

Local Authority Monitoring Letter

Date: 2.2.16

School: Morpeth Goosehill First School

Dear Miss Reay and Mrs Tebutt,



Following your autumn term SIP visit the local authority annual review judged your school to be 'Outstanding'.

That review prioritised the following areas for improvement –

- 1) Continue to devolve leadership tasks/responsibilities through the staff body, during the on-going changes in senior leadership. The appointment of an EYFS leader is of paramount importance to further enable shared/devolved leadership.
- 2) Continue with the focused drive to improve achievement even further within the EYFS.

This monitoring letter highlights the actions taken since the autumn review and comments on the effectiveness of those actions in terms of the specific impact made.

#### **The effectiveness of leadership and management (including Governance)-**

**Actions-** The HT continues to provide secure and holistic leadership across the school, with devolved leadership support from senior and middle leaders. Tailored in-house and external CPD continues to be a strength of the school.

**Impact-** Leaders continue to create a culture that enables pupils and staff to excel. Staff are deeply involved in their own professional development.

**Actions:** - Governor and senior leadership input into all aspects of safeguarding is in place. Governor monitoring visits support this highly effective aspect of the school's culture of vigilance towards pupil welfare.

**Impact:-** Safeguarding is effective.

#### **The quality of teaching, learning and assessment-**

**Actions-** Teachers continue to demonstrate deep knowledge and understanding in the development of writing across all year and pupil groups.

Whole staff, including support staff, are clear as to revised assessment 'speak' and the school's approach to measuring progress.

**Impact:-** The focus on applying basic skills learnt within a myriad of exciting and inspirational learning opportunities is enabling rapid and sustained progress in writing for the vast majority of pupils in all year groups.

The broad and balanced curriculum inspires pupils to learn.

#### **Personal development and welfare-**

**Actions:** - The HT and the staff continue to create a culture of vigilance where pupils' welfare is actively promoted. Excellent planning based on sound knowledge of pupil progress is evident across the school.

**Impact-** Pupils are confident learners who actively take part in lessons

Single Central record continues to meet all requirements.

### **Behaviour-**

**Actions-** The school promotes high standards of behaviour at all times, based on respect, good manners and the right to learn.

**Impact-** Pupils' conduct is impeccable.

### **The outcomes for children and learners-**

**Actions-** All pupils, including the disadvantaged, are set aspirational targets, given their starting points. Inspirational teaching and learning opportunities, matched with clearly planned assessments both formative and summative, enable pupils to become shared partners in their learning. Staff CPD continues to be fully focused on areas of improvement and linked to the above.

#### **Impact-**

Predictions for the end of the year: -- Progress to date (from the learning walk, discussions and work scrutiny) indicates that across all years and groups; the vast majority pupils are on track to meet their aspirational targets. Pupils respond very well to the challenge they are set.

Pupil progress in writing for Year 1 pupils (in particular those who were graded a '2' at end of EYFS 15) has been rapid and sustained since September 15.

School target is at least 65% of pupils at the 'Expected' stage with the most able at the 'Deepening' stage by the year end.

### **Early Years**

**Actions-** The leadership of EYFS is shared between the HT & all EYFS teachers.

**Impact-** This shared leadership is enabling staff to gain experience as middle/senior leaders.

**Actions-** There has been a clear focus on analysis of GLD outcomes from 14-15. The school identified a target group of 'middle achievers' on which to focus further provision. (Those who were graded '2' at the end of EYFS – see above for the impact on this cohort in Year 1)

The further development of writing through CPD and intervention across EYFS is seen as a shared responsibility by teachers and support staff alike.

Teachers use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning at home and at school.

**Impact:** - Teaching and learning is consistently of a very high quality, inspirational and worthy of dissemination to others.

- Pupils receiving interventions for writing are beginning to apply the skills learnt to all written work.
- 80% of the Reception cohort are on target to achieve a GLD by the year end.

Following this monitoring progress visit the local authority overall judgements of the school are-

Overall Effectiveness of the School	Outstanding
Effectiveness of Leadership and Management	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Personal Development, Behaviour and Welfare	Outstanding
Outcomes for Children and Learners	Outstanding
Early Years	Outstanding

By the next monitoring visit-

- **Demonstrate the impact of interventions in writing in Reception and Year 1 on pupil outcomes, in particular for 'middle achievers'.**
- **Demonstrate the impact of the continued shared leadership of EYFS, with a particular focus on the progress of SEND pupils and the increased provision for physical development.**
- **Prepare to discuss the outcome of decisions on the future leadership of EYFS.**
- **Demonstrate the impact of provision for high level SEND and PP pupils.**
- **Evaluate the effectiveness of the revised assessment practices and procedures in demonstrating pupil outcomes.**

Evidence base used to formulate the judgements-

Effectiveness of leadership and management (including Governance):

- Discussions with the HT, staff and the EYFS Governor.
- Learning walk through Reception and Year 1 classes and intervention groups with the HT & the EYFS Governor

Quality of teaching, learning and assessment:

- Discussions with the HT on the revised assessment processes and procedures.

Personal development, behaviour and welfare:

- Learning walk - Small group intervention supporting the emotional development of the Reception and Year 1 'target group'.
- Learning walk - Tailored interventions for PP & SEND pupils, with highly trained staff.
- Class teacher discussions on the impact of intervention and smaller group teaching.

Outcomes for children and learners:

- Discussions with the HT on progress data across all year groups. This covered Sept 15-Dec15.
- Work scrutiny with HT with a focus on progress in writing – samples from all year groups.

Early Years

- Discussions with the HT on the advertisement for an EYFS leader later this term.
- Discussions with the HT & EYFS Governor on progress data across current Year 1 groups, with a particular focus on those pupils who did not achieve a GLD at end of 2015. This included discussions on target groups, writing, PE, and the provision for SEND pupils.
- Discussions with the HT & EYFS Governor on progress data across current Reception groups, with a particular focus on writing. This covered Sept 15-Dec15.
- Learning walk through the intervention groups and teacher taught sessions in Reception classes.
- Work scrutiny in writing – Reception.
- Class teacher discussions on the impact of intervention and smaller group teaching