

# KEY STAGE 1 REVIEW – 17th November 2015

## EVALUATION REPORT

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### Section 1 – Rationale and approach

#### Purpose

- To recognise and celebrate the achievements of the Key Stage 1 Team
- To evaluate provision across the stage by establishing a 'snapshot' of current practice
- To review success in the implementation of recommendations made in the last internal review (November 2014)
- To provide an opportunity for the Key Stage 1 team to outline their vision for future development and the achievement of excellence
- To jointly agree future development plans designed to build upon existing successes and further develop the quality of practice
- To work together, in partnership, to continually strengthen provision.

#### Approach

- evaluation of teaching and learning through direct lesson observation
- evaluation of teaching and learning through conducting pupil workbook scrutinies: English; mathematics; reading journals; science books and learning themes
- establishing pupil views through semi-structured, small group interviews
- joint reflection on key routines, systems, structures, protocols and approaches, by considering timetables, all aspects of the learning environment; additional support provision and all other arrangements made to support pupils' learning.

### Section 2 – Ten strengths, including performance standards & progress

1) **Pupil performance standards are high.** This is evident in the consistently high results in national performance tests. Pupils also make strong progress from the high baseline performance they have achieved by the end of their time in reception.

**Key Stage 1 outcomes**

	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Reading</b>			
2C	2%		
2B	21%		
2A	21%		
2B and above	<b>98%</b>	<b>93%</b>	<b>94%</b>
3C	<b>56%</b>	<b>54%</b>	<b>55%</b>
<b>Writing</b>			
2C	5%		
2B	23%		
2A	30%		
2B and above	<b>95%</b>	<b>88%</b>	<b>88%</b>
3C	<b>43%</b>	<b>36%</b>	<b>37%</b>
<b>Maths</b>			
2C	5%		
2B	15%		
2A	28%		
2B and above	<b>95%</b>	<b>92%</b>	<b>92%</b>
3C	<b>52%</b>	<b>46%</b>	<b>48%</b>

<b>5 year average (2011-15)</b>	<b>Level 2B or above</b>	<b>Level 3</b>
Reading	94%	54%
Writing	91%	36%
Mathematics	93%	47%

<b>Phonics screening Year</b>	<b>Passed</b>	<b>Average mark (40 max)</b>	<b>Full marks (40/40)</b>
2012	93%	36.3	49%
2013	95%	37.4	47%
2014	98%	38.6	48%
2015	99%	39.0	53%

The challenge now is to maintain these high standards, especially in the new end of Key Stage assessment tests which Year 2 pupils will sit for the first time in June 2016.

- 2) Shared leadership and collaborative teamwork are outstanding.** Responsibilities for ongoing Key Stage development have been agreed and all team members are keen to extend their existing levels of expertise. There is ambition and aspiration, along with a commitment to the principles of continuous, improvement. This was manifest in the comprehensive, wide-ranging, professionally delivered self-evaluation. A shared vision exists and team members are realistic and honest about current strengths and areas for future development.
- 3) The culture and ethos that have been created are extremely positive. Parents and visitors immediately notice this.** Pupils feel safe and secure. They are well cared for and sensitively nurtured. They also come into class expecting to learn - they show very positive attitudes and high levels of motivation. The optimum state for learning exists - relaxed alertness – and this is a direct result of the learning culture classteachers establish.
- 4) Overall teaching is outstanding.** All the teaching seen was at least good and most of it was outstanding. Well-planned lessons are skilfully delivered and there is an onus on active pupil participation. Pupils have been trained to speak well. In some classes they actively disagree with each other, using evidence and reasoning to support their stance. Pupils have also been trained to work productively with each other and this allows peer-to-peer learning. Learning resources are well organised and interactive whiteboard slides expertly produced. Slides frequently contain very helpful visual information and they are not text dense.
- 5) In general additional adults (support staff and parents) are well utilised.** Thought has been given to what they do and when they do it. The consequence is that lower attaining and less confident pupils receive a high level of support. The Key Stage 1 leader and classteachers pay close attention to deploying support staff so that they have the maximum impact on pupil progress. For their part, members of the support staff team show a high level of dedication and commitment to assisting lower attaining pupils to make faster progress.
- 6) Communication with parents is exemplary.** No stone is left unturned in a concerted effort to explain what is being taught, how it is taught and how parents can best support and reinforce what has been learnt at school. Pupil workbooks offer clear signposting to parents. There is always an emphasis on working alongside parents, in a partnership, to support learning.
- 7) Ideas gleaned from continuing professional development are integrated into professional practise and teachers are fully prepared to change or adapt their planning in the light of new thinking.** As a result the curriculum is both dynamic and organic. For example, in Year 1, the new approach that has been adopted in mathematics made it necessary to rethink planning and create a significant number of new flipcharts. Similarly, in Year 2

new, more challenging texts are being used as the basis for literacy units of learning. Once again, considerable time has been required to create new plans. All this effort is worthwhile as provision is improved as a result.

- 8) Theme events and class trips add enormously to curriculum breadth, as well as making pupils' learning experience enormous fun.** The Key Stage 1 team have taken the initiative in devising their own special days and special events. For pupils these are some of the most enjoyable and memorable school experiences. They particularly enjoy the practical 'hands-on' activities they engage in. History days; 'one world days'; bake off and cooking events; Erasmus days; learning theme days and trips to a computing centre are all offered to enrich the curriculum.
- 9) The learning environment is attractive, thoroughly organised, virtually clutter-free and calming.** There is clear evidence of a brand, a house style being adhered to. This is an important factor in the positive culture that exists. Classrooms look tidy, uncluttered and fit for the purpose of learning. The Year 2 class that opened for the first time in September 2014 looks like it has always been there. Care and attention is paid to the display of pupils' work, reading areas and the storage of learning resources.
- 10) Pupils enjoy happy playtimes.** When asked they state that they enjoy spending time on the playground with their friends. The school playground is very well managed and few problems occur there. The upshot of this is that pupils are in an emotionally fit state to carry on learning very quickly after returning to the classroom following a short, or more extended break. The Key Stage 1 playground manager and her team do an excellent job in managing the playground. Classteachers also help by raising money to purchase equipment, teaching pupils games to play and being clear about the expected playground protocols. The zone system works especially well.

### **Section 3 – The Key Stage 1 team's request for feedback**

- The quality of mathematics teaching in Year 1  
[See 5.8 below](#)
- The quality of guided reading and literacy activities in Year 2  
[The guided reading that was observed was good, and sometimes outstanding. Pupils are given clear instruction and are introduced to a range of suitably challenging texts. Some display very strong grammatical awareness, using terms, such as \*fronted adverbial\* when talking about sentences within these books. In addition, teachers carefully plan additional literacy activities, such as spelling work; punctuation and grammar work, or listening to stories. It is suggested that teachers now consider some different, alternative guided reading models \(including whole class guided reading\) and also look at whether ability grouping is always the pupil arrangement that](#)

produces the greatest aggregate learning gains. The Headteacher is keen to offer some customised Key Stage professional development on this topic.

- Children's understanding of how to be a successful learner  
Frequent examples of teachers pointing out what constitutes effective learning behaviour were seen on the day of the review. Much is being done to foster positive dispositions and attitudes towards learning. Key Stage 1 staff also show a good awareness of how successful learners operate and they highlight positive examples to the pupils. This Key Stage focus is having an appreciable positive impact on pupils.
- Are support staff making learning multi-sensory when working 1:1 or in small groups?  
Sometimes, but not always. The storage of learning resources in study room 1 could be reorganised to make it easier for staff to obtain and organise tactile resources quickly prior to the start of short withdrawal sessions. The Deputy Headteacher is keen to discuss ideas with team members. She will also liaise with classteachers about the storage of multi-sensory and spelling resources.
- Is there clarity when giving instructions to young learners in all five classes?  
This is an area of growing strength. Very clear teacher modelling ensures that pupils know exactly what they have to do. The consequence of this is that there is a high level of pupil engagement, as pupils know what is expected of them. Teachers show considerable expertise in the explanations they give to pupils. They speak clearly, choosing their words carefully . . . and ensuring that they don't use too many words, or waste words. Opportunities for peer observations will enable teachers to become even clearer
- The impact of support staff within lessons  
It is difficult to formulate an accurate evaluation of the impact of in-class support at this point in the academic year. The acid test will be the progress that is made by lower attaining pupils by the end of the year. It was noticeable that some '*teacher watching*' was in evidence during episodes of whole class learning. The revised staffing approaches being taken since September 2015 are strongly supported, but it is all too easy for in-class support to be diluted, dissipated (and ultimately have minimal impact on pupil progress) unless it is very specifically targeted at identified pupils.

#### **Section 4 – The views of the school's school improvement partner**

##### **The review process as a whole**

The practice of undertaking regular phase reviews is an invaluable opportunity for school leaders to review current practice, celebrate successes and identify priorities for future development. The systematic review approach is a key school improvement strategy that contributes to the school's ongoing success. The requirement for the phase leader and colleagues to present their own reflections

supports distributed leadership and staff ownership of both the process and the outcomes of the process.

The Key Stage 1 staff should be commended on the way in which they have embraced the opportunity to reflect and take stock of the provision they offer the children. They appear as a confident group of well led reflective practitioners who value continuous improvement.

### **Key Stage 1 learning environment**

- Senior and phase leaders have established a rich learning environment in Key Stage 1.
- Much thought has been given to routines. For example, the way children enter the building in the mornings, brisk starts to lessons, transition points in lessons. Prompts help to guide pupils. This has resulted in a sense of purpose with optimum use being made of scheduled learning time.
- High expectations abound. Teachers have high personal expectations and these are reciprocated by the children in the way they behave and make best use of the time available.
- Relationships between adults and children are warm and positive. Teachers value children's contributions and children communicate with adults freely. Children appear relaxed and secure.
- Parents report that they appreciate the way in which the school communicates with them. They find school staff approachable and welcome the support they get from teachers to support their children at home.

### **Children's learning behaviours and attitudes in lessons**

Children were observed:

- explaining and justifying their thinking on numerous occasions and employing the school's speaking prompts – I agree with....., I disagree with....
- being engaged in learning in lessons for sustained periods of time. No low level disruption was evident.
- independently persevering on tasks for extended periods. For example, writing effective questions, participating in number activities
- actively listening and discussing their learning with adults and peers.
- collaborating effectively with a peer on tasks.
- making learning gains in lessons in relation to the intended learning.

### **Teaching**

Teachers were observed:

- reviewing previous learning to set current lessons in context and make connections between past and current learning.
- modelling the intended learning to support children to work independently on tasks.
- challenging children with follow up questions to initial responses. For example, explain your thinking..... Teachers were also observed having

extended conversations with children to check their understanding and pick up on misconceptions.

- incorporating children's individual targets into lessons by reminding them of personal expectations/learning goals.
- structuring lessons around clear learning outcomes and in English, current reading books.

In maths, the school is developing a teaching approach informed by research from Shanghai. This is characterised by:

- securing mathematical concepts through plentiful opportunities to apply learning in a range of situations.
- frequent use of manipulating concrete objects to solve mathematical problems.
- an emphasis on children explaining their thinking using the correct mathematical vocabulary.
- a "slow learning" approach that enabled children to explore concepts fully with graduated increases in conceptual difficulty.

### **Year 1 book scrutiny**

To complement the new approach to maths teaching, books show :

- teacher commentaries to provide the context for lessons that inform parents of the new approach.
- pictures of teacher models to demonstrate the intended learning.
- children's recording of their learning along with pictures of them engaging in mathematical tasks.
- teachers' assessments of the children's learning and next steps.
- impressive presentation.

Writing books show:

- children developing as writers through increasing use of ambitious language choices and structures, accurate punctuation
- the intended learning in writing lessons.
- consistency between classes.
- informative teacher comments that would support parents in understanding the context of the intended learning.

### **Reflection points**

The approach to maths teaching is relatively new. How will the theoretical thinking underpinning the approach be secured with teachers and leaders of learning?

Some opportunities to secure the intended learning were missed in lessons. For example, during modelling, could the success criteria have been drawn out more

to focus on what is being learned as well as supporting children to know what to do during independent tasks?

## **Section 5 – Do previously identified strengths remain strengths?**

### **1) Leadership is outstanding and it has a marked impact across the Key Stage.**

The Key Stage 1 leader is to be congratulated on the insightful way she works with her team. She sets high professional standards and has the highest expectations. She leads by example, working exceptionally hard and always being keen to secure further improvements. She is also personable, open-minded and fair. For these and other reasons she is highly respected by members of her team. She is not the only person exercising leadership though. Classteachers take their respective subject leadership responsibilities very seriously. Support staff take a lead role in guiding specific individuals and most lunchtime playground staff show effective leadership. Going forward, all members of the Key Stage 1 team are encouraged to take the initiative to lead, innovate and continue to contribute to a collective vision for excellence.

### **2) Additional provision is comprehensively organized and well delivered.**

Classteachers appreciate that it is their responsibility to ensure that the additional support available has the maximum positive impact on pupil progress. Considerable thought is put into the scheduling of support opportunities and all available learning time is used well. There is some variety, however, in the use and organization of learning resources. Helpful practical resources are not always used (by the pupils who need them most) and there are some missed opportunities to learn by doing, rather than by listening to an adult. On other occasions learning resources could be better prepared prior to intervention sessions commencing.

### **3) Pupils' workbooks are well organised and helpful to parents wishing to ascertain how well their child is doing.**

Pupil workbooks are efficiently organised and clearly signposted for parents. Teachers take a pride in how pupils' books are presented and they strive to instill this pride amongst pupils. As the academic year progresses pupils should be able to write more extended pieces in their writing books and complete more calculations – or explain their findings from the problems they have solved - in their mathematics books. At this point in the school year good foundations have been established for pupils to produce highly impressive workbooks.

### **4) Technology is used extremely well.**

Classteachers are adept at creating the right balance between text and visual information on whiteboard slides. Visualisers are constantly exploited as a tool for modelling or explanation. I-pads are put to very good use and are a

regular part of classroom learning. Film is an additional feature that is used to good effect. Finally, it is good to see listening stations being used regularly – listening to stories is an important activity at this age and stage.

**5) Since the previous review noticeable progress has been made in the teaching of mathematics.**

The progress acknowledged in November 2014 has been built upon. Both Year 1 teachers have embraced the thinking outlined in the extended professional training on the mastery approach. Much more regular use is being made of manipulatives. Pupils are expected to speak with greater precision and teachers ensure that what they say is absolutely accurate. Concepts are being taught in depth, so that they are absolutely secure. It is hoped (and expected) that this approach will ensure that fewer pupils reach Key Stage 2 experiencing difficulty in this subject and that it will enable pupils to make faster progress as they move forward. Two Year 2 teachers, and some support staff members, will receive three day training in this approach shortly.

**6) Pupils are happy, they enjoy coming to school and they make excellent progress from their starting points at the beginning of Year 1.**

This remains the case (see 1.3; 1.8 and 1.10 above)

**Section 6 – Progress with the future plans outlined in November 2014**

- consider ideas and strategies for closing the gap between lower performing pupils and the class average  
This is clearly taking place in the Year 1 approach to the teaching of mathematics. The more in depth teaching approach is ensuring that lower attaining pupils are given more time to secure important, fundamental concepts. Increasingly classteachers are creatuing opportunities to meet with parents of lower attaining pupils and establish clear expectations for how parents can play an active part in supporting pupil learning. Sometimes these conversations are tricky, sensitive ones. Managing such meetings and steering parents around towards a joint problem solving approach can make a substantial difference to pupils' progress.
- take a lead role in creating cross school moderation within our locality of schools  
The Year teachers met with teachers from East Sheen to carry out cross school moderation last year. The focus this year has been developing moderation within the Key Stage and piloting the new Barnes assessment system.
- continue to use phase time in creative and innovative ways  
Phase time is used extremely well, and frequently in innovative ways. Forward thinking ensures that colleagues know exactly how they will spend

valuable non-class based time when it is made available. The team are to be commended for the way in which they make use of this valuable time.

- continue to use Key Stage meetings to evaluate what use can be made of ideas gleaned from the continuing professional development programme (quick wins and longer term projects)  
The Key Stage 1 team make very good use of ideas and approaches gleaned from the school's continuing professional develop programme and external training courses. All teachers are to be applauded for their desire to continually improve the Key Stage 1 curriculum and become ever more proficient practitioners.
- continue to make use of the ideas in the handout *Making thinking visible – thinking routines* to further develop practice  
Teachers across the Key Stage implemented many of the key questions and ideas from this document and CPD into flipcharts. This remains a continuing focus in lessons.
- use peer observation as a mechanism to generate ideas and further develop pedagogy and consistency in practice  
Opportunities are used well when they are available, but limited time exists. The availability of two strong teaching assistants and two schools direct students for the final four weeks of the Autumn Term (along with the return of a Year 2 schools direct student in January) offers a number of possibilities that should be exploited.
- keep the learning themes fluid, dynamic and fun – review them and develop them accordingly  
The preparedness of the team to evaluate, review and change planning is one of the significant strengths of Key Stage 1. There is a real enthusiasm to keep the curriculum alive and avoid it becoming static.
- keep approaching Key Stage leaders to seek ideas and advice about teaching different subjects (take the initiative)  
Team members do this well, making good use of the expertise and capacity within the school.
- continue to design and deliver special event Key Stage Days  
Some highly successful and extremely enjoyable special days have been organised during the last year. These include the cookery weeks; bake off days; a 'one world' day; Erasmus European project days and learning theme days. These are extremely popular amongst pupils. They add variety, curriculum breadth, depth of learning experience and considerable fun to pupils' school experience. Very good use of parental support has been observed.

- create a database of banded free readers after sorting and classifying texts. Subsequently provide clear guidance to staff and parents on the key expectations and skills to focus on within each band  
The revised reading diaries are an improvement on the previous format. The 'How to help your child' booklets are also extremely useful.
- experiment with implementing new ideas for guided reading from ideas provided by Fox Primary School and from other staff within the school  
This has been achieved. The ideas implemented now need evaluating to ascertain how effective they have proved. Two issues need to be considered going forward: evaluating the quality of existing guided reading books and making even greater use of i-pads during guided reading time.
- develop even more outdoor learning opportunities and use of the forest school environment  
The team do use the outdoor area more frequently now. Year 2 developed outdoor free flow learning last year: many learning theme lessons take place outside and Year 1 use the forest school for parts of lessons. This still remains a focus for the team and could improve further.
- extend the number of visitors who come into the school to enrich the curriculum  
The focus could be on inviting people who help us: the police, doctor (a parent?) or a nurse.
- create a vision of 'school readiness' for Key Stage 1 and 'Key Stage 2 readiness' for the transfer from Year 2 to Year 3.  
Over the last two years there has been a significant improvement in transition arrangements between Year 2 and Year 3. The progress made in the September 2014 transition was built upon in 2015. Effective practices, ones that have proved popular with parents and pupils, now need to be embedded. Very positive feedback from parents has been received.

### Section 7 - Performance targets for 2015-16

Teachers set aspirational, ambitious performance targets for all pupils. It is pleasing to see that every pupil in Year 2 is expected to achieve at least the government's expected national standard for their age. The situation in Year 1 is similar, with the vast majority of pupils targeted to achieve at least secure by year end. If the targets below are reached, or close to being reached, it will prove to be another exceptional year. The job now is to make these targets, or something close to them, a real outcome.

#### Year 2

Subject	Secure	Mastery
Reading	100%	68%

<b>Writing</b>	100%	53%
<b>SPaG</b>	100%	74%
<b>Mathematics</b>	100%	56%

### Year 1

<b>Subject</b>	<b>Secure</b>	<b>Mastery</b>
<b>Reading</b>	97%	65%
<b>Writing</b>	91%	57%
<b>Mathematics</b>	98%	66%

### Section 8 - Evaluation of the recommendations made in November 2014

**A) Fulfill the team’s vision for future improvement, by building upon the high standards and high baseline of success.**

All members of the Key Stage 1 team are to be applauded for maintaining the high standards commented on in November 2014. In addition, they have made further, and considerable, progress since the last review. They retain significant ambition and it is fully expected that they will show a high level of positive commitment when responding to the recommendations in section 10 of this evaluation report.

**B) Ensure that concrete, tangible mathematics resources are used alongside more abstract learning aids, such as a 1-100 square.**

Very strong progress has been made and manipulatives are now a regular feature of classroom practice.

**C) Book making is such a valuable, rewarding and motivating activity.**

Year 1 have already published a story book (Otherwise) and Year 2 have plans to do so in the near future. The Year 1 ‘Too Much Talk’ story books produced in the summer of 2015 were of an exceptional standard. The Year 2 ‘Snow White in New York’ and nocturnal animal books were of a similar very high quality. Book making takes time, but is a worthwhile investment, not only because of the quality of the end product, but because of the positive motivational impact on young writers who feel they are writing for a purpose.

**D) The photographs of Year 1 pupils showing assessment evidence relating to the learning outcomes at the end of a unit of learning should be annotated**

There are more quotations and annotations in learning theme folders. Year 1 class teachers use their assessment work to track progress across the learning themes and science.

**E) All teachers should consider writing down what pupils say (and getting support staff to do so) and using this within lessons and when planning future learning.**

Clear evidence of this can be seen in the flipcharts in teachers' planning files. This is strong evidence that teachers have responded to this recommendation.

**F) Teachers and support staff should always consider exactly what pupils are hearing when they provide instructions and whether any lack of precision may create ambiguity and uncertainty for the learner.**

There is a greater clarity in the instructions teachers give when compared to November 2014.

**G) There is the beginning of a culture of pupils responding to teacher's written feedback in writing. This should be embedded in practice as soon as pupils are able to manage this**

Limited evidence of this was seen in pupil workbooks, though it remains early in the academic year and teachers, especially those in Year 2, may wish to introduce this valuable approach towards the end of the Autumn Term, or at the start of the Spring Term.

#### **Quick wins**

- Laminated patches should be matt, not gloss – so they don't reflect if they are used on walls  
Classteachers are not always laminating display work so that there isn't a glare. New matt pouches have now been ordered, but not used since.
- All maths number squares are 0-100. Why not go beyond 100 and below 0? Why not show two squares together: one displaying 0-100 and the other 1010-200?  
All classes have a -10 to 110 number line – though these are not always that easy to see.
- French is developed more by some teachers than others. In one classroom common instructions are always given in the language. The whole team should agree a shared approach . . . with even more French being spoken, or sung.  
Since the last review the subject leader has led CPD with the KS1 teachers to develop the use of French across all five classes. Simple French songs and instructions are used in all classes. French books have been created for all book areas based upon learning number, colours and animals. Some assemblies are now delivered in French.

Some examples of teachers giving instructions in french were observed. In addition one outstanding Year 2 French lesson was observed on the day of the review. The active, lively approach to teaching French is greatly appreciated by the pupils.

#### **Section 9 - The Key Stage 1 team's plan for future improvement**

The one hour presentation that was delivered to members of the school's Leadership Team was most impressive. It was comprehensive and well thought through. A full and detailed evaluation of provision across the five classes was

presented. There was a clear commitment to continuous, ongoing improvement through close professional collaboration and the sharing out of leadership responsibilities. As was commented on a year ago, in November 2014, the ambition of the team and their collective commitment to the concept of continuous improvement is tangible. The shared vision for future development and the unity of purpose were powerfully conveyed and crystal clear. A strong team ethic and a self-supporting mentality continue to be pervasive.

## **Future plans**

### **The team intends to:**

- embed the newly introduced assessment system by conducting regular moderation of pupils' work with the purpose of ensuring greater accuracy and consistency in assessment practices
- further develop the maths mastery approach across the Key Stage, following the attendance of two of the Year 2 teachers on a three day mastery course (December, 2015 and January, 2016)
- continue to evaluate learning theme planning at cyclical periods to ensure that it remains relevant, dynamic and fresh
- further develop provision for grammar, punctuation and spelling, building upon the increased emphasis on grammar within literacy units
- develop local history units of learning and introduce them
- extend the number of hours that science is taught for and consider the scheduling of science teaching
- develop the expertise of staff in specific subject areas, creating 'expert leaders'
- consider introducing mixed attainment groups in guided reading (not necessarily exclusively, but some of the time)
- conduct reading book 'rebranding' and further extend the range of reading books available. There will be a focus on extending the collection of lime books. Add more poetry books to the book stock and consider extending storage options.

## **Section 10 - Recommendations from the review process**

### **A) Maintain high pupil performance standards, especially in new Key Stage 1 tests.**

Results have been consistently high, especially during the last three years. The challenge is to maintain this high level of performance.

### **B) Evaluate the impact on pupil progress of the following recently implemented initiatives:**

- the impact of new, more challenging texts for Year 2 literacy units of learning
- the impact of the introduction of the maths mastery teaching approach in Year 2
- the impact of the introduction of individual spelling cards

- the impact of the redeployment of the Year 2 teaching assistant for raising standards and the Year 1 higher level teaching assistant

**C) Consider some alternative models for the teaching of guided reading.**

This may be an area of practice that requires some fresh thinking. The Headteacher is keen to share some thinking and engage in a collaborative discussion with team members. In addition it is suggested that further extending the range of texts and level of challenge would support learners to make even faster progress.

**D) Keep focusing on securing the learning**

Class teachers and the support staff who work with them are highly proficient. Overall the quality of teaching is outstanding. In order for a lesson to be outstanding what has been learnt must be firmly secured, so it can be retrieved and used on a subsequent occasion. Higher attainers have little problem in this respect and that is also true of many middle attainers. But some lower performing middle attainers and all lower attaining pupils need regular review, repetition and absolute clarity if secure learning is to ensue.

**E) If there is a problem with a pupil's learning, take the initiative (don't wait!) and ask parents in for a meeting**

The very best teachers – those that enable pupils to achieve the very highest outcomes – don't wait for parent consultation meetings if they notice a problem with a pupil's learning. They are self-starters, who don't need to be told - they take the initiative and quickly establish a working partnership with parents (even when conversations are tricky or sensitive).

**F) Resource organisation – support staff**

Some thought needs to go into the storage and organisation of the learning resources used to support individuals and small groups of learners. These pupils need visuals, i-pads, manipulatives and concrete resources. These, and other materials, need to be attractively presented, ready for use at the start of withdrawal sessions (as they are in lessons that take place in the classroom).

**G) Peer observations**

Peer observation is a great way of further developing one's skills and expertise. There is a great deal that colleagues can learn from observing each other and discussing strategies and approaches. Finding time for this and asking senior professionals for additional time for this is highly recommended.

**H) Attention to detail – maintain**

The very best teachers have an attention to detail. They notice everything! Just about nothing is left to chance! The Key Stage 1 leader has a very good eye for detail and members of her team are not far behind her. Details matter, as aggregated together they make a significant difference.

**I) Ensure regular, short opportunities are created for teaching handwriting**

There should be no let up in the focus on the development of children's handwriting. Short, regular, highly focused sessions should be timetabled. In these teachers should model to pupils: clearly demonstrating how to form letters and, later, join them.

## **CONGRATULATIONS AND THANK YOU**

**Mark Hartley, Sue Jepson, Chris Byrne, Kelly Thomas and the Key Stage 1 team, November 2015**