

UPPER KEY STAGE 2 REVIEW – APRIL 25th 2017 DRAFT EVALUATION REPORT

Purpose

- To recognise and celebrate the achievements of the Upper 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 in January 2015
- To provide an opportunity for the Upper 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 Upper 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, plus all other arrangements made to support pupils’ learning.

Review Team: Camilla Garofalo, Sue Jepson, Mark Hartley, Chris Byrne (Local Authority), Jeremy Rees (school governor) & the Upper Key Stage 2 Team

I) Standards and progress

- 1) **Pupils consistently and continually achieve exceptional standards by the end of their time in Year 5 and 6.** This can be seen in the results tables below. The introduction of new tests in 2016, based upon the new primary curriculum that has been implemented since September 2014, did not affect the long-standing trend of high performance and impressive pupil progress. The Year 6 cohort in 2015-16 had been identified all the way back in Year 3 as a lower performing one when compared to the school norm. A combination of very high quality teaching, the highest aspirations and highly effective, personalized support resulted in them performing extremely well.

End of Key Stage 2 outcomes 2016

Measure	Barnes	National	Richmond
RWM at Expected Standard	92%	53%	67%
Reading Expected Standard	93%	66%	81%
Reading Average Scaled Score	108.7	103	106.6
Writing Expected Standard (TA)	93%	74%	77%
Writing Greater Depth (TA)	42%	15%	19%

GPS Expected Standard	90%	72%	85%
GPS Average Scaled Score	108.8	104	107.3
Maths Expected Standard	95%	70%	81%
Maths Average Scaled Score	108.2	103	105.9

Barnes 3 year average 2013-15	Level 4 (or above)	Level 5
Reading	99%	85%
Writing	97%	78%
Grammar, punctuation & spelling	97%	88%
Mathematics	99%	84%

Barnes 5 year average 2011-15	Level 4 (or above)	Level 5
Reading	98%	84%
Writing	97%	76%
Mathematics	98%	80%

- The school was placed 3rd nationally (out of 17,000 state primary schools) in a Sunday Times table (November 2016) of the three year average (2013-15) for pupils achieving Level 5.

2) **Overall academic standards appear to continue to rise.** The introduction of new tests in 2016, together with the higher demands of the recently introduced primary curriculum, make it difficult to form an accurate judgement. This is because it is not possible to use comparative data. It will be easier to form a more realistic impression when performance data for 2017 (and beyond) materialises and there is at least two years of data to analyse from these tests. What can be stated unequivocally is that the average academic standards pupils reach before they leave our school remain very high indeed.

3) **Overall pupil progress in Upper Key Stage 2 remains outstanding.** A scrutiny of pupils' outcomes and their workbooks reveal that pupils make rapid progress in reading, writing, mathematics and science in Year 6. This is also the case in reading, mathematics and science in Year 5, with progress in writing (composition, spelling and handwriting) being strong. High standards and high expectations were seen in learning theme books in both year groups, with pupils applying the skills they have learnt in English and mathematics lessons in other subject areas. In Year 6 the range and quality of the different ways that pupils present information (for example, extended writing; mapwork; graphs; labelled diagrams and tables) is excellent. It enables pupils to secure skills development in a diverse range of ways.

Performance targets

Upper Key Stage 2 (by Year 6)

Maintain, and improve upon, the very high performance achieved at Key Stage 2 in the 2016 newly implemented tests.

Reading

- Scaled score of 100, or above: **95%** (2016: 92%)
- Average scaled score: **109.0** or more (2016: 108.7)
- Scaled score of 114, or above: **30%**, or more (2016: 29%)

Writing

- Scaled score of 100, or above: **95%** (2016: 93%)
- Greater depth: **40%**, or more (2016: 42%)

GPS

- Scaled score of 100, or above: **95%** (2016: 90%)
- Average scaled score: **109.0** or more (2016: 108.8)
- Scaled score of 114, or above: **20%**, or more (2016: 17%)

Maths

- Scaled score of 100, or above: **97%** (2016: 95%)
- Average scaled score: **109.0** or more (2016: 108.2)
- Scaled score of 114, or above: **20%**, or more (2016: 17%)

Current Year 5 outcomes – end of Spring Term 2017

Assessments of the current Year 6 pupils suggest that they are positioned well to achieve considerable success in the 2017 end of key Stage 2 SATs. There is much work to do with the Year 5 cohort though. Current assessments reveal that pupils are broadly on target to meet the school performance expectations for mathematics, with **83%** being *Secure*. This is most pleasing. The picture is different for grammar, punctuation and spelling, reading, and most particularly, writing. In these subjects the percentage of pupils reaching secure, or beyond, at the end of the Spring Term was:

- Reading **76%**
- Writing **55%**
- Grammar, punctuation and spelling **74%**

It is important to state that being assessed as *Developing* in these three areas at the end of the Spring Term does not necessarily mean that the pupils concerned are performing below the Year 5 national expectation. Many of these pupils may well make good progress in the Summer term and end Year 5 as *Secure*. But a number are 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 start of the Year 6 curriculum.

School targets - Years 3 to 5

In every class across Key Stage 2 at least 85%, or above, of pupils will end the academic year reaching the national expectation for their age (*Secure*), with at least 35% having achieved a mastery standard.

Children will be considered to be 'Secure' as follows:

At the national performance expectation

Year 5 Secure (2016: Reading – 71%; Writing – 78%; GPS: 86%; Maths – 92%)

At mastery performance

Year 5 Mastery (2016: Reading – 39%; Writing – 22%; GPS: 54%; Maths – 49%)

II) Ten Strengths

- A) Overall, across the Key Stage as a whole, teaching remains outstanding.** This results in the level of pupil engagement being extremely high. This is because teachers cleverly structure their lessons, making them intriguing and appealing. The many positive features identified in the previous review remain: very strong teacher subject knowledge; a high level of challenge; highly effective questioning; rich pupil talk and discussion; a noticeable focus on developing pupils' vocabulary and clear modelling of teacher expectations. On the day of this review it was also noticed how skillful teachers are at 'thinking on their feet', seizing upon a new, and sometimes, unexpected, learning opportunity and taking the learning in a different, possibly unanticipated, direction. In the very best lessons teachers displayed deft flexibility (a 'nimbleness'), along with an exceptional grasp of how children learn. These lessons were designed in such a way that every single pupil was fully engrossed in learning and making very strong progress virtually all the time.
- B) The curriculum that is being taught is broad, balanced and dynamic.** Teaching staff do not slim down the curriculum offer as a response to the national high stakes testing regime. A measured, tempered approach is taken. The comprehensive self-evaluation presentation by the Upper Key Stage 2 teachers was testimony to this, with well-chosen illustrative examples of work in history, geography and design technology being presented. The learning theme units continue to evolve and improve. There is also more time being devoted to the teaching of science than there was at the time of the last review. Teaching staff embrace theme weeks, with some memorable work being produced during the annual Arts Week. The recent geography focus day – The Country we Live in – was greatly enjoyed by pupils.
- C) Wide-ranging additional support for more vulnerable pupils enables them to make strong progress.** There is a great deal on offer to pupils who have been identified as lower performing: small group classes; support from the SENCo; an extensive booster class programme; intensive reading support and a peer-peer support programme. This well-organized additional input is greatly appreciated by pupils and skillfully delivered by the large number of different staff involved. The SENCo's tireless commitment to supporting lower attaining Year 6 pupils is particularly commendable.
- D) The majority of pupils talk with considerable confidence and talk is central to the learning process.** The focus on developing pupil talk and the wide ranging opportunities that are on offer have a substantial positive impact on pupils' educational success. In the very best lessons pupil talk is vibrant and dynamic. Every single contribution can be clearly heard. Dialogic talk is frequently used and pupils relish the opportunity to explore a question, statement or issue. A community of learners delight in the prospect of debating an issue, building upon previous contributions, using evidence to justify a viewpoint and politely, but persuasively, disagreeing with one of their peers.
- E) A purposeful and productive learning culture has been nurtured across the Key Stage.** Pupils come to school expecting to learn; they settle quickly and most take full advantage of the learning opportunities on offer. They take their learning seriously. A high expectations culture exists and across the Key Stage as a whole. In the main, the learning time available is maximised. A calmness and a purposefulness pervade. Pupil engagement is frequently outstanding, as is their learning behaviour. This positive

working culture is a major factor in enabling the vast majority of pupils to make rapid progress.

- F) Teachers show an enormous appetite to further develop their existing professional skills and those of other colleagues who are not working in Upper Key Stage 2.** This is equally true for the experienced and less experienced practitioners in the team. Excellent use is made of the school's multi-layered continuing professional development programme. Teachers interpret and discuss ideas gleaned from it. They take ownership of them and implement them into their practice. The upshot of this is that they continually improve and strive for excellence. Team members also provide valuable input that assists colleagues elsewhere in the school to improve their practice. Since the last review input on the teaching of reading; science; grammar and physical education have all had a profound, and lasting, positive impact on professionals working elsewhere in the school.
- G) Strong and effective leadership of the Key Stage has driven improvement.** The previous Key Stage Leader established a high expectations culture. During the extended time frame that she took on this role she led by example, setting the very highest of standards. Many significant curriculum developments took place over that time, from the introduction of the learning themes (many years ago) and their continual evolution to the more recent introduction of new approaches to the teaching of reading. The new leader has built upon these successes and is looking to further develop cyclical self-evaluation processes and distributed leadership within the Key Stage. She has also successfully mentored colleagues who have entered the school through the school's direct initial teacher training route.
- H) Overall pupil workbooks are well presented. Sometimes their presentation is absolutely exceptional.** Pupils are taught and expected to take a pride in their work. They are shown the value of always making an effort, aspiring to the very highest standards and never being less than 'very bothered'. The development of their handwriting, layout and general organisational skills is most important. Delivering pupils to the next stage of their learning journey as individuals who are highly competent in the art of recording information is a goal that is worth pursuing rigorously. Sometimes this involves challenging pupils hard and an energy sapping relentlessness and uncompromising stance, as only that will make certain pupils continually strive for such high standards.
- I) The displays of pupils' work installed in classrooms and around the school are exemplary.** The work produced by pupils in Upper Key Stage 2 adds so much to our school learning environment. Visitors to the school are completely spellbound at the quality that is produced and the creative and highly diverse ways work is installed by the display coordinator. All four classrooms communicate the message of high expectation; the work in communal areas is stunningly beautiful. Pupils are immensely proud of having their work on the wall and this makes a significant positive difference to how confident they feel as learners and how aspirational they are when engaged in learning activities.
- J) Pupils derive enormous enjoyment and pride from their involvement in sport and physical education.** The contribution that sport and physical education makes to the enjoyment of pupils at our school has rarely been mentioned in previous Key Stage

review evaluations. It is abundantly clear from talking to pupils how much pleasure they derive from this aspect of the Upper Key Stage 2 provision. The success that pupils have enjoyed in competitive table tennis, football, rugby, swimming, netball and other sporting events is impressive. The 'lessons for life' that have been learnt through competitive and non-competitive (for example, the Year 5 Thames Young Mariner experience and the Year 6 residential school journey) are substantial. The passion of the school's Sports Leader is infectious and it is influential in instilling a love of sport and an awareness of the importance of physical fitness amongst the pupil group.

III) Views and perspectives

a) A school governor's view

In advance of the review, I was invited to join the briefing session at which the Upper Key Stage 2 team presented their self-evaluation to the review team. The content of the presentation was well thought out, with a clear focus on the highest standards of teaching and learning. The manner and style of the meeting demonstrated collaboration and delegation of tasks, roles and responsibilities between the teachers, providing evidence of strong teamwork. Even considering the exemplary results attained over many previous years, there is no sign of complacency. The firm message is that a culture of continual development exists, with all potential areas of improvement being considered, underpinned by honest feedback on past activity.

Subsequently, I had the pleasure and privilege of spending most of a school day with Upper Key Stage 2. During this time I observed three lessons, joined a targeted reading group with two Year 6 pupils and had the opportunity to conduct an interview with a group of six Year 6 pupils.

From the outset, prior to joining the first lesson, I was struck by the calm atmosphere prevalent throughout the whole building. Pupils were in their classrooms, calm, focused and ready to learn. This became a continuing theme regardless of the activity in which I was participating. There is a culture of what I will call "learning behaviour" which has been instilled into the pupil base, and more importantly this has been bought into by the children. During my interview, pupils spoke eloquently (and at length!) about their willingness and desire to learn, and their understanding that their behaviour was a key factor not just in their personal success but in the attainment of positive outcomes of their peers. This is well exemplified in the widespread use of "talk partners", pairings of mixed-ability pupils who partner during lessons, giving mutual support at the same time as offering differentiated learning opportunities. This approach continued in the targeted reading session in which I was struck by the breadth of discussion around the text in question.

Observing in the classroom was for me an eye-opening experience. I saw three lessons delivered on different topics, in different styles, but with a group of common characteristics that were, quite frankly, inspiring. I witnessed considerable thought and preparation to ensure subject matter that is exciting; interactions between teacher and pupils, with strong, challenging questions and an allowance for time for thinking; techniques to ensure that all pupils participate equally; efficient use of time within the lesson to quickly and efficiently move between whole-class learning and small-group working, with the consequential positive change of energy within the room; the skill of thinking 'on-the-fly' to adapt the lesson slightly to react to input from the class.

I can offer no better summary than to say “*I wish I had been taught like this*”. I found a cohort of eloquent, confident learners progressing through a transitory stage of education and life in general, equipped in the best possible way for the challenges ahead of them. They are being given the space to mature in a safe and controlled environment. Monitoring of standards never drops and personalised interventions are applied to ensure all meet their full potential.

Kudos to the Upper Key Stage 2 team! Many thanks for the opportunity to observe excellence in action.

Jeremy Rees

b) The School Improvement Adviser

Teaching in Years 5 and 6 is exemplary.

This is because:

- teachers have very high professional expectations of themselves and equally high learning expectations of the children. They are reflective and discuss their practice and ways to improve readily.
- lessons are planned imaginatively to capture the interests of the children. Children are provided with the immediate learning goals for lessons and the outline of the intended learning journey in subsequent lessons. This provides them with clarity and enables connections to be made between different lessons.
- teachers command the respect of children through their ability to explain learning in ways that retain children’s attention, plan interesting and engaging activities and the way in which they value and listen to children’s contributions in lessons.
- strong subject knowledge enables children’s misconceptions to be identified and addressed.
- challenging children’s thinking in lessons is an ever present feature. Teachers ask a range of questions to clarify and then probe children’s understanding. Open ended tasks provide children with opportunities to extend their thinking. Children are expected to articulate their thinking and justify their reasoning, clearly and coherently. Failure to do so is followed by scaffolding to enable them to improve.
- teachers model activities so that children are supported when working independently to learn without close adult supervision.
- additional adults in class are deployed effectively to utilise their particular skills and support children’s learning.

As a result, children display mature and well-honed learning behaviours. They:

- expect to be challenged in lessons, as this is a natural part of the daily learning environment.
- respond confidently to challenge by sustaining their attention for extended periods, engaging positively in problem-solving activities, offering alternative solutions and asking questions to clarify expectations.
- collaborate effectively with their peers to tackle problems and seek solutions.
- articulate their thinking readily and are prepared to re-phrase their thoughts to include correct subject specific language.

Examples of children making progress/consolidating learning in lessons:

- children's understanding of the properties of prisms moved on in a Year 6 maths lesson. They were much more confident in their explanations by the end of the lesson and were using the term *apex* as an additional term to describe 3D shapes.
- children's knowledge of 'The Highwayman' poem in Year 5 was extremely detailed. They used this to begin to re-tell the poem in narrative form, improving previous efforts with increasingly ambitious narrative techniques.
- children's ability to evaluate non-chronological texts in Year 6 became increasingly sophisticated as they discussed the effects that various authorial techniques used had on the reader.
- It is important to consider the outcomes that children have consistently achieved in national end of Key Stage tests. These have been exceptional. They are a testament to the quality of teaching pupils receive over time.

Question for further discussion

Additional support groups are very effective. They provide children with confidence to read in smaller group settings, enable exposure to positive adult role models and are well structured sessions. Adults provide a safe and secure environment for children to explore their learning, which provides them with more time to reflect. This contributes significantly to the high outcomes the children achieve.

However, could the work undertaken in these sessions be even more focused on the children's specific learning needs?

Chris Byrne

c) The Lower Key Stage 2 Leader's view of key generic strengths

- Lessons have a clear purpose and a learning journey which is made explicit to the children
- Highly effective use of paired talk and the use of mixed attainment pairings to support all children
- All children are involved in the learning and challenged to contribute
- Teachers demonstrate excellent subject knowledge. This moves the learning on, enabling them to address any misconceptions with confidence and clarity and pose challenging questions
- Children are expected to work hard and think hard. High quality explanations, with precise use of language, is the expectation
- 'Lazy language', lack of clarity and poor audibility are challenged
- Children are animated and engaged in the learning
- Opportunities for children to reflect on their own learning processes are clearly embedded
- Teachers are skilled at drawing out children's understanding and moving the learning forward at a good pace.

Camilla Garofalo

d) The Deputy Headteacher

Today was inspirational! It was a privilege to have the opportunity to observe children who were incredibly focused, engaged and excited about their learning. Within a calm, organised and structured learning environment there was a strong sense of 'learning purpose' that was evident across the phase throughout the school day.

The quality of teaching was exceptional. Lessons were carefully and cleverly crafted to build on prior learning and ensured that children continually made links in their learning. The

thoughtful and effective structuring of these lessons is commendable. High expectations were clearly, and succinctly, shared with children and support staff. Highly polished and effective use of a wide range of strategies and classroom management techniques ensured that every child contributed to the learning and was actively engaged throughout the lesson. Careful positioning by the teacher within the classroom ensured that the learning did not always 'return back to the teacher', but rather facilitated a highly sophisticated community of learners who confidently and articulately shared their thinking and understanding.

Lessons flowed between whole class learning, small group work and paired discussion. Interactions between peers and the teacher were challenging, probing, thought provoking and respectful. Initial thoughts and responses, views and opinions were all eloquently and openly shared within the trusting, open culture that has been created. Staff subject knowledge was excellent. Potential misconceptions and common errors were addressed throughout the lesson. Coupled with all the above, the progress made by all children was very evident.

It was a pleasure to spend the day with such a high functioning team of outstanding role models and to observe such excellent teaching and learning in action. Thank you.

Sue Jepson

IV) Progress with recommendations made in January 2015

Some issues to consider

- a) Classteachers consistently speak very positively about the positive impact of holding conference meetings with pupils. Members of Upper Key Stage 2 may wish to consider having **a whole day of conferencing**, with teachers meeting pupils alone, or with their parents, for fifteen minute meetings. Cover from senior leaders could be made available if a date was scheduled mid-year after the half-term break. If this is set up there is scope for it to replace the late afternoon/evening parent-teacher consultation meetings

Upper Key Stage 2 staff do not currently feel that this is a priority in terms of use of time. We feel that daily ongoing conversations with children - both orally and as written feedback in workbooks - as well as termly parent conferences provide us with enough opportunities to discuss progress, targets and any other concerns which might arise.

- b) It is recommended that Year 5 teachers consider delivering units of learning based around more than two extended texts during the long Autumn Term. At present a considerable time is spent on '*The Butterfly Lion*'. In addition, teachers may wish to revisit the exemplar texts they provide to the majority of pupils, with a view to making them longer and including some more challenging sentence constructions and vocabulary. It is suggested that this could assist pupils to create longer, more detailed pieces when they are asked to write.

A considerable amount of work has been spent addressing this recommendation. It is worth noting that the core texts provide the basis for the vast majority of our English curriculum – reading, grammar and punctuation, as well as writing. In addition, English skills are taught in other areas of the curriculum (science, geography, history, RE). Year 5 exemplars have been updated to be more challenging in terms of sentence construction and vocabulary; work on *The Butterfly Lion* has been streamlined; a new unit of learning has been introduced for the Autumn Term (*Memorial*); end of Key Stage standards in writing have been maintained despite significant changes in end of Key Stage testing arrangements; the introduction of the interim teaching assessment focuses (ITAFs) have led to a review of the teaching of writing in Year 6; an updated writing checklist for pupils

in Year 5 is ready to be used in the Summer Term – this is similar to the model currently being used by Year 6 teachers and pupils.

- c) All classteachers should ensure that they spend a minimum of **100 hours per academic year** (equivalent to approximately 2.7 hours per week) **teaching science**, as outlined in the 2014-15 School Improvement Plan (target 3).
Considerably more time is now spent on teaching science. It is undoubtedly seen as the third core subject and has been given a greater prominence in the curriculum. Due to a dominance of English and mathematics – particularly in the Autumn and Spring Terms - time for science teaching can be squeezed. To ensure the entire science curriculum is covered, Year 5 and Year 6 teachers are spending a greater proportion of time on this subject during the Summer Term. This year, for the first time, we are planning to have a science focus week during the week after the Year 6 SATs tests.
- d) All classteachers are asked to maintain a focus on developing pupils' handwriting skills. The workbook scrutiny revealed that there are some pupils in Year 5 whose progress is being hindered by the quality of their handwriting.
Regular taught handwriting opportunities are provided for all Year 5 and 6 pupils (on average once a week), with oral feedback provided. Children are given a clear focus and work is self-assessed or peer-assessed using yellow and green highlighters. Most pupils have clear handwriting targets set in the Autumn Term (see back of Year 5 English books) and for a few targets continue throughout Years 5 and 6. Additional work and support is offered to those who require it, depending on need. A whole class approach to developing handwriting has been established since January 2017 in one year 5 class due to their weaker handwriting skills. This approach has incorporated many of the ideas from recent professional development input. Pupils in Year 5 are highly motivated by the opportunity to receive a Summer Term 'pen licence', as are pupils in Year 6 at the beginning of the academic year. Year 6 teachers are currently considering how to maintain the high standards throughout the academic year and are considering introducing the pen licence at the end of the Autumn Term.
- e) A very interesting Key Stage 2 assembly about Michelangelo was delivered by a Lower Key Stage 2 teacher. Recently a scheme has been established to tell pupils stories about great scientists and great artists. Perhaps great figures in history might also be included. This fits really well with the new primary curriculum and is an initiative that should be developed.
Each Key Stage 2 teacher tends to lead an assembly once or twice every term. They are asked to choose a figure from the time line in the KS2 hall, or another famous face with clear links to the Key Stage 2 curriculum. Teachers may also choose to lead an assembly pertinent to a key date, or on a theme linked to our core values. All assemblies are saved in a clearly marked folder. We do feel we need to be more consistent with clearly recording what we have covered to avoid duplication during the course of a year.
- f) Member of the Upper Key Stage 2 team have stated their desire to develop their class libraries and have been enterprising in their plans to raise funds to enable this to happen. Alongside this there will be significant money from the main school budget to purchase a wider range of books for all four libraries.
Again, a considerable amount of work has been completed in this area, inspired, in part, by the 4XR reading excellence initiative and developments that have taken place in the teaching of reading. Class libraries offer a large range of high quality fiction, non-fiction

and poetry. The library in the Year 4/5 shared area and the Year 6 class libraries offer all the books that are on the Key Stage 2 reading list.

Quick wins

- Year 6 teachers need to keep some science books from previous years to ensure that, in the event of an Ofsted inspection, they can explain how they have chosen to organize the teaching of the science curriculum.
Year 6 teachers are keeping books, but the teaching of science has also been adapted so that it is spread more evenly across the year.
- All staff should be encouraging pupils to read quality literature. To that end a selection of core texts will be recommended to the parents of pupils in Years 5 and 6 (summer holidays of the previous year and within the new academic year). Classteachers should reinforce these recommendations with their class.
All of these books were purchased and are available to the children, as well as being listed on the school website. The reading lists are also in the Year 6 children's reading journals. Year 5 parents receive a hard copy of the lists with their 'Welcome to Year 5 letter' and they are available again at parent conferences, as required. All children are encouraged, through a dialogue in their reading journals, to choose quality texts as well as a range of fiction genres, non-fiction and poetry (as stipulated in the 2014 Primary Curriculum).
- Pupil feedback suggests that it would be useful if all teachers explained to pupils why the main teaching arrangement is working in mixed attainment pairs.
This is a fully accepted, expected and embedded practice for the children.

V) The Key Stage 2 Team's principal targets in the plan for future development and improvement – January 2015

How much has been achieved?

- Ensure that computing, art, geography, design technology, PE and science planning and the progression of skills is in line with the new curriculum. Ensure time is spent looking at PSCHE and RE units of learning. Updated planning needs to be published on the school website (this is a statutory requirement)
Art – Children experience a wide range of opportunities in art. We are happy with our art provision, fully meeting the requirements of the curriculum and ensuring we focus very much on processes and skills, as well as producing high quality outcomes. Every child experiences at least 20 hours of art teaching during the academic year. In Year 5, teachers have developed a unit of work on geometric patterns in Islamic art, linking mathematics, art and religious education. As part of this, we visit the Victoria and Albert Museum, taking part in a workshop led by a professional artist and using i-pads to create digital art work.

Computing – Our review of our provision suggests that we are fully meeting the requirements of the curriculum. The new computing suite is a fabulous addition to provision.

Design Technology - Every child experiences well over 20 hours of design technology provision during the academic year. In Year 5, design technology work is linked to the

themes of Space and India. In Year 6, a unit on mechanical toys is taught in the Autumn Term, with cooking taking place in the Summer Term. Cooking is an area for development in Year 5. We look forward to having the time to develop this during the planned Design Technology twilight professional development session in May 2017.

Geography and History - The teaching and learning in these subjects is enquiry-led and of a high quality. Additional Year 5 and Year 6 learning in history (the Anglo Saxons, the Vikings, Ancient Civilisations) are delivered through guided reading and home learning tasks. The UK geography day was a helpful development. We would welcome working in partnership with history and geography leads to review our provision.

PE - As well as a sport session with the PE specialist, all Year 5 and 6 children experience swimming, dance and gymnastics. Additionally, half a term of yoga is taught in Year 5. Work with the dance consultant has enabled team members to feel confident in delivering a successful dance curriculum. Outdoor and Adventurous Activities (OAA) are provided by PGL and Thames Young Mariners during our residential trips. We now need to develop an OAA unit to teach at school.

PSCHE – Year 5 and 6 children are offered sex and relationship education in the Summer Term and e-safety is incorporated into our computing curriculum. Year 6 also teach a unit based on the dangers of drug and alcohol abuse. We would welcome feedback on whether we should be aiming to teach more.

Religious Education - We are very happy with our provision. There is a focus on Hinduism in Year 5 and Sikhism in Year 6, as recently recommended by the Religious Education lead. Children also have opportunities for comparative study and personal reflection.

Science - A considerable amount of work has been undertaken by the science lead to ensure that children enjoy a full science curriculum that is enquiry-led. Teachers are far more confident in this subject and new units have now been fully developed and implemented.

- To continue to raise standards in reading attainment levels
A significant amount of work has been undertaken to maintain and further improve attainment in reading. Three teachers have been involved with the 4XR project, with very positive feedback from the consultant, and the newer member of the team has been on a one day training course with the same consultant. As a result of this work teachers have developed the reading element within their English units. One of the Year 6 teachers has delivered three twilight professional development sessions on the teaching of reading over the past 18 months and teachers have implemented new strategies across the school as a result of this input. The same teacher leads reading enrichment in Year 6. In addition, the reading challenges for pupils' reading journals have been updated and these are in all Year 5 and 6 reading journals. Pupils are encouraged to choose quality texts as their personal reading choices (fiction, non-fiction and poetry). They also receive individual weekly feedback in their reading journals so that they are aware of the next steps in their personal reading work.
- To provide more opportunities for children to write independently

In Year 6 opportunities have been developed in line with the end of Key Stage 2 assessment procedures. These guidelines have been shared in Key Stage meetings and similar routines are being used in Year 5. A new 'secure' and 'greater depth' writing sheet similar to the one used in Year 6 is currently ready to be implemented in Year 5. Children also have opportunities for extended writing in RE, history and geography.

- To carry out termly moderation meetings focusing on writing
Several Key Stage meetings have been used for moderation of writing (more, on average, than one per term). Whole school continuing professional development (CPD) time is also scheduled. During 2017-18 Year 6 teachers have attended two cluster meetings on writing moderation.
- To continue to ensure that the greatest proportion of children possible reach national expectations in mathematics
- To continue to maintain a high percentage of children achieving L6 in maths (over 50%)
Results in July 2016 showed that children at Barnes continue to attain well above both national and Richmond averages. Teachers in Upper Key Stage 2 are proactive and reflective. They continue to adapt planning and teaching in line with whole school initiatives. These include the focus on teaching for mastery; the calculation policy, developed by the maths lead, and thinking from INSET and CPD. A considerable amount of training has been undertaken by staff in Upper Key Stage 2. Teachers are highly positive and enthusiastic about this area of the curriculum and very open to trying out new ideas. The whole school calculation policy offers helpful guidance to ensure continuity in provision and materials from the White Rose Hub and National College for Excellence in the Teaching of Mathematics (NCETM) continue to be incorporated into planning.
- To increase the range of subjects on display in shared areas.
Pupils' work in geography, history, art, writing, mathematics, design technology and science are all currently on display.

VI) Identified strengths, including performance, standards and progress – January 2015

Do they remain significant strengths?

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

We feel the quality of teaching in Upper Key Stage 2 continues to be outstanding. We are continually looking to improve, using school CPD and external courses to inspire our thinking. Upper Key Stage 2 phase meetings are used to discuss any issues arising from internal CPD and for teachers to share key points from any external training.

B) In the very best lessons a community of learners embark upon a rich learning journey that contains a number of challenging and stimulating inter-related activities.

The fully embedded dialogic teaching approach, as well as mixed attainment pairings and the use of peer assessment, lend themselves to creating a strong community of learners. Barnes pupils expect to support each other and can demonstrate great generosity to one another.

C) The presentation of all pupils' workbooks in Year 6 is exemplary. This is also the case with the presentation of pupils' mathematics workbooks in Year 5.

We have conducted several workbook scrutinies since the last review. We are pleased with the progress we have made in terms of the quality of presentation in our workbooks.

D) Teachers who are newer to the profession are making very strong progress.

We have a different 'newer' teacher for this review! He has made exceptional progress since joining Barnes as a Schools Direct student. He feels his progress is largely due to the opportunities for discussion, the support and guidance from more experienced colleagues and the opportunities for peer observation.

E) The high level of additional support for lower attaining Year 5 pupils is being very well utilized so that it has a significant impact upon those who receive it.

All additional support is used to have an impact on children's learning. Recent additional support in Year 5 has been very much welcomed. The new teaching assistant has been able to make a difference quickly. Being able to use him flexibly is much appreciated.

F) Pupils receive very supportive, increasingly comprehensive written and oral feedback on their current performance.

We feel this is a fully embedded practice in both English and mathematics books. Science books are next! Children have been given clear guidance, when required, on how to respond and reflect on written feedback.

G) Provision is suitably broad and varied: pupils enjoy a rich, full and diverse curriculum experience.

This continues to be the case. Please see the comments above on curriculum developments. Year 6 teachers are hoping to be able to spend more time this academic year on foundation subjects following the SATs in May, as writing expectations are clearer than they were a year ago, when the new assessment criteria were introduced.

H) Teachers enable pupils to reach very high standards in more creative work.

Please see earlier comments regarding art provision. We continue to be proud of the Year 6 production (2015: 'A Midsummer Night's Dream'; 2016: 'Romeo and Juliet'), the Harvest Festival, Arts Week outcomes and Design Technology week outcomes. We promote a focus on processes and skills, as well as ensuring outcomes are of a high standard.

I) Early morning provision is working very well.

This continues to be the case. Routines are clearly established. Children are self-sufficient and those who arrive early ensure things are ready for the whole of their table.

J) The Intensive Reading Programme, which is now offered to pupils in both Year 5 and Year 6, continues to have a pronounced positive impact on pupils' progress. The dedicated team of staff who offer daily input make a substantial difference.

This continues to run exceptionally well and it has a considerable impact. A small number of lower attaining Year 5 pupils work during Monday, Tuesday and Thursday assembly times in peer pairs. The year 5 children enjoy these opportunities and they are making a difference. Year 5 teachers have prepared a list of names for the next intensive reading group after the end of Key stage tests in May.

H) Outstanding use of the available learning time was in evidence.

This continues to be the case.

- I) The Upper Key Stage 2 leader leads by example**, setting very high standards in her own classroom and communicating those high expectations to members of her team. The mentoring work she and the two other more experienced teachers in the team do enables less experienced colleagues to make rapid progress in their professional development. Effective teamwork, mutual professional respect and a shared sense of purpose exists. Teachers and support staff are, as a result, excellent role models for pupils.
- We feel that as a team we have a shared sense of purpose. All members of the team feel valued, are mutually respectful and supportive, and have a clear understanding of their role. As such, impact is maximized.

VII) Pupil views

- All children talked eloquently about the kind, helpful, staff that work relentlessly to ensure that a concepts are understood and all felt that staff did all they could to support and help them.
- The new playground equipment is a great success and children love it! They would just like more!
- Learning love and laughter is alive in the phase, but more art would be appreciated.
- Displays and having work shared with peers and the wider school community is important to the children and the impact on a child's self-confidence should not be underestimated. Children particularly enjoy having their work on the walls or on show under the visualizer - but most important is the positive acknowledgment of their work by others. It makes individuals feel very proud when others comment positively on their work.
- All children felt that the quantity of home learning is about right and most felt it was helpful. Home learning reinforces prior learning and gives children a chance to practice independently. They also appreciate the fact that they have time to complete project work. The main issue raised about home learning was the time frame pupils are asked to complete it in. When home learning is given out on a Monday or Tuesday, to be handed in on a Thursday, this makes some children feel pressured. These children would like to have longer to complete work, as so many of them have before and after school clubs. There was a request for children to have a full week to complete home learning in. This then gives children the choice of deciding when they do their home learning and if they use the weekends for this, or not. This approach would help develop self-organisation skills and independence.

6R

- *I really like the challenge of the work. I feel I have made good progress in English, especially in writing because in Year 6 we have done a lot of great work in English.*
- *There are a lot of opportunities to work, not just independently, but to work in pairs and in teams.*

6G

- *We feel very welcomed, we get lots of help. I really like the booster sessions and everyone is just so kind*
- *I like the way teachers slow us down and focus in on the detail – especially the images – that we would race through if we were reading independently*
- *Teachers explanations really help and they go over things until you really understand. The feedback also really helps.*

5W

- *Ms. Wilson give use lots of feedback on what needs to improve. She is very specific about feedback.*
- *She acts things out so you can remember and makes jokes. There is a lot of laughter in 5W!*

5A

- *Science was fun using the data loggers.*
- *Yoga was really fun with Mr Woods.*
- *I have really enjoyed paired reading during assembly.*

VIII) The Key Stage 2 Team's principal targets in the plan for future development and improvement

- To maintain the highest standards and continue the extended legacy of pupils reaching exceptional outcomes by the end of Key Stage 2. At this time there is considerable work to do in the current Year 5 cohort, with broadly one in four pupils needing to make faster progress during their remaining time at the school.
- To further develop the existing English units of learning so that they are synchronized with the interim teaching assessment framework
- To introduce an annual Science Week
- To build upon the successful outcomes that have been achieved in mathematics over the past four years by further enriching the teaching of this subject through adoption of elements of the maths mastery teaching approach.

IX) Quick wins

- To develop and deliver a cooking unit in Year 5
- To create opportunities throughout the academic year to teach additional history topics
- To work in partnership with the geography and history leads to review provision
- To develop outdoor and adventurous activity units for both year groups
- To consider options for how to maintain the highest handwriting standards throughout the Key Stage for the full duration of the academic year
- To set up a clear and sustainable system for recording the content of assemblies
- To evaluate whether the Upper Key Stage 2 Personal, Social, Citizenship, Health and Emotional provision is adequate
- To develop and implement a good citizenship award scheme for Year 5 and Year 6 pupils (similar to the Duke of Edinburgh award scheme).
- To consider organizing carousel arrangements for the special theme days that are scheduled.

Rachel Wilson, the Upper Key Stage 2 team, Camilla Garofalo, Sue Jepson, Chris Byrne and Mark Hartley