

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

Wordsworth Primary School

Review 4
January 2017

Hamwic Trust

Chief Standards Officer: Nigel Ash

School Review 4

School:	Wordsworth Primary School
Headteacher:	Rick Page
Deputy Heads:	Sarah Barwell, Gillian Fay & Penny Gordon
Academy Status:	Multi- Academy membership: November 2015
Previous Ofsted:	Good 2011
Review focus:	Trust & Peer Review of School
Reviewers:	Nigel Ash, Chief Standards Officer, Hamwic Chris Bulmer, Standards Officer, Hamwic Sue Marsh (NLE BJS) Claire Clifford (HIS) Ryan O’Hearn (SJS) Alison Philpott (Local Authority)
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 internal data, progress in writing) pupil interviews and leadership discussions
Date of review:	Tuesday 24 th January 2017



Summary points from professional dialogue between senior leaders and Hamwic team:

Strengths:

- Pace, expectation and outcome in Y6, Y5, YR
- The overall learning environment – in corridor displays of high quality work – in classrooms with relevant working walls to support children’s learning
- Curriculum enrichment – the creative child ethos
- Knowledge, support and outcomes of/for current PP pupils
- Pupil attitudes to learning and recognition of their role and expectations at school
- Senior leadership team monitoring and quality assurance processes enabling quick responses to effective evaluation
- The vastly improved pride and presentation in most pupils’ work books (especially in comparison to two years ago)
- Some very good examples of effective feedback impact in pupils’ books
- The commitment, professionalism and aspirations of the staff team and governors in response to school growth, change and development

Areas for consideration:

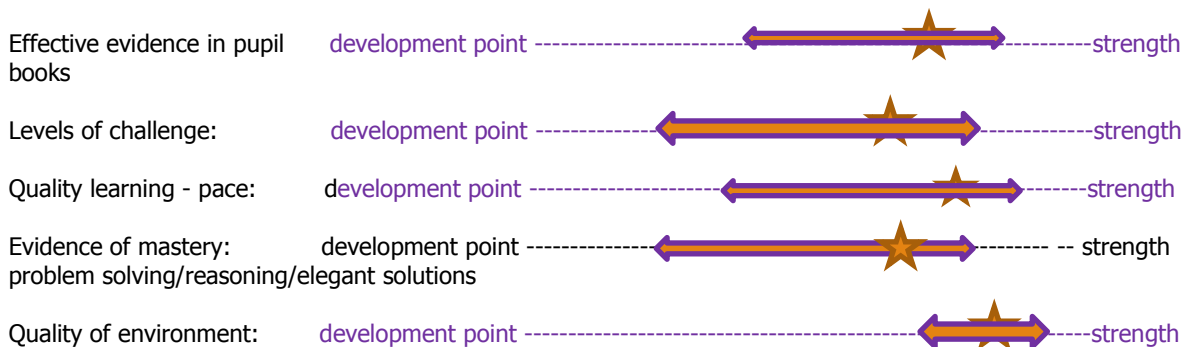
- Ensure pupils’ build their stamina for writing over time
- Attainment and progress of able pupil premium pupils
- Further opportunities for pupils to grapple with engaging problems that challenge at different levels of ability
- Further improve expectations and outcomes in year 4
- Evidence far more examples of pupils effectively editing and proof reading their work
- Ensure effective planning to challenge the more-able to achieve greater depth (evidence)

Average and range of full team (Hamwic and Schools) professional judgements

Hamwic Trust: evidence review record

Final Summary

FINAL Professional response summary:



= RANGE



= OVERALL AVERAGE POINT

Commentary:

The headteacher and senior leadership team ensure that leaders across the school contribute effectively to pupil attainment and progress. Senior leaders set a positive example for all to make certain the ethos of the school is positive, focused on learning and engaging in a wide range of ways for pupils and staff alike.

The school has developed and maintains very positive relationships between staff and pupils and benefits from a number of volunteers supporting learning. Leaders have kept a tight focus on ensuring good preparation for expectations in key stage 2 having previously existed as a small infant school. As a result, year 5 and 6 are a strength of the school alongside year R.

Expectations and outcomes in English and mathematics in the upper key stage 2 are strong and there is a very good range of high quality work on display and in pupils' books. Pupils will benefit further by having more opportunities to grapple with rich problems to solve, that challenge the more-able and demonstrate the confidence and fluency of pupils and their ability to apply strategies to tasks. Also pupils across the school need to demonstrate their skills in editing and proof reading their work for improvement. These aspects alongside the development of stamina in writing will help pupils secure the best outcomes.

Leaders and governors have managed the school expansion very well; 9- 19 classes, 250 to 550 pupils, 116 mid-year joiners, 75% of which are vulnerable children (PP, SEN, EAL), 70% of staff are new over the last 3 years. The vision is clearly articulated and all new staff have the opportunity to contribute to the review and improvement of vision and values.

The school has very effective quality assurance and monitoring systems and can demonstrate how regular evaluation has led school improvement on a week by week basis. Another outcome of effective review systems is high quality professional development that is targeted to staff and pupil needs. The more recent history of the school (as a primary) demonstrates that leaders have given opportunities for staff at all levels to have a positive impact on improvement. The school has greatly improved its analysis and provision for pupils who have English as an additional language.

There is a very effective range of curriculum activities within the 'Creative Child' strategy, with specialist staff employed including; environmentalists – engaging in outdoor learning and challenges, a dance tutor, musicians (leading to the formation of very impressive numbers of new players in a new school orchestra) and a team of sports coaches who also volunteer to contribute to reading opportunities for pupils throughout the school. There are a number of clubs supported by a local private school including art and science which produce high quality work. This is part of a holistic strategy to provide experiences reflecting the school's inclusive approach and particularly benefiting vulnerable groups such as those supported by Pupil Premium, those with English as an additional language and those identified with special educational needs.

Leaders are clearly aware of areas that need development such as year 4 expectations and outcomes and lower junior pace and continuity. This is being tackled.

Leaders welcome the opportunity to set a baseline in Year 6 SAT testing this year and are keen to prove themselves as a successful primary school. Predictions indicate expectation of 90% ARE in Reading, 76% ARE in writing and 86% ARE in Maths (ARE= age related expectations). Governors will be following progress throughout the year and challenging the school to demonstrate confidence in evidence (currently 83%, 76 and 81 respectively). Greater depth/higher standard is expected to

be R/39%, W/25% & M/34%. Therefore, the data indicates that the school is on track to meet or exceed national 2016 outcomes.

After a successful Pupil Premium review early this academic year the school is able to evidence further impact on this group after responding to and building upon the recommendations;

Setting out clearly the key barriers for disadvantaged pupils within each cohort across the school in relation to making accelerated progress from their starting points. Capture information about how support is diminishing differences for each cohort of pupils in comparison to national benchmarks for other pupils nationally

Raise the expectation for rates of progress for pupils in receipt of additional funding through the targets set for these pupils. Focus leaders' checks on opportunities to capture evidence of effective practice for accelerating progress. Reshape provision quickly where evidence shows that strategies, including quality first teaching, are not securing this

Use a wider range of evidence sources to capture the impact spending has including wider stakeholder views, and participation rates for additional curriculum opportunities. Develop analysis of attendance to focus on reduction of persistent absence for pupils

Wordsworth Primary School provides a good education overall. Pupils demonstrate skills, knowledge and experience generally below the expected for their age group when they start school. Early Years Foundation Stage provides a great start to education and this is built upon in key stage 1 where they finish broadly in line with national averages.

The first cohort of pupils in year 6 have enjoyed a very positive experience in years 5 and 6 and will finish their learning journey at Wordsworth having made good progress over time in this new and thriving school.

The best teaching has made a very positive impact on pupils and across the whole school there is a very positive learning environment. Pupils are genuinely proud of their new school, behaviour is consistently good or better and pupils appreciate how they are helped to learn. 'In year' pupil transfers to the school are flourishing and able to articulate how much improved their behaviour and attitudes to learning are. *'I never did much in my previous schools because they were boring but I have filled two maths and two writing books already this year here in Wordsworth and I know I can do well.'* (Year 6)

Pupils are confident in learning and happy to explore mistakes as part of the overall process. They are resilient and increasingly encouraged to be thoughtful and question the world around them.

Leaders have sufficient numbers of good and better teaching staff to ensure the minority who are still developing their craft are supported and improving to a given timeline.

Personal development, behaviour and welfare is a strength of the school. Pupils' positive attitudes encouraged by staff and volunteers, have a good impact on their learning and the progress they make. Pupils invest in opportunities in school and as a consequence have high aspirations of success for now and in the future. As a consequence of partner work with the highly successful local 11-18 private school a number of pupils have been interviewed and are confident in taking entrance exams for scholarships.

Attendance continues to improve for 'all' and for key groups of pupils (PP & PA).

Safeguarding procedures are effective and up-to-date with just two minor recommendations for improvement. All required checks are addressed and in place in line with new 2016 expectations.

All staff have been brought up to date on safeguarding in September 2016 and Prevent training for new staff is booked.

Wordsworth Primary School continues to make good progress on its journey to establish itself as an effective primary school. All team members and staff enjoyed a review day examining the evidence of strengths and priorities for development. The ethos of the school is very strong and more remarkable due to its rapid growth not only year on year but through transition throughout the academic cycle. Parents and families are made to feel welcome and care and support for pupils is exemplary. The impressive development of staff demonstrates a truly effective distribution of leadership which in turn has facilitated an engaging curriculum for pupils and generally good pace and depth in learning. Leaders are clear where there are weaknesses in school provision and outcome and have robust plans to address them alongside timelines for improvement. The school welcomes support and challenge and always responds professionally – this bodes well for the future.

Wordsworth Primary School is a good school.

Nigel Ash, Chief Standards Officer, Hamwic Trust.

Appendices:

The following is an edited version of the Team Booklet for the review:



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Ofsted November 2011 (Wordsworth was an Infant School 171 pupils)

What does the school need to do to improve further?

Lift the quality of teaching and learning from good to outstanding by:
 reducing the time that teachers take to introduce lessons
 ensuring that activities provided match the learning needs of all groups of pupils
 strengthening pupils' vocabulary by providing more opportunities for them to talk with their partners about their learning.

Ensure that members of the governing body become less reliant on information provided by the headteacher and staff.

Hamwic Trust Review 2016 - 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)

Hamwic Trust Pupil Premium Review Autumn 2016:

Recommendations: Strengthen the impact of pupil premium spending by:

- Setting out clearly the key barriers for disadvantaged pupils within each cohort across the school in relation to making accelerated progress from their starting points. Capture information about how support is diminishing differences for each cohort of pupils in comparison to national benchmarks for other pupils nationally.
- Raise the expectation for rates of progress for pupils in receipt of additional funding through the targets set for these pupils. Focus leaders' checks on opportunities to capture evidence of effective practice for accelerating progress. Reshape provision quickly where evidence shows that strategies, including quality first teaching, are not securing this.
- Use a wider range of evidence sources to capture the impact spending has including wider stakeholder views, and participation rates for additional curriculum opportunities. Develop analysis of attendance to focus on reduction of persistent absence for pupils.

Strengths identified in Autumn Pupil Premium Review:

Leaders think carefully about the impact evidence they share and that have systems in place to measure the difference each funding allocation makes.

Leaders analysis of pupil by pupil information is detailed and precise. Action plans make effective use of analysis to determine appropriate actions for the forthcoming academic year, for example mathematics and phonics in KS1.

New leaders are implementing child by child provision mapping. This includes child specific targets to address key academic and pastoral barriers. Key interventions are identified with start and end points to provide benchmarks for evaluation.

Leaders are reviewing academic targets to ensure all pupils in receipt of additional funding are supported to reach the highest possible outcome at the end of each key stage.

Leaders engage in a range of moderation activities to strengthen the accuracy of their internal performance information.

Leaders have ensured provision is wrap around and holistic, focusing on the whole child. There is a strong profile of support across pastoral, academic and enrichment strands. Initiatives such as team spirit coaches (reading focused on vulnerable PP boys) and 'Book Muncher's are being implemented successfully this term.

Leaders are widening planned provision to take greater account of pupils who start key stages at mid and high start points. Pupils premium advocates are an example of this. These 'trusted adults' are the key point of contact for academic interventions and pastoral support.

Focused interventions linked to pupils' behaviour have impacted positively. Evaluation shows that establishing a structured play and social led lunchtime provision using PP Advocates and teaching assistants to lead led to fewer incidents of verbal or physical conflict. (Lunchtime incidents Autumn 2015 = 32, Autumn 1 2016 = 2 incidents)

In Year 4 LA and MA pupils in mathematics were working within ARE successfully. Accuracy in the use of formal written methods was improving in the samples viewed.

In Year 6, strong improvement was evident in pupils written work from end of Year 4 performance information. Teachers employed a forensic approach to picking up key skill gaps, use of vocabulary to enhance composition and accuracy. Teachers and pupils were engaged in an effective cycle of dialogue about learning in the samples seen.

KS1 attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures. (*represents 1-2 pupils only from full cohort)

In KS1 (2016), Of the 9 children who secured the writing ELG at the end of Yr R 89% attained the ES at the end of Yr 2. Writing in 2016 was a 'good news' story for the school in terms of progress from starting points for children who entered KS1 at ARE.

Governors have a clear view of their statutory responsibilities for evaluating the impact of additional funding. They know where provision is being adapted in light of performance analysis by leaders.

Governors know key strategies being employed by leaders this academic year to raise achievement for disadvantaged pupils. They know where impact can be evidenced, for example improving attendance.

Governors know the key strengths and weaknesses of current provision accurately.

There is a rising profile of attendance 2014-16) for all pupils and FSM (all 94.6, 95.6, 97.1 FSM 92.4, 93.9, 95.9). In the current Autumn Term attendance for FSM pupils is broadly in line with national (95.9 v 96).

Overall:

Leaders, including governors are raising the profile of this group of pupils further in their current self-evaluation and school development planning. Teaching staff know who these pupils are and are held to account for the progress these pupils make.

New leaders are enthusiastic and committed to the tasks ahead. They have ensured they are well briefed about successful approaches to improving achievement for this groups of pupils and are at the early stages of planning a range of suitable checks to establish which strategies currently employed are working well and which need further improvement.

Leaders have rightly identified that the rate of progress for pupils who are both disadvantaged and who have special educational needs and/or disabilities is a crucial factor in improving the overall achievement of disadvantaged pupils in the school.

