

KEY STAGE 1 REVIEW – 15th November 2016

DRAFT EVALUATION REPORT

Review Team: Kelly Thomas, Camilla Garofalo, Sue Jepson, Mark Hartley, & the Key Stage 1 Team

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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 2015)
- 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 and science books
- establishing pupil views through informal small group interviews
- joint reflection on key routines, systems, structures, protocols and approaches, by considering timetables, all aspects of the learning environment; additional support deployment and all other arrangements made to support pupils' learning.

Section 2 - The Key Stage 1 team's request for feedback

- The engagement levels, support in place and attainment of disadvantaged pupils across Key Stage 1. We would like feedback on whether the children appear engaged and motivated in lessons. Are they accessing the curriculum and are teachers supporting and focusing on them during the school day?

- Is our self review accurate? Do you feel we have evaluated our strengths and developmental areas correctly? Are you happy with the progress since the last review across all subjects?

Section 3 – The Key Stage 1 team’s self-review

We view the main strengths of Key Stage 1 to be:

- high pupil performance standards
- teaching, which is outstanding overall
- the shared vision and distributed leadership, which have strengthened
- collaborative teamwork and consistency in all aspects of provision (teaching, classroom layout, deployment of support staff and assessment practices)
- the focus on continual improvement. In particular we feel that we have really developed the teaching of mathematics, handwriting, science and grammar, punctuation and spelling
- high quality planning and ensuring that all national curriculum objectives are taught
- our assessment and moderation systems
- the learning environment and the organisation of resources
- communication and parental links
- the use of support staff and the organisation of space
- the strong induction systems for new staff
- Key Stage 1 assemblies
- the friendly, happy atmosphere: children are well behaved, engaged and have fun
- happy play times and lunch times.

We have carefully evaluated 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 1
- 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.

The processes we have used to do this are robust and rigorous ones. Regular analysis, scrutiny and discussion is scheduled in advance and our ongoing reflection results in valuable insights that determine the adjustments we make with the intention of further improving the quality of provision and its delivery.

Some of the principal aspects of provision that have been discussed over the last twelve months have been:

- a consideration of some alternative models for the teaching of guided reading.
- how to maintain a focus on ‘securing the learning’
- when there is a problem with a pupil’s learning, taking the initiative (not waiting!) and asking parents in for a meeting

- the organisation and deployment of support staff
- maintaining rigour in our attention to detail
- ensuring regular, short opportunities are created for the teaching of handwriting
- using peer observation to enhance the quality of teaching and the consistency in teaching standards across the Key Stage.

Areas for future development

- maintaining or improving pupil performance standards across the Key Stage
- developing consistency and accuracy with the school's new assessment system and the national interim assessment framework
- improving pupil workbooks: the evidence of learning and the consistency of marking
- ensuring that support staff always have a positive impact on learning during lessons
- further embedding and developing the maths mastery approach
- developing fine motor work and the handwriting improvements that were started last academic year
- ensuring that there is a focus on 'reading for meaning' in guided reading and reading intervention sessions
- establishing stronger links and consistency between Key Stage 1 and Lower Key Stage 2
- continuing to enhance teaching and build on current strengths in all areas.

Section 4 – Twelve strengths, including performance standards & progress

1) Pupil performance standards remain very high

Consistently strong teaching, along with effective intervention work, resulted in pupils performing very well in the end of Key Stage 1 SATs and the Year 1 phonics screening test in June 2016.

End of Key Stage 1, 2016	Barnes	Richmond	National
RWM at Expected Standard	78%	64%	60%
RWM at Greater Depth	27%	14%	9%
Reading Expected Standard	92%	79%	74%
Reading at Greater Depth	62%	36%	24%
Writing Expected Standard	80%	68%	66%
Writing at Greater Depth	29%	19%	13%
Maths Expected Standard	86%	78%	73%
Maths at Greater Depth	50%	28%	18%
Science Expected Standard	92%	89%	82%

Teaching staff responded in a thoughtful, measured way to the new tests, the introduction of a brand new grammar, punctuation and spelling test and the introduction of a new interim assessment system. They displayed a rigorous

approach to the assessment process and devised a thorough moderation system. This involved internal and external moderation.

It is difficult to accurately assess the performance of those pupils who are eligible for additional funding under the Pupil Premium Grant as there were only 7 of them (8%): TA-f and MC-f, 2M; EA-m and SV-A-m, 2P; BD-f, RO-f and NA-m, 2C. Despite intervention work a number of pupils joined Key Stage 2 at performance standards below the national average.

Outcomes in the end of Year 1 phonics screening test have been consistently impressive since its inception in 2012. Phonics, the entry point for learning to read, is taught robustly, systematically and very proficiently. The 21% increase in the number of pupils who achieved full marks is testament to highly effective teaching.

Year	Passed	Pass percentage	Average mark (40)	Full marks (40/40)
2011-12	56/60	93%	36.3	25%
2012-13	57/69	95%	37.4	47%
2013-14	59/60	98%	38.6	48%
2014-15	87/88	99%	39.0	53%
2015-16	59/61	97%	39.0	74%

2) Overall teaching is outstanding

Fourteen lessons were observed on the day of the review. These were delivered by classteachers, or by experienced support staff members. Eleven sessions (79%) were judged to be outstanding; three (21%) were judged to be good. These are extremely impressive figures – ones that have not been matched in any of the other reviews that have taken place over the past 5 years. Evidence from the workbook scrutiny suggested that the teaching observed on the day is representative of the teaching that is provided each day.

* In some one hour lessons one member of the review team observed the first part of the lesson, with another observing during the second half. In these lessons one composite judgement was made jointly by observers.

3) Leadership is outstanding

The Key Stage 1 leader has a clear vision for the phase she leads. This is clearly articulated to her colleagues and has resulted in the emergence of a highly focused, shared understanding of what constitutes the most effective provision. In addition, areas for future development are known and a timetabled plan exists for securing these further improvements. The leadership function is distributed across the team, with different members taking a lead role in the development of different subject areas. Support staff and the playground manager are also involved in this effective distribution process – they too lead in a variety of different ways. These characteristics are typical of those that exist in a high functioning small team.

4) Learning time is efficiently managed and extremely well used

The attention to detail, at both the planning and delivery stages, is exceptional. Everything has been thought through from the moment that pupils enter the building until the time that they depart. Virtually nothing is left to chance! The upshot of this is that the timetabling of general provision and additional support is brilliant. The experience of the pupils has been carefully considered. The sequence of the day, the availability of support staff and the organisation of intervention input are all carefully charted. Learning time is maximised and this is an important factor in the achievement of high standards.

5) All forms of organisation and communication are exemplary

The learning environment is highly structured. It is attractive, comfortable, celebratory and clutter free. Space is used well and the storage of materials ensures easy access. Class library areas are not only attractively presented, they contain books of varying challenge arranged in a systematic way that pupils understand. Other important aspects, such as home reading and home learning, are very well organised, systematic in their approach and enable regular and clear communication with parents and carers.

In previous reviews evaluation reports the communication between school and home has been praised. The successful systems that have been established continue to be used. Careful adaptations ('tweaking') have been made to improve them even further. A noticeable feature seen in this review is the development of an internal communication systems. Every available opportunity for classteachers to meet with support staff has been capitalised on. Furthermore, the introduction of 'flipchart notes' has created a new layer of communication and made it easier for support staff to appreciate the learning focus within lessons.

6) Positive attitudes to learning are fostered

Pupils' attitude towards learning are excellent. Very high levels of focus and motivation were seen on the day of the review. Pupils behave well; they follow the clearly outlined expectations; they are prepared to collaborate and they are willing to persevere when they encounter difficulty. They are also informed that it is okay to make mistakes. This releases them from any feelings of fear or anxiety and makes them more prepared to take risks.

7) Support staff are exceptionally organised; they have a demonstrably positive impact on learning

Support staff make a considerable difference. There are two reasons for this. In the first place they know exactly what they are expected to do, as internal communication is so good. Secondly, they are highly committed to the needs of learners. They do everything they can to support their learning.

The following e-mail message was sent to all support staff members following the review:

I would like to offer some thoughts to all of you via this e-mail. The provision offered in Key Stage 1 is exceptional. Overall teaching is outstanding, and it is never less than good. The collegiality; collaboration; cohesion; consistency and coherence that exist are quite extraordinary. The organisation of provision is exemplary and I am particularly impressed by the way that every minute of

learning time is used productively. The children are happy, safe, having fun . . . and learning. These comments refer to what happens indoors and what goes on outside. The playground is cleverly designated into zones and it is very well managed. This ensures that children enjoy their unstructured play experience.

Your individual work is characterised by a very high level of care and concern for the well-being of all these little five, six and seven year olds. The relationships between adults and children are outstanding. I would love to be 5, 6 or 7 again and have the chance to be in your care. Of course children are not just here to be cared for: they are also here to learn – to make strong progress, to secure deep learning and to reach the highest standards they can. You are all totally focused on this. I know that invariably you work with the children who find learning the hardest – those who struggle and worry us. Observing you today, and on previous occasions, actively looking for ways to break down learning – to make it easier and more manageable – and instilling a belief and conviction in these children that they can achieve success thrills me to the core.

You are all part of a wonderful team and you should all take enormous pride in what you are achieving each and every day. As the Headteacher here I am incredibly proud of you and simply delight in how much the children benefit from your input. For now I simply want to thank you and urge you all to keep doing what you're doing.

8) Collegiality; collaboration; cohesion; consistency and coherence . . . are astonishing!

A detailed plan of action exists and it is delivered in style, with energy, vigour and zest. As a consequence a climate for dynamic learning exists. This transpires in a positive atmosphere, with a group of energized staff members who bring out the best in learners. In essence a mutually supportive learning community exists. As the Canadian academic, Michael Fullan, points out

'Good collaboration reduces bad variation.'

9) Cyclical self-evaluation is used to enable continuous improvement

Time for self-evaluation is embedded within the Key Stage meeting programme. Under the open-minded leadership of the Key Stage leader team members continually reflect on what they do and how they do it. They adapt and amend practices, units of learning, schemes of work and the organisation of the learning environment. Some of the changes they introduce are significant ones, others are simple adaptations. There is a continual focus on further improvement . . . and these improvements are secured.

10) Significant positive developments have occurred in the teaching of mathematics

Key Stage 1 is rapidly moving along a path to becoming a centre of excellence for the teaching of mathematics to five to seven year olds. Since this journey began, less than a year and a half ago, a positive momentum has been established. There has been a large amount of work on planning mathematics lessons, re-ordering and re-scheduling the programme of study, creating new flipcharts, purchasing concrete resources and organising their use. All this is

bearing fruit: pupils thoroughly enjoy mathematics and they secure deep understanding.

11) The new system that has been created for teaching spelling is rigorous and robust

Once again, systematic planning, together with many hours of work, has resulted in the learning of spelling being customised according to the ability and needs of individual learners. The system that has been established is a comprehensive, robust one.

12) Peer observation is used to share skills and develop consistency in practice

The time that has been made available recently has been put to very good use. It has proved particularly beneficial to a new member of the team. Best practice is becoming a consistent feature in all classrooms. This helps learners and reassures parents. It also proves useful when the exciting theme days are organised and pupils work with different teachers in a carousel format.

Section 5 – Do previously identified strengths remain strengths?

1) Pupil performance standards are high.

As outlined above, pupil performance standards remain high. Teaching staff and support staff are to be commended for the fact that such impressive results were achieved in 2016, a year in which new, tougher tests were introduced. Moving forward the task is to consolidate this success, ensuring that similar standards are achieved in 2017.

2) Shared leadership and collaborative teamwork are outstanding.

This remains the case, as has already been alluded to. A strong team ethos exists and there is a very effective delegation of responsibilities for different curriculum subjects. By sharing out leadership responsibility through this delegation of tasks more is achieved, as team members have clearly defined roles that result in a clarity of focus.

3) The culture and ethos that have been created are extremely positive. Parents and visitors immediately notice this.

If anything this has been strengthened and developed even further. Everyone - staff, pupils and their parents - know what is happening, when it is happening and how it will happen. Timetabling, scheduling and general organisation are combined with outstanding communication to produce richly productive learning routines. Parents are given a very thorough induction, along with helpful subject specific information in special parent meetings.

4) Overall teaching is outstanding.

Overall teaching continues to be outstanding. The regular sharing of ideas and continual discussion about what constitutes highly effective teaching and learning ensures consistency in quality. The open mindset of the teaching team enables them to learn from each other. Recently particularly good use has been made of the opportunities for peer observation.

5) In general additional adults (support staff and parents) are well utilised.

They are extremely well utilised. There is a common purpose and a shared understanding amongst support staff of exactly what they need to do and when. So, for example, the attention to detail in the allocation, scheduling and general organisation of additional support is outstanding. Support staff do an excellent job, making a substantial positive contribution to the progress pupils make. Some support staff members could make greater use of multi-sensory approaches to teaching lower attaining pupils. Far greater use could be made of visual reference points (as opposed to children with weaker language skills learning through spoken explanations).

6) Communication with parents is exemplary.

Small tweaks and refinements have taken place since the last review. It is pleasing to see classteachers taking the initiative in setting up meetings with parents whenever they have concerns about a pupil, rather than waiting for a short meeting during the busy parental consultation week.

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.

This continues to be the case. Ideas, new thinking, research findings and general guidance are noted, taken into account and discussed. Modifications follow. A particularly good example of this is the way in which the planning for mathematics has been completely reshaped following teachers attending an extended maths mastery course and the Key Stage 1 leader attending a maths mastery specialist teachers' course run by The National Centre for Excellence in the Teaching of Mathematics (NCETM).

The priority now is for senior professionals at the school to reduce the number of continuing professional development meetings so that more time can be given to a consideration of how new ideas can be implemented.

8) Theme events and class trips add enormously to curriculum breadth, as well as making pupils' learning experience enormous fun.

This continues to be the case. Pupils also state how much they enjoy the special, 'one off' theme days and the chance they have to be taught by different teachers within the Key Stage. Pupil attendance rates are consistently high. One of the reasons for this is that pupils do not want to miss school – it's too much fun!

9) The learning environment is attractive, thoroughly organised, virtually clutter-free and calming.

Some good improvements have been made over the course of the last year. There is a consistency in the way classrooms are organised and new, attractive displays have been installed. The organisation and quality of the learning environment establishes a high expectations ethos. A small number of writing displays have been up a little while and might be altered going forward.

10) Pupils enjoy happy playtimes.

The zoning system used in the playground, and the way in which money has been raised to purchase quality resources that appeal to the pupils, has had a huge impact. Pupils are now even happier at playtime.

Section 6 - Progress with future plans outlined in November 2015

An impressive and comprehensive one hour presentation was delivered to members of the school's Leadership Team in November 2015. Following a full and detailed evaluation of provision team members outlined their priorities for improvement for the next year. An evaluation of the progress made in realising these targets follows.

- **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**
Strong progress has been made. The team are clear about the critical importance of the moderation process in ensuring accuracy and consistency. In circumstances that were challenging for all schools – new assessment tests; a new school assessment system; a national interim assessment framework – considerable care and attention was paid to the assessment process. Meetings were scheduled, robust discussions were had, advice and guidance were sought and cross-school moderation was organised. This well-formulated approach should continue to be applied going forward. At a time of significant change in assessment practices further solutions and ways forward will only emerge over time
- **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)**
Outstanding progress has been made as has already been outlined above.
- **Continue to evaluate learning theme planning at cyclical periods to ensure that it remains relevant, dynamic and fresh**
Strong progress has been made. Tweaks, adaptations and amendments continue to take place as a direct result of the cyclical self-evaluation that is an inherent part of the way the key Stage 1 team work. Initiatives such as the food technology baking opportunities that have taken place have proved resounding successes with the pupils.
- **Further develop provision for grammar, punctuation and spelling, building upon the increased emphasis on grammar within literacy units**
Positive work has begun, and it continues, on ensuring that there are ample opportunities within the delivery of the literacy units for pupils to develop and extend their knowledge of grammar, punctuation and spelling. Excellent work on creating a timeline for the teaching of the spelling programmes of study for Years 1 and 2 has taken place. The creation of individual and personalised spelling cards has proved a highly significant addition. The system for pupils learning spellings has been transformed – the benefits will be seen in pupil outcomes over time. iPads are used effectively to support the learning.

- Develop local history units of learning and introduce them**

The history subject leader led a key stage meeting regarding history. The team evaluated coverage to ensure all objectives were being taught well. They decided to have a 'local history day' as this did not fit well with other learning theme units and was currently missing in planning. The children took part in a theme day and were taught in a carousel, visiting all classteachers throughout the day. Activities included a comparison of Barnes Common from the past to the present day, the history of Barnes Pond, how buildings and shops have developed over the years and learning about famous residents of Barnes. There is now a display installed showing examples of work and activities undertaken by the children. In the future this theme day will take place bi-annually to ensure there is coverage of local history for each year group. In addition to this speakers came in and talked to the children about how schools have changed over the year to ensure children were learning about changes within living memory. The 'Famous Faces' assembly time is used to focus on 'Changes within living memory' for half a term and 'Famous residents from the local area' for half a term.
- Extend the number of hours that science is taught for and consider the scheduling of science teaching**

Developments in the timetabling of science, the amount of hours it is taught and the delivery of provision have been another major success during the time that has elapsed since the last review. Very effective use has been made of the professional development opportunities offered during the last calendar year. The book scrutiny carried out as part of the review process revealed that there is more work – and of a high quality – in science books at this point (9 weeks into the Autumn Term) than at any previous time in the last ten years. Very strong progress has been made and there is a real excitement about teaching this subject area.
- Develop the expertise of staff in specific subject areas, creating 'expert leaders'**

The delegation of responsibilities referred to earlier has created opportunities for the development of expertise. So, for example, the Key Stage leader is developing specialist knowledge about the teaching of mathematics; the other Year 1 teacher has extended her knowledge of effective practice in the teaching of science; the experienced Year 2 teacher continues to develop practice in the teaching of design technology and food technology and the newest member of the teaching team has agreed to take the lead role in the teaching of grammar.
- 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.**

The team have tested different models and changed to mixed ability groupings. This has worked well in terms of focusing on comprehension. Teachers have become more consistent with record keeping which benefited

end of year gradings. Phase time has been used to reorganise guided reading books, levelling them into colour bands and creating new storage in the shared area. There are now lots of guided reading books at all colour levels. Close liaison with the parent body has been a factor in diversifying stock. Further developments are planned following one of the team members attending a professional development opportunity at another school.

Additional notable successes since November 2015

- the outstanding way the team have managed all the recent building work and the move of the cohort containing an additional class
- the speed and efficiency of the team in acting upon suggestions, advice and feedback
- the outstanding continuing professional development programme that is carefully constructed to reinforce whole school agendas as well as meeting needs specific to key Stage 1
- the wonderful engagement with parents for fundraising and supporting the curriculum.

Section 7 – What the pupils think

The Deputy Headteacher conducted informal and unstructured interviews with a selection of pupils in Years 1 and 2. Pupils spoke very positively about their experiences at school.

They particularly liked the following:

- the maths lessons – *‘because you get to use different equipment’*
- science lessons – *‘we learn all about materials and fabrics.’*
‘we like having actual science lessons.’
- history – *‘we loved our work on the Great Fire of London and Florence Nightingale will be really great.’*
- feedback – *‘you know you are doing well because your teacher tells you.’*
‘target arrows are helpful because you know what you have to do to get better.’
- home learning – every pupil who was interviewed was positive about this
- playtimes – *‘we love the grassy mound; we like the games at playtime; we like the tokens in the lunch hall.’*
- lunch – *‘we have good cooks’*
- the school uniform – *‘we like looking smart . . . but after you play with your brother you can look untucked!’*
- pegs – *‘we like having our own peg.’*

Some suggestions for what could be improved:

- *‘a cleaner lunch hall as there can be spillages’*
- *‘mirrors so you can check how smart you look.’*
- *‘a number line and a hundred square in the shared area to help children.’*
- *‘more free flow learning - maybe twice a day, or have shorter breaks and have two free flows.’*
- *‘more trips please.’*
- *‘a trampoline on the playground.’*

- *'we would like Year 1 teachers to teach us in reception so that we can get to know them better?'*

Section 8 - Evaluation of progress with the recommendations made in 2015

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

Pupil performance standards remained very high in 2016. With the first year of the new tests completed the team now have a clearer insight into exactly what is required. This should enable them to make any necessary adjustments to the curriculum that is offered. Pupils didn't do quite as well in the grammar, punctuation and spelling test as they did in other subjects and some thought might be given to the use of intervention support for pupils who are identified as vulnerable.

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

The use of continual self-evaluation on a cyclical basis, usually within the Key Stage meeting structure, has been nothing short of exceptional.

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

Variation has resulted in improvements, as outlined above. On the day of the review three guided reading sessions were observed. All were judged to be outstanding.

D) Keep focusing on securing the learning

The very best teachers 'bolt down the learning'. They leave nothing to chance. They review previous learning, continually look for opportunities to connect learning and build in ample time for summarising the key learning points at the lesson's conclusion. This is becoming embedded practice throughout Key Stage 1.

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

This was always a strength in Year 2; Year 1 teachers now do the same. Teachers have regular meetings with parents particularly focusing on SEN children and lower attainers. This is discussed as a team at each half-termly assessment and moderation meeting so the Key Stage Leader can ensure all four teachers are meeting regularly with parents. Parental workshops have also increased to support parents with helping their child at home.

F) Resource organisation – support staff

New ways of working have been trialled during the last year. The impact of support staff working with pupils in the classroom and in short withdrawal

sessions have been considered. Ultimately the acid test of the most profitable arrangement is the impact it has on pupils' performance. It is suggested that ongoing evaluation is carried out, with regular checks on the progress that has been made by the pupils who are being given this support.

G) Peer observations

Excellent use is being made of peer observation. The model used, which includes some shorter peer observations of less than a lesson's duration, should now be extended and include opportunities for all members of support staff.

H) Attention to detail – maintain

Ever greater attention to detail was seen in this review process. Few stones could be found that were left unturned! The attention to detail is remarkable; it is also a key factor in the Key Stages' success.

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

These are happening; their impact upon pupils' progress can be seen in pupil workbooks. The work of the reception team should also be acknowledged here. Some pupils in Year 1 – not yet at the end of the Autumn Term – have stunningly good letter formation. Key Stage members all appreciate the importance of getting handwriting right from the beginning: these are the most important years!

Section 9 - Recommendations for future improvement from the 2016 review process

1) The alignment of assessment systems

Key Stage 1 teachers have pointed out some minor discrepancies between the internal assessment system used at Barnes and the Key Stage 1 national interim assessment arrangements. The Headteacher will look into this issue and address it, ensuring consistency.

2) Using more multi-sensory resources, including pictures, to support lower attaining pupils in intervention sessions

Many pupils who require additional, withdrawal intervention support have limited language skills. Their receptive and expressive language is weak. As a consequence of this they do not learn well through provision that is communicated through the spoken medium. This is because they have poorly developed skills when it comes to processing language: this is an area of deficit for them; they struggle with spoken explanations.

So it is more helpful to them if multi-sensory activities, including visual picture clues, are provided. For example, if they don't know a noun they could be shown a picture on an iPad, or one that has been pre-prepared in a picture library collection. Close attention needs to be paid to how individual children learn. If their weakness is language (an issue for some pupils who speak English as an additional language and others who have a speech and language impairment, or a global learning delay) teaching them through a spoken channel (explaining things in words) is unlikely to prove the most successful form of instruction.

3) Continue to focus efforts on closing the attainment gap between pupil Premium Grant pupils and those not eligible for this funding

Pupils who meet the eligibility threshold for a free school meal, those who are adopted and those who are looked after are classified as disadvantaged. It is harder for these pupils to achieve success. Traditionally this group of pupils have performed very well at Barnes. There are now far fewer of them. Staff are asked to continue their efforts to make a substantial difference for this small group of pupils, adding significant value during their time in Key Stage 1.

4) Explaining what is understood in mathematics in words (with illustrations, if at all possible)

It is generally accepted that if pupils really understand something they can explain it to someone else. This can be through talk. At a more sophisticated level this can be in writing. It is suggested that the emphasis in Year 1 is on using talk, but at Year 2 (following clear modelling over a period of time) pupils might be asked to write down what they have learnt. Word mats containing sentence starters will be required. As the year progresses higher attaining pupils might also be able to provide examples to illustrate the points they make.

5) Continue to use peer observation and expand its use

Peer observation is having a demonstrably positive impact on the quality and consistency of teaching. It is recommended that further investment is made in this non-threatening continuing professional development mechanism. Teaching assistants and learning support assistants should be involved in this process. In addition, teaching staff should be provided with opportunities to observe intervention sessions, offering constructive professional feedback to those delivering this vital additional support.

6) Further develop pupil talk, building upon the excellent foundation that have already been achieved.

Standards in expressive language, receptive language, articulation and eloquence are very high. Initiatives such as regular opportunities for poetry recital have proved to be highly successful. Pupils were also observed in lessons coming to the front of the classroom and 'leading the learning'. It is recommended that even more opportunities are developed, with pupils having the chance to recite more poetry, 'lead the learning' more often and perhaps (for those confident enough) offer short talks to their peers. In addition, maximising the impact of paired discussion is seen as invaluable. Talk is central to the learning process and being an effective communicator an essential life skill, so investing time in further developing pupil talk is viewed as a sensible investment.

7) Further resourcing the playground through capital investment so that the the positive impact of the highly effective zoning system can be maximised.

Some money will be made available to the Key Stage to purchase further resources to enrich pupils' experience of play. It is suggested that teachers and staff who work on the playground meet to decide what is required. £2,000 is available and an order can be submitted to the school's finance department in January 2017.

Three recommendations made by the Key Stage 1 team

8) Embed the maths mastery approach to teaching mathematics

There is currently a very positive momentum (along with considerable excitement!) about the teaching of mathematics. A major change in approach has been introduced. Excellent progress has been made thus far, but change is a process, not a single event. Further work is required at the organisational, planning and delivery levels. In addition, an evaluation of the impact of this approach – including its outcomes: the progress of pupils - when compared to the previous approach is required

9) Further develop the teaching of grammar

It is early days for the increased focus on this subject in Key Stage 1. What has been achieved should be built upon. The teaching of grammar and punctuation should be the foci. Opportunities to teach punctuation 'off the page' should be created. This involves having giant sized words, phrases and punctuation marks that can be used to create large and memorable sentences.

10) Build upon the very positive developments in Year 2:Year 3 transition secured over the last two years

So much has been achieved over the past two years. The task now is to refine arrangements, working closely with the Year 3 leader and the Lower Key Stage 2 leader. The following questions should be considered:

- What has made the biggest difference?
- Is there anything that has been set up that hasn't made much of a difference?
- What else do the pupil and their parents want/need?

CONGRATULATIONS AND THANK YOU

Mark Hartley, Sue Jepson, Kelly Thomas, Camilla Garofalo and the Key Stage 1 team, November 2016