

# LOWER KEY STAGE 2 REVIEW EVALUATION REPORT

Wednesday 29th November 2017

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## Section 1 – Rationale and approach

### Purpose

- To recognise and celebrate the achievements of the newly established Lower Key Stage 2 Team
- To evaluate provision across the stage by establishing a 'snapshot' of current practice
- To further support the professional development of the three newly qualified teachers within this newly formed team
- To review success in the progress towards meeting the recommendations made in the last internal review (May 2017) – being mindful of the fact that only five months have elapsed
- 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; reading journals; 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, plus all other arrangements made to support pupils' learning.

**Review Team:** Pete Evans (governor), Rachel Wilson, Jade Huxley, Anna Freeland, Sue Jepson, Mark Hartley and the Lower Key Stage 2 team

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

We would like feedback on whether the strengths identified in May 2017 are still strengths, even though sixty percent of the team is new.

- How is this new team doing? How much progress have they made so far?

We would also appreciate feedback on:

- pupil engagement in lessons
- consistency in practice across the phase
- the pace of learning
- continuity and progression in pupils' learning journey
- the proportion of teacher talk to pupil talk
- how effectively teaching assistants and learning support assistants are used
- how much progress have the team made towards their target of enabling pupils to develop fluency, reasoning and problem solving skills in mathematics?
- how well teachers enable pupils to secure deep, lasting learning
- how much progress the team have made towards their target of enabling pupils to reach high standards in handwriting.

## Section 3 – The Lower Key Stage 2 team's self-review

We view the main strengths of Lower Key Stage 2 to be:

- the quality of the induction programme offered to new colleagues. New colleagues feel confident, prepared and reassured
- the learning culture that has been established across the Key Stage, and in individual classrooms
- pupils' behaviour for learning
- transition arrangements between Year 2 and Year 3
- positive developments in the teaching of mathematics that relate to greater pupil fluency; enhanced variation in the teaching of concepts and improvements in pupils' ability to express their mathematical understanding
- the development of a more robust approach to the teaching of spelling.

## Section 4 - Pupil performance standards and pupil performance targets for 2018

**Year 3 Pupil Performance Standards: Summer 2017** (2016-2017 academic year)

Cohort: 90

### Year 3 – Reading

2017	Number	Percentage
Pupils performing at, or above, the national expectation	73	84%
Pupils performing below the national expectation		16%
Pupils performing above the national expectation	36	42%

### Year 3 – Writing

2017	Number	Percentage
Pupils performing at, or above, the national expectation	71	82%

Pupils performing below the national expectation		18%
Pupils performing above the national expectation	33	39%

### Year 3 – Grammar, punctuation and spelling

2017	Number	Percentage
Pupils performing at, or above, the national expectation	66	73%
Pupils performing below the national expectation		27%
Pupils performing above the national expectation	33	37%

### Year 3 – Mathematics

2017	Number	Percentage
Pupils performing at, or above, the national expectation	70	78%
Pupils performing below the national expectation		22%
Pupils performing above the national expectation	40	44%

### Year 3 - Science

2017	Number	Percentage
Pupils performing at, or above, the national expectation	70	78%
Pupils performing below the national expectation		22%
Pupils performing above the national expectation	34	38%

### Analysis

- The school expectation is that at least 85% of pupils are Secure and therefore meeting the national performance standard for their age at year end. The school expectation is that at least 45% of pupils are working at Mastery performance standard by year end
- In reading and writing pupils are broadly aligned to these two expectations. In grammar, punctuation and spelling in 2017 over a quarter of pupils were not meeting the national expectation. It is hoped that the more robust approach to teaching spelling, alongside short grammar sessions, sometimes being included at the start of English lessons, will result in an improved outcome in the summer of 2018
- It is most encouraging to see 44% of pupils (40 pupils in all) reaching Mastery at the end of Year 3 in mathematics. The work to be done is to enable pupils assessed as Developing at the end of Year 3 to reach Secure by the end of Year 4
- Science assessments were just a little below national expectations at the end of Year 3.

### Year 3 Pupil Performance targets, 2018

These were established by teachers in late September 2017. Cohort size: 60 pupils

#### Reading

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	57	95%	84%
Mastery	34	57%	42%

#### Writing

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	56	93%	82%
Mastery	26	43%	39%

### GPS

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	57	95%	73%
Mastery	30	50%	37%

### Maths

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	57	95%	78%
Mastery	34	57%	44%

### Science

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	To be confirmed	To be confirmed	78%
Mastery	To be confirmed	To be confirmed	38%

### Commentary

- Both teachers are to be commended for the ambition they have for their pupils. Some targets are a little above previous performance standards – it seems sensible to aim that bit higher; aspiring to improve. Some targets will involve substantial improvements on 2017 if they are to be achieved. For example, this is the case in grammar, punctuation and spelling, where there is a 22% difference between the outcomes pupils achieved in 2017 and the target for performance in 2018. Enabling 95% of the cohort of 60 to achieve the national performance, with 50% achieving Mastery will involve some excellent teaching, some close home school partnership work along with some changes in practice to make this possible.

### Year 4 Pupil Performance Standards Summer 2017 (2016-2017 academic year) Cohort: 60

#### Year 4 – Reading

Pupils performing at, or above, the national expectation	49	82%
Pupils performing below the national expectation		18%
Pupils performing above the national expectation	24	40%

#### Year 4 – Writing

Pupils performing at, or above, the national expectation	44	73%
Pupils performing below the national expectation		27%
Pupils performing above the national expectation	23	38%

#### Year 4 – Grammar, punctuation and spelling

Pupils performing at, or above, the national expectation	44	73%
Pupils performing below the national expectation		27%
Pupils performing above the national expectation	19	32%

#### Year 4 – Mathematics

Pupils performing at, or above, the national expectation	48	80%
Pupils performing below the national expectation		20%
Pupils performing above the national expectation	27	45%

## Year 4 – Science

Pupils performing at, or above, the national expectation	48	80%
Pupils performing below the national expectation		20%
Pupils performing above the national expectation	25	42%

### Analysis

- There was some difference in the outcomes achieved by 4G and by 4P at the end of 2017, with 4G's results being higher in all subjects, apart from writing. This is taken into account in the analysis below
- The school expectation is that at least 85% of pupils are Secure and therefore meeting the national performance standard for their age at year end. The school expectation is that at least 45% of pupils are working at Mastery performance standard by year end
- In reading outcomes at the end of Year 4 were broadly aligned to the school expectation
- In writing results were lower than the school's expectation. Some cohort related factors explain this, such as the arrival of two pupils with limited English and one child with complex educational needs. What is important going forward is whether anything might be changed or developed so that a higher percentage of pupils reach the national performance expectation in writing in 2018
- In grammar, punctuation and spelling 83% of pupils in 4G reached the national expectation. Across the cohort the number of pupils achieving Mastery (32%) was a little below the school's expectation
- In mathematics pupils are doing well, with those in 4G last academic year performing the strongest (90% at the national standard; 45% at Mastery: an impressive outcome). Science outcomes followed a similar pattern.

### Year 4 Pupil Performance targets, 2018

These were established by teachers in late September 2017. Cohort size: 90 pupils

#### Reading

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	84	95%	82%
Mastery	47	53%	40%

#### Writing

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	82	93%	73%
Mastery	37	42%	38%

#### GPS

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	83	94%	73%
Mastery	42	48%	32%

#### Maths

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	84	95%	80%
Mastery	43	49%	45%

#### Science

Standard	Number of pupils	2018 Target	2017 outcome
Secure or above	85	97%	80%
Mastery	48	55%	42%

### Commentary

- Similar comments apply here to the ones above that related to the Year 3 targets for 2018. Targets are very high indeed. For example, the 21% improvement in performance in grammar, punctuation and spelling at Secure and the 20% rise in writing at Secure. A target is of course something to aim for, and all targets should display the fact that teachers have high expectations, but it is suggested that some pragmatism also needs to be applied here.

### 2016-17 Year 6 pupil outcomes and comparative pupil performance data

Measure	2017	2016	Improvement
RWM at Expected Standard	91%	92%	- 1%
RWM High	49%	20%	+29%
Reading Expected Standard	98%	93%	+ 5%
Reading at Greater Depth	75%	44%	+31%
Reading Average Scaled Score	112.9	108.7	+ 4.2
Writing Expected Standard (TA)	91%	93%	- 2%
Writing Greater Depth (TA)	45%	42%	+ 3%
GPS Expected Standard	98%	90%	+ 8%
GPS Greater Depth	76%	54%	+26%
GPS Average Scaled Score	113.6	108.8	+ 4.8
Maths Expected Standard	96%	95%	+ 1%
Maths Greater Depth	56%	38%	+18%
Maths Average Scaled Score	110.2	108.2	+ 2.0

## Section 5 – Twelve strengths

### A) What newly qualified teachers have achieved in the first eleven weeks of the Autumn Term is nothing short of exceptional

The highly impressive start that the three new teachers have made is a result of two factors. In the first place, their effort and commitment has been commendable. All three have demonstrated, very early in their teaching careers, that they have the capacity and potential, in time, to become outstanding teachers. They have listened to advice from more experienced colleagues, as well as the ideas and strategies that have been shared with them through the school's professional development programme. Their professional approach, alongside a willingness to reflect, has enabled them to take significant steps forward. Hand-in-hand with this has been the excellent support they have been offered by the Key Stage Leader, Year 3 Leader and the school's Leader of Learning. This has been tireless and continuous. The upshot of these combined factors is that these new colleagues are already important contributors to the Key Stage team's success – these three new professionals have already proved that they belong at Barnes Primary School.

### B) The positive and supportive leadership of the Key Stage is having an appreciable impact

Even though the Lower Key Stage 2 team is newly formed, a distinct brand is already beginning to emerge. There is a consistency in teachers' planning, curriculum coverage, flipchart slide design and use of learning resources. The weekly Key Stage meetings have proved highly beneficial. A sensible strategic decision was taken to focus on just one pedagogic issue in each session. Peer observation has been used judiciously and much has been gleaned from this professional development mechanism. Very good use has been made of the time available during French lessons, for example. A comprehensive induction programme has been combined with ongoing, supportive mentoring. A clear vision for future development was outlined at the informative presentation that preceded the review. Going forward, leaders can now take a step back, allowing new colleagues to take a little more autonomy with the planning of lessons and their delivery

**C) Teaching across the five classes is securely good overall, with both experienced colleagues delivering provision that is outstanding.**

On the day of the review no lessons were observed that were less than good. This is most encouraging, at such an early stage in the academic year, when one considers that sixty percent of the classteachers are newly qualified. This judgement is based upon all the teaching that has been observed in Lower Key Stage 2 since September, the teaching that was observed on the day of the review and the thorough workbook scrutiny that was conducted as part of the review process. The two experienced practitioners are both offering provision that is outstanding.

**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 and a gradual progression in the level of challenge
- very good resourcing of lessons, including carefully 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 pupil waiting time
- teachers self-regulating their own talk; offering succinct, crisp explanations or definitions; refraining from over explaining or wasting words - and knowing when to be quiet, or silent
- 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 to subsequently sustain their interest. They do so through the establishment of consistently followed routines; varying their voice; continual, tireless enthusiasm; maintaining close eye contact with pupils 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.

**D) A strong learning culture has been established across the Key Stage, with pupils showing high levels of motivation and a strong commitment to their learning**

Pupils display very good attitudes towards their learning. This is a result of their teacher's high expectations, along with the clear, familiar systems and learning routines that have

been established. So, for example, pupils enter classrooms and are quickly engaged in a purposeful learning activity. This was seen in a Year 4 class, when pupils came in, sat down and immediately reviewed their biography writing. Pupils are also mindful of the expectations for setting out their written work, as teacher expectations have been made clear. The vast majority of pupils listen attentively, displaying high levels of focus and concentration. Pupils interest in, and commitment to, writing is especially impressive.

### **E) Pupils are very happy and enjoy coming to school**

In the pupils interviews that were conducted on the day of the review this finding came out very strongly. Pupils feel safe and secure. They respect their teachers and they feel listened to. They enjoy many aspects of school, showing particular enthusiasm for mathematics and writing.

Pupils' favourite things about being in Lower Key Stage 2 included:

- school trips – they really appreciate all the trips that they have been on. The trip to see HMS Belfast was a particular favourite
- being challenging in their learning (*'hard learning'* is popular)
- the new playground equipment and being able to change playgrounds. This is a new experience for Year 3 pupils and they really enjoy having different playgrounds to play in, with different opportunities available in each one
- English units of learning. 'Krinklekrax' is very popular in Year 4; the Traditional Tales unit is well liked in Year 3
- mathematics: this was a very popular subject amongst the pupils interviewed
- reading journals and having reading journal tasks
- art, particularly with the specialist art teacher
- history: for example, in Year 4 pupils stated that they really felt like they had gone back in time and been evacuated
- swimming – this is a first for Year 4 pupils. They really enjoy swimming on a Friday afternoon
- having more after school clubs to choose from
- the practical science experiments they do in class
- having home learning projects that they work on over several weeks.

### **F) Support staff play an important role in making pupils feel secure and cared for. They are also key players in supporting those pupils who find learning more difficult**

In all there are now four learning support assistants and two teaching assistants working within Lower Key Stage 2. The school's SENCo noticed that

- in class support staff were well equipped with resources to support children, such as the visual representations of mathematics concepts. Having these resources available enhanced access to learning for lower attaining pupils
- in intervention work good use was made of task lists and a variety of ways to 'over learn' key facts.

Teaching assistants work at pace, using the time they have with the pupils efficiently. As a result the progress of lower attaining pupils is accelerated.

### **G) Teachers' confidence in the five aspects of the maths mastery approach (fluency; variation; mathematical thinking, coherence and representation and structure) is developing well.**

There has been a real focus on developing pupils' fluency with number. For example, pupils' mathematics workbooks reveal a continuing drive to ensure pupils know multiplication table facts. Please can there also be plenty of work on halving and doubling. There is some encouraging evidence of pupils finding the bar model and a part/whole methodology a useful approach when learning about different aspects of number. Partitioning is used well to enable pupils to understand how different numbers are made up. Teachers who have more experience and have enjoyed more professional development opportunities ensure that pupils use mathematical language with considerable precision. The popularity of this subject amongst pupils is testament to the quality of teaching.

**H) The quality of pupils' writing and their commitment to developing their skills as a writer**

Pupils in all five classes have made an encouraging start. They seem to really enjoy the literature they study and they show a positive attitude when asked to write. Teachers are focusing attention on securing high standards in handwriting and the presentation of work. There is real evidence of progress in this regard in pupil workbooks. The three new teachers have made a very good start at putting their developing understanding about how children learn to write into practice. For example, it was most encouraging seeing how teachers use the 'chunking' approach in all three Year 4 classrooms. Helpful word mats were available to learners. There is also a strong focus on developing pupils' vocabulary, with very helpfully combined written definitions and accompanying pictures being used well in Year 3. Writing is the hardest thing teachers ask pupils to do and the agreed approach at Barnes is being used well to make that challenge a manageable one. Going forward the focus should be for experienced colleagues to assist newer ones to refine and adapt the techniques they have learnt, then gradually introduce some additional ones.

**I) Modelling is used regularly and in different ways to ensure pupils understand exactly what is expected of them**

Exemplification and illustration enable pupils to appreciate both what is expected of them and the final destination of their 'learning journey'. Modelling takes a number of different guises. For example, in a short Year 4 English lesson, just before lunch, the teacher put one of the pupil's biographies under the visualiser. This was read, before being analysed. In this way ideas are spread amongst the pupils in the class; they learn from each other. In mathematics lessons the use of 'my turn; your turn' ensured that pupils were given clear exemplification prior to being asked to work independently.

**J) A more robust approach to the teaching of spelling is emerging and grammar sessions are being planned and delivered within English lessons**

In 2017 pupil standards in grammar, punctuation and spelling were lower than in reading and lower, at Mastery assessment level, than outcomes in writing. If pupil outcomes are to rise the more thorough approach to the teaching of spelling that has been introduced needs to continue. Some good progress has been made in this respect and a clear system is securely in place. Personal spelling logs were seen at the back of Year 4 English books and more spelling corrections are provided in Year 3 books.

Year 3 observations reveal that English lessons sometimes begin with a grammar activity. This is sometimes linked to the book being studied. When it is this creates greater access to learning by providing a familiar context (the story and its characters). These skills sessions are a welcome addition. Care should be taken though that they don't last for too

long, as otherwise time for reading and writing can be compromised. Some thoughts on the adaptation of this approach are offered in the recommendations section below.

### **K) Science workbooks are impressive**

The school's science subject leader conducted a workbook scrutiny. She was most encouraged by what she saw. Amongst a number of positive features was evidence of:

- teachers using a range of pedagogical approaches, including concept cartoons; pupil generated questions and drama
- self and peer assessment taking place
- feedback being provided that is aligned with the scientific learning intention stated
- the spelling of scientific words being the focus of spelling corrections
- teachers posing supplementary questions in marking that move pupils' scientific learning forward.

### **L) A positive team ethos already exists**

The self-review presentation demonstrated clearly that there is a positive professional enthusiasm and energy within this new team. There is also a willingness to reflect and discuss, together with an openness about learning from each other. All team members were empowered by taking responsibility for presenting different sections of the presentation. Mutual professional respect and support is helping to establish professional trust – a key characteristic of a high performing team. A distinct Lower Key Stage 2 brand that has strong continuity with Key Stage 1 (especially in Year 3) and Upper Key Stage 2 (especially in Year 4) is emerging. This will take some time to evolve, but an excellent start has been made.

## **Section 6 – Five perspectives**

Both the lessons I observed promoted an atmosphere conducive to learning and positive development for the children. I was very impressed with the speed in which the teachers managed to get the pupils focussed, quiet and ready to learn. Teachers were exceptionally energetic, made full use of all the visual aids and encouraged the children to speak up and have confidence in their answers. I was struck by teachers' ability to keep everybody involved in the lesson and the eagerness of the class to attempt to answer questions. Later in the morning I enjoyed listening to the children being interviewed and hearing their views of the school. It was fantastic to see them empowered in this way, learning that their views and feedback will be taken into account.

Needless to say, I was thoroughly impressed with everything that I saw today and remain amazed at the energy and dedication that staff display.

**Pete Evans, school governor**

When I spoke to support staff they were happy with the planning and communication with classteachers. They stated that they knew what was coming up and were therefore able to plan accordingly. Their only request was a bit of time to prepare resources. This is something that we devoted a little time to in support staff professional development last term - preparing visuals to support class texts. Perhaps we can use some time in the Wednesday sessions next term for this.

Careful consideration needs to go into support staff talk time in class: when is it appropriate for support staff to talk and when it is better to be quiet and focus the child/children on what the teacher is saying? Classteachers need to offer some clear direction here.

The best observation I saw involved a learning support assistant working at a cracking pace, having all her resources to hand and displaying a most encouraging manner with the pupils being supported.

**Anna Freeland, SENCo**

Thank you for such an enjoyable experience. It was wonderful to see such energy and enthusiasm across the whole team and how focused and engaged the children were throughout the morning. The team is newly formed, but it is clear how much work there has been to develop consistency after just eleven weeks of the academic year. The two experienced teachers and leaders have created a thorough induction process which has resulted in all new staff settling quickly. Leadership is a key strength of this phase. During my observations today, in both year groups, I observed:

- strong behaviour management. The children are well behaved, with clear rules and systems in place
- a calm, purposeful learning culture in existence
- the available learning time being maximised
- ideas from professional development being put into place swiftly so that lessons are continually improving.

I very much look forward to working with the team more this year to develop consistency across Key Stage 1 and Lower Key Stage 2.

**Jade Huxley, Key Stage 1 Leader**

With three members of staff new to Barnes Primary, it is evident that the Lower Key Stage 2 lead and the Year 3 lead have worked with huge energy and commitment to establish a highly effective team. The team's presentation to the school's Leadership Team, prior to the review day itself, provided the opportunity to hear all that has been achieved during the last twelve weeks, as well as the team's aspirations for the year ahead. Observations on the day of the review demonstrated that routines, systems and pedagogical practices have been quickly adopted by new staff members and put into practice in effective ways. This is a highly impressive achievement.

In terms of the teaching and learning of science, a review of workbooks and conversations with children indicate that children thoroughly enjoy their learning experiences. The teaching is both thorough and exciting, providing children with a range of opportunities for hands-on, practical scientific enquiry.

**Rachel Wilson, Upper Key Stage 2 Leader**

It was a real pleasure to spend the morning in Lower Key Stage 2. The leadership and development of team has been exceptional. Three newly qualified teachers have made outstanding progress in just eleven weeks, as a result of the excellent induction they have received. The leadership, coaching, mentoring and team development work that has taken place, along with the maximization of every opportunity to share, observe and discuss how children learn, has had a profound impact. It is wonderful to see teachers new to the

profession working at such a competent level at such an early stage in their career. The positive impact of outstanding role models, with a wealth of experience, is clear to see.

During the morning the team ethos, commitment, dedication, energy and enthusiasm was very evident. There is a culture of continual improvement and lifelong learning. The relentless ambition to continually improve, alongside the support and carefully planned induction, has resulted in the very newest member of the team quickly settling into their role. There is the emergence of a clear brand in the Lower Key Stage 2 and the attention to detail, time, organization, preparation and planning that went into setting up the learning environments, establishing the routines, systems and structures has truly paid off.

The children in Lower Key Stage 2 are very happy. Those children interviewed talked fondly of belonging to Key Stage 2. In their view Lower Key Stage 2 would be even better if:

- home learning could be a consolidation of what they have done in class, so that they can revise what they have learnt. In addition, they would really like there to be different options so that they could try a harder challenge if they wanted to. They miss the 'extra for experts' initiative from Key Stage 1
- they could have a school or class pet!
- there could be more soup days
- Battle of the Books could take place every year (not just in Year 2 and Year 4)
- there could be a friends stop in the playground – this is coming!
- all uniform was named!

**Sue Jepson, Deputy Headteacher**

## **Section 7- Ten Strengths identified in May 2017: do they remain significant strengths? Self-review comments**

**A) Overall, across the Key Stage as a whole, teaching is 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. 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.

With sixty percent of the team newly qualified teachers, we are on a journey to ensuring that the quality of lessons across the Key Stage is outstanding. The observations of newly qualified teachers undertaken this term reveal that teaching is not less than good. New teachers are being supported at the planning stage to ensure that: learning outcomes are clear, there is a balance between teacher talk and pupil talk, and that pace and challenge are an integral part of lessons. These colleagues have attended professional development on pupil talk and on developing highly effective flipcharts. These sessions have further developed their pedagogic skills.

**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.

We believe this continues to be the case and that established systems remain in place (for example, the use of word mats, talk scaffolds and stem sentences). Following observations by a more experienced colleague new teachers are challenging 'sloppy, lazy talk' and the use of simplistic vocabulary choices. At the planning stage experienced team members are ensuring that everyone is clear about key language and how to use it effectively in lessons. This language is also shared with the support team.

**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.

We believe that this is still the case and that we continue to develop and tweak our flipcharts.

**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 breaks for play. 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.

This has been a core focus in our peer observations and the feedback that has followed them. We feel that a great deal of progress has been made in this area. New teachers will continue to be supported to ensure that there is appropriate pace in lessons. They will also focus on challenging pupils of all attainment groups.

**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..

We hope our review presentation exemplifies the hard work of the Key Stage Leader and Year 3 Leader in ensuring that Lower Key Stage 2 continues to be a highly effective and reflective team.

**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.

We believe transition into Year 3 continues to be highly successful due to the detailed planning undertaken by the Year 3 Leader in collaboration with the Key Stage 1 leader.

**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.

We believe that we have continued to further develop our teaching of mathematics and that our presentation revealed all the areas we have worked on already this term, as well as our focus for further development over time.

## Section 8 - Pupil workbooks (bullet point feedback)

### English books – features

#### Year 3

- Year 3 books have 3 pieces of extended writing (the second piece is shorter) so far this term. It is suggested that a minimum of 4 pieces of extended writing – and ideally 5 – are completed during the long fifteen week Autumn Term
- Books are clearly signposted for parents – it is extremely clear to parents what pupils are doing
- There has been a sensible reordering of English units in Year 3 based on last year's experience of incorporating some new units into the programme of study
- It is good to see more spellings corrections in Year 3 books
- Sophisticated vocabulary is clearly encouraged. This is manifested by the vocabulary pupils are using in their writing
- There is evidence of a self-assessment culture
- There is good consistency between the workbooks of pupils in both classes
- There is evidence of handwriting practice at the back of books, along with pupils' spelling logs
- The model our school has adopted for the teaching of writing is employed effectively and is working well – plenty of preparatory activities are planned for prior to extended writing.

### Year 4

- One impressive extended piece of writing has been completed; a second one has begun and it is already clear that this is going to be a quality piece of extended writing. The Key Stage Leader and her team are aiming for all Year 4 pupils to have five pieces of writing completed by the end of the Autumn Term
- Regular spelling tests take place
- Grammar is taught within units of learning
- There is a focus on sentence level work – pupils are taught how to put words together to create effective sentences. For example, there is a clear practising of sentence writing skills for the Corky Pigeon biography
- There is a regular and clear focus on handwriting
- Good ideas and strategies are being used from the 4xR reading project, such as ‘double bubble’
- It is clear that pupils are being expected to follow a simple organisational system in their workbooks
- Pupils’ individual spelling logs are being used at the back of workbooks
- There is some very focused, diagnostic marking from one of the newly qualified teachers
- It’s important that new colleagues ask pupils to leave a line, then rule off a completed piece of writing. The next piece should be on the very next line. Don’t let them start a new page each time pupils write – space is wasted and this impacts negatively on the development of pupils’ organisational skills.

### Mathematics books - features

#### Year 3

- Books are clearly signposted for parents – it is extremely clear to parents what pupils are doing
- There is good consistency between the two classes
- A clear use of concrete, manipulative materials in lessons is evident
- Pupils understand the expectation for setting out their work in their workbooks
- Number lines are used well
- There is evidence of a part-whole approach to teaching aspects of number
- The reasons behind column addition are taught, prior to learning about column addition
- The focus on partitioning numbers is helpful to pupils
- An interesting new idea has been included: pupils explaining what they think addition and subtraction is before starting work on these topics
- It’s good to see use of the inequalities signs (< >)
- It’s encouraging to see balancing equations with the = sign in the middle of the equation
- Please can there be even more opportunities for problem solving going forward, so that pupils can apply the skills they have learnt
- Please can there be even more opportunities for pupils to explain their understanding, with exemplification, in writing please.

#### Year 4

- 4G workbooks are a model of effective organisation and layout. Very good habits are in place
- There is good consistency between the two classes
- There is a significant focus on number
- The focus on partitioning number is helpful to pupils

- The bar model is being used by pupils – and to good effect. An evaluation of the impact of this approach would be welcomed
- Progression in pupil learning is clear
- It's encouraging to see pupils understanding how to multiply numbers by 10 and 100
- Parental comments reveal that they are pleased with pupils' workbooks and the progress they are making. There was even one comment about the positive impact of Maths Whizz
- Please can there be even more opportunities for problem solving going forward, so that pupils can apply the skills they have learnt
- Please can there be even more opportunities for pupils to explain their understanding, with exemplification, in writing please.

### **Generic feature**

- Some pupils who were interviewed commented on their teacher's feedback being hard to read sometimes and therefore they did not always understand what had been written, or what they had to do next

## **Section 9 - Evaluation of progress with recommendations made in May 2017**

### **The Lower Key Stage 2 Team's agreed principal targets for future development and improvement in May 2017**

- **Introduce fluency system in mathematics** and continue to develop use of mastery techniques  
 Strong progress has been made. The Key Stage Leader has a clear vision for the future Development of the Lower Key Stage 2's approach to teaching this core subject. This was outlined in the team's presentation. The following successes have been achieved:
  - clear progression and consistency in coverage, marking and presentation across year groups and the phase
  - evidence of fluency, reasoning and problem solving work in Year 3 and Year 4 books using the White Rose Maths hub materials and Teaching for Mastery documents
  - Year 3 and Year 4 have been using the bar model to support teaching from September 2017
  - children are becoming more efficient in their use of taught methods
  - all children are working on their fluency, with the support of a newly introduced publication, so that they are secure in their multiplication tables by the end of Year 4.
- **Embed handwriting teaching** so that it is consistent and that fine motor control resources are being consistently used  
 There has been an active response to the professional development delivered last academic year. Whilst there is still work to do, much has been achieved. The scrutiny of pupil workbooks that was conducted, along with the workbooks seen in classrooms on the day of the review, reveal that standards are rising. The Key Stage Leader appreciates that there is more still to do and she has a clear plan of action designed to secure further improvements. Enabling pupils to reach a high standard in handwriting and subsequently maintain that standard is an ongoing, never-ending focus for all teachers

- Continue to **develop our teaching of reading** to meet the increased demands of the curriculum

Overall outcomes in reading are consistently higher than for other core subjects. The two experienced teachers are making very good use of the approaches to reading that were introduced as a direct result of the 4xR project and the internal professional development that followed this. The school's Leader of Learning will be offering new colleagues two tailor-made professional development sessions on the teaching of reading during the Spring Term. The regular additional reading provided by support staff, and by some parents, is making a positive difference.
- Year 3 to **review the whole year coverage and provision** and map out the year in preparation for September

Much has been achieved in the shaping of a high quality Year 3 curriculum. The impact of the combined efforts of the Year 3 Leader and the Lower Key Stage Leader can be seen. For example, the English units of learning have been reordered following the addition of four new units of learning during the previous academic year. Recently purchased sets of non-narrative guided reading books (history and science, in particular) offer scope for revisions in the guided reading texts used. The mathematics curriculum is also being adapted as new ideas about the teaching of mathematics are introduced through the school's professional development programme. Science provision is also being adapted
- **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

This was expertly managed, with considerable efficiency through good planning, combined with . . . hard work... (and lots of child helpers!)

### Some further ideas for future possible development (May 2017)

**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.

This aspiration must be realised if 85%, or more, of pupils are to achieve *Secure* by the end of Year 3 and Year 4. One thing every classteacher needs to do is know who the 'look out for pupils' are. Who are the pupils who find it harder to concentrate? Who does the teacher need to check on when independent learning is taking place?

**b) Assessment:** 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.

This will take time, as new classteachers need to engage in joint assessments as part of their Key Stage meetings. These colleagues will require close support to complete their Autumn Term assessments in the last few weeks of the Autumn Term.

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

Clear evidence of this happening has been seen in lesson observations. It is suggested that there is a continuing focus on this at the planning stage. New colleagues need to ensure that grammar input at the start of English lessons should not be too long, otherwise time to develop reading and writing skills will be compromised.

**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 as they arise, not just comment upon the content of the lesson.

The Lower Key Stage 2 team will be focusing on this during the Spring and Summer Terms, 2018. The significant change in personnel has meant that this has not been a high priority in the five months since May.

**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.

Through peer observations and observations in Key Stage 1, the new Year 3 classteacher has developed his existing knowledge and confidence in the teaching of phonics. This should be another area for further future development over time. All Lower Key Stage 2 classteachers should have a strong phonic knowledge and a clear vocabulary that they use when talking about sound-letter correspondence.

**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.

The team have looked at this in an attempt to ensure that the amount of theme work is fully evidenced in learning theme books. Year 3 have reduced some of the English units so that learning theme isn't squeezed and a balance can be achieved.

## Section 10 – Recommendations for future improvement

### The Lower Key Stage 2 Team's agreed principal targets for future development and improvement in November 2017

- To continue to ensure that new classteachers are fully supported to make rapid progress and have a successful year
- To continue to work on developing handwriting systems so that there is consistency and ensure that fine motor control resources are being consistently used
- To continue to work on developing fluency, reasoning and problems solving skills in mathematics

### Further suggested recommendations

**A) Focus on raising pupil performance standards in grammar, punctuation and spelling**

Some new innovations have already been introduced to accelerate pupil progress. These include a more robust spelling system and planning for short grammar focus sessions in English lessons. A new home learning guide has also been introduced in Year 3. Standards at the end of Year 6 are very high indeed, so it should be possible for at least 85% of pupils in every Lower Key Stage 2 class to reach the national performance standard by year end. The grammar professional development sessions delivered during the Autumn Term should support this drive.

**B) It is suggested that classteachers continue to aim for a minimum of four pieces of extended writing relating to English units of learning during the Autumn Term**

There is no doubting the quality of pupils' writing. It is felt that the principles of the school's approach to the teaching of writing – involving a high quality preparatory process prior to final writing – needs to continue to be combined with sufficient opportunities for pupils to write. Ideally pupils would produce

- a minimum of 4, and ideally 5, pieces of extended writing in the Autumn Term
- a minimum of 3, and ideally 4, pieces of extended writing in the Spring Term
- a minimum of 3, and ideally 4, pieces of extended writing in the Summer Term

Extended writing doesn't have to be in English books, but writing in other subjects must be a sufficient length to meet the expectations outlined above.

**C) Every pupil must be heard when speaking in a whole class learning arrangement.**

This expectation has to be non-negotiable. All five teachers know this, but there are still a number of pupils who cannot be heard. This slows the pace of learning and creates unnecessary pupil waiting time within lessons. Pupils must be asked to stand up if they are not willing to project their voice.

**D) Newly qualified teachers need to ensure that a learning objective is clearly communicated to pupils at some point in the lesson (preferably early on).**

New colleagues are already skilled at communicating to pupils what they will be doing. But this is different to what they will be learning. Pupils could be informed at the very start of a lesson, or after engaging in an activity early in the lesson (*Based on the activity you have just done what do you think our learning objective is for this lesson?*).

**E) New colleagues need to develop further awareness of how pupils learn**

This will come over time. At this stage it is important to appreciate how helpful it is to pupils to have visual information, as well as text, on flipchart slides. New teachers already appreciate the value of sharing an individual pupil's work, using this as a model for other pupils in the class. Hearing a couple of powerful sentences composed by a peer doesn't have nearly as much impact as hearing them and also seeing them written down. Similarly, colleagues need to be aware of what pupils can see on the whiteboard and how clear this information is to them. Ambiguity, a lack of clarity and any potential confusion need to be eliminated if optimum learning is to occur.

**F) New teachers need to self-regulate their talk**

They need to know when to talk . . . and when not to. They should avoid a natural inclination to provide a continuous running commentary throughout the lesson. Pupils need some quiet thinking time and a rest from the teacher's voice. Rather than providing a running commentary, teachers can get down to a pupil's level and have a whispered conversation, providing feedback at the point of learning.

**G) Over time dialogic talk should be introduced by the three new teachers**

The talk should not continually come back to the teacher. Instead the teacher should facilitate a high level of pupil talk, using simple techniques to open up the talk and maximize the 'pupil voice' in lessons:

- providing opportunities for paired talk
- not judging an answer, but asking another pupil to do so (*Do you agree? Why?*)
- asking probing, supplementary questions
- playing devil's advocate and deliberately disagreeing with a pupil so that the pupil has to use reasoning, evidence, justification or persuasion
- opening up the talk, instead of closing it down, by moving it on to the next pupil.

**CONGRATULATIONS AND THANK YOU**

**Mark Hartley, Sue Jepson, Rachel Wilson, Jade Huxley, Anna Freeland, Pete Evans and the Lower Key Stage 2 Team**

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