

Children's Services

Schools, Enterprise and Lifelong Learning
Early Years and Schools Service

Name of School Adviser: Alan Johnston		Provisional Categorisation:	
School: Morpeth First School		SLA Level: Silver	
Previous Two Ofsted Judgements:	Date: 27 November 2007	Date: 31 March 2011	
	Overall Grade: 1	Overall Grade: 1	

Key Issues from last inspection:	RAG Rating		
	Visit 1	Visit 2	Visit 3
Ensure that approaches to teaching and learning further develop children's independence in the Foundation Stage.	Green		

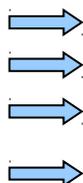
Recommended areas for school improvement requiring external support
None.

Recommendation to change category: YES
The school would be willing to offer support at A* centred around the craft of teaching and specific developments within teaching and learning, currently in areas such as developing handwriting, brain based & motor based learning, curriculum monitoring.

School Self Evaluation

Current Ofsted Grades

Standards	1
Behaviour	1
Teaching	1
Leadership and Management	1



School Improvement Priorities:

Handwriting – particularly improving early motor control.
Maturity training – encouraging application and independence
In response to the government agenda, return to more formal reading activities (especially phonics work) in EYFS.
Engage in Partnership learning walks and undertake networking within the local partnership.

AUTUMN VISIT – CATEGORY A

Date: 9 th November 2011	Duration of meeting: 2½ hours
Present: Elaine Reay Alan Johnston	
Focus: <ul style="list-style-type: none">• <i>Safeguarding</i>• <i>School Performance Data – review of school's own analysis</i>• <i>Agreement of priorities identified from data analysis</i>• <i>Self Evaluation and SDP priorities</i>• <i>Good practice and capacity to support others</i>• <i>Two further visits</i>• <i>Agreement of priorities to be addressed</i>	

Safeguarding

- Single Central Register checked and is up to date and complete.
- Some recent improvements have been made to site security which provided remote control and supervision of external gates.
- All governors are trained in Safeguarding; nominated governor in place and this area is regularly monitored and updated.
- All staff know and follow safeguarding procedures.

Review of pupil performance

1. Attainment

Attainment has been consistently high across the school for the past 3 years.

2. Progress

Progress across the school continues to be outstanding.

3. Strengths

The quality of teaching is the main strength of the school. A dedicated and extremely able team of teachers and support staff ensure that all pupils make excellent progress. The school maintains a keen and continuous focus on improving and maintaining standards and also in efforts to continue to 'narrow the gap' by ensuring all groups of pupils make appropriate progress. The use of data to support this, from summative and formative assessment processes to excellent pupil tracking and targeted intervention strategies is exemplary.

4. Areas for improvement

The school has clear and focused targeted areas for improvement across all the Key Stages. Examples include Speech booster groups, and a return to direct teaching of

phonics in Early years; Improving more able boys writing, handwriting in general and concentration across Key Stage 1; Boys reading at level 4, Handwriting and maturity and concentration at Key Stage 2.

Use of Target Setting/Pupil Tracking/Intervention:

This is excellent; extremely thorough and analytical and always evaluated to ensure maximum impact on pupil performance. It is an area where the school could share this outstanding practice with others.

Targets	2012	2013
Targets are continually set and revised; formally there will, as always, be shared with the LA by the December deadline. The schools targets are always challenging and are regularly met or exceeded.		

Areas of Good Practice	Evidence
<p>Assessing Pupil Progress (APP)</p> <p>The development, sharing and maintenance of high standards of teaching and learning</p> <p>Curriculum monitoring across all areas of the curriculum (i.e. breadth).</p> <p>Parental involvement and partnership with the local Community</p>	<p>KS 1 moderators comments School paperwork</p> <p>Ofsted reports; joint observations with adviser; schedule of staff development activities; professional development and peer support between colleagues.</p> <p>HT and Governors monitoring activities. Subject managers' activities, reports etc.</p> <p>Workshops with parents etc; family learning activities, recent highly successful Centenary celebrations.</p>
Capacity for School to School Support	Evidence
<p>The number and quality of staff able to support others is extremely high; the school is well placed to respond to requests for support in most areas which relate to teaching and learning.</p>	<p>HT and Advisers observations, including classroom observations.</p>

Agreed focus of Visits 2 and 3
<p>Undertake Headteacher Performance Management</p> <p>Adviser to talk to staff regarding school to school support; the opportunities for professional development and benefits for the school.</p> <p>Adviser to talk to Governors about meeting the requirements for governance within the new Ofsted framework coming in from January 2012.</p>

Key points for action agreed at the meeting

The school will:

Priority area	Action	Person Responsible	Date to Complete
Revised arrangement for school self-evaluation	Attend the LA SEF briefing when announced and begin to work on a new SEF.	HT	Training will be in January 2012.

The School Adviser will:

Action	Date to Complete
Arrange to talk with staff about the benefits of undertaking school-to school support work.	At a staff meeting agreed with the school.

Date of next meeting: Headteacher Performance Management, 13th January 2012.

Advice provided for Headteacher Performance Management?	Yes	No ✓
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