEP Spring Visit 2**

- Follow up to English Learning Walk
- Review of the Spring Term

see note of visit 07/03/18

The headteacher confirmed that the STEP visits are effective and provide school leaders with opportunities to reflect on current practice. The sessions challenge thinking and contribute to the culture of the self improving school. The headteacher noted that the close analysis of strengths and current areas for development raises the professionalism of all within the school.