

LOWER KEY STAGE 2 REVIEW EVALUATION REPORT

Thursday 4th May 2017

Purpose

- To recognise and celebrate the achievements of the Lower Key Stage 2 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 (April 2016)
- To provide an opportunity for the Lower Key Stage 2 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

- self-evaluation by members of the Lower Key Stage 2 team
- 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 pupil interviews
- joint reflection on key routines; systems; structures; protocols and approaches, by considering timetables; all aspects of the learning environment; additional support provision and deployment; the impact of the school's professional development programme, plus all other arrangements made to support pupils' learning.

Review Team: Andrew Barnsley, Rachel Wilson, Sue Jepson, Mark Hartley and the Lower Key Stage 2 team

I) Standards and progress: 2016-17 academic year – end of Spring Term 2017

It is important to state that being assessed as *Developing* in reading, writing and grammar, punctuation and spelling at the end of the Spring Term does not necessarily mean that the pupils concerned are performing below the Year 3 or Year 4 national expectation. Many of these pupils may well make good progress in the Summer Term and end Year 3 or Year 4 as *Secure*. But a number are likely to be behind and these pupils will need to continue to receive very close support in order for them to be as ready as they can possibly be for the next academic year. Assessments in mathematics are different. They are made on the basis of how pupils have performed on the mathematics that has been taught so far. For a pupil to be in line with the national expectation they would be *Secure* at the end of each of the three school terms.

Year 3

Key stage 1 outcomes for the current Year 3 (June 2016)

2016	Scaled score 100 or over	Scaled score average	Test % score
Reading	89%	108.0	85%

Maths	90%	107.2	85%
GPS	82%	105.4	80%

Teacher assessments

Measure	Barnes	Richmond
RWM at Expected Standard	78%	64%
RWM at Greater Depth	27%	14%
Reading Expected Standard	92%	79%
Reading at Greater Depth	62%	36%
Writing Expected Standard	80%	68%
Writing at Greater Depth	29%	19%
Maths Expected Standard	86%	78%
Maths at Greater Depth	50%	28%
Science Expected Standard	92%	89%

* RWM: reading and writing and maths

Year 3 – Reading

April 2017 (cohort: 90)	Number	Percentage
Secure, or above	67	74%
Mastery	22	24%
Developing	17	18%
Emerging	8	8%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	32	55%
Mastery	2	3%
Developing	19	33%
Emerging	8	14%

Commentary: When compared to this time last year far more pupils appear to be on target to meet the school's stated expectation of at least 85% of pupils meeting the national performance standard for the end of Year 3. It could be the case, however, that teachers have interpreted assessment criteria that are still relatively new differently than they did when using them for the first time last academic year. There are eight pupils still performing in the emerging category. It would be most helpful to the receiving teacher in Year 4 if some of these pupils – all of whom are receiving additional support – could reach *Developing* by year end. At this time pupils appear to be slightly below the ambitious school target (35%) to reach Mastery by year end.

Year 3 – Writing

April 2017 (cohort: 90)	Number	Percentage
Secure, or above	57	63%
Mastery	13	14%
Developing	27	30%
Emerging	7	7%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	29	50%
Mastery	1	2%
Developing	20	35%
Emerging	10	17%

Commentary: Enabling pupils to make progress in writing is normally much harder than enabling them to make progress in reading. Once again, figures at *Secure* and, in particular, at *Mastery* are higher than they were in 2016. There are also a smaller percentage of pupils at *Developing* and at *Emerging* when compared to 2016. The current challenge is to enable as many of the 27% of pupils currently performing at *Developing* to reach *Secure* by year end, whilst also assisting at last some of the pupils currently at *Emerging* to progress to *Developing* by the end of Year 3.

Year 3 – Grammar, Punctuation and Spelling

April 2017 (cohort: 90)	Number	Percentage
Secure, or above	64	71%
Mastery	14	16%
Developing	20	22%
Emerging	7	7%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	17	47%
Mastery	10	17%
Developing	26	45%
Emerging	6	11%

Commentary: If all the pupils performing in the *Developing* category at the end of the Spring Term can progress to *Secure* by the end of Year 3 then the school's performance expectation can be met. The cohort is reasonably positioned to get close to 35% *Mastery* by year end. In order to do so some pupils will have to make strong progress during the Summer Term.

Year 3 - Maths

April 2017 (cohort: 90)	Number	Percentage
Secure, or above	61	68%
Mastery	28	31%
Developing	19	21%
Emerging	11	11%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	29	50%
Mastery	7	12%
Developing	23	40%
Emerging	7	12%

Commentary: Assessments in mathematics are made on the basis of how pupils have performed on the mathematics that has been taught so far. So, whilst the number of pupils

performing at *Secure* is higher than in 2016, just under one in three pupils would appear to currently be performing below the national expectation for their age. That seems a high proportion when one looks at their end of Key Stage 1 outcomes: 86% of pupils were judged to be performing at *Secure*, or above, with 50% performing at *Mastery*. The target for *Mastery* performance is very close to being met.

Year 3 English workbook scrutiny

- The quality of pupils' writing suggests strongly that they are enjoying the literature they are being introduced to
- Pupils' writing across all three classes is especially strong in the animal poetry unit and 'The Pied Piper of Hamlyn' unit
- There are some good examples of extended writing, with 7 and 8 year old pupils demonstrating an ability to sustain quality throughout a long piece of writing
- The teacher focus on enabling pupils to choose sophisticated vocabulary and write quality sentences is paying dividends. Some sentences containing impressive, rich descriptive detail are in evidence
- A good balance has been struck between heavily 'scaffolded' writing and independent writing
- Teachers provide clear, focused feedback to pupils. Pupils have been trained to respond to their teachers' written feedback. All of this helps them to improve
- Pupils have had an opportunity to engage in book making: some beautiful books were seen
- The sharing of high quality work composed by higher attaining pupils offers considerable scope to have a positive impact on other learners. This is because some of this writing is of a very high standard for Year 3
- Time is created for pupils to practise and improve their handwriting. At this stage there remains much work to do on the development of some individual's handwriting (even that of higher attaining pupils) though. This should remain a priority area for further improvement.

Year 3 Mathematics workbook scrutiny

- There is clear evidence of visual representations of mathematics supporting pupils learning of new concepts
- Conceptual variation exists in the teaching and learning opportunities offered. For example, multiplication is presented in a range of different ways to ensure that very thorough, deep learning transpires
- Part/whole number conceptualisation and the partitioning of numbers feature prominently. These are essential elements in pupils developing a very secure grasp of number
- Number lines are used effectively as a visual support scaffold
- On a number of occasions the mathematics is linked to a 'real life' problem, or situation. This makes it more meaningful to learners. Pupils are also involved in plenty of practical work.
- There is a well-judged balance between pupils using worksheets and being given the opportunity to learn to set out their work independently
- It is encouraging to see evidence of the following four aspects of mathematics: estimation prior to accurate measurement or calculation; reading and interpreting different scales; multiplication and division being taught together and linked together; the inequalities symbols, < and >, being used.
- The language provided for pupils in worksheets is very specific

- Pupils are given feedback on the layout of their work. This reinforces the expectation pupils are expected to meet
- There needs to be some more work on data handling during the Summer Term to ensure full coverage of the Year 3 curriculum
- The beginnings of a written dialogue between teachers and pupils is emerging. Going forward this should be built upon.
- Pupils regularly practice their multiplication tables and it was noticed during one of the observations how many more pupils are proficient in reciting their tables accurately than has been the case in previous years.

Year 4

Key Stage 1 outcomes, 2014-15	2B & above (national average)	3C (higher level)
Reading	98%	56%
Writing	95%	43%
Maths	95%	52%

Year 4 Reading

April 2017 (cohort: 60)	Number	Percentage
Secure, or above	41	68%
Mastery	6	10%
Developing	12	20%
Emerging	7	12%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	40	67%
Mastery	5	8%
Developing	20	33%
Emerging	0	0%

Commentary: Overall these figures are encouraging (they are similar to those in 2016). If the 12 pupils currently in the *Developing* category could reach *Secure* by the end of the academic year then teachers would be handing over to Year 5 a cohort where 88% of pupils start Upper Key Stage 2 at, or above, the national performance expectation for reading. There are seven pupils still performing in the *Emerging* category. It would be most helpful to the receiving teacher in Year 5 if some of these pupils – all of whom are receiving additional support – could reach *Developing* by year end. At this time pupils appear to be broadly on target to reach the school's expectation of at least 35% *Mastery* by year end.

Year 4 Writing

April 2017 (cohort: 60)	Number	Percentage
Secure, or above	38	63%
Mastery	14	23%
Developing	20	33%
Emerging	2	4%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	30	50%
Mastery	1	2%
Developing	27	45%
Emerging	2	3%

Commentary: These figures are superior to those in 2016. With a further term remaining in Year 4 close to two thirds of pupils are already performing at the national standard in writing. The job now is to enable as many of the 20 pupils (one in three of the cohort) currently at *Developing* to progress to *Secure* by year end.

Year 4 Grammar, punctuation and spelling

April 2017 (cohort: 60)	Number	Percentage
Secure, or above	40	67%
Mastery	16	27%
Developing	14	23%
Emerging	6	10%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	36	60%
Mastery	10	17%
Developing	21	35%
Emerging	3	5%

Commentary: Once again current assessments at both *Secure* and above, and at *Mastery*, exceed those submitted by teachers a year earlier. The 10% improvement at *Mastery* is particularly encouraging. If all fourteen pupils assessed as *Developing* at the end of the Spring Term could progress to *Mastery* by year end then 90% would move to Year 5: an impressive outcome.

Year 4 Mathematics

April 2017 (cohort: 60)	Number	Percentage
Secure, or above	47	78%
Mastery	16	27%
Developing	8	13%
Emerging	5	8%

April 2016 (cohort: 60)	Number	Percentage
Secure, or above	46	77%
Mastery	15	35%
Developing	14	23%
Emerging	0	0%

Commentary: The 2017 pupil performance data is similar to data at this time in the previous academic year. Assessments in mathematics are made on the basis of how pupils have performed on the mathematics that has been taught so far. These figures show that pupils are not far away from the school target of 85% at *Secure* or above and 35% of pupils at *Mastery*.

Year 4 English workbook scrutiny

- The Year 4 units of learning have been reorganized – it appears as if there is greater challenge for pupils earlier on in the academic year and they are responding well to this. The quality of pupils' writing suggests strongly that they are enjoying the literature they are being introduced to
- The Corky Pigeon ('Krindlekrax') biographies are particularly strong; so are the Icarus newspaper reports and the diary entries relating to 'Sir Gawain and the Loathly Lady'
- There are some good examples of extended writing, with 8 and 9 year old pupils demonstrating an ability to sustain quality throughout a long piece of writing
- The teacher focus on enabling pupils to choose sophisticated vocabulary and write quality sentences is paying dividends. Some sentences containing impressive, rich descriptive detail are in evidence
- There is evidence of focused sentence level work, with clear modelling. This is supporting pupils to write better quality sentences, and ones that show greater variety in sentence construction
- A good balance has been struck between heavily 'scaffolded' writing and independent writing
- The sharing of high quality work composed by higher attaining pupils offers considerable scope to have a positive impact on other learners. This is because some of this writing is of a very high standard for Year 4
- There is clear and positive evidence of techniques from the '4XR' project being used to develop pupils' reading skills
- There is clear evidence of pupils responding to teacher feedback in writing and a productive learning dialogue between teacher and pupil emerging
- There is a focused, systematic approach to the teaching of spelling
- It is most encouraging to see extended comments by pupils in their peer assessments
- Handwriting: there is clear evidence of some improvement, but a continued focus is required as there are some pupils who are being held back as writers due to handwriting difficulties
- Pupils will take enormous pride, encouragement and motivation from having their writing displayed on the wall. It is suggested that teachers continue to make a concerted effort to enable more writing to be displayed.

Year 4 Mathematics workbook scrutiny

- There is some good evidence of visual representations supporting learning in new concepts. Having even more would enable pupils – especially those who are lower attaining - to secure conceptual understanding
- Number lines are used effectively as a visual support scaffold. Going forward further use could be made of this simple visual reference point (it is recognized that pupils will be moving on to employ more formal methods)
- It is encouraging to see evidence of the following four aspects of mathematics: the conversion of different units of measurement; reading and interpreting different scales; mathematical enquiry (such as the problem involving 'growing shapes'); the inequalities symbols, < and >, being used.
- Pupils have been involved in plenty of practical work and it would appear that they have greatly enjoyed this
- It was pleasing to see meaningful data handling work in pupils' science books
- Pupils are given the chance to reflect on their learning through writing. This is good practice as it leads to consolidation and reinforcement of what has been learnt

- There is some evidence in books of 'checking strategies' being taught
- Some pupils have completed a large amount of work so far in Year 4. This suggests that the curriculum has had a full coverage.

Science – Across both year groups the whole school focus on allocating more time to the teaching of science is evident. There are plenty of examples of using mathematical skills in science and some strong data handling work, particularly in Year 4.

II) Ten Strengths

- A) Overall, across the Key Stage as a whole, teaching remains outstanding.** The majority of lessons observed were judged to be outstanding and no lessons were less than good. The consistent quality of the teaching can clearly be seen in the outcomes pupils achieve in their workbooks. Despite the changes in personnel that have taken place, the many positive features identified in the previous review remain: pupils are normally absolutely clear about what they are learning; teacher explanations are succinct (words are never wasted) and there is a very good balance between whole class learning and paired, or independent, learning. The level of challenge is well pitched; visual reference points almost always accompany auditory information and pupil learning is carefully checked, with any misconceptions being addressed by the teacher there and then, frequently with considerable clarity. In the very best lessons teachers were able to 'ignite the learning', energizing the lesson from start to finish through their pace and challenge. In these lessons pupils from all attainment groups were continually engaged through the quality of the activities and the highly effective use of resources, including the use made of the interactive whiteboard.
- B) Teachers are highly effective at enabling pupils to speak well, expressing their views eloquently and in detail.** This is achieved in a number of ways. In the first place talk is viewed as central to the learning process. Pupils are given plenty of opportunities to develop their thinking and understanding through talk. Effective use is made of talk scaffolds; stem sentences; word mats and the vocabulary pupils are introduced to on flipchart slides. Teachers offer sharp, concise definitions of less familiar, or more sophisticated, vocabulary. Some of these are accompanied by helpful visual reference points. Some teachers make effective use of opportunities to pre-teach tricky vocabulary before pupils are introduced to it. Pupils' vocabulary is enriched and enhanced as a result of these approaches. Teachers avoid 'dumbing down' the language they use and instead continually seek to raise the quality of the classroom vernacular.
- C) The flipcharts used in lessons as a central learning resource are carefully crafted and very well designed. They offer learners substantial support and guidance.** The time teachers invest, at the planning stage, in creating slides that support learners at different points within a lesson is time well spent. The well-judged balance between textual information and visual information on individual slides reveals teachers' appreciation of the needs of different learners. Throughout the lesson these slides are used as a key reference point for pupils, providing them with very good access to learning. Furthermore, they combine together to create a clear and meaningful learning journey.
- D) Learning time is used efficiently and productively.** The routines that teachers have created are firmly embedded. The upshot of this is that pupils settle quickly, both early in the morning and after play breaks. Many lessons are delivered at a brisk, healthy pace,

with all pupils expected to tune in quickly and learn as much as they can within the time available. Teachers ensure that a varied diet of inter-connected learning opportunities – some whole class; some paired; some independent – maintain pupil focus and engagement for the full duration of the lesson. Probing, challenging questioning intrigues pupils, making them think hard.

- E) Strong and effective leadership of the Key Stage has driven improvement.** The Key Stage leader has achieved considerable success in rationalising and reshaping the Year 4 curriculum offer over a two year period. The Year 3 leader, working closely with the Key Stage leader, has developed the Year 3 curriculum offer. On the day of the review it was very clear, from lesson observations and the English workbook scrutiny, that very good use is being made of the four newly introduced Year 3 English units of learning. Effective leadership has resulted in greater consistency between teachers and further positive developments in communication with parents. The self-evaluation presentation revealed a shared vision about aims, expectations and areas for future development. A number of the key attributes of highly successful small teams are in evidence and the team cohesion commented upon in the last review has developed further.
- F) The existing and effective Year 3 transition arrangements have been built upon and further improved.** The new arrangements, first introduced in September 2014, and further enhanced a year later, have been polished. Highly effective strategies, combined with clear and transparent communication with parents, have resulted in a smooth transition from Year 2 to Year 3. This is manifested in the comments made by Year 3 pupils who were interviewed on the day of the review (see below). The further refinements to existing arrangements, some of which have been made after listening to parental feedback, have proved successful. In spite of the fact that there are ninety pupils in the Year 3 cohort there is greater cohesion, in practice and expectation, across Year 3 than there has been previously. The newly designed Year 3 environment is both calming and welcoming.
- G) There have been positive advances in the teaching of mathematics.** Key elements of the maths mastery approach that have featured in the school's continuing professional development programme were evident in the mathematics lessons observed and also in pupil workbooks. These include a greater focus on the development of fluency with numbers; the use of concrete (manipulative) materials and pictorial/visual aids alongside abstract, symbolic representation of numbers; teachers' expectation of a greater precision in pupils' language use and a focus on conceptual variation (looking at a mathematical concept in a range of different ways). Coverage of the Year 3 and 4 curricula is strong and it is particularly encouraging to see the emergence of a culture of pupils writing down what they have understood and using illustrative examples to exemplify their explanations. Teachers should continue this positive momentum, in line with a target in the 2017-18 School Improvement Plan.

School Improvement Plan 2017-18: target 7 – The teaching of mathematics

Extend, consolidate and embed the maths mastery approach and further build on the high standard of mathematics teaching and the impressive outcomes it leads to.

- H) The new approaches to the teaching of reading that have been introduced are proving successful.** If used regularly these will, over time, enable pupils to make faster progress in their ability to draw inferences from text. These techniques are not only

enriching pupils' performance, they are also popular with pupils, who enjoy opportunities to predict, speculate, ask their own questions and try to figure out meaning through discussion. If early progress can be built upon, with these, and other, teaching strategies becoming key elements within English units of learning, reading standards across the school (which are already high) are likely to rise further. Teachers should continue this positive impetus, in line with another of the targets in the 2017-18 School Improvement Plan.

School Improvement Plan 2017-18: target 6 – reading

Embed effective practices for the teaching of reading, incorporating ideas and strategies from the 4XR project and other research, across the school.

- I) Strong progress has been made in the teaching of grammar since a greater focus was given to this aspect of learning from 2013.** In the first instance teachers in Lower Key Stage 2 have made effective use of the school's professional development programme and sharpened up their own understanding and knowledge. In addition, they have created meaningful, 'contextualised' opportunities for pupil learning within the existing English units of learning. Some pupils as young as seven demonstrated impressive grammatical knowledge during the lessons observed. Teachers should again continue this positive development, in line with a third of the targets in the 2017-18 School Improvement Plan.

School Improvement Plan 2017-18: target 7 – The teaching of grammar

Build upon the staff baseline knowledge and understanding of teaching grammar. Enable staff to use their grammatical knowledge to be ever more effective teachers of writing.

- J) 'Learning, love and laughter' is endemic within the high quality productions and presentations staged by pupils in Years 3 and 4.** Pupils took enormous pride and joy from the excellent Christmas Carol Concert which Year 3 led and the Year 4 Greek myth production. The former was well rehearsed, confidently delivered, stylish and classy. It was highly praised by parents. The latter was vibrant, slick and dynamic. It had energy, life and superb movement. The positive impact upon pupils' confidence and self-belief that these outstanding performances inspire should never be underestimated. The challenge now is to maintain this high quality.

III) Views and perspectives

A) Andrew Barnsley, school governor

Year 4

One of the teachers made very good use of teaching materials. These kept the children engaged. She also used stem sentences, reinforcement and repetition to good effect. Key words and definitions were clearly visible during the lesson. Her enthusiasm and animated style were infectious. Consequently, the pupils were very engaged in the lesson and were able to identify shapes they had learned in real life images.

There are usually four support staff in the class but on the day I observed the lesson there were only three. I felt that two children who would normally benefit from adult support on their table struggled to keep up with the rest of the class. An effort was made by one of the support staff to cover two tables.

A second teacher made very good use of teaching materials which kept the children engaged. She also used stem sentences, reinforcement and repetition to good effect. She demonstrated a very good grasp of teaching technology by using AirServer, which enabled pupils to learn from one of their peers.

It appeared that she chose to not tell the children at the beginning of the lesson that it was about geometry, which left me wondering whether the pupils would understand what the objective of the lesson was. However, by the end of the lesson most of the children had grasped the concept of shapes. I put this down to a different teaching style to the other Year 4 teacher.

Year 3

I found the structure of the lesson quite difficult to figure out. It started with story time on the mat and a brief lesson about the hard 'c'. The children were engaged, lots of hands were going up, and the teacher was very animated and seemed to be enjoying the lesson. After this episode the children went back to their tables and engaged in separate tasks - fine motor skill development; spelling; a comprehension exercise; fact finding and reading. I observed the reading table, which was going well. I subsequently visited each table and am not sure that all of the children were focused on delivering their very best work.

Conclusion

The teaching on the whole was excellent and no classroom time was wasted. The parents of Barnes Primary School should appreciate how privileged they are to have such dedicated teachers and a leadership team that cares enough to continually drive for still further improvement. No-one at the school rests on their laurels. It is evident that the children like their teachers very much and thoroughly enjoy the lessons. Classroom behaviour is excellent, evidence of respect among the pupils for the teaching staff.

Andrew Barnsley, school governor

B) Rachel Wilson, Upper Key Stage 2 Leader

Generic strengths

- Children are calm and settle quickly; routines are fully embedded. This allows teachers to maximise the use of learning time.
- Teachers have made considered use of continuing professional development in their planning of reading sessions. Children were given opportunities to summarise, predict, recall information and infer, as well as to develop their understanding of vocabulary. Distinctions between these key skills are made clear by teachers.
- Children are expected to speak clearly and audibly, using grammatically accurate language. A visual prompt for this in one Year 3 classroom was used very effectively as a non-verbal cue to encourage a pupil to speak more audibly
- Children's misconceptions are clarified by teachers who show strong subject knowledge
- Classroom displays are varied and well organised. They either serve to engage children in the subject matter (for example, displays on forces and the stone age in Year 3 classrooms; flower and plant displays outside Year 4 classrooms), or as a support for learning (for example, sentence displays on the windows in Year 3).
- Guided reading sessions (observed in Year 3) are very well organised and planned for. Children are able to work independently and know exactly what is expected of them. Hard work early on in the year to establish routines and expectations is clearly paying dividends.

- Classrooms feel calm and organised; children appear happy and keen to learn, as well as keen to support each other.

Rachel Wilson, Upper Key Stage 2 Leader

C) Sue Jepson, Deputy Headteacher

From both the presentation and the review day, it is very clear that the Lower Key Stage 2 team have moved forward significantly over the past year. The cohesion within the team and their ability to self-reflect are abundantly clear. This team is the newest in the school, with many members joining the phase or year group in September 2016. Only the phase leader has remained in the same year group as she was in the previous year; other colleagues have moved into, or returned to, a year group. In addition, there are a number of new members of the support staff team. This recently formed group has quickly become effective. They ensure the smooth transition (of a cohort of three classes) into Key Stage 2 and have created a warm, safe, stimulating environment for children to excel in. New systems and procedures have been refined; planning has been modified; progression documents have been created; parent meetings have been delivered and new staff have been successfully inducted into the team.

This Key Stage is sandwiched, both physically and 'educationally', between Key Stage 1 (who are based on another site) and Upper Key Stage 2. To be effective the Lower Key Stage 2 team needs to successfully, and efficiently, bridge the transition in skills, knowledge, understanding and expectations from Key Stage 1 to Upper Key Stage 2. The complexities involved in this are now better understood than they have ever been. As a result of this greater awareness, alongside a commitment and drive to build on what has already been achieved, children are being better prepared for their final two years at primary school. Communication between the Key Stage 1 and Upper Key Stage 2 phase leaders, and their respective teams, is more open, constructive and effective than previously. The impact of this is that progression follows a pathway that is clearer for all (children, teachers and parents). Ultimately, the aim of the smoother transitions; clearer progression; more customised professional development opportunities and highly effective targeted interventions will be a rise in attainment standards within this part of the school. Previous planning has been overhauled and revised planning is clearer. New learning units have been introduced and these are of a higher quality. Year group teams are working more effectively as year groups; intervention is targeted and opportunities for peer observation are being taken. The impact of this combination of factors is greater consistency in provision. Looking forward, further opportunities to engage in regular peer observation (for all members of the team) should be maximised.

Key areas that the team has been focusing upon, as well as areas for future development, were highlighted at the presentation. The evidence collated during the review process would support the accuracy of the presentation analysis.

Strengths observed:

- Children are clear about what they are learning and why. They know what they will be able to do at the end of a lesson and they are continually challenged through probing questions
- Definitions are very clear. At best they are reinforced through: written definitions being displayed; paired discussion opportunities enabling children to explore them; prior flipcharts of definitions being returned to and practical resources being used to enable children to prove a point
- The pace of learning is frequently brisk and purposeful

- Pupil prior knowledge is built upon
- Talk is central to the learning process and children regularly have to articulate their thinking and justify their reasoning. Teachers facilitate the chance to learn through talk and children make productive use of the talk time allocated to them
- Stem sentences are effectively used and displayed to scaffold children's talk. Word mats and key vocabulary are displayed with helpful visual images
- Teachers display sound subject knowledge and misconceptions are addressed throughout the lesson. They pre-empt many common misconceptions at the planning stage, addressing them within their flipcharts
- Children often lead the learning, by coming to the front of the class
- IT is used effectively to enhance learning. Examples of this include effective use of AirServer software and photographs of work being displayed on the interactive whiteboard so that children can explain their thinking to the whole class
- Safe, welcoming, inspiring learning environments - both classrooms and shared areas - have been created.

Thank you for allowing us to share a snapshot of the high quality provision that the children receive on a daily basis.

Sue Jepson, Deputy Headteacher

IV) Identified strengths, including performance, standards and progress – April 2016 **Do they remain significant strengths?**

1) Academic standards in Lower Key Stage 2 are high. Pupils in both cohorts are broadly on target to meet the school's expectation for at least 85%, or more, to reach the national performance standard (*Secure*) by year end, with at least 30% achieving *Mastery*. Pupils in Year 4 are doing particularly well, with only a small number being in the *Emerging* category at the end of the Spring Term.

The end of year 3 and 4 tests were positive and support the judgment that academic standards are high.

Pupils performing at the national performance expectation

- Year 3 Secure, 2016: Reading – 88%; Writing – 72%; GPS: 86%; Maths – 74%
- Year 4 Secure, 2016: Reading – 82%; Writing – 82%; GPS: 86%; Maths – 94%

Pupils performing at *Mastery* standard:

- Year 3 Mastery, 2016: Reading – 49%; Writing – 23%; GPS: 52%; Maths – 41%
- Year 4 Mastery, 2016: Reading – 45%; Writing – 25%; GPS: 60%; Maths – 54%

Although the accuracy of the 2016 assessments is unlikely to be as reliable as future assessments (when teaching staff are more familiar with the system) will be, we feel these results provide a positive indication on progress made in reading, writing, GPS and Maths.

2) It was felt to be unrealistic to reach a judgement about the quality of teaching across the Key Stage as it wasn't possible to observe all four classteachers on the day of the review. However, from pupil performance data, workbook scrutinies, interviews with pupils and the lessons that were observed it is clear that at least some of the teaching in Lower Key Stage 2 is outstanding.

Through peer observations, internal and external lesson observations, work book scrutinies that teaching in Year 3 and 4 is consistently outstanding.

3) Some very impressive examples of individual pupil progress since the start of the current academic year were seen in pupil workbooks. For example, there are a number of high quality pieces of extended writing in both cohorts.

The performance data in 2016 and 2017 reveals that in a number of subjects pupils make outstanding progress. There is much evidence of high quality writing in all the books and on newly installed writing displays. The new Year 3 units have helped to continue to ensure impressive pupil outcomes.

4) Pupils' learning behavior is outstanding and so is the atmosphere for learning. Routines are well organized, clearly understood and followed. Pupils' attitudes to learning manifest their teachers' high expectations. Pupils take their learning time very seriously; they also know how and why it is important to follow the classroom culture protocols that have been established by their teachers.

We think that this continues to be the case. Year 3 have settled well and understand the routines and expectations of Key Stage 2.

5) The curriculum on offer to pupils has improved since the last Lower Key Stage 2 Review a year ago (2015). Some very good amendments and adaptations have been made to the curriculum that is delivered.

We offer an outstanding curriculum with many opportunities for learning, love and laughter. We are constantly reviewing and extending our provision. As part of Design Technology (DT) week, a highly successful new Year 3 unit on sewing was developed. Katie will be working with the DT lead to develop a cooking day. The UK Geography day, 'The Country we Live in', provided an exciting opportunity to develop children's map skills and their understanding of geographical features in the UK. Our yearly World Book Day activities continues to be a highlight for both children and teachers!

6) The presentation in pupils' workbooks is outstanding. Teachers establish clear presentation and organization expectations. Pupils know exactly what is expected of them and they take considerable pride in their work. Their books look very impressive.

We have worked hard to ensure pupil workbooks are outstanding. In phase meetings we carried out 'book looks' to share good practice and to ensure consistency and progression. We feel children's books show a clear progression in their presentation and organization since the start of the academic year.

7) The learning environment is attractive and well organized. This includes the classrooms and the shared areas. They offer a soothing, stress free, fit for purpose location for learning to transpire. The hard work that was put into the redesign of the shared space between all four classrooms, including the creation of a new library area, has had a marked impact on the way in which this space is now used.

We are very proud of the Year 3 shared area and the classroom environments. We feel it has supported the children to have a positive transition from Key Stage 1. As a team we have carried out a learning environment audit and continue to strive for classrooms to be attractive and well organized.

8) Faster progress is being made by pupils in mathematics. Teachers have responded well to the fact that the performance expectation for pupils in Years 3 and 4 has been raised. They have made very effective use of ideas gleaned from the school's professional development programme.

Our shared view is that this is still case and we continue to embed the mathematics mastery approach. Camilla and Katie meet regularly to map out the maths provision for Year 3 and 4 and to plan high quality lessons. Both have attended internal and external professional development on the maths mastery. This has helped to develop mathematics provision.

9) Significant improvements have been made in the way that spelling is organized and taught. These developments have resulted in the standard of spelling improving across the Key Stage. This can clearly be seen in pupils' writing workbooks. The approach that has been adopted is more thorough and robust. The upshot is that far fewer pupils enter Upper Key Stage 2 experiencing difficulty in this important aspect of language learning.

The spelling system is now firmly in place which has ensured strong spelling provision and outstanding pupil progress. A joint phase meeting with Key Stage 1 on the teaching of spelling and phonics was extremely useful in ensuring consistency in spelling systems. It also extended staff confidence in the teaching of phonics. The Year 3 leader has worked hard to ensure daily phonics and spelling investigations are now part of literacy activities sessions. The Lower Key Stage 2 leader has also worked closely with the Key Stage 1 lead and Upper Key Stage 2 lead to ensure consistency and progression. The children have all embraced the new spelling system and are keen to succeed in learning all the 100 -200, and subsequently 200-300, words, followed by the Year 3 and Year 4 words. Children's results are being monitored on a termly basis and parents are fully involved in this system. A number of children in Year 4 are now working on learning the Year 5 and 6 words in preparation for Upper Key Stage 2.

10) Teachers have responded well to the increased focus on equipping pupils with fundamental knowledge about English grammar. Some important progress has been made in incorporating grammar work into the Lower Key Stage 2 English units of learning.

We have continued to incorporate grammar teaching and embed techniques from professional development on the teaching of grammar. All parents purchased the CGP Grammar and Punctuation books to support children's learning at home. A joint phase meeting with Key Stage 1 on the teaching of grammar helped to share good practice and ensure consistency in practice across the two phases.

11) Further valuable work has taken place in preparing pupils for the transition from Key Stage 1 to Key Stage 2. Successful strategies, first used in September 2014, have been built upon.

The transition of 90 children was extremely successful, as a result of the careful planning and liaison with Key Stage 1. It is an ongoing focus to ensure transition continues to be successful each and every year. The Year 3 leader continues to work closely with the Key Stage 1 leader and Year 2 teachers to plan transition events. There have been three joint phase meetings since September. The focus has been on sharing good systems and practices; the teaching of phonics; spelling and grammar and the teaching of guided reading. In addition, the move of the Year 3 leader from Year 2 to Year 3 has aided smooth transition arrangements.

12) All members of the Lower Key Stage 2 team are to be commended for the way in which they have responded to the recommendations made in the previous review evaluation report. Team members have embraced the notion of continuous improvement, with many positive developments having been secured, some of which are mentioned above; others of which will be referred to later in this report.

We work closely as a team, are constantly reflecting on our practice and have worked extremely hard to address all the recommendations in the last report. We support each other and are keen to share good practice to ensure that our phase provides outstanding provision.

13) Teaching assistants and learning support assistants made a considerable difference to the progress of lower attaining pupils. They add significant value and are a real asset to the team. They work incredibly hard and show a very high level of commitment. We really appreciate the additional support that has been allocated this year and we feel it has made a considerable difference to the children and their progress.

V) The Lower Key Stage 2 team's self-evaluation of the progress made on the issues to consider – April 2016

1) There is a tendency amongst some teachers to **try to achieve too much within a single lesson – too much content is packed in!** The impact of introducing too much material is not greater progress in the development of pupils' skills and understanding; it is less secure, embedded learning, along with the potential for misconceptions and confusions to arise. By the end of a lesson teachers should feel very confident that the vast majority of learners have totally understood the learning objective.

As a phase we are very mindful of this, particularly as we are trying to incorporate mathematics mastery techniques and Year 3 are teaching some new English units. At the planning stage we continue to review and discuss the lessons taught and how much is being covered in them to ensure an appropriate balance between pace and depth.

2) **There is substantially enhanced additional adult support now available in Lower Key Stage 2. Teachers need to continue to work closely with teaching assistants and learning support assistants to translate this into tangible pupil outcomes.** This entails enabling virtually all lower attaining pupils to have reached at least *Developing* by the end of the academic year.

This has been an area that we have worked really hard on and as a result all support staff have an extremely positive impact on pupil progress. All staff are effectively deployed and are extremely clear about their timetables so that no time is wasted. Teachers find time, either through emails or verbally, to explain lesson objectives and outcomes so that support staff are fully involved in the learning journey and how best to support targeted children. Teacher observations of support staff and peer observations have really helped to develop practice. We are fortunate to have an outstanding team who are keen to develop and will take on feedback to improve further. All teaching assistants have a clear understanding of who they should be supporting and the importance of being active in the classroom so that they support their targeted pupils. Provision and impact is closely monitored by the Key Stage leader and Year 3 leader and any adjustments in the timetable are quickly actioned.

3) **Teachers should continue their efforts to develop confidence and accuracy in the use of the new school assessment system** that was introduced in September 2015. The best way of developing consistency and a shared whole key stage understanding of how pupils' learning is to be categorised is to conduct regular trial agreement moderation meetings.

Confidence has really improved following whole school professional development and phase meetings. Regular (at least termly) moderation meetings have been timetabled which have ensured that the team is confident in the moderation of writing. Having the same end of year writing tests for Year 3 and 4 pupils has helped with the moderation process. Year 3 and 4

gave parents guidance on the reading expectations at parents' evening. Suzy and Camilla are working closely with their year group colleagues to ensure consistency in grading on the tracker.

4) There is some evidence of the emergence of **a learning dialogue between teachers and pupils, with pupils responding, in writing, to their teachers' written feedback**. This remains at an early evolutionary stage though.

Teachers are creating planned time for children to read and respond to comments and reflect on their feedback. We have worked on making our marking clear to children. They are given time to read feedback and either respond in writing, following teacher modelling, or have a verbal dialogue with their teacher regarding the comments and next steps. Teachers are sharing high quality examples of writing and specific sentences with the class to reinforce expectations. Planning 1:1 time with children to go through marking comments has been a real focus across both year groups. We believe that this has had a positive impact on pupil progress.

5) **It is suggested that a rationalization of the reading texts being used to deliver English units of learning is conducted**. Teachers should evaluate which texts are having the greatest impact in enabling pupils to make the maximum amount of progress in reading and writing. It is recommended that they make decisions on which units they wish to keep and which units they wish to dispense with.

This has been completed. With the support of the Headteacher, Year 3 have introduced four high quality English units and have dispensed with units that did not pose adequate challenge. Year 4 have streamlined a number of units so that more reading texts are covered. A short Year 4 poetry unit has also been planned linked with the Ancient Greece texts.

6) **Some of the quality sentences that pupils produce in English lessons that are shared should be written up on the interactive whiteboard, or displayed under the visualiser**.

This occurs and we are aware of the need to support children who need visual as well as auditory clues.

7) As stated above, teachers are offering **high quality provision in mathematics**. Their **success could be further built upon** by:

- making more generalizations about key mathematical concepts and rules
- a continuing focus on 'quick fire' mental arithmetic activities that are designed to develop greater automation in calculations
- greater use of a counting stick
- ensuring that the norm is for all pupils to have learnt their multiplication tables, and associated division facts, by the end of Lower Key Stage 2. This will involve regularly chanting tables.
- We are planning in more opportunities to do these things. In the planning of maths Camilla and Katie have worked to build in opportunities for children to make and spot generalizations. A focus on developing fluency through quick fire activities is ongoing. The team would like to work on developing agreed expectations for fluency to be introduced in September 2017.
- All parents were asked to purchase books to support times tables knowledge. Children undertake weekly times tables tests and Year 4 have worked hard to ensure children are secure in all their tables in preparation for Year 5.

- Children who are not yet secure are using assembly time to practice times tables using *Hit the Button* and other times tables programs.

8) **Some thinking is required on how to ensure that religious education is taught during both Year 3 and Year 4.** It is suggested that sometime is blocked so that an intensive focus is possible.

This has now been achieved. We are confident that high quality religious education provision is now in place and being consistently taught. Both Year 3 and 4 developed units of work (Holy books: Year 3; Rites of Passage: Year 4) which were taught in the Summer Term. In the Spring Term, both Year 3 and 4 had a focus day looking at Judaism and Islam respectively. Camilla worked with Suzy to ensure the Year 3 and 4 units follow a similar structure.

VI) The Lower Key Stage 2 Team's agreed principal targets for future development and improvement in April 2017

- **Introduce fluency system in mathematics** and continue to develop use of mastery techniques
- **Embed handwriting teaching** so that it is consistent and that fine motor control resources are being consistently used
- Continue to **develop our teaching of reading** to meet the increased demands of the curriculum
- Year 3 to **review the whole year coverage and provision** and map out the year in preparation for September
- **Manage the transition of three classes into Year 4** and movement of any classrooms and ensure resources are in place to support the Year 4 curriculum

VII) Some further ideas for future possible development

a) Delivering lower attaining pupils to Secure by year end: the greatest challenge for all classteachers is to transform the performance of lower attaining and underachieving pupils. The very best teachers start from a belief that this will happen, no matter what the obstacles. They ensure, at both the planning and delivery stages, that this group of pupils is always engaged throughout the lesson by structuring activities that will result in them remaining focused and engaged. They take it upon themselves to inject the energy, drive and enthusiasm into these pupils and they work very closely with their parents. Finally they 'nail down the learning' in every single lesson, leaving no room for uncertainty, confusion, misconceptions or ambiguity.

b) Assessment: the developments outlines above that have been achieved are acknowledged, but there remain examples of assessments that may not be accurate. Different forms of assessment should be used, including formative day-to-day classroom assessment, to build up a comprehensive picture of what pupils can do. Some teachers are politely asked to be less reliant on tests scores as the sole evidence for a pupil's performance.

c) The teaching of grammar: very good progress has been made. Further work should continue on embedding meaningful opportunities to teach grammar within the English units of learning.

d) Metacognition: Lower Key Stage 2 teachers are asked to build upon the progress they have made in assisting pupils to learn about the learning process. By making thinking visible

(useful handout available) they identify and comment upon learning processes, not just comment upon the content of the lesson.

e) Phonics subject knowledge: once again much has already been achieved. Further liaison with members of the Key Stage 1 team is suggested. Year 3 teachers should aim to be experts in the teaching of phonics.

f) Writing across the curriculum: the amount of pupil work in learning theme books was a little thin. This isn't surprising when one considers how much there is to cover in a finite amount of time. One way forward is to try to provide some opportunities for extended writing tasks in learning theme work. This may involve taking ownership of the English units and slightly reducing the number of writing tasks in some of the units.

VIII) Other outstanding features

- The excellent support that teaching assistants and learning support assistants offer lower attaining pupils
- The memorable 2016 Christmas Carol Concert where Year 3 took the lead role. This highly polished event was once again lauded by parents
- The wonderful Year 4 production of '*The Travels of Odysseus*' which involved all pupils having a large part. This was vibrant, dynamic and highly entertaining piece of theatre that build upon the success of '*The Legend of Perseus*' in 2016.
- The very enjoyable geography theme day: *The Country we Live in*.

IX) Pupil views

Year 3

- *I feel older and really enjoy the playgrounds. When we first moved over here it felt like a new school. I like the now equipment: it has given us more to do*
- *I have made in progress in maths and I know I am improving because my score gets higher*
- *My handwriting has got much neater and I am remembering my capital letters and full stops*
- *I like the home learning as it's interesting*
- *Home learning: some parents think it is too much, but I don't. I enjoy doing my spellings and I find the home learning fun. My favourite home learning was making a stone age model*
- *I would like to spend time with the older children. I would like older children as playground monitors and reading partners*
- *I like the lunches here but miss the music at lunch. It would be good to have music on special days*
- *I would like the quiet zone to be a quiet zone that is quiet!*
- *I think we should have swimming lessons in Year 3*
- *Please take out some doors in Key Stage 2. It has so many doors. You get trapped in between doors and you don't know which one to go through*
- *Key Stage 2 is very welcoming. You get nervous, but you feel good in a day or two and the teachers are very welcoming*

Year 4

- *I enjoy playtimes because we can play lots of different games and I like the new equipment*
- *I like the lunchtimes because there is always something to do if you are feeling lonely*
- *I like the art class with Olivia*
- *I think we should do more science and history*
- *I think that we do sometimes get reasonable amounts of home work, but sometimes there is too much*
- *I don't really like the reading journals because I used to read more but now I dread doing the reading journal entry*
- *I think the marking is really good because if you get something wrong then you know what you need to practice so you won't get it wrong next time.*
- *The comments are really good and tell you what you can aim for*
- *A good comment from your teacher makes you feel good for the rest of the day*
- *I think the spelling log is really helpful in improving your spelling, as you can do it over and over again*
- *The Year 3 buddy system really helped when we moved to Year 3.*

**Rachel Wilson, Sue Jepson, Camilla Garofalo, Andrew Barnsley and Mark Hartley
7.5.17**

- Comments and views from the Lower Key Stage 2 team are welcomed -