



Actions Since Ofsted Impact Report January- July 2019

Ofsted January 2019

Improve the quality of teaching, particularly in key stages 1 and 2 so that it is consistently good or better in order to raise pupils' attainment in reading and mathematics by:

- Having high expectations of all pupils
- Planning mathematics lessons so that pupils' work is pitched at the right level of difficulty and provides appropriate challenge
- Ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills
- Checking that pupils are reading books at a suitable level to help them become fluent and confident readers
- Developing pupils' reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers
- Using assessment more effectively in the early years to identify what children need to learn next and plan more challenging activities.

Actions

- Our Non-negotiable document reviewed with Staff, setting clear expectations for higher quality Teaching & Learning.
- Staff meetings held by SLT to set clear expectations and address priorities and misconceptions.
- Visits undertaken by SLT & teachers to Maltby Manor academy to observe their effective RWINc teaching, Kiveton Park Meadows Primary to look at the good reading environment, Rawmarsh Rosehill Primary to look at the Immersive reading environment & approaches & Swinton Fitzwilliam Primary to observe their established and effective talk for Writing approaches. Action plans and environment work implemented from these visits.
- Whole school maths review in Spring term carried out by G Brown LA SLE- from this maths lesson expectation and book/approaches and expectations redefined and shared with staff.
- TT Rockstars multiplication programme purchased and launched in school - allocated displays in class to promote the practice of multiplication throughout school.



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- Maths subject knowledge training by External SLE for support staff undertaken.
- Bedrock vocabulary programme accessed by y4 pupils.
- Becks vocabulary resources purchased and shared with staff - specific vocab lessons introduced.
- Updated pupil progress meeting record sheets have been implemented to ensure that all staff are analysing assessments and are more aware of the current class profile/groups, in order to inform planning, differentiation and support/intervention more effectively.
- Further Critical reading training for all staff by the Deputy Headteacher.
- More RWINc books and home/school reading packs purchased.
- A whole school focus on creating a reading and language rich environment. Reading chest with Class author related texts purchased in each class and displayed attractively.
- New class reading and writing assessment files and systems set up in all classes across the whole school
- Introduction of a daily story, reading ambassadors.
- Further promotion of class texts with a set and recommended list of planned texts in place, ensuring a high lexile profile.

1.1 Monitoring, evaluation and impact

Despite many changes in the teaching profile, in our June Evaluation visit, outcomes of lesson observations and drop-ins also showed an overall improvement in the Teaching and Learning. The following observations were noted:

Environment - a great deal of work has been done on the environment. Displays are bright, high quality and eye-catching.

Reading - There is a significant focus on reading and writing; it is very clear that reading is a priority in the school. There are weekly star writers from across the school, weekly spelling bee, reading challenge and times table challenge which is consistent through the school. At the last evaluation day the Deputy Headteacher had taken responsibility for reading and produced an action plan. Actions included:

- Implementing reciprocal reading - this is now in place in all classes. All pupils have the opportunity to access a high Lexile text, providing them with a variety of tier 3 vocabulary. Teaching strategies are consistent - all pupils will now independently ask to clarify vocabulary when reading texts in other subject areas. Assessment outcomes in Y2 and Y6 data analysis, show that our pupils are now confident in fact retrieval questions and improving on questions around the author's intent but still need much support on inference and deduction questions..



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- New approach to shared reading (training to be delivered) - this is now in place and support staff have expressed more confidence in this area in cpd evaluation feedback.
- Teach vocabulary during guided reading - the new assessment books have ensured this is in place. All lesson plans and observations have a focus on vocabulary and although this needs to have more time to impact on learning, there has been some further evidence of children using new vocabulary in their written work.
- Creating language rich environments - these are consistent and evident through the school. In recent Lesson observations, pupils have been observed to have been accessing and using this vocabulary independently to improve their written work.
- Developing better awareness of reading data across the whole school - the assessment books have ensured this is in place, which has resulted in pupils making better progress in the last term in reading in Y2 and 4 in particular where the analysis has been used effectively.
- Improving assessment procedures including using bench marking - in place. Pupils are now accurately assessed and tracked to ensure progress is being made on an individual basis. This has encouraged the children to ensure that they are reading more at home - evidenced in the weekly percentage increase of children who are achieving their 3 x a week home reading target.
- Introduction of a daily story, reading ambassadors are in place. This has raised the profile and importance of reading for the pupils and their parents. Our reading ambassadors have expressed how proud they are of their new role and demonstrated through the improvement in the library areas, how determined they are to raise the profile of reading for all pupils. Pupil questionnaires show that our children really enjoy story time too.
- Amending phonics teaching timetable. - this has had a significant impact on phonics outcomes. Improvements made from 19% of cohort passing Phonic check in March compared to 75% pass outcome (+7.5 average point score better than last year)
- Promote reading for pleasure, including daily story time - in place. A whole school Book day was celebrated. During this day, the children spoke about the authors and books they enjoyed, again raising the profile of reading in school.
- Talk for writing - there is a consistent approach to teaching writing through Talk for Writing. Children say they like this and it helps them with their work. Working walls are used to support teaching and learning and there are resources available to ensure children can be independent when working on their own. There are hooks for writing in classrooms e.g. in Y5 there was a "campfire" in the middle of the room. The positive impact of this work is evidenced in the improved writing displayed in the environment and the increased quantity and quality of writing in children's writing books too.
- Assessment - all classes have a comprehensive file for reading and writing assessments which ensure clarity about where pupils are in their learning and what has to be taught to close gaps. This has helped teachers to really target and address gaps and misconceptions. Improved progress has been made in the last term in most year groups as a result.



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Vocabulary - is clearly prioritised and is in every classroom. This is now starting to be evident in children's independent written work too.
Since the maths review - further clarity and raised expectations for what books should look like, more focus on the practical part of maths and not limiting learning activities to the 'boxed' up examples from White Rose is now in place. The impact of this has been evidenced in the better progress in mental calculation work in all year groups throughout school.

Our Class Reading chests of resources



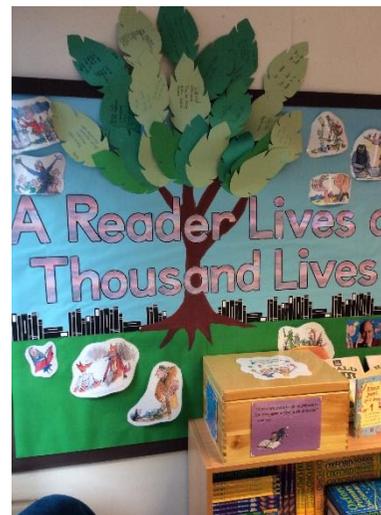


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Our Class author door displays



Reading Environments





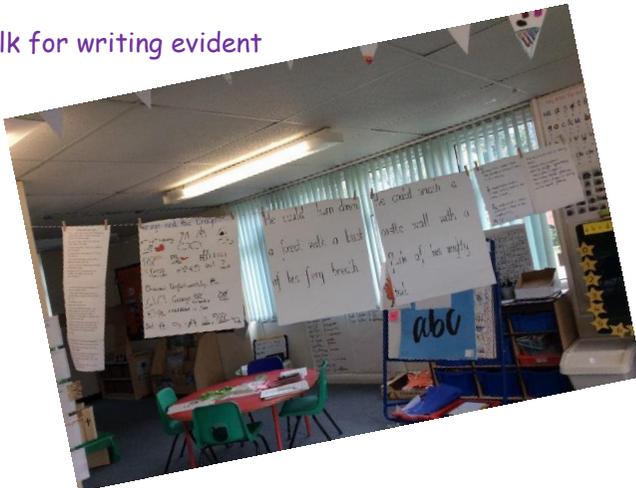
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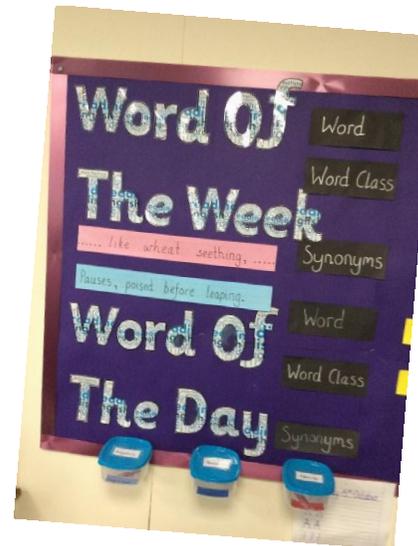
Whole school book day celebrations.



Talk for writing evident



Vocabulary lessons





Key Issue 2 Impact Report

Ofsted January 2019

Improve the effectiveness of leadership and management by:

- Swiftly addressing the weaknesses in teaching
- Developing the skills and expertise of leaders so they improve their areas of responsibility and accurately measure the impact of the actions they take
- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects

Actions

- New Monitoring & Evaluation plan by SLT -specific focus on challenge, support & differentiation- this is quality assured by external evaluation visits from Local Authority Consultant Vicky Helliwell. These have been each half term.
- Teaching Support and improvement plans have been implemented for individual staff and monitored regularly.
- Monitoring system for environment and book scutinies was updated and RAG rated with the expectations for non-negotiables to be in place. Lesson drop-ins and book scrutinies are regular with instant feedback and returned visits.
- NQT and HTA on trainee teacher programme are receiving intense support regarding planning and lesson organisation by the Deputy Headteacher and mentor.
- EYFS teacher participated in external Moderation training and received support from S Gregg Literacy SLE.
- SLT are analysing the DEP regularly alongside the Ofsted framework to form new actions/impacts.
- All teaching staff and TA appraisal reviews completed.
- Pupil progress meetings have been held in each year group
- Support through LA subject leader network meetings and Maltby Academy trust driver group meetings for new Science and Inclusion leaders.



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- New Attendance Officer role established - clear systems and procedures put into place. Home visits implemented by safeguarding lead and attendance office
- Weekly attendance posters around school.
- Weekly attendance updates on newsletters.
- Curriculum reviewed - SLT attended 2 day Chris Quigley training. New policy shared with staff and Governors.

Monitoring, evaluation and impact

Following the inspection, outcomes from an evaluation visit by the Local authority in February, raised further concerns around inconsistencies in teaching and learning. Since this, further monitoring and evaluation was completed. In the Summer visit by the LA the report stated that 'Since the last evaluation visit the Headteacher and Deputy Headteacher have rigorously challenged poor teaching, and commitment to the school and pupils, this has resulted in very significant staffing turnover.

- Staff being held to account for targets set and progress made towards these in appraisal review meetings. This ensures that all teachers know their targets, what support/training they can access and have clear goals to ensure that the teaching and learning is consistently good and challenge if not.
- Effective Inclusion Leader - working with families and external agencies - monitoring and challenge provided is rigorous and effective. This has resulted in more families accessing Early Helps support and less needing social care intervention. Parent and school relationships are also improving.
- Attendance lead is effectively tracking and monitoring attendance, ensuring that any persistently absent families have actions of support. As a result, all our PA children have external support arranged to support their parents with improving attendance.
- Letters and home visits have been sent/carried out to targeted families to raise awareness of attendance issues. The impact of this work has resulted in quicker targeted support in place for our families.
- Further science resources shared with staff from the meetings. The impact of this has been that all teachers now have more support and subject knowledge in this area.





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Key Issue 3 Impact Report

Ofsted January 2019

Improve standards of behaviour for pupils by:

- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that all pupils respect and follow the school's rules for acceptable conduct.

Actions

- Whole school cpd - behaviour policy reviewed including consistency in language used (new class charts) Use of dojos and new rewards introduced.
- Parents Ofsted feedback - 2 presentations shared, followed by a letter communicating behaviour expectations.
- New Inclusion group appointed and developed - safeguarding lead and learning mentor to support referred children and families further with SEMH needs
- Whole school assemblies by SLT on behaviour & expectations.

Monitoring, evaluation and impact

- Consistent approach in language, rewards & sanctions observed which in return has resulted in less behavioural incidents in the last term compared to the Spring term.
- The majority of Pupils reported that they feel safe and happy in school in the last questionnaires completed.
- Work in school contributed towards the achievement of a silver Ant-bullying Award'.





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- Exclusions increased initially following a 'zero tolerance' approach but have now reduced.
- Support and barriers identified for a minority of pupils resulted in a change to a more specialist setting or alternative setting.
- More rewards celebrated on social media and through weekly letters to parents.
- Reduction of behavioural incidents recorded on CPOMs demonstrates the impact of the clear sanctions and higher expectations for behaviour.
- Evaluation visit outcomes by LA reported a calm and positive atmosphere - good learning behaviours in all classes, despite the absence of their teachers.