

NOVAC (Note of visit and contact)

School:	Otley Whartons Primary School	Date:	9 th February 2017
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Visit Details:	School Review		

Purpose of the visit and focus of the support or training:

The purpose of the visit was to conduct a whole school review in order to ascertain progress to date of the impact of actions taken in response to a requiring improvement judgement from the schools most recent Ofsted Section 5 Inspection (July 2015) and from a similar Local Authority Review exercise completed June 2016.

The Review Team comprised 5 members; Trish Lowson (School Improvement Advisor), Kim Porter (Senior School Improvement Officer) and Peter Marsh (Associate School Improvement Advisor, experienced Ofsted Inspector), Kathryn Wilkinson (Governor Support Service) and Peter Thurlow (School Improvement team member).

Commensurate with Ofsted the school was afforded one day of notice prior to the visit. Likewise the activities undertaken corresponded as far as possible with an official inspection. Activities included:

- A detailed analysis of the school's 2016 Raise/Dashboard prior to the visit.
- Discussions with the Headteacher, Deputy Headteacher, Senior and Middle Leaders
- Analysis of current assessment and progress tracking data.
- Lesson observations (10 observations of 20+ minutes plus drop-ins to intervention group teaching) + feedback at the end of the school day.
- A Book scrutiny using maths, English and non-core subject books from each year group.
- Discussions with children.
- Scrutiny of Single Central Records
- A member of the Governor Support Service meeting with Governors

Outcomes/Summary of the visit:

The review team were heartened by the visit, which confirms yet further gains from their visit in June 2016. Leaders have responded well to the recommendations made via the team's last visit and this impact of this work is seen in the high percentage of pupil attainment in KS1, beyond mathematics the relatively positive outcomes for pupil progress in reading and writing in KS2 and current assessment data that bodes well for the future. Further to this, the strengthening of middle leadership, whereby subject leaders for English and maths are able to talk about the impact of their work, and more robust tracking and assessment systems are integral to overall improvements. Although there is no room for complacency and recognising that, to be the best the school can be, there is still much work to do, the review team are of the opinion that the school is in an excellent position to demonstrate to Ofsted just how much progress has been made since the 2015 requiring improvement inspection outcome.

To validate the improvements, review team findings have been reported overleaf using Ofsted report headings.

Effectiveness of Leadership and Management

- The Headteacher, ably supported by the effective Deputy, now provide strong and effective leadership of the school. They have a clear view of the school's strengths and areas for development.
- Using the 'Target Tracker' assessment tool, leaders are able to speak with confidence and with a high degree of accuracy about the standards of attainment and more importantly, progress of the pupils currently in school. 'Rising Stars' summative test data is used alongside formative teacher assessment evidence and this provides for a high degree of accuracy in assessment judgements. This accuracy allows leaders to predict with increasing confidence that ambitious FFT20 outcomes are attainable.
- Leaders have established the effective practice of half termly pupil progress meetings where teachers are held to account for their own pupil progress data. Prior to the meeting teachers are expected to consider their own data, identify barriers and consider actions. Leaders are able to challenge the data and the ensuing conversation, including actions to close any gaps, are formally recorded for evidence. Further to this, Performance Management objectives are tightly aligned to aspirational (80% age related) outcomes.
- Senior leaders have put strategies in place to bring about improvements on the published 2016 end of KS2 data. An example would be in pupils maths books where the judicious use of pre and post assessments validates the positive impact of teaching on learning and pupils' progress in mathematics.
- Subject leaders in English and maths have contributed well to improvements for example, the design of termly non-negotiable Key Performance Indicators (KPIs) for each subject is ensuring that the vast majority of pupils remain on track to meet age related expectations by the end of 2017. These leaders are able to talk assuredly about their work including measures to monitor and evaluate the impact of initiatives. For example, the low average spelling mark from 2016 GPS Tests (Average of 12 v a national average of 15) has resulted in the introduction of a new spelling scheme. Regular periods for the teaching of spelling have been identified and the subject leader's random testing of pupils presents an improving picture on pupils' achievements in spelling.
- As backed by Review Team observation and book scrutiny analysis, senior leader assessment of the quality of teaching is accurate. Monitoring records now provide a more robust picture of strengths and also the impact of work where weaknesses have been identified and how they are being addressed.
- The Headteacher is able to provide a compelling case for the effective use of Pupil Premium Funding. An external review, support from Stanningley Primary and an audit of practice have been used to inform future practice. Funds used to promote the 'Silver Seal Nurture Scheme' have had an immediate impact of the self-esteem and emotional wellbeing of this minority group. The reward of this initiative is now being seen in academic gain and a closing attainment gap for the majority pupil premium pupils within their respective year groups. To substantiate the impact of the school's work, the Headteacher is able to share case study files for each individual Pupil Premium child within the school. Governors are also knowledgeable of Pupil Premium Funding, how it used and its impact.
- Records show that many of the school's disadvantaged pupils have the added barrier of some form of SEN. Although not all from this vulnerable group are working at age related expectation, the school's use of the 'BSquared' assessment tool will ensure provision is specific to the needs of the pupils. As a result of raised expectations, clear consistent behaviour management strategy and improved nurture systems the numbers of children on Educational Health Care Plans has reduced over time.
- Governors are able to identify the strengths and areas for development at the school. They can speak with confidence about assessment data and are aware that KS1 data is currently stronger than that seen at the end of KS2.
- Leaders have taken effective action to tackle poor attendance and persistent absenteeism. The introduction of an 'Otleypoly' chart that leads to potential rewards for good attendance, has certainly captured the imagination of the children and graphical data provides compelling evidence of impact through demonstrable improvements over the current academic year.

Quality of teaching, learning and assessment

- The triangulation of current tracking data, observation and book scrutiny analysis substantiates teaching that is at least good. This is an improvement since the previous inspection. Effective systems are in place for senior leaders to check the quality of teaching the subject leaders for English and maths are also observing and modelling practice as part in their monitoring and evaluation practice.
- Books demonstrate that, without exception, children are working at age related expectation and groups are moving through the curriculum at broadly the same pace. Where teaching is at its best the work is appropriately differentiated and progress for all groups is noticeable.
- In virtually all classrooms the presentation of work reflects the high expectations of teaching staff.
- Without exception teacher pupil relationships in class are warm and respectful. Staff encourage pupils to show positive attitudes to their learning and as a result, work in books supports good progress from their starting points in September.
- Where teaching is at its best teachers question children incisively, probing understanding by frequently asking pupils to explain their responses, thus developing reasoning skills and challenging them to make improvements. Likewise, during lessons, the best teachers move from group to group whilst children are working. While doing so they challenge thinking, address misconceptions and provide feedback that is both immediate and insightful.
- In the majority of classrooms working walls, general display and tidiness of reading and resource areas indicate a pride that transmits to pupils. This aspect of the school's work, which is exemplary in Years 1 and 5, is much improved from the previous review visit. However, to ensure consistency across the school this could still be stronger in some classrooms.
- The school's marking policy is now applied with a high degree of consistency and in the majority of classes the requirement for pupils to respond using purple pens is seen to have a direct impact on embedding learning and supporting progress.
- Leaders are aware that opportunity for children to apply their skills in English and particularly maths across other subjects could be stronger. Currently the over-use of worksheets in the cross curricular 'Our World' books invariably prescribe the space pupils have to work and this inhibits challenge and particularly so for the most able. Likewise, opportunity for children to use their maths skills in setting out tables and charts is missed.

Personal development, behaviour and welfare:

- The school's work to promote pupils' personal development and welfare and behaviour is at the very least good.
- Pupils have positive attitudes to their learning and appreciate the support and guidance that adults in school give them. They report that they feel safe in school and are aware of how to keep themselves safe online.
- The school provides good opportunities for pupils to demonstrate their confidence for example; on the day of the review the Y5 children were leading a celebration assembly for the school and parents. Their displayed work on 'Space' demonstrated how homework is used to supplement a vibrant enquiry-based curriculum. Likewise, the wide range of after-school activities, which ranged from Lego, chess, dance, snacks and a Homework Club had clearly captured the children's interest.
- During the review the children conducted themselves well throughout the day. They were well behaved in class and there was no disruption to learning in lessons. They were also courteous, holding doors for adults and moving around the school and dining hall in an orderly manner.
- In discussion with School Council members, the children had nothing but praise for and pride in their school. They agreed that the school's behaviour policy was fair and applied consistently. They spoke about the overall 'friendliness' of the school and how the 'friendship bench' ensured everyone had someone to play with at break times. Their overall satisfaction was endorsed through their response to the question, 'How could the school be improved further?' 'Different purple pens for writing our feedback,' was as demanding as it got!

Outcomes for pupils:

- Leaders recognise that some aspects of the published 2016 data for KS2 contain percentages that were lower than national average. In 2016 strong progress was recorded for pupils in reading, acceptable progress in writing and weaker progress in maths and GPS attainment. However, as already reported, leaders have been swift to act on areas identified for improvement. Subsequently, tracking data using a termly point ambition shows that current pupils are making at least good progress from their September starting points.
- Leaders are also aware that historically the outcomes for pupils at the end of KS1 are stronger than KS2. Leaders are confident that perceptible improvements in the quality of KS2 teaching and greater accountability requirements will, in time, redress this situation.
- Typically, the large majority (90% in 2016) of pupils in Year 1 achieve the expected standard in the phonics screening check. Pupils generally read well and show appropriate levels of fluency and understanding for their age and stage of development however, although they are able to use their phonic knowledge to segment and blend words, strategies to read unfamiliar, tricky words (e.g. couldn't) beyond segmenting was lacking.
- The school's use of Maths Hub White Rose planning and resource materials ensure mathematical activities are age appropriate and engaging. Furthermore, the recent introduction of pre-assessment activities in maths has had a profound impact on precision teaching and impact on pupil progression. Although in some year groups the use of the pre-assessment information could be used even more precisely to inform pupil's entry level to work, the impact on progress overall is impressive.
- In English the consistent use of 'I can' statements ensures pupils are clear about their learning. It was good to note that, rather than dashing from one new concept to another, children are being introduced to a concept, given time to rehearse, practice and then apply their understanding. Subsequently the book scrutiny suggests pupils are acquiring a depth of understanding.

Early Years provision:

- The Early Years leader is able to confidently assert and evidence the accuracy of baseline data that shows a majority of children enter the early years with skills and knowledge that are broadly typical for their age and stage of development.
- With 73% of pupils meeting a good level of development in 2016 the Early Years lead identified writing as being the hindrance to even higher outcomes. The introduction of 'Rainbow Challenges' (pre-recorded challenges children have to complete) ensures writing is now a non-negotiable activity. A focus on mark making through objective led planning ensures children have greater opportunity to write in areas of provision both indoors and out. The impact of these actions makes the 2017 predictions for 80% of pupils meeting a good level of development a realistic ambition.
- Parents are kept well informed of their children's progress. Learning journeys are always on display and parents have frequent opportunity to stay and play during the first morning task.
- Although the Learning Profile folders evidenced high productivity, evidence to support pupil progress across different strands and also parental contributions from 'wow moments at home, are difficult to discern. A system of dividing the observational evidence into separate strands would better support evidence of progress. Likewise, the occasional recording of next steps would further enhance progression evidence.

Recommendations:

- Continue to demand consistency in classroom management i.e. working walls, book areas, general display and resource access (and even the outdoor parent noticeboard!) Allowing School Council members to conduct their own 'Learning Walks' then to report on where they can find the best practice could be a useful motivator!
- Although the practice of timetabled, whole-school intervention time has been adopted from an outstanding school partner, the review team have reservations of its impact on progress for all children. In some cases the impact on pupil progress is clearly evident. In some groups evidence of impact on progress is contradictory. The team recommends that this be reviewed to ensure clear focus on closing gaps.
- The use of dividers in Pupil Profile folders would better evidence progress for children in early years against the individual strands of the Development Matter strands. Likewise, the occasional use of 'next step' statements would further reinforce progression.
- Ensure opportunities to embed basic skills through cross-curricular work are extended so they become part of everyday practice. Likewise, reduce the over dependence of worksheets in this area.
- To further advance pupil progress in writing consider developing 'cold write' practice. A visit to Quarry Mount, where the 'IPEELL' improving writing programme is having a demonstrable impact on pupils' writing progress, or to Beechwood Primary School could be of benefit.
- To further embed good and outstanding practices by continuing to afford frequent opportunity for the sharing of best practice in teaching, questioning, marking and feedback, use of pre and post assessments and classroom management.

Distribution list

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