

SI Activity - Summarise activity/discussion

The LA Evaluation was a full day visit with a total of three advisers and included:-

1. Learning walks visiting every classroom on a number of occasions
2. Work scrutiny
3. Talking to parents at the school gate
4. Meeting with School Leaders to evaluate the quality of:-
 - Reading, Writing and
 - Phonics Governance
 - Remote Learning
 - Offer Maths
 - SEND

Parental view

- All pupils enter the school in an orderly fashion. Pupils are excited to be at school. The headteacher greets every child, which promotes and strengthens personal development and wellbeing
- Parents are all happy with the care and support they provide to their children i.e. One year 5 pupil struggled with class noise level on his return to school post lockdown. The school was able to reduce the class noise level and provided a set of headphones for the child
- Good communication is appreciated by the parents in the form of newsletters, school website, use of Class Dojo and 'Tapestry' to alert and remind parents of key events. Hardcopies are present in the office
- Parents feel their pupils are safe at the school and know that 'their little ones are well looked after'
- Staff are friendly, approachable and accessible. The presence of the headteacher in the morning is welcomed
- Parents valued the remote learning provision that was in place and the support they have been given to support their children's learning.
- Parents report that children are doing very well and happy in school
- The school accommodates the needs of children very well and prepared to be flexible to support children

Phonics Leadership

- Progress in the teaching and learning of phonics at St George's is clear. The coaching model put in place by the leadership team to support teachers in their delivery of phonics is working well and teachers are quickly being upskilled to deliver a strong phonics programme across the EYFS and KS1.
- The 'Sounds Write' programme is fully embedded with teacher and TA training delivered, Dandelion Readers purchased to ensure all children have full access to books which are matched to their phonics unit and teachers more confident in the method of delivery.
- The leadership team has been very proactive and resilient in securing full funding from the Ramsbury English Hub to be able to resource the Sounds Write programme and this will make a positive difference to the children in this school.
- Phonics in the EYFS is engaging and well-paced with provision for all learners met – including those with specific needs – within the daily lesson. Continuous provision activities support the over-learning of phonics sounds and children play games and write to improve their spelling of the learnt sounds.

- The Y1 teacher and TA team work well together to deliver phonics teaching to meet the needs of all children in the class. Children are well-organised with phonics packs which they bring to the carpet with them to use during the lesson. The TA works well to support the lowest children and their needs are being met.
- Phonics in Y2 is supporting children to move confidently into KS2 and be able to pick up the spelling curriculum well. There is challenge built into the lesson to ensure that children are applying previously learnt sounds and making decisions about which digraph is correct in spelling words.

Reading leadership

- Parents, children and staff all talk very positively about reading in the school. Parents are pleased with the provision for books to read at home and like that children bring home both a reading book and a reading for pleasure book to share. Children love reading and are keen to talk about their book choices. They enjoy a writing curriculum which is driven by strong, high-quality texts and they are aspirational in their reading choices.
- Displays in class and around the school are supportive of children developing a strong working vocabulary which is rich and meaningful for their lives.

Writing leadership

- The English subject leader, with the support of the HT and SLT, has been relentless in ensuring there is a sequenced and coherent writing curriculum across the school. His intent for writing at St George's is realised in the implementation of a text-based approach with quality, inspiring texts at its heart. The subject leader is reflective and proactive and has the commitment and respect from all teachers. Everyone at the school is on the journey together to ensure that writing is done well throughout.
- There are clear sequences of learning to an end writing outcome across all classes. Children are writing at age-related expectations (despite lockdown) and they know how to improve their writing (writing checklists).
- Reading feeds into writing and children were able to talk confidently about how their reading gives them ideas to include in their writing. The rigor around the vocabulary harvesting, understanding and application is also apparent in the writing children produce.
- The children we spoke to love writing and they are ambassadors for the school as they showcase their writing to adults and confidently talk about what they do and why they do it in that way.

Reading and Writing - Quality of Education

- Calm environments are evident throughout the school. Routines are well established allowing transitions to teaching/learning to be smooth and without delay.
- Teachers check pupils prior learning. Response from pupils shows good participation and engagement. Teacher check pupil's work routinely and address misconception quickly.
- Teachers effective questioning gauges pupils understanding e.g. the importance of use of comma and speech marks High expectations for writing and reading
- Strong relationships are contributing to focused attitudes to learning. As a result, pupils make positive progress in lesson Pupils working in small groups are well supported by the class teacher and highly skilled teaching assistants. Deployment of additional adults is used well to provide targeted support and for other pupils too. Support compliments teachers' instructions. Together they form an effective team.

- Good promotion of reading as pupils are encouraged to read and to listen attentively. This supports reading and speaking. As a result, pupils' knowledge and understanding is deepened. Pupils keen to support each other's reading and pronunciation.
- Teachers' strong subject knowledge is used well to support pupils understanding of text. Resources used effectively to help to bring the lesson to life, including use of outside area to demonstrate a tsunami
- Sentence structure is well supported. Pupils are able to maintain focus and concentration, pupils are keen to share their sentences with the class teacher because they are proud of their work
- Some good examples of children's response to marking - given time to reflect upon the marking, although this was not always consistent
- Pupils are keen to use dictionaries to help explore alternative words and their meanings. They do so with focus with purpose because the work sustains their interest, concentration and motivation.
- Recapping provides an opportunity for all pupils to hear each other's contributions, this not only celebrates their work but ensures most pupils contributions are heard. 'Talk' partners used effectively to support children's learning, gauge understanding and build confidence
- More able children provided with more challenging activities from the outset
- Teachers animated and creative providing enthusiasm and energy for children's writing
- Good pace in most classes, although sometimes the teacher gives too much information and needs to let the children 'go'

Mathematics Leadership

- School is part of the 'Mobius' maths hub which provides good support and CPD for two teachers
- These teachers have been able to provide coaching to support colleagues develop their teaching of mathematics CPD has been well received and there has been good engagement from teachers
- Improvements in vocabulary and answering in sentences have resulted from this support
- There has been an improvement in the quality of questions that teachers ask to give space for improved vocabulary, reasoning and answering in sentences
- The school has emphasised the need for practical resources, models and images to support children's understanding in mathematics
- There is an expectation of 'challenge' in every maths lesson enabling children to demonstrate mastery Times tables investment is beginning to have an impact in building children's fluency in this area Children are enthusiastic learners in mathematics

Mathematics - Quality of Education

- Calm environment supports learning well as pupils are able to focus without distractions.
- Teachers effective questioning explores e.g. explaining and exemplifying fractions to gauge pupils understanding Thinking and reasoning is well promoted as pupils are encouraged to explain how they have arrived at their solutions. Good use of resources including fraction wall, bar model to support pupil's calculations. In discussion with pupils they are able to think and reason to support their work and examples.
- Deployment of additional adult is used well to support targeted pupils
- Relationship with pupils are a strong and are contributing to developing their attitudes to learning. This is impacting positively on their progress of thinking and reasoning and supported by their effective strategies they can deploy. Scrutiny of books shows good promotion of thinking and reasoning as pupil apply their knowledge to solve problems In discussions with pupils they are able to explain their

- mathematics, 'hive' of activity as pupils are firmly focused on solving problems
- Teachers strong subject knowledge is used well and useful strategies are well communicated, modelling by the teachers supports pupils understanding well.
 - Good behaviour management throughout the class enabling children to remain focused - good stimulating teaching supports this
 - Good use of talk partners to support children's learning
 - Good modelling of STEM sentences to underline children's understanding and to develop vocabulary Good questioning from the teacher including 'why', encouraging children to explain their thinking Good use of models, images and practical resources to support all children's learning
 - Good examples of richness of counting in FS1 including sounds, dots on a dice, children, stamping feet reinforcing 1:1 correspondence
 - Good continuous learning provision in FS2
 - Challenge provided as an extension activity e.g. identify the odd one out. Children could then be encouraged to make up some of their own to challenge each other

Learning Environment

- Good consistency in the high quality of learning walls in every classroom
- The learning environment including working walls celebrate and exemplify pupils current work. This include the use of VIPERS.
- Vocabulary Ninja – lovely celebration of pupils writing
- Good feedback (praise) and a useful writing check list showing the expected standard and at greater depth. Classification of animals- Excellent drawing and exemplification of mammals, arachnid, fish, crustacean, mollusc, amphibian
- Growth mindset by each month .i.e. September- everyone can learn, March - mistakes are an opportunity for learning Good use of children's work to support learning
- Good examples of writing progression layering children's writing - could be improved further by adding a commentary or children explaining why they were pleased with that writing
- Maths working wall support current learning e.g. fractions, decimals and percentages.

Governance

- The current chair of governors has good capacity to further strengthen governance.
- The chair has a good working knowledge of the strengths and areas for weakness of the school. Able to identify writing/phonic, improving SEN provision, adaption of the curriculum
- Chair is a member of the LA disadvantaged committee and is undertaking the PP training Keeps detailed electronic information. These are difficult to scrutinise online
- Monitoring schedule is in place and mapped across the term

SEND Leadership

- Good in-class support and scaffolding provided for most children who found writing challenging - there was one example where a little more support would have enabled the child to access the learning
- The SENCo has driven forward many improvements in SEND provision since she has taken on the role

of SENCo

- A visual representation of SEN policy and practice for all teachers has been introduced, which clearly maps out wave support
- Leading CPD by the SENCo to ensure that teachers understand the waves of support for children with SEND and that progress and learning of children with SEND in their classroom is their responsibility
- Monitoring forms created for Wave 1 support, where teachers recognise the wide range of wave 1 provision in their own classroom
- New form to capture concerns more consistently and ensuring that the teacher has accessed available resources and support before raising a concern
- Creating accurate provision maps
- The SENCo conducts learning walks regularly to monitor wave 1 provision using the monitoring forms that have been created. This demonstrates that the learning environment enables wave 1 in every classroom
- The SENCo demonstrated a very clear understanding and knowledge of SEND in the school through the self- evaluation document that was completed. This shows accurate and detailed evaluation. The Chair of Governors was able to contribute effectively to the discussion and evaluation and demonstrated a good understanding of SEND policy and practice.
- The SENCo has demonstrated good leadership in establishing these systems, policy and procedures to promote responsibility, understanding and strategies to be used. This has encouraged ownership and responsibility rather than dependence among the teaching staff.

Summary Evaluation

The following judgements were made on the basis of the evaluation activity

Quality of Education - Secure
Leadership and Management - Secure
Behaviour and Attitudes - Secure
Personal Development - Secure
EYFS - Secure

Overall - Secure

PROGRESS AGAINST THE OFSTED ACTION POINTS

“Teachers do not teach phonics well, particularly for pupils who find reading difficult. Training is not supporting teachers and teaching assistants to teach proficiently. Pupils who struggle to read are not given the support they need to catch up.” [Ofsted 2020]

- **Good progress is being made against this action point**
- **'Sounds Write' has been well implemented with significant CPD to support**
- **this Teachers and TAs are engaged with this**
- **Subject knowledge has improved markedly**
- **Teachers have a much better understanding of progression and the learning steps in**
- **phonics Children are much more prepared for KS2 spelling development as a result of these improvements**

“Reading books do not match the sounds pupils have been learning. Leaders must ensure that teachers support pupils who fall behind in their phonics understanding to catch up quickly. Leaders must make sure that pupils have reading books that match the sounds they know. Teachers and teaching assistants need appropriate training, so they have the skills to support struggling so they have the skills to support struggling readers.” [Ofsted 2020]

- **Reading is now a real strengths across the school**
- **Children love reading and parents more engaged in supporting reading at home**
- **Good development of using reading as a springboard for writing with quality texts chosen**
- **Improvements in vocabulary support these developments**

“Leaders have not yet put in place a coherent and sequenced writing curriculum. Teachers are not clear what they have to teach and when in writing. As a result, standards in writing are too varied across the school. Leaders need to make sure that the curriculum is planned so that teachers can build upon pupils’ knowledge sequentially over time.” [Ofsted 2020]

- **There is a much stronger sequence and coherence to writing in the school This is now well established and embedded**
- **Children are able to discuss how they can improve their writing including the use of checklists and learning walls and displays**

“Pupils with SEND do not learn as well as they could. They are not able to access the curriculum and show what they know. Leaders should ensure that staff are confident to plan and support pupils with SEND effectively. Leaders and teachers need to adapt subject planning so that pupils with SEND learn and remember important knowledge across subjects and achieve well.” [Ofsted 2020]

- **Wave 1 support for children is now in place in every classroom through effective CPD, leadership and resources**
- **Policies and practice in SEND are now secure and consistent**
- **Progress for children with SEND is now recognised as the responsibility of the class teacher**
- **In-class support and scaffolding is now much more securely in place with TAs effectively deployed to meet the needs of children with SEND**

“Governors do not yet have an accurate understanding of the quality of education. They do not challenge leaders well enough, especially about how disadvantaged pupils are managing the curriculum offer. Governors need to be more effective at challenging leaders and holding them to account, in particular about disadvantaged pupils.” [Ofsted 2020]

- **Governors have 'stepped' up in their role of supporting and challenging the school**
- **They are now beginning to triangulate evidence to build a strong picture of strengths and areas for development in the school**
- **There is now good capacity for further improvement**