

This review forms part of the information base for governors of the school and Board Members of Jefferys Education Trust. Led by the Trust Director of Standards the review seeks to provide an informed view of school improvement, progress and priorities since the last review.

Wordsworth Primary School

Review 3
February 2016

Hamwic Trust

Director of Standards: Nigel Ash

School Review 3

School:	Wordsworth Primary School
Headteacher:	Rick Page
Deputy Heads:	Sarah Barwell & Gillian Fay
Academy Status:	Multi- Academy member, November 2014
Previous Ofsted:	Good 2011
Review focus:	Peer Review of School
Reviewers:	Nigel Ash, Director of Standards, Hamwic/EJT/JET/Ridings Chris Bulmer, Standards Officer, Hamwic/EJT/JET/Ridings Annette Hixon, Head of School, SJS Julia Addison, Acting Head of School, SIS
Senior staff members:	Rick Page, Headteacher, Sarah Barwell and Gillian Fay, DHT's, Clare Prest, Maths Leader, Trudie Smith, EYFS and EAL Leader
Activities:	Review and interrogation of internal data, work scrutiny, learning walk tours (<i>focus on leadership knowledge, evaluation and impact</i>), learning environment, pupil work match to data, progress in writing, curriculum impact of adults in the classroom, EYFS) pupil interviews and leadership discussions
Date of review:	Thursday 25 th February 2016

This review forms part of the information base for governors of the school and Board Members of Jefferys Education Trust. Led by the Trust Director of Standards the review seeks to provide an informed view of school improvement, progress and priorities since the last review.

Leadership and management

The Headteacher and senior leaders' passion to ensure that every child succeeds is mirrored by teachers, teaching assistants, governors and other key staff throughout the school. There is a sense of urgency and determination to get things right and make learning enjoyable at Wordsworth Primary School. As a result an ambitious and highly inclusive culture permeates the school community. With large numbers of pupils (90) entering each year alongside 55+ entering during the course of the year effective induction of pupils is seen as a key priority and this focus pays off as the school successfully integrates pupils from different cultures with different language experiences and needs.

The current and continually expanding primary school is a far cry from its starting point as a two form infant of predominantly white British pupils three years ago. The new school building is filling up with a broad range of pupils who are rapidly brought up to speed with expectations of work, behaviour and social skills.

The headteacher and other senior leaders make good use of new tracking procedures and work effectively to continually improve staff and pupils' understanding of the new requirements for assessment at ARE (age related expectations).

There are very effective quality assurance procedures for checking the quality of teaching, learning and assessment. Senior leaders regularly take a good range of books from classes and cohorts of pupils to review and consider in terms of quality of learning, pace of progress, depth of coverage and mastery of concepts. The SLT then compare notes and challenge outcomes from middle leader reviews (heads of year & core subject leaders) of work scrutiny for their areas of accountability. Findings corroborated by both teams are then fed back to class teachers who work with their year leaders to demonstrate improvement.

Heads of year confirm the effectiveness and pace of this style of quality assurance and say that it allows everyone to give opinions and perspective and supports year leader challenge to teachers to improve.

Staff across the school are still benefiting from increased rigour in procedures and policies and are responding to improved professional development well. The school has established itself locally (within and outside of the multi-academy trust) as a school with much to offer others including for example; the experience of rapid sustainable improvement, the development of highly effective procedures and programmes for children new to English and developing English as a second language, incentives for under motivated pupils to engage in school life and learning (Tough Mudders), establishing a new key stage and strategic planning for future development.

The quality and productivity of pupils work remains far higher than in the past, just as the effective breadth of curriculum and its quality demonstrates a more cohesive and well-planned approach to pupil engagement and the practice of key skills. Having come this far the school leaders will benefit from a clear audit of impact and coverage across the foundation subjects so that they can establish new leaders with accountability for aspects of the curriculum and the knowledge of steps of progress for pupils.

Pupils' social, moral, spiritual and cultural knowledge and understanding is developed well across the school with numerous examples of effective music, dance and drama adding to the experience of pupils learning. The developing work on the experience of the whole child at Wordsworth leads pupils to see that school is more than just learning about reading, writing and maths but about what you can do with those skills alongside growing confidence in a wide variety of other subjects and activities.

The school employs and makes good use of a range of extra staff specifically brought in for sports, music, **dance, environmental studies** and other aspects. All of which contribute to pupil engagement and buy in to the school's expectations. Volunteer readers and sports coaches who hear readers voluntarily too, offer great role models for pupils. Some volunteers contribute significantly to EAL confidence and progress through well planned programmes of support including step by step development of interventions for the induction of pupils.

All systems at the school have been overhauled by the new and growing senior leadership team. Procedures for tracking, monitoring and intervention for pupils identified as SEN is markedly improved and pupils are making better progress over time now.

Safeguarding is now up to standard and improving. Procedures are effective and parents and pupils enjoy quick, effective support and challenge to ensure the safety of all pupils.

Governors continue to develop and offer increasingly effective challenge through transparent procedures and good information from a range of sources. They impact positively on school improvement through effective challenge and support and well-informed debate.

Pupils enjoy their school experience and can articulate their understanding of the increasing challenges set in reading, writing and maths. They appreciate the way in which teachers plan to make learning enjoyable and challenging. Most pupils understand their next steps well and know that they can learn from the advice of other pupils as well as the feedback from teachers and teaching assistants. New marking and interactive communication between staff and pupils is being trialled in some classes and is proving popular.

The level of challenge in year 5 lessons (2 class lessons and 2 intervention/support groups) was seen to be very effective on the day of the review and pupils' books evidenced the challenge and pace of learning over time. All pupils were highly engaged in exploring the language and inference of Shakespeare's Macbeth. Pupils in all classes spoke with genuine excitement and interest about the curious use of words such as; thee, thy and doth and other far more complex words and phrases. Pupils of all abilities were being challenged exceptionally well, understanding and enjoying it! Teaching assistants demonstrated very effective teaching skills in engaging and delivering passages of text dramatically and with effective follow up questioning. Teachers and senior leaders will need to make sure that class teachers retain a really good overview of pupil learning and progress while TAs are allowed to make impact on pupils' learning in lessons outside of class.

Pupils who had not passed their phonic check in key stage 1 were heard reading during the review and it was established that they are now able to decode and can blend words using their phonic skills and awareness. It would be useful for staff to ensure how these pupils are

choosing (or have chosen for them) books to read to ensure that they are able to move with ever increasing pace to catch up their peers.

Work scrutiny demonstrates clear structure now – reading leading to writing and longer units of work establish the effective understanding of learning concepts, not flitting through genre but using opportunities to develop and apply specific skills. The focus on SPAG (spelling, punctuation and grammar) is impacting positively across the school but would perhaps benefit the pupils more if there were more evidence of recording of their work for them to look back on. Pupils will also benefit from the clarity of expectations and gap filling on key aspects of spellings – rules and exceptions, alongside consistent expectations of high frequency words being spelled correctly across the school.

Most year groups are demonstrating strengths in pupil progress and learning pace and heads of year and senior leader are clear about strengths and weaknesses across the school.

Positive relationships between staff and pupils and pupils and pupils contribute to the ethos of the school. Pupils say they feel safe and well looked after, they know who to go to for support if they need to.

While they demonstrate that there is an understanding of e-safety and can tell visitors about how to avoid issues 'online' this may be an area worth revisiting to absolutely nail understanding and ensure that all year groups are getting regular good access to resources (including computer use for learning and for skills) and can demonstrate appropriate skills in programming and research.

The school works hard and effectively to support families and there is a member of staff who is advocate for vulnerable families. She works tirelessly to support children on a daily basis and regularly gives up Saturday mornings to meet with families and ensure they are well fed and given opportunities for cultural development.

Next steps:

Leaders and governors should ensure that:

pupils have greater opportunities to use practical apparatus and apply their mathematical learning to solve problems that test their understanding of concepts, reasoning and logic skills

all disadvantaged pupils make greater gains in their learning so they can reach the same standards as their peers in school and nationally (track from starting points)

pupils of all abilities but especially higher ability are well challenged all of the time to demonstrate their skills, knowledge and application

leaders in the school have a clear understanding of the effectiveness of teaching and standards achieved in foundations subjects (especially IT)

Strengths

Pace of improvement and impact from senior and middle leaders in the school

The pupils pride and attitudes to learning and their response to staff and peers' guidance for improvement

The teachers success in generally establishing the right pitch of lessons considering the new higher levels of expectation for most year groups (age related expectations)

The effectiveness of monitoring, tracking and improving learning for individuals and groups (especially EAL but increasingly other groups too)

Trust categorisation of School; **Good 2** – improving within the grade.

Summary:

Overall the school continues to improve and sustain its development. There is a very strong moral purpose and a good buy-in by staff and pupils. Leaders are developing well and impacting across the school. There is a very purposeful atmosphere and eagerness by the whole community to strive to get better at all that the school does.

Nigel Ash

Director of Standards, Hamwic Trust inc. Jefferys Trust, Edwin Jones Trust and Ridings Trust.

February 2016

