

# SCHOOL IMPROVEMENT VISIT REPORT

SPRING TERM 2020



<b>School Name:</b>	(2087) College Town Primary School	<b>Adviser:</b>	Caroline Morgan
<b>Focus:</b>	Spring Term 2020 STEP Report	<b>Reference:</b>	
<b>Additional Adviser(s):</b>		<b>Date of Visit:</b>	14/04/2020 10:15
<b>Attendees:</b>	Trudi Sammons - Headteacher , Anne Duncan - Deputy Headteacher, Emma Britton - Assistant Headteacher	<b>Local Authority:</b>	Bracknell Forest

## Actions

Action	Who	Timescale
Improve the leadership of mathematics by providing additional guidance to the subject specialist on sharing effective practice so that pupils are provided with the right level of challenge, follow, understand and can apply appropriate modelling and staff are supported in developing the resources needed for each scheme of work.	Senior leaders and subject leaders	31/07/2020
Work with subject leaders in mathematics, geography and history leaders so that they are confident when sharing their areas intent, implementation and impact. Provide additional guidance for staff who's classroom practice needs improving so that pupils gain the skills, knowledge and understanding for their year group in line with the National Curriculum.	Senior leaders	31/07/2020
Please note: all timescales for actions will be amended accordingly at the Headteacher's discretion as a result of the current school closures.		31/07/2020

## Monitoring of Quality of Education

College Town Primary School Virtual Visit 01/04/2020

Spring Actions - Agreed at the end of the Autumn Term.

- Create a whole school approach to mathematics by developing staffs' planning, modelling and challenging activities. Use a coaching model to upskill year teams so that pupils' mathematical skills and fluency are enhanced. Capture staffs' reflections and incorporate any new ideas into next year's plans, so that any gaps in pupils' knowledge and skills can be quickly filled. Evaluate the progress made by pupils as a result of stronger teaching. Implement a programme to further support Year 4 pupils' multiplication skills so that their fluency improves in time for their timetables test.
- Enhance subject leaders by interviewing each about their curriculum intent, implementation and impact.
- English and mathematics leaders present to governors' curriculum intent, implementation and impact.

### Quality of education

During the Spring term, leadership and management focused continuously on improving the quality of education across each Key Stage and phase. Leaders have been stretched to enhance provision for their pupils. School funds have been used to provide additional resources to help further develop pupils' knowledge and skills.

Year 5 and 6

The analysis of pupils' mock Key Stage 2 English and mathematics SATs papers in early January 2020 by the senior team, identified there were a number of pupils who were well below their FFT targets and/or age-related expectations. Leaders used a question by question analysis of the Year 6 mathematics SATs papers and moderated reading papers to find that there were two groups of pupils who needed additional support; those below the expected standard and those below the greater depth standard. The senior team forensically reviewed the provision to identify what could be quickly improved and set about developing and implementing a plan of support for Year 5 and 6 pupils.

Two intervention groups were created in both subject areas, English and mathematics. All pupils were provided with an intensive programme of support which ran after school from January 2020 and throughout the half-term holidays for four hours a day. Leaders with the help of Katie Purdy provided this additional help and guidance. All the pupils asked to attend over half-term did so and their confidence and capability improved dramatically during this time. Parents were very appreciative of the help their child received.

## **Mathematics**

A mathematics work scrutiny in Years 5 and 6 by senior leaders at the beginning of the Spring term, highlighted that both the quality and the quantity of pupils' work was typically too low. This suggested teachers' planning and expectations were also weak. In addition, leaders could see that teachers had much higher expectations of the pupils' capabilities in Year 2 than in Year 5. The Headteacher and deputies discussed with the Year 5/6 leaders the immediate actions which needed to be taken and the probability of these pupils rapidly improving.

Following the intervention pre and during half-term, the headteacher continued her support, by attending the daily Year 6 mathematics lessons. Here she noticed a distinct lack of teacher planning. The lack of, modelling, effective questioning, checking pupils understanding of the solutions, knowledge organisers and redundant use of the working wall, resulted in a lack of pupil progress. However, following a daily presence in lessons by the headteacher, and a continual focus on what the pupils struggled with as well as, additional resources in the form of jotters/workbooks, the teacher's planning improved. As a result, the pupils began to accelerate their knowledge and understanding, engage better in their learning and enjoy the progress they were making in this subject.

The headteacher also began to see first-hand, what Year 6 pupils could achieve, when the lessons were well-planned. As a result of leaders, quick identification of the gaps in pupils' mathematical skills, consolidated teaching which strengthen pupils understanding and reasoning leaders were confident Year 6 pupils were on the right trajectory to achieve their mathematical school targets.

Following a closer review across the remainder of Key Stage 2 mathematics, classroom practice for pupils in Years 3 and 4 while developing was enabling the pupils to access the curriculum because the teachers had stronger relationships with their pupils. Consequently, staff were able to identify those pupils who were struggling or off task.

## **English**

The intervention work in early Spring had a positive impact on pupils' ability to access the Reading and writing elements of the Key Stage 2 papers. However, the DHT, continued to attend the daily English lessons in Years 5/6 to address the low expectations of teachers in these years. Here she supported staff and pupils by moderating in-class answers, supporting teachers planning and providing immediate feedback to both pupils. As a result, their ability to write an effective answer to a piece of text improved significantly. This day to day additional support for 6 weeks helped pupils to gain a strong understanding of what the expected standard and greater depth looked like as well as, how to achieve it for themselves. There is more to do and actions have been taken to ensure provision is stronger from September 2020 for Year 5/6 pupils, once schools return to 'normal'.

Given this continued focus on improving the provision for Reading in Year 6, the senior team are confident that the mock results in January 2020 for English are now not a true reflection of the pupils' capabilities. Revised outcomes based on triangulating teacher assessments show pupils were highly likely to achieve their school targets. These adjustments are recorded in the data table below.

### **Ongoing support for Year 6 pupils**

Leaders have continued to work through this coronavirus pandemic with Year 6 pupils. They have issued them with, Rising Star texts and continue to ring to check they are engaging in their studies. These wider measures, checking that pupils are continuing with their studies will ensure that when these pupils begin their secondary schools, they are ready to meet these new challenges.

## **Reading**

One of the whole school key priorities for this academic year focused on developing reading, improving comprehension using a variety of texts. Training has taken place to improve staff's understanding of what Reading looks like at College Town Primary School. This included

how phonics should be taught using letters and sounds as well as, what makes an effective phonics lesson.

In addition, a writing review was conducted by Zoe Livingstone, LA adviser, with the DHT. During a learning walk through Years, 5 and 6 it was agreed that there were limited opportunities for pupils to, draft their work and to write across a wider range of audiences, purposes and levels of formality. Too much time was spent in lessons practising grammar exercises rather than applying their new-found knowledge to the wider curriculum.

Leaders have used the guidance given by Sarah Hubbard at Pan Berkshires training for English Leaders to promote reading across the school. They have drawn on the expertise of Zoe Livingstone, LA adviser to provide CPD and verification that provision needed to improve in Years 5/6. In addition, the senior team and English leaders have used the key questions provided by the LA to support their teams real understanding of how the school's English curriculum is designed and intent, as well as address how effective it is at different phases at developing pupils' knowledge and skills.

As a result, the senior team have

- adjusted the texts across Key Stage 2 so that pupils were given more challenge and a wider variety of writing genres
- embedded grammar for pupils by providing CPD for staff
- raised expectations
- revisited with staff how to explain challenging vocabulary in lessons
- ensured pupils understood how to develop their comprehension within a text and what an effective answer would look like
- improved guided reading across Key Stage 1 and 2
- broadened and developed the opportunity for pupils to read by widened quality texts in classrooms and the library
- promoted texts, so that pupils could read some of the books others had read and enjoyed
- increased pressure on Year 5 and 6 teachers to improve the quality of their English lessons to enable pupils to develop their knowledge and skills better
- delivered an intervention programme of support for those below their target grades

## EYFS

EYFS has been a strength and leaders of this phase offer advice and guidance to others within the LA. This year, Emma AHT has been supporting Meadow Vale Primary School and Binfield Primary School. However, despite others taking on the role of EYFS leader in College Town Primary School their vigilance on how best to develop these children has not always as strong as it could be. This has resulted in some additional monitoring and strong intervention directing staff on how best to improve the quality of provision for pupils.

Phonics has always been well taught at College Town Primary School and continues to be in most year groups in Key Stage 1. However, quality assurance observations identified that changes in staffing, due to illness, resulted in Year 1 lessons not being planned as well as they could be. Consequently, the AHT and the Key Stage 1 English leader worked to support the teachers' planning from October onwards. They revisited how pupils were being taught their letters and their sounds. Funding was used to, purchase additional resources and create some, for teaching assistants to use with pupils. Additional phonic books were bought to aid pupils use of phonics when developing their early reading, for example, teddy words. Changes were made to staffing so that the stronger teaching assistants in Year 2 transferred to Year 1. This helped to accelerate phonics for Year 1 pupils. Leaders were confident that all pupils would have met the phonics threshold.

## Subject leadership

Core and foundation subject leaders have been continuing to develop their knowledge of how their curriculum is designed and taught, across each phase and Key Stage. Staff are beginning to look at how staff develop pupils' skills and understanding across a range of subjects. All middle leaders have now completed their planning overview and action plan having gathered their understanding of the design, content as well as how well it is being taught across the school. However, leaders recognise some middle leaders are more effective than others while others need further support in understanding their roles and responsibilities.

## Overall strengths

- The senior team challenged the weak progress and performance, providing the appropriate intervention during this spring term.
- A much stronger English and mathematics curriculum is now in place for pupils in Year 5 and 6.
- Teachers have had to raise their expectations of pupils' capabilities in Key Stage 2
- Reading has been given a revisited priority across the school
- The teaching of reading to EYFS, Year 1 following on from their phonics training is now more effective.
- Staff are explaining vocabulary better in lessons

- Pupils are reading a broader range of books and texts.

### **Weaknesses**

- Some subject leadership needs developing.
- Year 5 is a weak year group and additional support will be needed to accelerate their progress once the lockdown is lifted.

### **Actions for the summer term**

- LA adviser to provide additional guidance for the mathematics subject leader to help him develop his leadership, sharing effective practice so that pupils are provided with the right level of challenge following appropriate modelling and staff are supported in developing the resources around the schemes of work.
- Preparation for Ofsted which is highly likely to be the Autumn term.
- Work with Mathematics, Geography and History Leaders to review their understanding of their subjects intent, implementation and impact.

## **Evaluation of outcomes based upon mid-year review**

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**EYFS Target** – GLD – 78%(2019 NA 72%). There is one disadvantaged pupil in this cohort and not expected to meet the standard.

**Spring Term Review** - 78% will achieve GLD at the end of the academic year.

**Phonics Target** – 82% expected to reach the standard at the end of Year 1. (2019, NA 82%)

**Spring Term Review** - leaders are confident that this target will be met is likely to be much higher.

**Key Stage 1 Expected Standard Target** - 83% reading and 73% writing while 83% expected to make the standard in mathematics (2019 NA 75%, 69% and 76% respectively). There are two pupil premium pupils in the cohort one of which is also SEND. One is expected to meet the standard.

### **Spring Term Review**

82%, 80% and 83% in reading, writing and mathematics retrospectively. This shows significant improvement in pupils writing, despite changes to the cohort. This is quite some feat given those new to the school. (Two pupils arrived from NI, where pupils follow a different curriculum. One pupil new to College Town has severe ASD and an EHCP has been applied for this pupil. An additional EAL pupil is also new to this country and school. Conversely, three pupils at the expected standard, have left College Town Primary School.)

**Key Stage 1 Greater Depth Target**– 16% in reading, 11% in writing and 12.5% in mathematics. (2019, NA 25%, 15% and 22% respectively). One of the two pupils should reach greater depth in reading and mathematics.

### **Spring Term Review**

Leaders are confident that 24%, 14% and 17% would achieve the higher standard in reading, writing and mathematics respectively.

### **SEND Targets**

There are seven pupils with SEND in Year 2. All have communication and learning difficulties. None are likely to make expected standard in either reading, writing or mathematics.

### **Spring Term Review.**

While pupils are gaining in confidence pupils communication and learning difficulties negatively impact on their progress.

**Year 4 pupils** meet the national standards for multiplication tables. These tests have been cancelled for this year.

**Key Stage 2 Expected Standard Target** – 85%, 78% and 73% respectively in reading, writing and mathematics (2019 NA, 73%, 78% and 79% respectively)

**Key Stage 2 Greater Depth Target**– 28%, 19% and 28% respectfully in reading, writing and mathematics. (2019, NA 27%, 20%, 27% respectively)

62% are targeted to meet the expected standard in reading, writing and mathematics. (NA 65% in 2019) While 40% of pupil premium pupils should achieve the expected standards in all three core areas.

While 78% of the cohort are expected to meet the standard in grammar punctuation and spelling. (2019 NA 78%)

In Year 6 there are also eight pupils with SEND. None of these pupils is expected to make the standard.

There are five pupil premium pupils in this Key Stage 2 Year 6 cohort. Three are expected to meet the standards in reading, writing and mathematics.

### **Spring Term Review.**

January 2020 mock data identified there were a number of pupils who were unlikely to make the expected standard or greater depth standard, especially in mathematics. Internal school mock data identified that in January 2020, 82%, 70% and 68% were likely to be at ARE in reading, writing and mathematics. However, as a result of relentless support and intervention for those below the expected standard and those targeted to achieve greater depth, leaders are confident that these outcomes would have been, 88%+ in reading, 78% in writing and 84% in mathematics. At greater depth, leaders internal data in January indicated that 25%, 17% and 25% would have achieved the greater depth standard and similarly these outcomes would also have improved significantly as a result of this intervention to, 33%, 27% and 33% respectfully. These figures are based on the current cohort of 45 pupils opposed to 47 at the beginning of the academic year. Internal mock data in January 2020 indicated that 62% of pupils would have achieved the ARE standard in all three subjects, reading, writing and mathematics. Given the intervention and progression made by many pupils, this would have risen to 77% in the summer of 2020.

## School Self-Evaluation

Senior leaders recognise that their continual focus on knowing and developing each pupil ensures strong relationships are formed with families. As a result, there is a strong and effective culture and ethos which pervades the school. All pupils, parents and staff are highly valued. New pupils settle quickly and flourish. Behaviour across the school is excellent and each pupil's personal development is given a high priority by all staff.

The headteacher's continual drive to improve the quality of education across the school creates a reflective culture for staff. However, leaders recognise some subject leaders are still developing their understanding of the wider curriculum, as well as their skills as a middle leader. This new team of middle leaders will impact positively on the progress pupils make across all their subjects long term, as staff will become more familiar with the skills and knowledge pupils are developing from entry to the end of Key Stage 2. Developing subject leadership is a whole school priority.

The quality of education is good and continues to improve. The whole school focus on raising standards in the core subjects for Key Stage 2 remains a key priority. The focus on reading, writing, grammar and mathematics has ensured all staff have higher expectations and understand their role in planning and developing their teaching to support pupils application and understanding. The evidence leaders have collected and shared with their LA adviser which includes, the progress made by individual pupils, year group trackers and work scrutinies provides further proof of the advances made this term.

### Self Evaluation

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

### LA Evaluation based upon evidence provided by the school

The LA agrees with the schools self-evaluation.

### LA Evaluation

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

### Indicative Ofsted Category

If inspected at the current time, the school would be judged to be good.

## LA Category

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College Town Primary School is an LA Category 2 school. The senior leadership within the school are very strong and have the capacity to improve and share good practice. However, subject leadership is still developing.

## LA Support and Impact

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The school team have all benefited as a result of the CPD and support from Zoe Livingstone's work with the school. Moderation of writing and leaders focus on reading has meant that pupils are now provided with a variety of different texts to read and confidently record their understanding in well-formed paragraphs and pieces of writing across the school. Staff have also revisited their understanding of how to use grammar effectively. This continues to help staff better support pupils' writing.