

KEY STAGE 1 REVIEW – 21st November 2017

DRAFT EVALUATION REPORT

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Section 1 – Rationale and approach

Purpose

- To recognise and celebrate the achievements of the newly formed 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 2016)
- To provide an opportunity for the Key Stage 1 team to outline their vision for future development, continuous improvement 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; science books and learning themes
- establishing pupil views through semi-structured, paired interviews
- establishing the views of support staff through semi-structured interviews
- joint reflection on key routines, systems, structures, protocols and approaches, by considering timetables, all aspects of the learning environment; additional support provision and its deployment, plus all other arrangements made to support pupils' learning.

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

- As a new team we would simply like the review team to highlight the key strengths of the current team and the areas to develop going forward
- We would like to know if our self-review is an accurate reflection of the progress we have made as a team so far
- Do the members of the review team agree with the priorities we have identified for the next year?

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

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

- **High quality planning** – this exists for all subjects, ensuring that National Curriculum objectives are taught across Key Stage 1. There is a focus on continual improvement and regular tweaks, or the re-writing, of units of learning take place each academic year
- **Teaching standards are high** with many outstanding lessons being taught regularly across the phase
- **Assessment systems are thorough and consistent**
- **The quality of pupil workbooks has improved considerably**
- **Key Stage 1 is incredibly well organised**, with strong systems and routines in place
- **The induction process for new teachers and support staff is outstanding**
- **The continuing professional development offered to support staff is strong**
- **Key Stage 1 teachers work collaboratively** and there is a positive team spirit in place. There is a shared vision amongst staff
- **Children are happy and they behave well.** There is a focus on the laughter element in our 'learning, love and laughter' approach
- **Communication with parents is outstanding.**

Some of the principal aspects of provision that have been the focus for further development over the last twelve months have been:

a) **Embed 'teaching for mastery' in mathematics lessons**

This is a key strength in Key Stage 1. We feel that a highly effective approach to the teaching of mathematics has been put in place. This resulted in an increase in end of Key Stage results at the end of the 2016 academic year. The attainment in the current Year 2 class is higher than in 2017 and higher results are anticipated in 2018. Noticeable improvements have been made in pupils' mathematical fluency. Enhanced use of variation within teaching has embedded pupil understanding.

b) **Further develop the effective teaching of grammar, punctuation and spelling**

- Liaison with colleagues in Lower Key Stage 2 has proved beneficial. Ideas from external courses have been 'showcased' and a set of agreed key

principles has been established. New ideas have been embedded into teachers' planning.

- Spelling systems are consistent across Key Stage 1 and Lower Key Stage 2 following discussion between team members in both phases.

c) Build positively upon current transition arrangements

- The move from Year 2 to Year 3 is now smooth and well planned for. It mirrors the quality of the Early Years Foundation Stage to Year 1 transition process
- The focus on both teaching and assessment practises has proved valuable in creating greater cohesion between both phases. This has resulted in enhanced continuity in pupils' learning experiences
- The movement of teaching staff between the two phases has been helpful in cross-fertilising tried and tested approaches, and in so doing this has enabled further continuity in practice to materialise.

Areas for future development

- To **further improve the quality of teaching** across the phase so that attainment at the end of Key Stage 1 continues to improve
- To **reduce or close the 'performance gap'** between higher attaining and lower attaining pupils across all core subjects
- To develop **consistency across all aspects of provision and approach** following the establishment of a new team (for example, behaviour management, teaching practices, marking, links with parents and the quality of our classroom learning environments)
- To **further develop the skills of newly employed support staff** so that they all have a significant impact on learning in all four classrooms
- To boost **pupils' mathematical fluency** in addition and subtraction facts (in Year 1 and Year 2) and times table facts (in Year 2)
- To continue to **raise handwriting standards**, ensuring that all pupils have an efficient pencil grip by the end of Key Stage 1
- To **change the current Religious Education units** so that they are in line with current curriculum requirements.
- To **further develop the Key Stage 1 playground experience** so that the quality of lunch time provision improves.

Section 4 – Pupil performance standards and pupil performance targets for 2018

A) Standards

End of Key Stage 1 outcomes, 2017

Measure	Barnes 2017	Barnes 2016	Richmond 2017
Reading expected standard	93%	92%	84%
Reading greater depth	58%	62%	37%
Writing expected	78%	80%	73%

standard			
Writing greater depth	27%	29%	21%
Maths expected standard	87%	86%	82%
Maths greater depth	55%	50%	28%
Science expected standard	92%	92%	91%
GPS expected standard	77%	83%	Not known
GPS greater depth	37%	31%	Not known

- GPS: Grammar, punctuation and spelling
- Results are very similar to those achieved in 2016, the first year of the new tests. The 5% improvement in mathematics at greater depth is very pleasing. The introduction of the maths mastery approach has improved the quality of mathematics teaching in the Early Years and Key Stage 1
- Once again, results at Barnes compare very favourably with the average for local schools. The significant number of pupils achieving a 'greater depth' teacher assessment standard is particularly pleasing
- Results in GPS are lower than in the other subjects assessed. This is partly due to the very high demands of the spelling curriculum in Key Stage 1. That said, in my view our children are capable of reaching higher standards and this should be a focus for 2017-18.

Phonics screening test

Year	Pupils passing the test	Average mark (40)	Percentage achieving full marks
2011-12	93% (56/60)	36.3	25%
2012-13	95% (57/60)	37.4	47%
2013-14	98% (59/60)	38.6	48%
2014-15	99% (87/88)	39.0	53%
2015-16	97% (59/61)	39.0	74%
2016-17	98% (59/60)	39.0	57%

- 2017 was the fourth consecutive year of very high and extremely impressive results. Over the four year period 2014-2017 an average of 98% of pupils have passed the test. The very high number of pupils (58% average for the same period) scoring full marks on this test reveals the outstanding, systematic teaching of this essential early reading skill.
- The school has received a letter of congratulations from Nick Gibb, MP, Minister of State for Schools, every year for the past four years.

B) Targets

Year 2 cohort, 2018

Subject	Secure, or above	Mastery standard
Reading	95% (93%)	63% (58%)
Writing	91% (78%)	51% (27%)
GPS	91% (77%)	53% (37%)
Maths	93% (87%)	57% (55%)
Science	52%	48%

- Percentage of pupils achieving this standard in the 2017 SATs shown in brackets
 - The ambition and aspiration of these targets reflects the high expectations of both Year 2 teachers
 - A number of targets are broadly aligned to performance in 2017 (for example, reading at Secure: 95%/93%). Other targets are set very high when the two year average (2016 and 2017) is placed alongside them. For example:
 - Writing at Secure: two year average-79%; target 91%: a 12% increase
 - GPS at Secure: two year average-80%; target 91%: an 11% increase
 - Writing at Mastery: two year average-28%; target 51%: a 13% increase
 - GPS at Mastery: two year average-34%; target 53%: a 19% increase
- It is questioned whether these targets are realistically achievable. Both teachers' desire for the pupils to reach very high standards is evident in everything they do, but can these two classes really do that much better than their two predecessors?

Year 1 cohort, 2018

Subject	Secure, or above	Mastery standard
Reading	92%	54%
Writing	88%	51%
GPS	90%	54%
Maths	90%	59%
Science	97%	39%

- Overall these targets are suitably ambitious. Once again, they reveal the high expectations of classteachers
- Based on previous end of Key Stage 1 SATs results the target for Mastery in GPS and in writing seems high. It would be wonderful if these targets could be achieved, but are they realistic?
- There is a minor discrepancy in the percentage of pupils targeted for Secure in science when compared to other subjects. Is there a reason for this?
- It goes without saying that all pupils targeted for a performance below Secure by year end should be the recipients of regular, additional intervention support in order to give them the maximum chance of making the greatest amount of progress.

Section 5 – Twelve strengths

1) Both leadership and collaborative working are exceptional

The Key Stage 1 leader has a clear vision which is shared by her team. A successful brand has been created. This is constantly being refined and fine tuned with the intention of securing continuous improvements to teaching and the

quality of provision. Some of these improvements are significant and the change management involved is considerable. For example, the rewriting of the mathematics curriculum and the accompanying resourcing. Other developments are smaller and easier to achieve, such as the way the Year 2 teaching assistant uses different learning locations in Study Room 1. The aggregate of both smaller and larger improvements is substantial. So, for example, more pupils are reaching demonstrably higher standards in mathematics. The cohesion and consistency within a very new team is nothing short of commendable.

2) Professional learning mechanisms are maximised to enable rapid professional growth

Despite the fact that within a team of fourteen only three staff members are in the same role they occupied during the previous academic year, this large team is already functioning extremely well. In all there are four staff members new to the school, including one classteacher. All four have 'bought into the brand' and are already making a substantial, positive difference for the pupils they support.

A range of professional development mechanisms - including peer observation with a colleague, or a member of the leadership team; whole school INSET; Key Stage meetings and mentoring support – have enabled this professional growth. As a result, in just over nine weeks a highly effective new team has been formed. This team is already performing at a high standard and there is consistency to key aspects of provision and delivery. Looking ahead this team has the potential to excel.

3) Teaching is outstanding

In all on the day of the review 13 different whole class lessons were observed, along with 4 one-to-one sessions. Overall teaching is outstanding. The basis for this judgement is the lessons observed on the day; previous lesson observations this term; the quality of pupil workbooks and the academic results achieved by pupils at the end of the previous academic year.

Some features of outstanding teaching

- a lesson structure that involves a to and fro process ('ping pong'), with a series of different, inter-related sections
- very good resourcing of lessons, including very well designed flipchart slides that contain a judicious blend of text and visual aids
- learning time being maximised as a result of the pre-lesson preparation of resources; the healthy pace of learning and the minimisation (and even complete absence!) of wasted time, or unnecessary waiting time
- plenty of opportunities for pupils to use talk to make sense of what they are learning
- teachers using their professional skills to engage pupils early in the lesson and subsequently to sustain their interest. They do so through the establishment of consistently followed routines; varying their voice; continual enthusiasm; getting down to the pupils' level and knowing when pupils have listened for long enough and a change is needed
- clear explanations and supportive modelling. When combined these two features ensure that pupils know exactly what is expected of them

- ensuring a well-judged balance is struck between teacher led, whole class learning and independent learning time
- building in time for self-review or peer review, so that pupils develop an understanding of the centrality of the self-improvement process within learning.

4) Systems, timetables, routines and protocols show excellent attention to detail

Nothing is assumed; nothing left to chance! Attention to detail is one of the hallmarks of outstanding professionals in any walk of life. Enormous thought has gone into everything the Key Stage 1 team do, from the organisation of additional adults and learning resources, to the way in which communication to parents is managed. For example, the timetabling of withdrawal input has been carefully considered so that it has the maximum benefit upon recipients. The start of day procedures are familiar to all staff – everyone knows the role that is expected of them. Less confident pupils, those at an earlier developmental stage and those with special educational needs benefit greatly from the familiarity of clear and predictable learning routines.

5) Teaching assistants and learning support assistants offer outstanding value for money.

If lower attaining pupils are to make faster progress and reach the national performance expectation for their age by the end of Year 2 high quality additional support from teaching assistants and learning support assistants is critical. Very good relationships have been fostered, so pupils who are withdrawn from class are happy to spend some time with a member of the support staff team. Study Room 1 and the mezzanine room are well organised and used efficiently by the staff working there. Small groups of lower attaining pupils are identified and valuable short sessions are timetabled (for example, during assembly time). In classrooms support staff play an active, participatory role, once again supporting pupils who have been identified by the classteacher.

6) A professional culture exists that is based upon cyclical review in order to enable continual, ongoing improvement

Insight is the outcome of reflection! One of the things that marks the Key Stage 1 team out is the way in which there is a cyclical re-evaluation of the curriculum that is offered. In this way the curriculum remains fresh and dynamic, rather than static (and potentially stale!). By building review time into Key Stage meetings staff remain sharp and aware, able to pose questions about why they do what they do. This process renews purpose and mission. Tweaking and fine tuning results in improvements being secured and pupils getting even better provision. So, for example, transition times are frequently used to count or chant tables (please can pupils count backwards, as well as forwards). Another example would be the recent inclusion of short grammar activities at the very start of English lessons.

7) Learning resources are very skilfully used

Flipchart slides are well made, with particularly strong and effective use of visual imagery. Worksheets are carefully produced. Learning aids, such as the range of

mathematical resources used are colourful, clean and attractive. The careful storage of materials makes the job of the classteacher so much easier. The recent addition of a science cupboard has supported the efficient delivery of the science curriculum. All the resources available to the pupils are carefully chosen and attractively presented.

8) Pupils thrive emotionally and academically in a secure and purposeful learning culture

They enjoy learning, love and laughter – it's fun coming to school each day. Pupils are calm and settled. They respond well to the warmth, friendliness and particularly the enthusiasm of their fourteen teachers. Smiling adults seem genuinely excited about working with them. All their successes are celebrated and over time this instills feelings of self-worth and the formation of a positive outlook on life. Pupils are made to feel welcome from the moment they enter school each day. They are very well cared for. The continual feedback they receive about positive behaviour for learning reinforces good habits. The regular work they do with a partner develops strong attachment and bonding.

9) Communication with parents is exemplary

All communication is crystal clear. Parents know what is happening and when, as well as what they should be doing to support their child's learning. Pupil workbooks are clearly signposted so that parents can easily follow what is happening. The headteacher cannot remember the last time a concern or complaint was raised by a parent that related to the communication of information. In addition, classteachers kindly offer additional time to parents through the highly evaluated and well received curriculum presentations that are offered.

10) Phonics and spelling are taught in a highly systematic way

Pupil outcomes in phonics are exceptional, with excellent consistency being maintained. Classteachers have a secure grasp of how to teach pupils about sound-letter correspondence. Importantly, that knowledge has been shared with support staff who have themselves developed considerable expertise. It was impressive hearing a teaching assistant refer to *vowel digraphs*; *root words* and *prefixes* during one of the withdrawal sessions observed. Similarly, the extensive previous work on creating a systematic approach to the teaching of spelling and creating a resource to track the progress made by individual pupils is paying dividends. There is still some work to do to raise pupil outcomes in the end of Key Stage grammar, punctuation and spelling assessment test, but this valuable resource should help to raise standards.

11) Mathematics is being extremely well taught

Teachers' confidence in the five aspects of the maths mastery approach (fluency; variation; mathematical thinking, coherence and representation and structure) has developed considerably during the last year. There is a clear focus on ensuring deep learning. The use of a part/whole approach in the teaching of number is clearly assisting the development of deep pupil understanding. The children are taught to use full sentences when answering questions: stem sentences are used to effectively support children with understanding the key concepts being taught. The Key Stage Leader's visit to Shanghai has kindled a

positive momentum, with some new ideas being introduced. Importantly, pupils seem to really enjoy mathematics lessons. They show confidence, along with considerable pride in their achievements.

12) Pupil workbooks look immaculate

Great care and considerable attention is attached to the layout and organisation of pupils' workbooks. It is clear that pupils are learning very good habits and there is a strong emphasis on correct pencil grip and appropriate posture. The 'foot police' have had a considerable impact since they appeared on the scene! Pupils' handwriting is of a very high standard. In a recent Year 2 English lesson observation the level of pupil concentration and commitment when writing in their books was quite extraordinary. The high expectations of teachers have been transmitted to pupils. Very good habits are developing and these will serve pupils well on their learning journey.

Section 5 – Four perspectives

Anna Freeland – school SENCo

It was a joy to be part of the Key Stage 1 review this morning. My overwhelming impression was how well everything was organised, with nothing left to chance. The support staff with whom I spoke all cited the organisation and clear expectations as one of the strengths of Key Stage 1, as well as the leadership from The Key Stage Leader and the positive team spirit. The use of other members of support staff to help induct and train up newly appointed staff members has clearly been put to good use, as each member of the team whom I observed had their set of resources with them and knew exactly what to do at every moment of the morning. No-one was devoting their time solely to one child and great care had been put into placing the children on the carpet so that they were near enough to support staff to benefit from their help on the carpet, as well as at their table places.

My only issue for development - and this is not just an issue for this phase of the school - is for support staff to think very carefully about when they talk to children when they are on the carpet.

Suzy Cole – Year 3 Leader

Clear systems and routines: the children know exactly what is expected of them at each stage of the day. For example: handing out whiteboards in silence; walking out to break calmly; transitions from the carpet to the table being purposeful.

Teachers leave nothing to chance: attention to detail is evident at the planning stage, in the delivery of lessons and in the organisation of resources.

Making thinking visible: in all of the lessons I observed, teachers verbalised what they were thinking (externalizing their inner thought processes) to assist children with their learning.

Consistency between teachers: the two Year 2 teachers delivered lessons in a consistent style, using identical behaviour management techniques.

Excellent use of the IWB, air server and visuals on slides: for example, in a Year 1 mathematics lesson the teacher used air server to model to children how to use stem sentences effectively. There was a brilliant slide showing tens and ones which helped the children to visualise the teen numbers.

Learning time is maximised: all opportunities for learning are used at every point during the day. For example, children in Year 2 chant their times tables and do finger exercises for handwriting when moving between the carpet and tables.

Children enjoy their learning: learning love and laughter is paramount to everything that the staff do. All children were engaged during the lessons and they were enjoying themselves! At one point during a Year 2 English lesson, the classteacher crouched down and said that the 'foot police' were coming to check that their feet were flat on the floor!

An emphasis on handwriting is evident: children are encouraged to use the correct grip and sit properly. High quality examples were shown to the whole class. Progress in handwriting since the beginning of the academic year is clear to see.

Kelly Jones, Early Years Foundation Stage Leader

I cannot commend the Key Stage 1 team enough on what I saw today. Being involved in the review is always inspiring and what I saw was exceptional. Something that stood out for me the most, across all the whole Key Stage, was the love, enthusiasm and energy I observed. I can clearly see why children love coming to school and don't want to miss a day. The fun they were having in the classrooms was inspiring. I most definitely saw learning, love and laughter.

It was evident from the minute the children walked into school that learning time is maximised: no second is lost. It is clear that time has been taken to establish systems and routines for every minute of the day, from within lessons to moving around the school. Not only had systems and routines been put in place for the children, but also for all the support staff. Everyone was aware of their roles and responsibilities and all children were constantly being challenged. An extremely inspiring morning! As always I come away inspired and with lots of food for thought for the EYFS.

Sue Jepson, Deputy Headteacher

Thank you for a most enjoyable morning that was filled with inspiring teaching, focused learning, energy and an enthusiasm that permeates through the whole Key Stage 1 team. There is a clear commitment to lifelong learning (and fun) from all team members. The children concentrate well; they know what they need to do next to improve their learning and they are clear about their targets. Standards and expectations are high, books are exemplary and the learning journey is clear for all to see. It is abundantly clear that staff know all the children well and can support them individually in their learning.

The team is newly formed, but the robust routines, effective and efficient procedures, strong leadership and clear branding have enabled new staff to settle quickly. Induction processes have been highly effective and tailored to individual staff need. The sharing and the willingness to learn from each other ensures that there is a healthy (and stimulating) learning culture for all. Staff are continually sharing good practice and learning from each other. The impact of this is the development of a highly effective, consistent approach across the phase.

The learning environment is well organised, attractive, stimulating and inviting. It supports children with their learning. Attention is paid to the detail and nothing is left to chance. Everything is incredibly well prepared and this allows the children, and the adults, to focus on learning. No assumptions are made: everything is planned for and there is a clear purpose to all that is done.

Some pupil views

- *I love science. It is so much fun. I like studying it and then touching things*
- *When I am stuck my teacher comes over and helps me*
- *My teacher has helped me with my writing. She has helped me to join up letters*
- *I love everything about Key Stage 1*
- *I love the music lessons*
- *I love Mr. Brian's PE lessons*
- *I love the school lunches*
- *I love school.*

What else would you like?

- *An art club for Key Stage 1 children and paints in the playground.*
- *Bike sheds for Key Stage 1 children*
- *Longer breaks – they go too quickly!*

Section 6 – Do previously identified (2016) strengths remain strengths (in 2017)?

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.

This remains the case, as outlined in section 4 above. The challenge now is to raise pupil performance in grammar, punctuation and spelling. For the past two years (since these tests were first introduced) pupils have not performed as well in this domain as they have in other subject areas.

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.

There were no lessons that were judged to be less than good on the day of the review and, once again, a clear majority of lessons were outstanding. This is

extremely pleasing when one considers how much this team has altered in composition since the previous review.

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.

The leadership of the phase is exemplary. The Key Stage Leader leads by example and she has a vision for the continual improvement of provision. She is not the only leader though. All teachers take responsibility for leading an aspect of provision, or a subject area. All make significant contributions. The aggregate of these combined efforts is a thriving educational offer.

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!

Even less is left to chance!

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.

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.

Some important additions have been made in the pursuit of excellence. The new science resource area is one example.

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.

Systems are so deeply rooted that changes in personnel and in role have been subsumed within a highly effective organisational structure. Much has been achieved in nine weeks and there is scope during the next thirty weeks for the team to blossom further and pupils to derive even more satisfaction from their learning.

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.

This remains the case. Support staff add considerable value. The commitment to furthering their skills through the offer of continuing professional development

opportunities remains. If anything the professional input they receive has been extended.

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.

A climate for dynamic learning continues to exist.

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.

This continues and is key to the success of the Key Stage, as mentioned previously.

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.

This progress has been built upon as the Key Stage Leader completed her Specialist Teacher training course. The teaching of mathematics is now even better than it was a year ago. There is greater continuity and progress across the phase.

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.

The very robust system that was created has been fully implemented. How much impact will this have upon the performance of Year 2 pupils in the end of Key Stage 1 grammar, punctuation and spelling assessments?

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.

Even greater use is being made of this professional development mechanism. This is clear from the way in which new colleagues are using teaching approaches they have witnessed during peer observations.

Section 7 - Pupil workbooks (bullet point feedback)

Summary

- There is consistency in the organisation of books across the Key Stage
- Books are clearly signposted for parents – it is extremely clear to parents what pupils are doing
- Enormous care and attention has been given to the organisation and presentation of pupils' workbooks
- In the first nine weeks of the academic year clear progress in handwriting is already in evidence

English books - features

- Regular handwriting practice
- The 'story of the learning journey' exists alongside the final writing outcome
- Good use is made of 'storyboards'
- Rapid progress is being made in the development of pupils' handwriting
- Photographs make books more accessible to pupils
- Pupils make spelling corrections

Mathematics books - features

- There is clear evidence of the maths mastery approach
- Very good use of visual/pictorial representation to assist understanding
- The part/whole methodology is used well
- There is a clear focus on number bonds
- Addition and subtraction are linked
- It's good to see pupils in Year 1 using the maths squares in their book on some occasions, rather than always working on worksheets

Science books - features

- A year overview is offered to parents
- Good use of is made of simple tables
- There is much more in pupil workbooks than seen during previous reviews
- Good use is made of photographs of pupils
- The design of worksheets scaffolds pupils' thinking
- Later in the year will pupils have an opportunity to complete some work without a worksheet being used?

Learning theme books - features

- Further effective use of photographs of pupils learning
- Good inclusion of comments pupils have made (direct quotations)
- Solve a Problem Week is captured in photographs
- Year 1 pupils clearly loved making their shoebox bedrooms
- As time goes on, and the youngest pupils become more able to produce more themselves, ensure that what is in the books is as much for the children as for their parents

Section 9 - The Key Stage 1 team's evaluation of progress with the recommendations made in 2016

1) The alignment of assessment systems

a) Reading – It is easier to achieve ‘greater depth’ in reading in end of Key Stage assessments as there isn’t such a strong focus on poetry. There were more elements within the Barnes reading assessment system. However, most children who achieved greater depth at the end of Year Two could be awarded mastery in the Barnes system, as they too had been exposed to poetry and frequent poetry recitals during their time at Barnes. We do not have any problem with the two separate systems. The children who achieve greater depth achieve mastery. The children who achieve expected for reading often achieve secure for reading in the Barnes system. We occasionally move the odd child down to developing at this stage. Children who are working toward’ only ever receive developing or emerging.

b) Mathematics – It is harder to achieve greater depth at the end of Key Stage than it is to achieve mastery in the Barnes system. To achieve greater depth there are many additional mathematical points that are not explicitly listed in the National Curriculum. If a child achieves greater depth they have to achieve a high test score and have evidence for all points in the greater depth column of the Teacher Assessment Focuses (TAFs). When we convert to the Barnes system this is easy. All children that achieve greater depth get mastery, children who are expected are definitely secure; the working towards children are usually developing. Again, we do not feel there is a problem with the different systems. We focus on the national system and it is easy to convert afterwards to the Barnes assessment system. As a result of having to evidence each point in Year 2 it is important to point out that our end of Year 2 judgements are harsh for mathematics. This helps pupil progress value in Key Stage 2.

c) Writing – The national system and the Barnes system are almost identical. As with mathematics, evidence has to be in place across workbooks that children have met each standard. This ensures our results are always accurate for Key Stage 2. We track writing after each independent piece. This year the TAFs have been amended and some requirements from expected and greater depth have been removed. We will continue to teach these, but this may help to increase end of year attainment standards.

The Key Stage 1 team attend all borough assessment cluster and moderation meetings. We have also set up termly networking events this year to work with local schools. This will help to develop further ideas for teaching. It will also help assessment consistency across the borough. At a recent meeting we were the only school to accurately judge a piece of writing to be working towards rather than expected. This reflects our rigorous approach to assessment and understanding of the TAFs.

The alignment of assessment systems continues to be a focus for the school. We are happy to discuss any of the above points when Key Stage 2 staff and the Headteacher have worked on this further. It is important to be consistent across each Key Stage.

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

This has been focused on continually since the last review and is now considered a key strength. New intervention rooms were set up so that we maximised the small amount of space available. We now have an English and mathematics study room which are carefully timetabled. The Key Stage leader led training with all support staff on the importance of using multi-sensory resources and showcased ideas to develop intervention sessions.

A thorough peer observation system was set up last year - support staff were paired, with this as a focus. Each support staff member had to inform the Key Stage Leader of one area that they were going to change, or work on, as a result of their observation.

The new support staff who have joined the team have also observed more experienced colleagues. This has helped to develop consistency in the delivery of intervention and the use of multi-sensory resources. This approach is now embedded across reading, writing, spelling, maths and handwriting interventions.

3) Continue to focus efforts on closing the attainment gap between Pupil Premium Grant (PPG) children and those not eligible for this funding

At each half termly assessment meeting PPG children are discussed so that their progress and attainment are monitored and 'boosted' when required. This year all PPG children are in intervention groups in subjects that they need support with. Teachers also often meet with their parents more regularly to offer ideas on how to best support them at home.

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

After networking with other schools, previous Year 2 teachers established a system in Year 2 maths books called '*Top tips*'. This enabled children to write explanations about what they had learnt or noticed in mathematics. This work is now being further developed.

After the first term there will be a focus on children recording pictorial representations across all maths topics. The children now know how to set up their workbooks properly and how to keep them well presented. They are ready for this next step at the start of the Spring Term.

5) Continue to use peer observation and expand its use

This was a strength of the previous team and continues to be the case with the current team. The Key Stage Leader observed each classteacher formally at least twice during the course of the last academic year. This happened more frequently with a less experienced teacher. Classteachers also observed across year groups to develop ideas. This helped to develop greater consistency. Support staff peer observations were a regular occurrence in Key Stage 1 and led to improved practice across both year groups.

This year we have added to this as we have so many new staff. We now want to continue this system. Further peer observations have been set up across other subjects to develop consistency between year group partners. These are already

scheduled on the diary. Further support staff peer observations are also scheduled for Autumn 2.

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

This was given as an area to develop after it was noticed that Year 1 pupils spoke in louder voices than Year 2 pupils! It was a focus of Key Stage Leader observations Feedback was given to each teacher. After this was discussed there was a noticeable improvement in Year 2.

This year we feel that this a strength. Children speak in full sentences across all four classrooms. Speaking frames are used in all subjects. Children speak audibly in both year groups and reminders are given by teachers when children do not project their voices well. English units in particular offer lots of drama and talk opportunities to develop children's skills. We do not feel this is an area for improvement with the current team.

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

Money from the bi-annual ball was used to purchase a boulder and traversing poles for the Key Stage 1 playground. The children enjoy using these new pieces of equipment. The addition of musical instruments has also been popular. It would be great if the Key Stage 1 Pupil Council Leader was able to purchase some new resources for the Key Stage 1 playground too. For example, wooden blocks would be a great addition to the playtime experience.

Sainsburys vouchers have been used to purchase new resources. We are still awaiting a new batch of general day-to-day resources. The Key Stage 1 reps have also led fundraising events – money raised has been spent on the playground. The children enjoy happy playtimes: there are clear systems and rotas in place. Staffing and behaviour are managed well. Less progress has happened in this area than in other areas in our opinion. Jemma Causebrook will be working with lunch time staff to develop the zoning system which hasn't progressed since the last review.

Section 10 - Recommendations for future improvement

1) Continue to develop the strengths of this new team

A new team has formed and it is already performing well. The task now is to build upon the successes achieved so far in a continuing strive for excellence.

2) Establish a quality system for the teaching of English grammar, following the success achieved in the creation of effective systems for teaching phonics and teaching spelling

Excellence has been achieved in the teaching of phonics; very thorough tracking of pupils' spelling development is also in place. How can an effective system now be established for the teaching of English grammar? What steps can be taken to raise pupil performance levels in grammar, punctuation and spelling?

3) Further develop the successful ‘Barnes formula’ for the teaching of writing

Two of the four classteachers recently attended a one day INSET presentation on the teaching of writing; two others are well versed in this methodology. Teaching young children to write is the hardest thing teachers ask them to do. Time is required for colleagues new to the phase to develop their skills in using this tried and tested methodology. Sharing of ideas and approaches should be a regular feature of Key Stage 1 meetings.

4) Continue to offer high quality professional development opportunities for all support staff members

These are making such a difference! The Key Stage Leader and her classteacher colleagues know how to do this – and they should continue to offer these invaluable opportunities.

5) Continue to maximise the benefits of peer observation for all members of the Key Stage 1 team

Once again, this has been proved to make an enormous difference. Much has been achieved in a very short space of time. Peer observation should remain a prominent professional development tool.

6) Share key features of the Key Stage 1 brand with colleagues in the early years and in Lower Key Stage 2

What has been achieved in Key Stage 1 should be shared. If it is significant benefits could accrue in other Key Stages, leading to the further improvement in the quality of provision for pupils. Visits from colleagues in the early years and in Lower Key Stage 2 should be planned for.

7) Share the to and fro, back and forth, ‘ping pong’ lesson structure that maximises active learning across the team of classteachers

There has been a noticeable movement away from a three-part lesson structure and this has resulted in more active, lively learning. The structuring of lessons should be discussed, with examples being shared, in Key Stage meetings with a view to extending this approach within planning and delivery.

8) Extend the use of conceptual variation in the teaching of mathematics and build in the teaching of simple mathematical generalisations

The impact of variation being built into the teaching of mathematical concepts can clearly be seen. This teaching approach should continue. Alongside this there should be a focus upon using the word *generalisation* in mathematics teaching. Classteachers should always look for relevant opportunities to teach pupil mathematical generalisations.

9) Further develop the quality of playground provision to maximise the enjoyment of pupils’ playground experience

The team know that this is an area they want to focus on over the next twelve months. It is suggested that they create a simple action plan and implement it.

10) Focus on other areas for development identified by the Key Stage 1 team through the self-review process

The self-review presentation clearly demonstrated that the team have numerous exciting ideas for the further development of Key Stage 1. They should take autonomy for delivering them.

CONGRATULATIONS AND THANK YOU

Mark Hartley; Sue Jepson; Kelly Thomas; Suzy Cole; Anna Freeland and the Key Stage 1 team, November 2017