

SCHOOL IMPROVEMENT VISIT REPORT

AUTUMN TERM 2019



School Name: (2087) College Town Primary School

Focus: Autumn Term 2019 STEP Report

Additional Adviser(s):

Attendees: Trudi Sammons - Headteacher

Adviser: Caroline Morgan

Reference: Autumn 1 visit 04/11/2019
Autumn 2 visits 26/11/2019 and 03/12/2019

Date of Visit: 26/11/2019 08:00

Local Authority: Bracknell Forest

Actions

Action	Who	Timescale
Create a whole-school approach to mathematics by developing staffs' planning, modelling and challenge activities. Use a coaching model to upskill year teams so that their 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.	Mathematics subject leader	31/03/2020
Enhance the role of subject leaders by interviewing each about their curriculum intent, implementation and impact.	Senior leaders and subject specialists	31/03/2020
English and mathematics leaders present to governors' curriculum, intent, implementation and impact.	Subject leaders	31/03/2020

Summary of Strengths and Weaknesses based upon Pupil Outcomes across the school

Strengths

- In 2019, the percentage of pupils meeting the good level of development at the end of EYFS was well above the national average.
- The teaching of phonics and the percentage of pupils reaching the standards improved slightly in 2019. Outcomes are now broadly in line with the national average.
- At Key Stage 1, 38% of pupils excelled in reading, achieving greater depth.
- At Key Stage 2 the percentage of pupils reaching the expected standard in reading, writing and mathematics improved and attainment is now in line with national averages. Consequently, 64% of pupils at College Town Primary School met all three age-related standards in reading, writing and mathematics at the end of Key Stage 2, in 2019, nationally 65%.

Weaknesses

- In 2019 too few pupils reached the higher standard at the end of Key Stage 2 in reading, writing and mathematics.
- The progress pupils make from Key Stage 1 to 2 is weak in reading, writing and mathematics.

Priorities for 2019/20 academic year and effectiveness of the School Improvement Plan

The school improvement plan identifies the key actions and steps leaders are taking to improve the areas highlighted on the school's self-evaluation. The Standard and Effectiveness Partner, along with the Headteacher discussed these appropriate actions and success criteria to ensure they would provide the outcomes leaders and governors expect for their pupils at the end of each key stage.

- Objective 1 - Improve pupil outcomes by raising standards and ensuring progress in core areas of the curriculum, for all groups of pupils.
- Objective 2 - Improve the impact of mathematical teaching on pupils' learning and progress.
- Objective 3 - Improve the use of formative and summative assessment information so that progress and the percentage of pupils meeting the standard are accurately measured(summative). Ensure pupils recognise the next steps in their learning(formative).
- Objective 4 - Improve key aspects of leadership, management and governance.
- Objective 5 - Improve levels of parent/carers engagement.

School Self Evaluation

Leaders and governors are well aware of the school's strengths and weaknesses, as well as, the key areas for improvement. Leaders accurate views on the school's overall effectiveness are based on a wide range of evidence including, LA visits, learning walks, work scrutiny, discussion with leaders and the school's self-evaluation. Leaders and the Standards and Effectiveness Partner agree on the school's current overall effectiveness based on the judgements from the Education and Inspection Framework.

The Quality of Education

In 2019, the curriculum at Key Stage 2 needed to be completely rebuilt following the amalgamation of College Town Infant and Junior schools. Leaders' initially focused on changing, the culture across Key Stage 2 and to accelerate pupils' progress. Leaders recognise that while the Key Stage 2 attainment data is in line with the national standards pupils need to make more progress in the core subjects. As a result, further actions have been taken to improve pupils' reading, writing and mathematics. Consequently, pupils now read high-quality literature to further develop their vocabulary and love of reading. The mathematics leader has directed staff to use manipulatives, prior to using a paper and pencil approach to problem-solving. Where this is done well, pupils gain both in confidence and application. Stronger mathematics resources have been introduced across Key Stage 2 based on the White Rose scheme and Classroom Secrets.

Leaders are very clear that those pupils who read extensively and talk confidently succeed better than those who don't. Consequently, leaders have ensured there is a strong focus on speaking and listening to ensure every child is a 'talker'. Letters, sounds and chatter bags support this approach at nursery and reception. Parents are encouraged to support their children through learning phonics with them, in order to accelerate pupils' reading. The curriculum across nursery and EYFS is very effective and outcomes support leaders judgements.

Foundation subject leaders have been developing their roles and improving the curriculum over the last six months. As a result, these new leaders are beginning to look more closely at what their intent looks like in practice. This is helping them to address how their curriculum and teachers' sequencing of learning, is positively impacting on the pupils' knowledge, skills and understanding. Developing progression from EYFS to Year 6 is each subject leaders priority in 2019/20. This will help these middle leaders understand how pupils' develop their skills and knowledge so that they use them well. Leaders recognise that quality first teaching is the best way to support their pupils. Consequently, CPD for

staff to further develop teaching, learning and assessment remains a key action for leaders.

A number of families are from military backgrounds, (approx. 25%) and changes to their postings, affects the school profile. Support is in place to help these families when needed.

There are also a significant number of pupils who are disadvantaged and currently, 13.7% of the school population need SEND support. The inclusion leader works with staff so that they plan effectively for pupils with SEND within the classroom. The level of intervention and type most suitable for pupils is adapted depending on the needs of individual pupils with complex needs. This means the Learning Hub is used appropriately and in a timely way for those who need it.

Behaviour and attitudes

Leaders and staff have built strong relationships with pupils and their families. Consequently, leaders know their pupils well. They know what pupils are interested in, as well as what excites them, which allows leaders to work well with families. Behaviour is typically very good in lessons and at playtimes. The school is very calm and there is a definite learning environment evident in all lessons. Bullying is rare, but when it does occur, restorative approaches are used to eliminate further recurrences. A play therapist, ELSA support worker, attendance and welfare leader, along with the senior teamwork to ensure all pupils are ready and willing to learn. Attendance was 95.7% in 2018/9. Exclusions were low with 3 instances based on 2 pupils with very complex needs.

Personal developments

Leaders recognise that some pupils need some additional help to build confidence, resilience or overcome emotional challenges. Pets are used to help those pupils who have difficulty with their emotions and/or reading.

There is clearly a culture across the school of hard work and celebrating success. Pupils are encouraged to achieve their best and are rewarded for their improvements academically and in their contribution to the community. Leaders encourage pupils to develop their leadership skills through the school council and digital leaders.

EYFS The progress pupils make in reception is as a direct result of the progress they make at nursery. Both areas are exceptionally well organised and effective. Established staff develop children's skills very well. Oracy and teaching of social skills are an integral part of the curriculum. There is a good balance of inside and outside learning activities that enable children to learn quickly.

Leadership and management

Leaders and governors are always looking for ways to further enhance provision at College Town Primary School. There is a culture of continual improvement and to strive for excellence. Leaders relentless focus on 'doing their very best for all their pupils', is evident, both in discussion with leaders, and the actions they take to improve the quality of education for all pupils, especially the most vulnerable. School improvement plans, raising achievement plans, pupil monitoring and tracking, all enable teams of both senior and middle leaders to reflect on how to further raise attainment, engagement and pupil progress.

Leaders are keen that subject leaders 'share the vision and be the vision' through their actions and discussions with staff. Leaders use CPD well to further enhance the quality of education. This helps all staff to carry out their roles well. As a result, lessons are typically well planned and organised, leaders know their key actions and time scales for completion and the school is constantly moving forward.

Following the consultation of the amalgamation in the spring of 2018, the school staff team went through a process of restructuring. Weak teaching and leadership were quickly addressed and where improvements could not be made, staff were encouraged to leave. This staff team is now much stronger as a result. The culture and ethos which had been embedded into the infant school have now been established in the junior school. Relationships with staff and pupils are now very strong and enable pupils to make bigger learning steps.

Safeguarding is effective. There are a qualified group of designated safeguarding leaders who routinely discuss any pupil identified as vulnerable or an open case to the county. Leaders are quick to follow-up on any concerns to ensure that all pupils are safe.

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 Standards and Effectiveness Partner agree with the Headteacher's schools self-evaluation.

Quality of Education

During the autumn term, the Standards and Effectiveness Partner carried out a 'deep dive' to look at the quality of education in mathematics in Key Stage 2.

Strengths

- The mathematics curriculum is fit for purpose.
- The curriculum overview and planning matched the activities in class.
- Pupils were engaged in their learning and making progress in lessons.
- Curriculum 'classroom secret' resources were being used to add problem-solving activities to lessons and provide additional challenge.
- Teachers had concrete manipulatives available for pupils to use, as well as paper-based examples.
- Pupils books clearly showed progress over time.

Weaknesses

- In some cases, staff were less confident with using manipulative and so these were not used as well as they could be in some classes.
- Some staff lacked confidence in their own mathematical ability and shied away from supporting pupils, perhaps as

well as they would have in other subjects.

- Some pupils lacked the recall skills with their multiplication tables.
- Staff need further help to recognise 'dead time' in their lessons so that pupils are not sat waiting patiently for the next activity.

Actions are being taken to address these weaknesses through the spring term.

Leaders and governors are determined that all pupils will develop their knowledge and broaden their skills as a result of being a pupil at College Town Primary School. There is a whole school drive to ensure pupils receive effective provision and leaders have reviewed the curriculum to ensure this is fit for purpose. However, leaders know there is work to do to reinforce pupils reading, writing and mathematics and these core subjects remain the whole school's improvement priority for 2019/20. There is a wide variety of additional intervention activities in place throughout the school day to help pupils accelerate their progress. As you walk around the school building, there are lots of small groups working with staff to enable these pupils can access the taught curriculum more quickly. This is especially evident in Key Stage 1.

Behaviour and Attitudes/ Personal Development.

Since the school's amalgamation, leaders and governors have worked hard to establish the strong effective culture of College Town Infant's School's, across the now College Town Primary School. This positive school ethos is now evident at Key Stage 2. Pupils are happily engaged in their activities and were very proud to be part of the school community. Pupils were encouraged to take an active part in their own learning which was good to see during a recent learning walk, as this had not been the case historically. The environment for learning at Key Stage 2 has also improved dramatically. There are some lovely displays showing pupils achievements. For example, improvements to attendance, contribution to the community, gains in mathematics are publicly rewarded through excellent displays and assemblies. This encourages pupils to get involved or improve their own weaknesses.

Respect for all is clearly inherent in the whole school culture, as all staff and pupils treat one another with the dignity they deserve. Pupils have a clear understanding of what is acceptable and not acceptable behaviour.

The school's environmental centre is used to develop pupils' knowledge of animal health and welfare, as well as growing their own crops. Pupils are taught about how to take care of the environment and how to live in a sustainable world. Eco-warriors play a key role in reinforcing these themes. Pupils enjoy taking an active role in helping animals and protecting their environment. Knowing how to look after themselves and others are strong values to have and will help pupils to be reflective of their actions as they develop into adulthood.

Leadership and Management

Leaders have clear plans for how they intend to further develop pupils knowledge and skills. The senior team work closely to track both their own advances and the impact these actions have on pupils. They use their raising achievement plans and keep these documents live by visiting them routinely in meetings. These are clearly displayed in the meeting room along with a visual representation of which pupils are expected to make which standard, across the core. Governors provide both the challenge and the support when needed and have a clear set of actions to check on the progress leaders are making throughout the academic year.

Leaders recognise that as the school has grown in size, there is a need to have additional pastoral support to manage the pupils' needs and have changed their staffing structure to reflect this from September 2019.

	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 2019

The headteacher and LA STEP discussed at length the profile of each year group to determine suitable targets for the end of phase and key stage. These final targets were set following a discussion on which pupils remained in the cohort, school monitoring and projected FFT outcomes. Some pupils will not make the grades expected because of outside influences or because their SEN hinders their academic progress.

Nationally 85% of pupils who met the phonics standard in Year 1 attained the expected standard in reading at the end of Key Stage 2. Leaders are tracking all pupils who gained the phonics standard in 2015 and reading at the end of Key Stage 1 in 2016.

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

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

Key Stage 1 – expected standard 83% in 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.

Key Stage 1 greater depth – 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.

There are 7 pupils with SEND in Year 2. All have communication and learning difficulties. None are likely to make expected standard in either RW or Mathematics.

Year 4 pupils meet the national standards for multiplication tables.

In Year 6 there are also 8 pupils with SEND. Here also none of the pupils are expected to make the standard.

Key Stage 2 – expected standard 85%, 78% and 73% respectively in reading, writing and mathematics (2019 NA, 73%, 78% and 79% respectively)

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

Key Stage 2 greater depth – 28% 19% and 28% respectfully in reading, writing and mathematics. (2019, NA 27%, 20%, 27% respectively)

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

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

Almost all targets are above 2019 national averages.

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

The agreed priorities for the spring term are noted at the front of this report.

Indicative Ofsted Category

The evidence collected through STEP visits, the school's self-evaluation and the school improvement plans indicate that College Town Primary School is a 'good' school.

LA Category

College Town Primary School is classified as an LA category 2 school.

Summary of LA support and impact

Leaders and governors continue to work in partnership with the LA to secure further improvement, especially within mathematics at Key Stage 2.

The senior team values the support provided by the Standards and Effectiveness Partner in relation to school improvement and target setting. In addition, a review of mathematics was carried out across Key Stage 2 to look at leadership and the quality of education. It was noted that the quality of provision was weaker where staff lacked confidence in using manipulatives in lessons. Consequently, some lessons are being used in later years to fill gaps in pupils' understanding. Actions are being taken to address this.

Leaders continually reflect on the support an individual pupil may need to further help them cope within their world. Leaders would appreciate further clarification on LA processes, timescales and feedback in relation to, for example, Prevent and SEND.