

Morpeth Goosehill First

Headteacher: Mrs Elaine Reay
 Chair of Governors: Mrs Joan Tebbutt
 School Improvement Partner: Mrs Sally Lamb
 Date of Visit: 21.3.17

Spring Term SIP Report 2017

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
The Overall Effectiveness of the School	Outstanding	Outstanding	Outstanding
Effectiveness of Leadership and Management	Outstanding	Outstanding	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding	Outstanding	Outstanding
Personal Development, Behaviour and Welfare	Outstanding	Outstanding	Outstanding
Outcomes	Outstanding	Outstanding	Outstanding
Early Years	As part of above	Outstanding	Outstanding

Date of Previous Ofsted Inspection: 2007 Monitoring letter 2011

A summary of the progress made in the autumn term 2016

<p>Areas identified in Autumn Term review</p> <ul style="list-style-type: none"> Ensure the areas identified as a result of data analysis from 2016, from within the school development plan, are actioned and monitored and impact measured. Facilitate with the SIP, a light touch review of governance, enabling governors to evidence the impact of their challenge and support within an outstanding leadership and management team. 	<p>Progress from January 2017</p> <ul style="list-style-type: none"> All action and its associated monitoring within the School Development Plan priorities is updated regularly and shared with governors. Senior and middle leaders continue to support the Headteacher who works tirelessly to ensure that all elements with the Outstanding category of leadership are upheld and enhanced appropriately. Consequently pupils continue to be provided with a myriad of exciting and engaging teaching and learning opportunities of the highest quality. Data and work scrutinies, from September to January, indicate that the vast majority of all pupils are on target to achieve ARE at least at year end and a significant percentage across each year group to achieve well above ARE in many subjects, including foundation. The Headteacher has ably lead the Governors in their self-review. Remodelling and reallocation of roles and responsibilities and increased monitoring with associated cpd both collective and individual, is very strong and enabling the governors to further evidence their challenge and support within the school's outstanding leadership team.
---	---

A summary of further improvements to be made in the remainder of the academic year

Continue the well-planned school development plan focus on:

- Quality assurance of assessment across the curriculum.

Has the SIP shared with leaders the most recent guidance on:

Single Central Register?	Yes
Website compliance?	Yes
Ofsted 'requested' documents (see P15 Ofsted handbook)?	Yes

Type of school	<u>First</u>	Current number on roll	297
Age range of pupils	<u>3-9</u>	% of disadvantaged pupils	<u>14%</u>

Part 2: Detailed Analysis and Evaluation of Teaching, Learning and Assessment:

Early Years

The quality of Teaching, Learning and Assessment in Early Years is... Outstanding

This is evidenced in a joint learning walk with the Headteacher, through all areas of EYFS, work scrutiny, accuracy of assessment and the impact of feedback and planning on pupil outcomes.

The EYFS environment in both indoor and outdoor environments (5 areas in total) is abundant with well-planned and well-resourced equipment to inspire and engage pupils at all levels. Resources are easily accessible for children to support their independent learning and a wide range of activity areas were evident across all rooms and outside. The outdoor learning environment clearly reflects the indoor learning experiences.

Nursery:- In one room, a learning assistant was engaged with a phonics session focusing on sounds and associated words. Other activities in the room were supporting extension of the taught foci. Children were fully engaged in their learning and really enjoying working together to achieve the challenges presented.

When writing, children were checked for posture, pencil grip and effective letter formation. Exciting sentences were modelled by staff and children inspired! Questioning to challenge and support were clearly an integral part of all enabling of learning with both support staff and teachers alike.

In another nursery room, where much investment into resources and re-modelling of the room has happened recently, high quality facilitation of the session was evident. Both the teacher and learning assistant were engaged in incidental and planned observations of children at play. This, however, was carried out in such a way that they were 'aides in the shade' of the classroom enabling the children to engage in independent play and only added comments to support or extend thinking, often cross-curricular. This focused clearly on application of basic skills across the curriculum.

In the shared outdoor environment, the children were engaged in water play through a drainpipe attached to the wall – gross and fine motor skills being developed across all activities with awe and wonder in abundance as the children watched the water and vehicles travel through the pipe and 'plop' out at the end. Language development was picked up on by the teacher who calmly repeated

sentences the children had spoken but with the correct tense and expression. The child then repeated correctly as a natural occurrence.

In the shared outdoor environment:- the Reception children were engaged in game playing and making cakes and puddings with a numeracy foci, to celebrate the festival of Noruz, a traditional Iranian new year holiday. Numbers to 20 and well beyond were being used in play – number bonds, counting forwards and backwards as a matter of course!

A parent from Reception is Iranian so to support this child's heritage, the whole focus for learning in Reception today is centred around the traditions and activities that would be happening in schools in Iran today.

In the Reception classrooms:- Exceptional organisation of both independent learning and focused teaching areas are on-going. The rooms are well resourced and support intervention and consolidation of learning as well as significant challenge for the more able, to deepen learning. The displays are a strong mix of children's work and teaching aids, presentation of which is of the highest standard.

During the brief session, children were engaged in a variety of activities centred around Noruz. One child explained; "Today is special to a mummy here, it's her day in another country so this is so she isn't sad and it is making her happy."

Learning for the focused teaching group was creating exciting sentences about Noruz. Children were keen to write and those who needed support were being encouraged to be independent in their outcomes.

Specific progress and impact in the autumn term includes...

Reception:-

Work scrutiny fully supported the progress indicated for all pupil groups.

From this session and the work scrutinised, those identified to achieve a GLD by year end are on track. Those already achieving highly are being challenged to exceed. Those, for whom their starting point was significantly lower than typical on entry, are being supported well with differentiated phonic groups and intervention writing groups for those just under GLD to ensure they make at least typical progress by year end.

Strong (better than typical) Progress attaining 2 steps as opposed to ARE 1 step progress

100% Mastery children from Nursery (40-60 Emerging) met expected progress target being 22%

40-60 Secure by Christmas

Reading	Baseline Autumn	End of Autumn
30-50 Dev	22%	
30-50 Sec	57%	
40-60 Emerg	21%	27%
40-60 Dev		49%
40-60 Sec		22%
Exp		2%
Number		
30-50 Dev	8%	
30-50 Sec	58%	
40-60 Emerg	34%	11%
40-60 Dev		64%
40-60 Sec		25%

Strong (better than typical) Progress attaining 2 steps as opposed to ARE 1 step progress

75% Mastery children from Nursery (40-60 Emerging) met expected progress target being 40-60

Secure by Christmas

Further areas for improvement in Early Years T, L+A during the remainder of the academic year include...

- Continue to embed shared moderation of evidence towards a GLD and Exceeding.
- Continue to work with Year 1 staff to ensure children are Year 1 ready for September.

KS1

The quality of Teaching, Learning and Assessment in KS1 is... Outstanding

This is evidenced in...the accuracy of assessment in core subjects and many foundation subjects. Regular work scrutinies across Year 1 & 2 and moderation between schools in partnership ensure that these are secure.

Pupils workbooks are exemplary and clearly demonstrate pupils being shared partners in the learning process.

Workbooks and other evidence reflect clearly the school's marking policy and demonstrate strong pupil progress over time, as a result of this.

Pupil behaviour during the observed session demonstrated Outstanding qualities as a direct result of teacher input and expectations. Pupils know exactly what is expected of them and are keen to please.

Exceptional and intricate planning and resourcing, based on pupils prior learning, of lessons inspired pupils to learn. Together with succinct imparting of subject knowledge enabled strong progress for the vast majority of pupils during each session. This was exemplified in a Year 2 lesson observed on the 'possessive apostrophe'. The modelling of this through the wearing of hats interjected by very clear responses by staff to some quite insightful questions by students enabled clear understanding of concepts.

In a Year 1 lesson, children were learning about George Stephenson. Their own interests and prior knowledge were taken into account and pupils thinking and knowledge extended well at every opportunity. Differentiated learning outcomes were clear, adhered to and re-focused during the lesson. This supported a very pacey session.

Support staff are used very effectively and have a clear impact on pupil progress whatever their remit during a session.

Teaching staff new to Year 1 are being supported well by senior leaders.

Specific progress and impact in the autumn term includes...

Inspirational delivery of curriculum further developing pupils to become partners in their learning. All pupils, including EAL, those in receipt of top up funding and more able, are demonstrating sustained progress through the autumn term.

This school tracks according to ARE by the end of year when all objectives have been covered so results are as follows at end of Autumn term:

Year 1 –

Reading –	Emerging 41%	Developing 40%	ARE 12%	Progress -	Expected 54%	Good 44%
Writing –	Emerging 55%	Developing 34%	ARE 3%	Progress-	Expected 57%	Good 37%
Maths-	Emerging 61%	Developing 26%	ARE 4%	Progress-	Expected 60%	Good 29%

Progress data presented alongside workbooks, indicates that all pupils are on track to meet their aspirational targets set for year end – Reading ARE 84%, Writing ARE 76%, Maths ARE 80%

90% of Year 1 pupils are targeted to pass the phonics standard.

Year 2 –

Reading –	Emerging 18%	Developing 43%	ARE 38%	Progress -	Expected 20%	Good 79%
-----------	--------------	----------------	---------	------------	--------------	----------

Writing – Emerging 25% Developing 45% ARE 30%	Progress- Expected 20% Good 79%
Maths - Emerging 23% Developing 53% ARE 23%	Progress- Expected 43% Good 56%

Progress data presented alongside workbooks, indicates that all pupils are on track to meet their aspirational targets set for year end – Reading 85% ARE, Writing 75% ARE, Maths 82% ARE.

Further areas for improvement in KS1 T, L+A during the remainder of the academic year include...

- continue to develop 'mastery' to ensure all pupils who require this level of challenge are catered for.
- further develop assessment systems in all foundation subjects.

KS2

The quality of Teaching, Learning and Assessment in KS2 is...Outstanding

This is evidenced in... the quality and quantity of work in books in the Year 3 & 4 classes. Once again, the further development of presentation and pride in their work was evident in all samples seen.

This is evidenced in... the insightful discussions between pupils and staff during a Year 4 Maths lesson observed.

This was a lesson on long multiplication and inverse operations all wrapped up in deep problem solving. The observation began 40 mins into the lesson.

The quality and quantity of recorded information by pupils was quite remarkable. They demonstrated a clear thirst for the subject, were keen and enthusiastic to explain and discuss what they had found out and how. Behaviour for learning in terms of presentation of work and stamina were clearly evident. The delivery by the teacher was very much 'aide in the shade', chipping in with questions targeting to challenge and support individual pupils.

Pupils clearly demonstrated (at their own ability level) how to apply multiplication tables to problem solving.

Challenge evident and extension activities where appropriate.

Specific progress and impact in the autumn term includes...

Inspirational delivery of curriculum further developing pupils to become partners in their learning. The vast majority of pupils demonstrated rapid or sustained progress through the autumn term.

This school tracks according to ARE by the end of year so results are as follows at end of autumn term:

Year 3 –

Reading – Emerging 48% Developing 51% ARE 2%	Progress Expected 69% Good 25%
Writing – Emerging 52% Developing 44% ARE 2%	Progress Expected 49% Good 49%
Maths- Emerging 39% Developing 59% ARE 0%	Progress Expected 51% Good 43%

Progress data presented alongside workbooks, indicates that all pupils are on track to meet their aspirational targets set for year end – Reading 82% ARE, Writing 70% ARE, Maths 80% ARE.

Year 4 –

Reading –Emerging 55% Developing 43% ARE 0%	Progress - Expected 80% Good 15%
Writing – Emerging 70% Developing 28% ARE 0%	Progress - Expected 56% Good 41%
Maths- Emerging 83% Developing 15% ARE 0%	Progress - Expected 56% Good 42%

Progress data presented alongside workbooks, indicates that all pupils are on track to meet their aspirational targets set for year end – Reading 86% ARE, Writing 70% ARE, Maths 84% ARE.

Pupils benefit significantly from the subject knowledge of staff and attention to child-centred learning.

Staff are ably lead and supported by the highly experienced senior leadership team.

Support staff within Key Stage 2 are used extremely effectively – throughout the school there is an apparent emphasis on support staff enabling learning at any level from intense 1-1 to challenge for more able. Their roles are exceptionally well developed and by the time pupils leave school, the vast majority have grown academically and emotionally from this support rather than continuing to rely upon it.

Further areas for improvement in KS2 T, L+A during the remainder of the academic year include...

- continue with cross school moderation of reading, writing and maths
- further develop assessment systems in foundation subjects.

SIP's overall judgement for Teaching, Learning and Assessment, using the specific grade descriptors in the Ofsted handbook.

Outstanding:-

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Resources and teaching strategies reflect and value diversity of pupil's experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teachers embed reading, writing and communication and where appropriate, mathematics exceptionally well across the curriculum. For younger children in particular, phonics teaching by both teachers and support staff, is highly effective in enabling them to tackle unfamiliar words.
- All pupil work books are of a very high standard in terms of quality and quantity of work and evidence of progress .

Part 3: Leadership

What were the actions of leadership in monitoring and evaluating the quality of Teaching, Learning and Assessment in the autumn term?

Monitoring and evaluation by the Headteacher, Senior Leadership team and Governors for the autumn term included:-

- Data analysis, Visioning, Safeguarding, Appraisal observations and interviews, Meetings with Pupil Council on transition (SMSC), Governor development, Progression and Assessment – including many work scrutinies across ALL subjects – Handwriting, MFR, SPaG and Teaching and Learning e.g.: Differentiation

How effective are middle leaders in monitoring and evaluating Teaching, Learning and Assessment?

Middle leader development has been of high order.

Middle leader (subject coordinators) monitoring has included:

Analysis of assessment and termly progress in their subjects, leading curriculum development staff meetings, in-house coaching plans to enhance staff subject knowledge, lesson observations.

What impact has leadership made on Teaching, Learning and Assessment in the autumn term?

The impact of all of the above developments is clear in:

- lessons observed
- discussions with pupils and staff new to their roles

- quality of planning based on prior learning
- quality of lesson delivery and impact on pupil engagement
- quality of work books scrutinised.
- parent feedback

Key actions for leadership in the remainder of the academic year-

Continue the well-planned School development plan focus on:-
-Quality assurance of assessment across the curriculum.

Part 4: Support and Challenge

Feedback from Headteacher on the impact of this support/challenge:

Requests for further support:

Revisit Role of Key Stage Coordinator re Data Tracking!
Review Governance
Effectiveness of Reading records

The Headteacher has requested the above – SIP will endeavour to broker support and inform school at next visit.

Agreed next SIP visit date: Monday 12th June 2017 from 10am.

The Summer SIP visit will concentrate on the quality of safeguarding, Personal Development, Behaviour and Welfare, and the effectiveness of Leadership and Management.

Please agree associated tasks from the following menu of activities:

- √Review the effectiveness of leadership in developing a culture of safeguarding
- √A review of attendance