



Key Issue 1 Impact Report

Ofsted September 2016

Increase rates of progress in key skills so that more pupils reach the standards typical for their age by:

1.1 using lesson time effectively and providing learning activities that offer challenge to all groups

1.2 providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects

1.3 helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the schools policies.

1.1 Actions

- weekly support given to teachers on planning with a focus on differentiation, support and challenge by the SLT.
- Monitoring system is more frequent and consistent - lesson drop-ins and book scrutinies are planned termly , feedback is given to staff regularly and information contributes towards a TOAP (Teacher , On a Page)
- NQTs are supported weekly with planning by mentors and have a specific focus/opportunities to observe best practice in school.
- Tracking assessment systems have been developed and shared in pupil progress meetings to show, monitor and target the progress made in different groups- SEN, PP, PA, EAL etc.

1.1 Monitoring, evaluation and impact

- Planning now shows more detail, is age appropriate and includes specific focus for support staff in the lesson.
- Outcomes of lesson observations and drop-ins on TOAPs show an improvement in the use of pace, differentiation and challenge for all teachers. Although this is still an area that needs developing, the focus is now moved to developing a more consistent marking and feedback approach.



West Melton Primary School

- Both NQTs have passed two termly reviews and have met targets set, making good progress and actively seeking ways to act on any advice given.
- More effective and specific interventions have been put in place to ensure that specific groups are making good progress eg SEND data tracking shows that phonic interventions have made an impact however, number and reasoning interventions are needed.

1.2 Actions

- New curriculum topics were introduced to staff in September. Each month there is a key subject theme throughout school. Work produced in class is displayed and celebrated on corridors.
- In November our quality mark status was reassessed. This involved the monitoring of key subject skills and how effectively they are taught.
- T & L reviews from external visitors - LA and WPT leaders have been held in March/April.
- Timetables have been reviewed and updated to ensure that Reading skills (RWinc and spelling are taught consistently each day) Reciprocal reading is introduced afterwards, additional to this - Guided/shared reading lessons are taught in KS1. Big maths is timetabled each day to ensure the teaching of mental maths skills is taught separately to the main maths lesson, providing opportunities to use and apply new skills taught.
- Theme weeks are planned to focus on key subject areas - reading week with a visiting author, science week with a space focus.
- Writing is promoted and published on Pobble. The website licence and cpd were purchased to promote and celebrate writing throughout school. Weekly assemblies have a Pobble focus.



West Melton Primary School

1.2 Monitoring, evaluation and impact

- Displays in classrooms and around school display and celebrate a variety of children's learning and are good evidence of better quality presentation and quantity of learning. Displays have been commented on positively and identified as a strength by external visitors.
- Quality Mark status was successfully awarded.
- T & L reviews outcomes showed that at its best, learning is challenging, appropriate and meets the needs of most children, ensuring the children make progress within lessons and across time. This was particularly strong in EYFS, Y3 & Y5. Lessons were well sequenced and built learning upon learning using work already undertaken and opportunities to deepen understanding and build resilience. Adults in school clearly know the children very well and can talk about their individual circumstances whilst been able to demonstrate their response to pupil needs in the provision they are providing. It is refreshing to hear that personal circumstance, whilst acknowledged, are not used as limiting factors to attainment and progress.
- Theme weeks were a huge success - 90+ books were purchased and signed by our author, a variety of creative homework projects were created, celebrated and displayed in science week.
- Staff are more confident to use Pobble and access the resources as teacher/WAGOLL tools.





West Melton Primary School



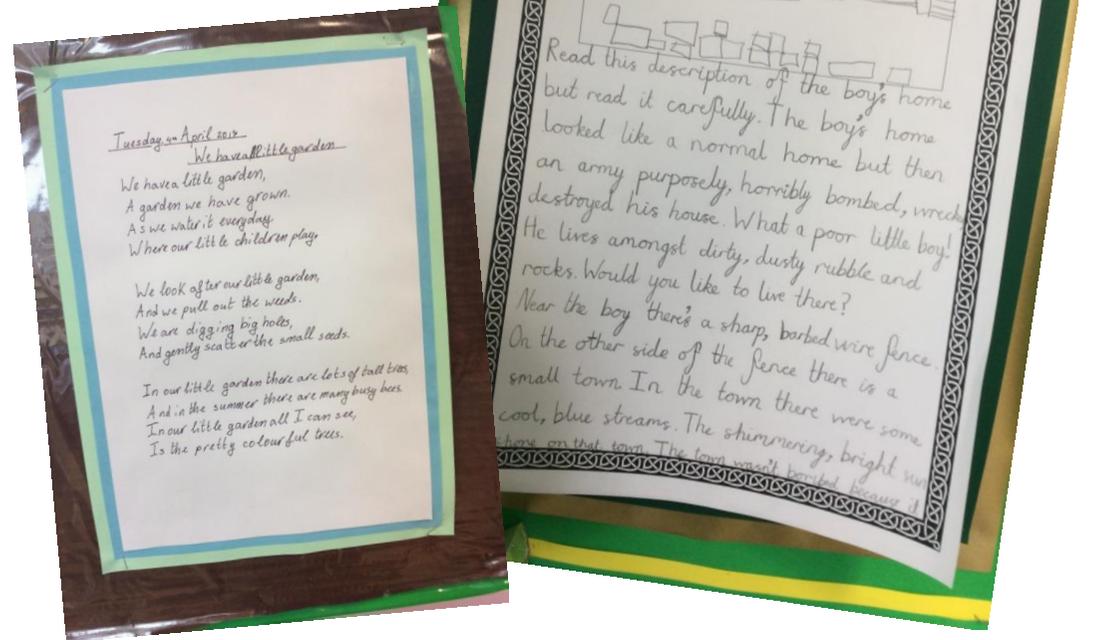
1.3 Actions

- In Autumn term b, all teaching staff took part in a handwriting INSET which involved introducing a whole school handwriting style and approach throughout school. A new policy was developed from this training and produced by Literacy lead Michelle Foster in order to ensure this remained an important focus .
- Quality Mark reassessment took place in the same term, which gave SLT a new focus. Outcomes from the book scrutiny was very positive in T & L reviews.
- M & F was reviewed and presented to staff in September. Regular book scrutinies have a focus on the effectiveness of this.



West Melton Primary School

1.3 Monitoring, evaluation and impact



- Presentation of children's writing is much improved. Handwriting is more consistent and in line with our policy from the training by Martin Harvey. Presentation was seen as a strength by external visitors. Books also show progress and good improvement in presentation.
- Book scrutinies show an increase of children responding to marking and feedback in purple pen independently.
- Further work on effectiveness of marking and feedback is needed and identified as an action from recent reviews.



West Melton Primary School

Key Issue 2 Impact Report

Ofsted September 2016

Make better use of school information systems to:

- 2.1 check on the progress of all groups of pupils, particularly the most able and those who are disadvantaged or who have special educational needs and/or disabilities
- 2.2 identify patterns of poor attendance for individual pupils and groups of pupils so that support can be more effectively targeted
- 2.3 analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply.

2.1 Actions

- Tracking systems are now in place and used in pupil progress meetings for all groups identified in all year groups by SLT.
- Interventions and booster groups for individual and small groups are identified and planned for during these meetings, using the data.
- Drop ins have a specific group focus -eg SEN- differentiation and support.

2.1 Monitoring, evaluation and impact

- Steady progress is being made and tracked with all groups. Children who are identified as stuck or making no/limited progress are instantly targeted for further support.



West Melton Primary School

2.2 Actions

- *C Marshall and K Gaunt monitor attendance closely, meeting with EWO, tracking and supporting families with better attendance.*
- *Letters have been sent to targeted families to raise awareness of attendance issues.*

2.2 Monitoring, evaluation and impact

- *Although still below the school's target, attendance has steadily improved since September.*
- *Individual case studies evidence successful partnerships with External agencies such as EWO, EH to support some of our PA families.*
- *More detailed action plans for PA families to be implemented.*

2.3 Actions

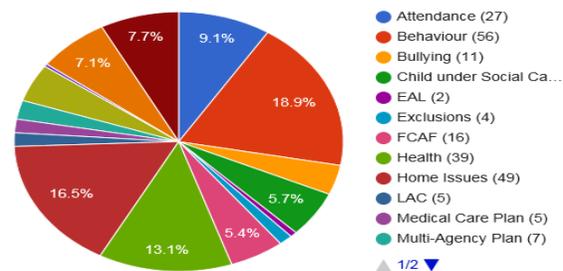
- *All staff have received staff training on using CPOMs to record behavioural incidents.*
- *All staff have received transgender training and anti-bullying cpd.*
- *Playground leaders and nurture provision being developed to support individual behaviours.*
- *Information pulled off cpoms by SLT to track the number of incidents.*
- *T & L review by WPT leaders had a focus on learning behaviours.*



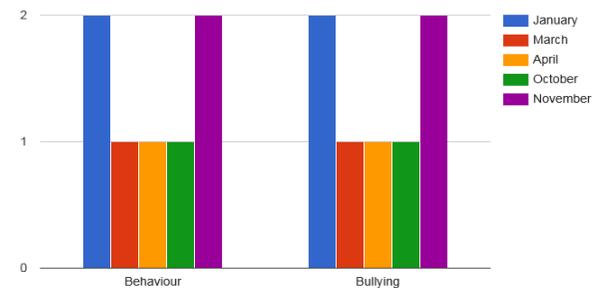
West Melton Primary School

2.3 Monitoring, evaluation and impact

all Students by Category



Incidents by Month and Category



- Cpoms is used as an individual record of any incident of behaviour, health, attendance and safeguarding record.
- SLT have begun to pull reports/graphs from Cpoms to analyse behaviour and specific categories and address these more effectively, for example a number of incident around behaviour/name calling and lead to the organisation and planning of an friendship week in school with anti-bullying workshops in all year groups by an external provider.
- More children can access nurture provision during lunch times and assembly times – these children are much more positive, calm and ready to learn. There are Less incidents on the yard at lunchtimes.
- WPT review outcome stated: Relationships are strong A-A, A-C, C-C throughout and there is an inclusive feel to the school. At its best the children are thoroughly engaged, enthusiastic about their learning and willing to share their experiences. Pupils talk knowledgeably and at length about their learning. Children and adults were warm, welcoming and there was a pleasant and safe working atmosphere within school. The characteristics of effective learning build from an excellent foundation including; independence, co-operation, peer to peer support, resilience and a positive behaviour.



West Melton Primary School

Key Issue 3 Impact Report

Ofsted September 2016

Improve the quality of learning support that pupils receive by:

3.1 ensuring that all adults have the knowledge and skills to meet the needs of pupils who need extra help

3.2 monitoring the effectiveness of phonics teaching to check that it is consistently good.

3.1 Actions

- Whole school cpd for core subject areas has been planned for and lead by SLT, subject leaders to ensure the main areas on the DEP are planned for effectively.
- All staff now attend CPD sessions as from January in order to ensure better consistence and more upskilled staff.
- Whole school and WPT subject moderations have taken place.
- Individual CPD programmes for NQTs, RQT, subject leaders have been undertaken.

3.1 Monitoring, evaluation and impact

- Staff evaluations and lesson observation outcomes on the whole show that training has had an impact on teaching and learning and techniques are being implemented.



West Melton Primary School

- Subject moderation has raised awareness of year group expectations for all staff.
- Individual training is being implemented in the classroom. Subject leaders had lead staff meetings to ensure that we all kept up to date and informed with statutory information.

3.2 Actions

- All eight new staff members received an induction INSET day in July 2016, providing training opportunities for teaching strategies implemented such as RWInc, Reciprocal reading, talk for writing and the school's non-negotiable document, in order to set clear expectations and goals for a smooth transition.
- Both NQTs are provided with a clear action plan of support from their allocated mentors with this objective as a clear focus.
- Weekly planning support provided for all staff by members of the senior Leadership team in order to ensure pace, support, challenge, differentiation and subject coverage is planned for effectively.
- The school's Quality Mark status was reassessed in November.
- A teaching and learning review was carried out by Leaders of the WPT in March.
-
- Subject reviews for Literacy and Numeracy were carried out by Local authority advisors and school leaders.
- Observations of effective Reciprocal reading and RWInc lessons in their schools were carried out by staff.





West Melton Primary School

3.2 Monitoring, evaluation and impact

- Literacy review by LA Literacy advisor Amy Parry alongside Literacy Lead from BW, Literacy Coordinator M Foster and HT Z Norris in March showed that the Data shows significant improvements in the results of the phonic screen and a phonics programme (RW Inc) is in place. The teaching observed, although an improved picture, however, was not consistent.
- In Y1 the impact of phonic interventions and additional reading/comprehension interventions has been that 9 (42%) pupils compared to 1 (5%) in September have passed the last Phonic screening check in March and an additional 8 more children are on track scoring a high 20+. % are now on track compared to 0%. Reading assessment outcomes are showing that 19/27 73% are currently on track for expected progress.
- In Y2 the extra reading/comprehension interventions has resulted in a rise from 17% achieving ARE in December (4/27) to 37% in February (10/27) March 14/27 52%. The scaled scores have risen from an average of 92 to 101.
- M Foster reported to the Governors in March. Since the review all staff teaching RWInc have observed lessons at Our Lady St Joseph's Primary school . A new RWInc Policy has been developed and introduced to staff. Regular RWInc monitoring sessions by Lt Lead has been planned for. Next Literacy review in May to focus on a more consistent approach.

