

Post Ofsted Feedback

Wednesday 23rd May 2018

Post- Ofsted Priorities – March 2016



- 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.

Actions included:

- Clear and rigorous action planning in all areas
- Writing the 'Essentials for Excellent Teaching at St John's'
- Increased monitoring of teaching and learning
- Personalised CPD for teachers
- Focus on Writing in the Early Years and improving the learning environment
- Introduction of Maths Mastery – a consistent approach to teaching Maths
- Developing more consistent approaches to teaching Reading and Writing
- Showing progress in books through 'cold' and 'hot' tasks
- External reviews from County Leads
- Support from OPEN schools

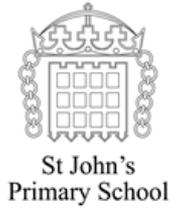
Key data – July 2016



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%

Monitoring Visit – HMI – May 2017



‘Senior leaders, governors and the trust are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school. ‘

- Successfully raising staff expectations of pupils
- Leaders show strong determination to improve
- ‘Essentials for Excellent Teaching’ sets high expectations
- Training for staff – teachers have personalised plan for improvement
- Teachers challenge and engage pupils more effectively
- Increasing use of effective questioning to challenge pupils
- Good use of learning time – prompt, pace good, making use of of time across the day
- Books show work of an improving quantity and quality
- EYFS – development of writing – ‘busy books’ show good progress
- Governors show determination, challenge well, increasingly accurate , hold leaders to account

Key data – July 2017



St John's
Primary School

<i>Key Stage</i>	<i>Measure</i>	<i>School 2016</i>	<i>School 2017</i>	<i>National 2017</i>
EY	GLD	82%	76%	71%
Yr1	Phonics screen	76%	74%	81%
KS1	Reading		76%	76%
	Writing		69%	68%
	Maths		76%	75%
KS2	Reading		74%	71%
	Writing		81%	76%
	Maths		78%	75%
	SPAG		71%	77%
	R, W, M Combined		61%	61%

Ofsted Inspection – April 2018



- St John's judged to be 'Good' in all areas and 'Good' overall
- Judged that all of the areas for development in the last inspection had been addressed

To improve further:

- **In the early years, provide work of greater challenge in writing and mathematics so that more children exceed the expected standard.**
- **Ensure that middle leaders who are responsible for subjects such as history and geography have a greater impact on pupils' progress.**

Priorities from March 2016

- *To ensure teaching is consistently good or better in all subjects and all year groups; and that pupil outcomes are improved.*
- **Report April 2018:**
- ‘The quality of teaching is good’
- ‘Pupils make good progress ...because work is well matched to their needs’
- ‘Outcomes in Key Stage 1 and 2 are similar to, and sometimes above, the national average.’
- ‘Leaders in English and Maths are successful in raising standards.’

Priorities from March 2016

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

- **Report April 2018:**
- ‘Most-able pupils do well because work provided is often well matched to their abilities. Most-able pupils are currently making good progress from their starting points.’
- ‘Pupils who have SEN make strong progress.’
- ‘Disadvantaged pupils make good progress....’

Priorities from March 2016

- *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.*
- **Report April 2018:**
- ‘From low starting points, children make good progress in the early years. A similar proportion to the national average achieve a good level of development.’
- ‘Leadership of the Early Years is strong’
- ‘The outside areas have been well planned and provide a stimulating learning environment.’

Curriculum

- *The curriculum is a strength of the school.*
- *Extra-curricular provision is particularly strong.*
- *Sport has a high priority in the school....The additional funding is used well.*
- *Provision for pupils' spiritual, moral, social and cultural development is very effective.*
- *Pupils enjoy many trips and visits. These opportunities give pupils an enthusiasm for learning beyond the classroom.*

Personal development

- *Pupils behave well and they are courteous to each other.*
- *Teachers are effective in developing pupils' self-confidence.*
- *Pupils know how to stay safe.*
- *When using the internet, they know about the possible dangers they may encounter.*
- *Pupils' behaviour in lessons is good. They enjoy their learning and listen attentively.*
- *It is clear that pupils take pride in the work they produce.*

Other areas of improvement

- **Maths Mastery** - *In some subjects, such as mathematics, teachers have exceptional subject knowledge.*
- **New assessment system** - *The school's assessment procedures monitor accurately pupils' progress and attainment.*
- **Careers event** - *Pupils are starting to understand their potential career options.*
- **PE funding** - *Sport has a high priority in the school....The additional funding is used well.*
- **Phonics** - *Phonics scores have improved gradually.....pupils are making strong progress.*
- **Leadership development** - *Leadership of the Early Years is strong. Leaders in English and Maths are successful in raising standards.*
- **Governance** - *Governance is strong. Governors have a clear strategic vision to continue to improve the school.*

Next steps...

- Curriculum Review
- Development of Science, complete Primary Quality Science Mark
- Development of PE with additional PE funding
- Increase challenge in English and Maths in the EYFS
- Implement 'Family Links' programme – developing emotional health and well being
- Computing – new iPads bought by PTFA
- Leadership of Foundation subjects - development of subject specific skills
- Continue to aim for data to be above national averages

Any questions?