

# Post Ofsted Feedback

Tuesday 28<sup>th</sup> March 2017

# What next?

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- The school will develop an Action Plan, in response to the findings of the report. We will be supported by another Headteacher from within OPEN.
- We will receive a monitoring visit from an HMI in 6 months time.
- We will be inspected 2 years from the last inspection.
- We will communicate regularly with parents about our progress in each of the areas identified.

# Post- Ofsted Priorities

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- To refine improvement plans so that they have specific actions, clear timescales and rigorously measure the impact on pupils' progress.
- Improve provision in the early years (Foundation Stage), ensuring adults intervene to challenge and encourage children to take the next steps in their learning; ensure sufficient opportunities for writing.
- Ensure all pupils are challenged and that time is used effectively in lessons.
- To ensure teaching is consistently good or better in all subjects and all year groups; and that pupil outcomes are improved.

# Key data



St John's  
Primary School

| <i>Key Stage</i> | <i>Measure</i>   | <i>School 2015</i> | <i>School 2016</i> | <i>National 2016</i> |
|------------------|------------------|--------------------|--------------------|----------------------|
| EY               | GLD              | 57%                | 82%                | 69%                  |
| Yr1              | Phonics screen   | 60%                | 76%                | 81%                  |
| KS1              | Reading          |                    | 73%                | 74%                  |
|                  | Writing          |                    | 70%                | 65%                  |
|                  | Maths            |                    | 73%                | 73%                  |
| KS2              | Reading          |                    | 69%                | 66%                  |
|                  | Writing          |                    | 76%                | 74%                  |
|                  | Maths            |                    | 72%                | 70%                  |
|                  | SPAG             |                    | 66%                | 72%                  |
|                  | R, W, M Combined |                    | 59%                | 53%                  |

# Impact

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## **Refine our improvement plans to ensure they support more rapid progress and secure good outcomes.**

- Outcomes in line or above national in all areas except SPAG; and Phonics slightly below national.
- Progress for all year groups was very good in 2015-16, continues to be good in 2016-17
- All plans are specific, with clear time scales and data targets, monitoring is rigorous and leads to follow up actions
- Margaret Wolf, independent consultant, visit in January 2017 stated in her report that 'Raising Achievement Plan is well focused and detailed'

# Impact

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- **Improve provision in the early years (Foundation Stage), ensuring adults intervene to challenge and encourage children to take the next steps in their learning; ensure sufficient opportunities for writing.**
- Good Level of Development in July 2016 – 82%
- Writing data: 21% at age related in September to 82% in July; 18% at age related in Reading in Sept and 86% by July; Number increased from 54% to 86%.
- Baseline assessments for 2016 have been moderated by Jane Evans, Early Years Advisory Teacher (EYAT)
- Closer liaison between teacher and nursery nurse to discuss individual pupil's next steps
- Jane Evans, EYAT, stated that 'both staff demonstrated experienced and skilful interacting with children; scoring 'Excellent' on the ECERs scale

# Impact

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## **Ensure all pupils are challenged and that time is used effectively in lessons.**

- Focus of the fortnight addresses specific areas of pedagogy e.g. challenge, use of time, classroom environments
- Learning walks are linked to the focus of the fortnight
- Pre and post unit assessment tasks (hot and cold tasks) show progress in books
- Link Headteacher visit, Margaret Wolf visit, OPEN Heads saw good use of time on learning walks and lesson observations
- Monitoring has focused on use of time and challenge

# Impact

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**To ensure teaching is consistently good or better in all subjects and all year groups; and that pupil outcomes are improved.**

- End of year data showed improved outcomes; 2017 data predictions in line with national or above in most areas
- 'Essentials for Excellent teaching at St John's' underpins monitoring and CPD and coaching
- Focused staff meetings
- Greater monitoring,, includes looking at books, observing lessons and feedback to teachers, with follow up visits



# Raising Achievement Plan 2016-2017

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- To embed **high expectations** across the school through a **consistent** approach to teaching and learning; ensuring excellent outcomes for all pupils.
  - Priority for Maths, Reading, Writing and Disadvantaged Pupils
- To ensure assessment system supports learning and teaching and enables teachers to track progress.
- To implement initiatives and further develop aspects of the 3-5 year vision for St John's
- **Priorities from the post-Ofsted plan are now included in the RAP**



# External visits

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- **Andrew Markham, Headteacher, Ladygrove Park School –**
- Strategies for monitoring are effective and timely
- Clear understanding of the needs for the school
- To demonstrate clear progress in books there are Hot and Cold tasks. These are obvious in books and have helped everyone to see the progress being made
- The non negotiables/essentials (aide memoire) list has been very effective for all teachers. They have highlighted strengths and weaknesses on these and used them for further CPD
- Teaching has improved in noted areas
- Consistency of teaching is evident
- Andrew's next visit is 6<sup>th</sup> April 2017 to support with preparation for HMI visit

# External visits

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- **Liz Burton, Headteacher, St Mary and St John School –**
- Maths teaching has a high profile with a strong emphasis on explanation and reasoning, using images and equipment to support
- Children are highly engaged with their learning
- Behaviour for learning is exemplary
- Increased opportunities for writing in the reception class
- Quality of written work is good as evidenced in English books
- The atmosphere is very positive, conducive to learning with courtesy and respect at the heart of all the school is doing

# External visits

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- **OPEN Heads, Risk Assessment Visit, November 2016**
- Strengths – phonics teaching, maths mastery, provision in Foundation Stage, improvements in learning environments, good use of time in lessons
- Keep focus on passive learners, particularly girls – further work on metacognition
- Ensure strategies in place to support disadvantaged pupils
- Ensure consistency learning journeys in books – marking and ‘hot’ and ‘cold’ tasks
- **Post-RAV actions have been incorporated into the RAP**

# External visits

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- **Margaret Wolf's visit, January 2017**
- Advised refinement of school self evaluation document and Raising Achievement Plan, which have been actioned
- Advised more monitoring from governing body
- Advised inclusion of specific priority on raising attainment and progress for disadvantaged pupils
- *“Essentials for Excellent Learning at St John's' is a useful document under helpful headings. Many of the agreed essentials were observed in the learning walk.’*

# External visits

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- Jane Evans, Oxfordshire Early Years Advisory Teacher – 3 visits
- Advised more liaison with feeder pre-schools: Phonics training took place, meetings with supervisors in place
- ‘Children now have regular writing challenges. Books contain a variety of writing’
- ‘The teacher uses regular and precise assessments of children’s learning and development to plan activities that are suitably challenging for all children.’
- Jane monitored the EYFS action plan
- Action – to continue to increase stimulating and challenging opportunities for children’s learning in the environment

# Should not forget

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***'Pupils are positive, confident and proud of their school. Personal development is a strength of St John's.'***

***'The curriculum is extensive and engaging. As a result, pupils enjoy learning.'***

OFSTED March 2016

The school is committed to making the necessary changes but we will not change our core ethos:

- To provide the children at St John's with the best possible education across a broad, interesting and engaging curriculum.
- To foster a love of learning, provide a wide range of experience and develop the whole child.
- To teach children positive values and focus on their personal development.