

School: Morpeth Goosehill First



Headteacher: Miss Elaine Reay
Chair of Governors: Mrs Joan Tebbutt
School Improvement Partner: Mrs Sally Lamb
Date of Visit: 29.11.16

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

This school has the following strengths:

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| <ul style="list-style-type: none"> Outstanding leadership and management by the headteacher and other senior leaders over time continues to ensure that progress and attainment across year and pupil groups remains strong. Leaders have created a culture that enables all pupils to excel. They are committed unwaveringly to setting high expectations to the conduct of pupils and staff. Behaviour for learning is exemplary. Pupils demonstrate a strong sense of belonging and desire to learn. Pupils for whom there is additional funding make good progress, often equal to that of their peers. Differences in ability are often diminished quickly. | <ul style="list-style-type: none"> Safeguarding is effective. Leaders and managers have created a culture of vigilance whereby pupils' welfare is actively promoted. Leaders promote equality of opportunity and diversity exceptionally well. Teachers embed reading, writing and communication and maths across the curriculum, equipping pupils with the necessary skills to make progress. This is exemplified in the high percentage of pupils who make expected or better than expected progress across each year group in many subjects. Parents feel highly included in their children's education and are assured that their children are known and valued as individuals. (Outcome of parent surveys) |
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To improve the school needs to:

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| <ul style="list-style-type: none"> Ensure the areas identified as a result of data analysis from 2016 within the school development plan, are actioned and monitored and impact measured. | <ul style="list-style-type: none"> 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. |
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Has the Headteacher/Governing body ensured that:

Single Central Register is compliant?	Yes
Website is compliant with the most recent statutory guidance? (Pupil premium reporting exemplary and worthy of dissemination to others)	Yes
Parent view feedback has been reviewed? (additional systems in place to seek and act upon parent view exemplary and worthy of dissemination to others)	Yes
Ofsted 'requested' documents are in place (see P15 Ofsted handbook)?	Yes

Type of school	First	Current number on roll	297 incl Nursery
Age range of pupils	3-9	% of disadvantaged pupils	14%

Part 2: Detailed Analysis and Evaluation of the Outcomes Achieved by Pupils:

Early Years

The school's tracking information shows that 79% of pupils achieved a GLD.

This is a significant increase from last year and above both LA and National outcomes. Of those pupils who entered Nursery at age-typical, more than 35% exceeded a GLD in many areas.

40% of pupils were summer birthdays, above the national average.

Girls outperformed boys. 91% of girls achieved a GLD. 16% above National. Many girls exceeded a GLD within almost all areas. Girls significantly outperformed their peers both locally and nationally.

64% of boys achieved a GLD. 5% above National. Boys achieved most highly in PSED, PD, CLL UTW and Ex Arts.

Boys also outperformed their peers both locally and nationally across the vast majority of areas except in Maths & Literacy where they performed roughly in line.

Tracking indicates that progress of SEND from differing starting points is good.

Of the 8 Disadvantaged pupils in this cohort, 63% achieved GLD. For those that did not achieve a GLD, evidence of strong progress evident.

Above outcomes support successes in early diminishing differences for these pupil groups.

Timely intervention for individual pupil issues, at all levels, and altering subject area provision was evident and impact measured.

Since September 2016 EYFS

Building on the many successes and expertise of the previous team, the newly re-modelled EYFS staff have revitalised all four learning areas and the outdoor environment. School have invested significantly in equipment and resources resulting in a more cohesive approach to planning, delivery and assessment across Nursery and Reception. The teaching team is made up of an excellent mix of experienced and inspirational professionals who are pulling together to meet the varied needs of each and every individual child. (SIP evidenced through learning walk and discussions with staff and pupils)

Since September 2016 into Year 1

Through carefully targeted interventions addressing individual needs, those who did not reach GLD at end of Reception have now all achieved this and are on track within the Year 1 objectives towards ARE by year end. Rapid and sustained progress is evident for those Year 1's who exceeded the GLD in Reception. Year 1 teaching is shared between two class bases, most ably led by highly experienced EYFS & Key stage 1 professionals.

KS1

The school's tracking system shows that:

Year 1 –

Over time, the past 3 years, the percentage of pupils who achieve the phonics standard has continued to be strong and well above the national outcome (81% - 2016)

95% of pupils achieved the phonics standard in 2016.

97% of girls, 93% of boys and 100% disadvantaged.

80% of SEN pupils (4/5) achieved the standard. This is well above the national outcome.

Particular strength of this cohort is:-

*little differential between boys and girls maths

and over time....

*Over the past 2 years, by the end of year 2, 98% of all pupils have achieved the phonics standard which is preparing pupils extremely well for the next phase of their learning into Key Stage 2. This is also well above the national outcome of 91%.

This is also well above the national outcome of 91%.

*Significant evidence of diminishing the differences between pupil groups and their peers.

Year 2 –

Attainment:-

85% of pupils achieved ARE or better in Reading – 47% at greater depth.

This is significantly above the national outcome of 74% and 24% respectively.

Progress:-

95% of pupils have made expected (37%) or better than expected (58%) progress.

Attainment:-

83% of pupils achieved ARE or better in Maths – 40% at greater depth.

This is significantly above the national outcome of 73% and 18% respectively.

Progress:-

95% of pupils have made expected (37%) or better than expected (58%) progress.

Attainment:-

73% of pupils achieved ARE or better in Writing – 26% at greater depth.

This is significantly above the national outcome of 65% and 13% respectively.

Progress:

93% of pupils have made expected (53%) or better than expected (40%) progress.

Extremely high quality data analysis of cohorts and pupil groups are enabling the school to target further provision and support at all levels.

Particular areas of strength to note within this cohort are:-

*Attainment and Progress of Pupil Premium pupils, in particular the more able.

*Progress of SEND

The Inspection Dashboard highlights the following strengths in 2016:-

Progress from EYFS to Year 2 is strong and well above the national averages.

This applies to all pupils, those who achieved a GLD, those who exceeded a GLD for disadvantaged and non-disadvantaged pupil groups.

Year 2 trajectory indicates clearly that Outcomes continue to be exceptional.

KS2

The school's tracking system shows:-

Year 3

Attainment:-

88% of pupils achieved ARE or better in Reading - 44% at greater depth.

Progress:-

100% pupils made expected (43%) or better than expected (57%) progress.

Attainment:-

85% of pupils achieved ARE or better in Maths – 24% at greater depth.

Progress:-

96% of pupils made expected (29%) or better than expected (72%) progress.

Attainment:-

71% of pupils achieved ARE or better in Writing – 15% at greater depth.

Progress:-

96% of pupils made expected (37%) or better than expected (59%) progress.

(This is exceptional for this year's year 3 cohort who have made the transfer this year, to the new national curriculum assessment systems – especially taking into consideration the higher demands for writing)

Particular areas of strength to note within this cohort are:-

*Exceptional progress of girls (100% expected or better)

*Progress and reading attainment of boys

*Progress of Pupil Premium and FSM pupils

*Progress of SEND and Looked After pupils.

*little differential between boys and girls outcomes and progress in maths.

Year 4 –

Attainment:-

87% of pupils achieved ARE or better in Reading - 35% at greater depth.

Progress:-

98% pupils made expected (54%) or better than expected (44%) progress.

Attainment:-

87% of pupils achieved ARE or better in Maths – 14% at greater depth.

Progress:-

93% of pupils made expected (78%) or better than expected (15%) progress.

Attainment:-

72% of pupils achieved ARE or better in Writing – 15% at greater depth.

Progress:-

98% of pupils made expected (66%) or better than expected (32%) progress.

Particular strengths to note within this cohort are:-

- *Continued strong progress from already high standards
- *Progress of pupil premium pupils.
- *Attainment of pupil premium pupils in reading and maths

Please see in-house full data analysis for further details.

SIP's overall judgement for outcomes, including the rationale for the judgement, using the grade descriptors in the Ofsted handbook.

Outstanding

From their starting points, the vast majority of pupils make rapid and sustained progress and exceed expectations in reading, writing and maths.

Attainment in core subjects at the end of Year 2 & Year 4 is very high. Pupils also achieve highly in other subjects.

(see Leadership section)

Strong foundations provided in EYFS and Key Stage 1 enable pupils to move seamlessly into the next phase of their learning. By the end of year 2 standards in reading, writing and maths are typically well above average.

Progress continues rapidly through years 3 & 4 so that by the time transfer to Middle school takes place, pupils are well equipped, academically and emotionally, as confident and able learners.

What are the priorities for improving the outcomes achieved by pupils in 2016-17?

The headteacher has rightly acknowledged the following for focus during 16-17 to further support Outstanding outcomes:- all of which are actioned with the school development plan

Cohort specific work on:-

- * Raising ARE in writing – further inspire boys writing
- * Increase strategies to improve spelling accuracy in KST 2.
- * Assessment moderation – in house and across phases
- * Embed Leadership & Management across EYFS
- raise % of GLD in Maths and Technology across EYFS
- * Embed Leadership of Pupil Premium provision.
- * Governor development

Part 3: Leadership

Does leadership's approach to monitoring and evaluating pupils' progress and attainment (including groups of pupils) enable them to succinctly present and articulate the outcomes achieved by pupils in all key stages?

The Headteacher and Senior Leader's approach to monitoring and evaluating pupils' progress and attainment for all pupil groups enables them to succinctly present and articulate outcomes achieved by pupils in all key stages.

The outward looking work ethic of the Headteacher enables strong links and networks with other Outstanding providers. This enables the school to be at the forefront of any policy and practice changing initiatives; including assessment, work scrutiny and teacher training.

Middle leadership is extremely strong with curriculum coordinators knowing their subject provision, progress and attainment well across all year groups.

Do reports presented to governors ensure that they are well informed about the progress and attainment of pupils (including groups of pupils) in each key stage, in a range of subjects, compared to national averages?

Reports presented to the governors are thorough and self-explanatory.

Annual data analysis of attainment and progress for cohorts and all pupil groups is presented in the Autumn term and progress reports each term thereafter.

All data is always comparable to local and national averages and includes foundation subject analysis as well as the core.

Does the school's self-evaluation include the 2016 outcomes and reflect an accurate self-assessment?

The draft SEF, which is on-going and being prepared to share with staff and governors, is based on pupil outcomes 2016 and a holistic assessment audit against all sections of the revised Ofsted framework for inspections Sept 16. All analysis systems demonstrate an accurate self-assessment. The School Improvement Partner has been invited to provide training in 'External review of Governance' a light touch to further enable Governors to demonstrate the strong impact they have to play within the leadership of the school and the forming of the SEF.

Does the school's development plan include precise, measurable targets which reflect priorities identified from the school's analysis of 2016 pupil outcomes?

The school has set very challenging targets once more for pupil outcomes based on attainment and progress from 2016-2017.

These areas for development are cohort and pupil group specific.

No stone is left unturned when data analysis is undertaken, with the smallest of issues at individual pupil level taken note of and addressed.

Part 4: Support and Challenge

Additional support accessed (Commissioned by the Local Authority)

Finance	*	HR	<input type="checkbox"/>	SIP	*		
		+Recruitment					
Health and safety	*	Early Years team	*	School support officer	*	EOTAS	<input type="checkbox"/>
Pupil Premium	*	Virtual School	<input type="checkbox"/>	Health and wellbeing	*	SEN	*
Teaching Schools	*	LIST/SEND team	*	Gov. support and training	*	NQT Induction	<input type="checkbox"/>
EWO	*	Safeguarding	*	ICT	*	PRU	<input type="checkbox"/>
HT Appraisal	*	HT Induction	<input type="checkbox"/>	Music service	*	Library service	*

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

Excellent relationship with the Educational Psychologist. Support greatly valued.

Requests for further support:

Through the SIP termly visits, SIP to deliver Governor development session with Governors based on outcomes of internal review and needs analysis.

Agreed next SIP visit date: 13th March – Governor twilight (evening)
21st March – Classroom observations (morning)

The Spring SIP visit will concentrate on the quality of teaching, learning and assessment and the effectiveness of leadership and management.

Please agree one from the following menu of activities:

- Joint classroom observation with headteacher and/or senior or middle leaders to ensure consistency in assessment of strengths and weaknesses of teaching – a selection of year groups/subjects to support external validation of impact of SDP areas identified.