

Local Authority Monitoring Letter

Date: 20th June 2016

School: Morpeth Goosehill First School

Headteacher: Miss Elaine Reay

Chair of Governors: Mrs Joan Tebbutt

SIP: Mrs Sally Lamb

Dear Miss Reay and Mrs Tebbutt,

Following your spring term SIP visit the local authority judged your school to be **Outstanding**.

That review prioritised the following areas for improvement –

- **Demonstrate the impact of interventions in writing in Reception and Year 1 pupils on pupil outcomes, in particular ‘middle achievers’**
- **Demonstrate the impact of continued shared leadership of EYFS, with particular focus on progress of SEND and increased provision for physical development.**
- **Discuss the outcome of decisions on 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.**

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

In addition, the local authority has asked SIPs to focus on the following areas of SEND provision:-

1. The Headteacher, who is the SENCO, reviews the SEND population regularly. The proportion of statements and EHC plans and those identified for SEN support in addition to quality first teach is below the national average.
2. The SEND information report is published on line and is reviewed annually. Many parents have acknowledged the usefulness of the information on the school website. A recent school survey on SEND effectiveness has generated much positive feedback as to how the school identifies and supports SEND and their families, in particular ‘high need SEND and early identification within EYFS.
3. The Accessibility plan is available on the website, updated and reviewed regularly.
4. SEND pupils make at least typical and often accelerated progress despite some individual, personal challenging circumstances. This progress is possible because of the careful coordination of quality support given within school, from outside agencies and the development of excellent relationships with families.

The effectiveness of leadership and management (including Governance):

Actions and Impact

On-going pupil progress meetings, which identify those children needing an extra 'boost,' are enabling the vast majority to continue to make at least typical and often accelerated progress.

Booster groups have included; nurture, numeracy, literacy, phonics, speech development, fine motor skills and daily reading. The school addresses any issues that arise and have also included; PE, handwriting and confidence building support further up the school.

For example, this has meant that those pupils in Year 1 who did not achieve a GLD at the end of EYFS have now made either typical or rapid progress within the Year 1 expectations and are placed well for transfer to Year 2. Almost all of Year 1 pupils have met the standard for phonics this year (57/60)

All children are known well as individuals at Goosehill, where leaders and governors are consistently improving outcomes for all pupils, including SEND & Pupil Premium, and are uncompromising in their ambition.

The headteacher continues to provide a myriad of clearly presented data and evidence trails for governors. This was evidenced during the SIP visit when two Governors with responsibility for SEND were given an update on progress and provision of SEND and an opportunity to discuss how funding is meeting the needs of pupils' individual needs.

Governors asked questions and demonstrated a sound knowledge of their area of responsibility, linking what they had found out during this visit to the recent Headteacher's Report To Governors.

They are now keen to use the SEND checklist from Alan Carrick, shared by the SIP, as a model for their next governor monitoring visit.

The quality of teaching, learning and assessment:

Actions and Impact:

- Revised assessment procedures have developed well over the past year.

Triangulation of evidence by the headteacher and deputy headteacher is enabling a clear picture to emerge of progress and outcomes.

Staff have created 'sample standardisation files' which are used effectively to ensure parity of progress and outcomes. Standardisation happens regularly across the school and across the partnership.

These highly effective procedures are worthy of dissemination to other schools and partnerships.

- The very high quality and consistency in approach to teaching and learning is providing an excellent base for teacher training. Currently the school's NQT's and School Direct students are developing extremely well, demonstrating many qualities within the 'Good and Outstanding' criteria for

teaching, learning and assessment. This continues to ensure sustained pupil progress and staff development in mentoring.

Personal development and welfare:

Actions and Impact:

- The insightful way leadership deal with early identification of SEND and networking with parents and outside agencies is to be commended. As a result, families feel their children are being supported and nurtured well.
- A recent 'meet the teacher' morning has been received very well by parents and children alike. This continues to be an extremely proactive and thoughtful way of enabling all to be positive about what is to come following the summer holidays.
- Attendance from September to March was 96.7%. This is due to the close monitoring by office staff and the leadership of the school. The school are placed in the top centile for attendance within the Ofsted Data dashboard 2015.
- All staff are completing the 'Prevent Safeguarding Certificate' and have taken part in a Teacher Training Day initiative by completing the S175, which replaces the Safeguarding Tool S11. This is one of many examples of the leadership's approach to whole staff training and responsibilities.

Behaviour:

- Not a focus of this visit.

The outcomes for children and learners:

Action and impact:

- Pupil progress meetings regularly focus on each individual pupil's needs.

Throughout the year, any pupils, including those who have been assessed at already meeting ARE within the year, are further developed through quality first teaching or bespoke intervention, to reach the next level.

- Progress continues to be above average in nearly all areas of reading, writing and maths.

The most recent Headteacher's Report to Governors states:

"Early indications suggest that about 80% of our pupils will be next year group ready" across reading, writing and maths, by year-end.

This means that 80% of pupils will have reached ARE or above across all year groups and as such will be very well prepared for the next stage in their education.

These potential outcomes, coupled with the attention to detail provided regarding 'catch-up', SEND and Pupil Premium provision, ensure that each child continues to thrive and is 'developing their potential and has personal success' as stated in Goosehill First School's mission statement.

EYFS:

Leadership & Management

Actions and Impact:

- Differentiation in challenge across the areas of the EYFS classrooms is evident with writing in different genres as a key focus in many areas. Middle ability writers are being challenged to grow even further. All pupils identified for 'booster' sessions have now achieved a GLD. This is ensuring that they are now very well prepared for a flying start with the Year 1 curriculum.
- Sports premium money has been allocated to support the physical development curriculum within EYFS. End of year outcomes will identify the impact of these developments.
- Staff remodelling is currently being undertaken by the headteacher and governors. Some planned staff movement for 16-17 will ensure that senior teachers with a desire to lead and further develop EYFS will have the opportunity to do so. This will also provide excellent development opportunities for all other staff who are undertaking a move of year groups and further developing as middle leaders next year.
- The above 'remodelling' will provide a focus for shared observations and discussions with the headteacher and SIP during the autumn term meeting.

Expected end of year outcomes:

- Progress continues to be strong across EYFS.
- Early indications are that at least 80% of pupils have reached a GLD, compared to 65% in 14-15. Many pupils will have exceeded the ELGs in several areas.
- SEND within EYFS is acknowledged within above sections of this monitoring letter.
- Full analysis of progress and outcomes will be available during the autumn term visit.

Following this monitoring progress visit the local authority 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
EYFS	Outstanding

By the next monitoring visit:

- Prepare to share revised SDP & SEF with SIP ahead of Autumn term visit (7th November)

- Plan for SIP discussions with appropriate staff on revised EYFS leadership roles and observations across both Nursery and Reception classes.
- Plan for SIP discussions with appropriate staff about revised roles within the school structure and observations across Key Stages 1 and 2.

Evidence base used to formulate the judgements:

Effectiveness of leadership and management (including governance):

- *Discussions with the headteacher and, governors with SEND responsibility, one of whom currently delivers interventions to SEND pupils identified for extra support through pupil progress meetings.*

Quality of teaching, learning and assessment:

- *Data sharing – with a particular focus on SEND progress and expected outcomes for the year-end.*
- *Discussions with governors on SEND provision, assessment and progress.*

Personal development, behaviour and welfare

- *Discussions with headteacher and governors on the impact of SEND provision on personal development and welfare, both in school and relationships with families.*
- *Attendance sharing*

Outcomes for children and learners:

- *Scrutinising pupil profiles and provision for pupils with SEND*
- *Data sharing*
- *Pupil progress meeting notes viewed.*

EYFS:

- *Discussion with Headteacher*