

UPPER KEY STAGE 2 REVIEW – 1st MAY 2018 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 progress towards meeting the principal targets and quick wins made in the last internal review (April 2017)
- 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; reading journals; science books and learning themes
- establishing pupil views through semi-structured, paired pupil interviews
- establishing a snapshot of the views of teaching assistants and learning support assistants working in Upper Key Stage 2
- joint reflection on key routines, systems, structures, protocols and approaches, by considering timetables, all aspects of the learning environment; the deployment of additional support provision, plus all other arrangements made to support pupils’ learning.

Upper Key Stage 2 team: request for feedback, discussion and ideas

As part of the self-review process members of the team are asked to outline the areas of teaching, provision and overall effectiveness that they would welcome feedback on:

- targets for 2017-2018
- children’s views on their experience learning, love and laughter.

Review Team: Camilla Garofalo; Anna Freeland; Jayne Pinchbeck; Alex Shepard; Mark Hartley and the Upper Key Stage 2 Team.

I) Standards and progress

Target 1: Standards

To maintain the highest standards and continue the extended legacy of pupils reaching exceptional outcomes by the end of Key Stage 2.

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

End of Key Stage results in July 2017 showed some significant gains for pupils in comparison to 2016 (the first year of the 2014 curriculum tests).

As a team of experienced teachers, we achieve these increasingly high standards through a number of key approaches and methods: consistently outstanding teaching; learning in mixed attainment pairs; effective use of peer and self-assessment; maximising the use of professional development for subject knowledge and pedagogical development; clear pupil targets for progression in reading, writing, spelling and mathematics; detailed target setting for children on the SEN register; targeted use of support staff to ensure the greatest impact; three groups for the teaching of English in Year 6 so that feedback can be detailed; enrichment in maths and reading for the highest attaining pupils; booster sessions in mathematics and English for the lowest attaining children; five days of Easter booster work; additional maths teaching for the lowest attaining children; an intensive reading programme of daily reading during assembly time; regular meetings with parents of lower attainers; assembly intervention for lowest attaining readers in Year 5 using Year 6 children; high quality display of children's creative writing and reading journal work; analysis of Year 6 SATs to ensure full coverage and to consider how much depth is given to different aspects of the curriculum.

1) Performance targets 2018 (end of Year 6)

A) School Improvement Plan 2017-18

Maintain the very high performance achieved at Key Stage 2 in the second year of new tests, in 2017

Reading

- Scaled score of 100, or above: **95%** (2017: 98%; 2016: 93%)
- Average scaled score: **110.0** or more (2017: 112.9; 2016: 108.7)
- Greater Depth (110.0 or more): **65%** (2017: 75%; 2016: 44%)

Writing

- Scaled score of 100, or above: **93%** (2017: 91%; 2016: 93%)
- Greater depth: **45%**, or more (2017: 95%; 2016: 42%)

Grammar, Punctuation and Spelling

- Scaled score of 100, or above: **95%** (2017: 98%; 2016: 90%)
- Average scaled score: **110.0** or more (2017: 113.6; 2016: 108.8)
- Greater Depth (110.0 or more): **65%** (2017: 75%; 2016: 44%)

Mathematics

- Scaled score of 100, or above: **95%** (2017: 96%; 2016: 95%)
- Average scaled score: **109.0** or more (2017: 110.2; 2016: 108.2)
- Greater Depth (110.0 or more): **50%** (2017: 56%; 2016: 38%)

B) Year 6 teacher targets (set in October 2017)

Reading	100% at, or above the national expectation 46% at greater depth
Writing	100% at, or above the national expectation 45% at greater depth
GPS	100% at, or above the national expectation 53% at greater depth
Maths	100% at, or above the national expectation 48% at greater depth
Science	100% at, or above the national expectation 48 % at greater depth.

C) Year 6 End of Spring Term assessments (March 2018)

• Reading

Average mark for end of Spring Term assessments:	39.0 (78% of questions correct).
Average mark in the 2017 SATs (a very strong cohort):	40.9 (82% of questions correct)
Average mark in the 2016 SATs (a weaker cohort):	32.0 (64% of questions correct)

• Grammar punctuation and spelling

Average mark for end of Spring Term assessments:	42.7 (85% of questions correct)
Average mark in the 2017 SATs (a strong cohort):	43.1 (86% of questions correct)
Average mark in the 2016 SATs:	40.6 (81% of questions correct)

* An almost identical outcome to 2017 (and our scaled score average was an enormous 113.6 in 2017).

• Spelling

2017 SATs test average score:	16.1 (out of 20)
End of Spring Term average, 2018:	16.0
Spelling 2016 SATs test average score:	17.1

• Mathematics

Average mark for Arithmetic for end of Spring Term assessments:	32.9 (82%)
Average mark for Arithmetic in the 2017 SATs:	34.4 (86%)
A gap of 1.5 marks – when one accounts for silly errors (and Easter booster classes) that gap could easily be closed.	
Average mark for Arithmetic in the 2016 SATs:	35.0
(88%)	
Average mark for Reasoning 3 for end of Spring Term assessments:	26.8 (77%)

Average mark for Reasoning 3 in the 2017 SATs: A gap of 1.6 marks	28.4 (81%)
Average mark for Reasoning paper 3 in the 2016 SATs:	27.2 (78%)

2) Current Year 5 outcomes – end of Spring Term 2018			
Reading:	55 pupils on target to meet national expectations:	93%	(95%)
	28 pupils broadly on target to achieve Mastery:	44%	(48%)
Writing:	57 pupils on target to meet national expectations:	95%	(100%)
	33 pupils on target to achieve Mastery:	39%	(45%)
GPS:	54 pupils on target to meet national expectations:	90%	(100%)
	34 pupils on target to achieve Mastery:	41%	(53%)
Maths:	58 pupils on target to meet national expectations:	97%	(100%)
	25 pupils on target to achieve Mastery:	42%	(53%)
Science:	60 pupils on target to meet national expectations:	100%	(100%)
	17 pupils on target to achieve Mastery:	28%	(53%)
Cohort targets, set in October 2017, in (brackets).			

Consistent school target - 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.

At the national performance expectation (Year 5 Secure by year end)

2017: Reading – 86%; Writing – 81%; GPS: 86%; Maths – 90%
 2016: Reading – 71%; Writing – 78%; GPS: 86%; Maths – 92%

At mastery performance (Year 5 Mastery)

2017: Reading – 51%; Writing – 33%; GPS: 44%; Maths – 49%
 2016: Reading – 39%; Writing – 22%; GPS: 54%; Maths – 57%

II) Fifteen Strengths

- **Pupil standards and pupil progress**

The very significant increase in pupils' average scaled scores in reading, grammar, punctuation and spelling and mathematics in the 2017 Key Stage 2 tests are, at least in part, attributable to even more precise, high quality teaching. Whilst the 2017 cohort of pupils had performed at higher standards throughout their time here, when compared to the 2016 cohort, the margin of improvement achieved is a strong indicator of even better teaching. For example, the 2017 grammar, punctuation and spelling average of 113.6 represented a huge rise on the 108.8 average scaled score achieved in 2016. All four

classteachers have refined their practice, carefully pinpointing and tweaking specific aspects of the provision they deliver. In the case of the teaching of grammar the subject knowledge of teachers has clearly increased and this is reflected in their teaching. **The consistent very high standards that pupils reach and the exceptional progress they make during their time in Upper Key Stage 2 is directly attributable to the fact that teaching and provision are outstanding.** In 2017 standards and pupil progress were nothing short of exceptional. The challenge now is to strive to reach and maintain those dizzying heights.

- **Teachers' relentless drive for further improvement**

The Upper Key Stage 2 evaluation presentation, held on the afternoon before the review day, displayed the restless aspiration of team members to continually improve their practice. This is commendable, especially when one considers the combined service of the four classteachers in Upper Key Stage 2. Their omnipresent enthusiasm has never wavered. The continual evaluation of units of learning, which results in important amendments being made, keeps these units fresh and ensures that they are aligned to the changing expectations centrally driven by the Department for Education. It is enormously refreshing that this approach exists across the full range of curriculum subjects. The comments made about the importance of delivering a high quality cooking project, and those relating to the geography theme day, were unequivocal evidence of this.

- **The learning culture**

The value of the studious, scholarly learning culture that teachers and support staff have created should not be underestimated. Learning starts early and it starts quickly. Pupils settle and are clear about exactly what they should be doing when they arrive. They are involved in a range of well chosen activities, some of which are customised to the personal learning needs of pupils. In this way the start of school 8.45 a.m. to 9.00 a.m. slot is used extremely well. This time is maximised. As a result, the day of learning starts well and this positively influences what follows. Subsequently, pupils are expected to work hard. They know that their teachers expect them to actively participate, speak audibly (so that their peers can hear them) and try their hardest. A place of learning exists and this has been created by the high expectations teachers transmit.

- **The breadth and depth of learning created by theme days and theme weeks**

Pupil interviews reveal how much enjoyment they derive from these special events. They spoke very positively about their experiences during Solve a Problem Week, Arts Week and The Country We Live In Day. No doubt they will be equally positive about the forthcoming Summer Term Science Week. These opportunities are far more than a break from English and mathematics lessons. They offer a chance to engage with a subject at a deep and satisfying level, exploring, experimenting and creating. These and other experiences, such as the range of House events, have great value and ensure that there is considerable breadth in pupils' curriculum experience.

- **The impact of support staff on the progress of lower attaining pupils**

Classteachers are extremely well supported by a high calibre team of skilled and talented support staff. These colleagues show laudable commitment to the lower attaining pupils they work with. Their part in instilling confidence and belief in these individuals is immense. Their input is evident throughout the school day: early morning support; in class assistance; daily, intensive reading and small group withdrawal. Classteachers use them

well and show a clear grasp of how the way they are involved can have the greatest positive impact on learners' confidence and progress.

- **The leadership of Upper Key Stage 2**

The Upper Key Stage 2 Leader provides a clear vision for the continuing development of this part of the school. Her measured, pragmatic approach ensures that new developments, such as ideas from the school's professional development programme, are carefully thought through before the implementation phase. She is fully aware of the quality within her team. She facilitates discussions around team priorities and she possesses a clear understanding of what will make the greatest positive difference to pupils' progress.

- **Opportunities for pupils to assess, reflect and review what they have learnt**

These are securely built into all learning programmes. Assessment for learning approaches have been further refined and pupils now take even more ownership for their self-improvement. For example, in Year 6 writing, pupils receive excellent scaffolding of the writing process and precise diagnostic feedback that clearly outlines strengths and areas for future development. As the academic year progresses they are expected to take greater responsibility for making corrections and improvements themselves, following minimal guidance from their teacher. In so doing, over time, they become more circumspect: they learn the importance of attention to detail. The outcome of the entire process is that they become highly proficient writers. Pertinent assessment opportunities are built into learning in all subjects. Some examples in design technology were shown at the team presentation. Pupils leave Barnes Primary School knowing implicitly that review and continually striving for self-improvement are essential elements required for effective learning.

- **The development of pupils' expressive language skills and their vocabulary development**

Teachers and support staff appreciate the positive benefits of pupils having wide vocabulary knowledge. To this end they continually drop new words into lessons, explaining their meaning and illustrating their use. Useful opportunities are created for vocabulary extension within pupils' personal reading, through their reading journal tasks. In the classroom pupils are expected to speak with clarity, precision and coherence. As a result they are able to talk for an extended period, expressing their views with considerable skill and confidence. A number of pupils display noticeable eloquence when doing so.

- **The further development of the Upper Key Stage 2 English units of learning**

The aggregate impact of a number of small refinements and adjustments is appreciable. High quality English units of learning are being taught extremely well. Pupils continue to really enjoy the texts that are used. Judicious decisions have been taken regarding changes to some of the writing tasks. The quality of the writing in pupils' English books is exceptional. Teachers have instilled a very good understanding of English grammar and many pupils are using this knowledge when writing. The Teaching Assessment Framework (TAF) criteria shape teacher's thinking. There is particularly good work on sentence construction (the building blocks of text). Aligned to this is outstanding input on vocabulary. The upshot is that pupils expect to use high quality vocabulary and think very carefully about the choice of the words they use. This is true for all pupils, including those who are lower attaining.

- **The way that ideas from the maths mastery approach have been implemented to further improve the teaching of mathematics**

The teaching of mathematics has long been a strength in Upper Key Stage 2. Therefore it was felt important not to change something that already works well as a response to a significant government initiative. It was thought, however, that ideas from the maths mastery approach that could be implemented into teaching should be. This has been the case and the result has been that the teaching of mathematics in Upper Key Stage 2 has never been better. Teachers have embraced: the usefulness of conceptual variation in their teaching; how the bar model approach can support learning in trickier topics, such as ratio and proportion and how manipulative and pictorial resources can support the understanding of learners. In addition, they have become even more insistent on pupils using mathematical language correctly. In these and other ways they have built positively on the very strong baseline of subject knowledge and teaching skills that were in place before the maths mastery initiative's conception.

- **Teachers' subject knowledge of English grammar and their classroom practice**

There has been a demonstrable commitment by all members of the Upper Key Stage 2 team to extend their understanding of English grammar. Subsequently they have used this extended knowledge very proficiently in their classroom teaching. So, for example, on the day of the review both Year 6 teachers taught an outstanding lesson on English verb tenses. Pupils were observed performing at a very advanced level of understanding. Earlier, in another outstanding lesson – this time in Year 5– the teacher drew upon his excellent grammatical knowledge to teach pupils about how different words function within sentences. The standards pupils reach in their grammatical knowledge and understanding are most impressive.

- **The positive impact created by 'Early Morning Extra' learning**

The early morning learning activities that are offered to pupils who have been identified as lower performing make a substantial difference, contributing significantly to the development of pupils' confidence and self-belief. Class teachers make good decisions regarding which pupils should be invited to these sessions. The school's SENCo and a number of support staff members establish very positive and supportive relationships. They tailor their session to pupils' specific needs. So, for example, on the day of the review a teaching assistant was supporting a pupil who joined the school in Year 6 with spelling patterns. The pupil concerned benefitted greatly from the fifteen minutes they were together. At the same time the SENCo was playing a spelling game with four Year 6 pupils. Not only were they learning a great deal, they were also having great fun together. Simultaneously some Year 5 pupils received excellent support with their reading. Over time this daily input is helping them perform better in all areas of the curriculum.

- **The quality of pupils' reading journals**

Year 5 and 6 pupils' reading journals are exceptional examples of a high quality personal response to literature and individual learning. Some wonderful, utterly beguiling examples were seen. Class teachers have set a varied range of interesting learning activities. Some new thinking has emerged. For example, pupils taking home newly purchased information texts and creating beautifully illustrated brochures. Teachers give these books a high profile and spend considerable time engaging in a most valuable personal dialogue with pupils. The journals are used in many different ways, such as to develop pupils' vocabulary. These small books are a most valuable element within the Upper Key Stage 2 learning experience.

- **The professional development opportunities provided by members of the Upper Key Stage 2 team**

All members of this talented team have offered very highly evaluated professional development to their colleagues. The continuing professional development sessions in science, reading, writing, grammar and physical education have all proved successful in improving practice across the school. But they have been just one strand of a multi-layered professional development approach. The quality of the professional mentoring, peer observation and newly qualified teacher support has been a major factor in ensuring that the standard of teaching at Barnes Primary School is outstanding.

- **The impact of the Year 6 School Journey and the Year 5 Thames Young Mariners experience**

Pupils really enjoy their time at the PGL Activity Centre in Liddington and The Thanes Young Mariners (TYM) Activity Centre in Teddington. These valuable experiences prove memorable for them. Following the recent TYM trip one Year 5 pupil commented succinctly

"We feel we're older now!"

The staff who accompany pupils on these visits go 'above and beyond' with regard to their commitment and the hours they put in. That input is worthwhile, as it has a profoundly positive impact on pupils' social and emotional development.

III) Views and perspectives

It was a great privilege to be part of the Upper Key Stage Two review team. It is evident that this is an established group of professionals who are committed to incredibly high standards and the maximization of pupil progress. In all lessons observed, there was pace and vibrancy, with no time was wasted. Learning time was maximized, with an effective balance of teacher talk and pupil talk. All children were engaged and keen to contribute. They listened thoughtfully to the points made by their peers. There is a deeply rooted culture of collaborative learning and the expectation that everyone will 'have a go'. Teachers' subject knowledge is incredibly high and they are able to use this to enrich children's vocabulary and grammatical understanding extremely well. The support offered by learning support assistants and teaching assistants is equally impressive. It is clear that support staff are making a real difference to pupil progress and confidence. They have positive and clear expectations with the pupils they are working with and they support children very effectively.

Camilla Garofalo

It was such an inspiring morning - the team's passion and enthusiasm to engage, motivate and encourage every child in the room was evident without exception; and the children duly responded. As expected, learning routines are strongly embedded, the class got down to learning with real efficiency and a sense of calm – there was no wasted time. The classes moved at quite a pace, using a variety of learning tools and ways of involving the children; there was cross-curricular learning in most classes and flexibility around the learning objective to pursue unexpected avenues. This, along with the teacher's humour and relentless energy, maintained momentum and kept the children's attention. Any child that did seem to be losing focus even slightly was brought back into the group gently, but firmly.

The teacher:child relationships are obviously very strong and highly respectful. It was wonderful to see a child's pride in having their successes celebrated, errors being shared with equal positivity as an opportunity for learning and a clear ambition for how the children can do

even better next time. No child seemed afraid to contribute when asked and it was interesting to see the different strategies used to ensure as many children as possible, if not all, contributed in each lesson.

The support staff integrated seamlessly adding value across the class, not just with an individual child and the systems in place - offering additional support seems to be extremely extensive (with learning taking place at every possible moment). The dedication to bringing every child on is very evident and the reciprocal benefit to the Year 6 Reading Buddies was heart-warming ("it's so great to see the progress made").

Thank you so much for the opportunity to be part of this review. It was a real tonic!

Alex Shepard, school governor

I was delighted to be a part of the Upper Key Stage 2 review this week and see first hand all the wonderful hard work and attention to detail that goes into every minute of the school day at Barnes Primary School. It was wonderful to see how engaged every pupil was throughout their lessons with a whole classroom full of hands shooting up to answer every question. The variety of different exercises and techniques used in every lesson to reinforce and embed learning topics was amazing and I can only imagine how much work must go in to planning each lesson.

I was really impressed by the pupils' understanding of how they are learning and progressing. In the maths lesson I observed. The pupils started the lesson by identifying what they already knew and what they wanted to improve. They then spent the lesson building on their knowledge using a variety of different resources and learning exercises, before testing that knowledge in the final exercise. I was also hugely impressed by the dedication of all of the learning support staff working so hard to ensure that all children are supported to reach their full potential. Thank you for a thoroughly enjoyable day.

Jayne Pinchbeck, school governor

In the morning I saw some great practice from support staff: 1:1 reading with good questioning techniques, excellent 1:1 maths support, with a range of tangible resources used and plenty of movement in the session. I also saw excellent in-class support (and a little bit of teacher watching!)

Year 6 pupil interviews

All four of the Year 6 pupils asked were very positive about their experiences. In fact, so much so that they all struggled to think of anything that could make it better – except perhaps a swimming pool and more school trips!

There were mixed feelings about the home learning balance: one thought there was too much, but the others thought it was probably about right. They particularly liked the creative home learning and without fail mentioned the dangerous earth home activities, explaining that not only had they enjoyed it but they had found out new facts whilst they were making their models. All pupils really enjoy the class texts in and said that their talk partners really helped them with their learning. They are all confident that they are making progress with their learning and were able to explain how they know this. All agree that the teachers and staff ensure that the "learning love and laughter" motto is upheld, although there was a suggestion that the order of these should be reversed as happiness is a key requisite to learning!

Year 5 pupil interviews

“There is lots of learning love and laughter in 5W. Mr Wood is very funny and pays a lot of attention to vocabulary. He always gives 100 %.”

“Miss Wilson has high expectations but she is very fair and we know she is doing it to help us. There is definitely lots of laughter in 5W.”

Support staff interviews

I spoke to four members of support staff: two who work solely in Year 5, one who works in both Year 5 and Year 6 and one who works predominantly in Year 6. All four were happy working in Upper key Stage 2 and said that this was because they enjoyed the more mature adult-child relationships, the clear expectations from teachers and the way learning is structured. They found it hard to think of things that would make it better, although perhaps better communication about changes to the routine, such as trips would be appreciated. They felt supported by those around them, including outside therapists. They were clear in the targets set for the children that they work with and had the resources needed to help support these children. They find the ipads an incredibly versatile tool that can be used in an infinite number of ways. One point they raised was that although they have short and medium term targets it would be helpful to have more longer term targets, so that they know where the children are expected to get by the end of the year, not just by the end of each term.

Anna Freeland, SENCo

IV) Progress with the recommendations made in April 2017

Target 1: Standards (see above)

Target 2: English writing

To further develop the existing English units of learning so that they are synchronized with the teaching assessment framework

Following the introduction of the new teaching assessment framework for writing, the two Year 6 teachers have developed their English units in line with this document. Exemplar texts are designed to include the features that children need to show evidence of in their writing and independent writing is specifically marked against these criteria. As the year progresses every element of the framework is taught, whether in class or through home learning tasks. Each child is given the criteria they will be assessed against at the end of the year and this stays with them, in their English book. This document is referred to repeatedly throughout Year 6. In order to ensure their writing towards the end of the year is fully independent, children are encouraged to design their own success criteria.

In addition to this, a large piece of work, led by the subject leader for grammar has been undertaken to develop writing assessment criteria across Key Stage 2 so that there is clear and even progression from Year 3 to Year 6. This framework has now been agreed and will be used in upcoming moderation meetings and in end of year assessments. Teachers ensure that: these criteria are clearly integrated into exemplar texts; are used in success criteria; are explicitly taught; are reinforced in home learning (particularly through the use of the GPS books) and are encouraged in reading journal entries.

Subject knowledge within the team is exceptionally strong and has been developed further in grammar CPD led by both the subject leader for grammar and the Headteacher.

Target 3: Mathematics

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

A considerable amount of progress has been made with this target. All teachers are making greater use of pictorial representations and concrete materials; teachers are varying how concepts are presented and they are giving more time to children to reason about their understanding. This has been made possible through inspiring professional development from both the Key Stage 1 Leader and the mathematics subject leader, from external courses (bar modelling in January '18; a conference on best practice in mathematics teaching, October '17) and from time given to bar modelling in phase meetings. The White Rose publications and materials have been particularly helpful in developing planning. Year 5 have introduced the regular chanting of all of the times tables and place value displays are now visible in all classrooms. Pupils, particularly those who are lower and middle attaining, have responded very positively to the greater use of pictorial representations. The use of arrays for multiplication and division and the use of bar models to represent problems have been particularly successful. We would like to retain this target for the next review year so that we can ensure consistency in models and practice in all Year 5 and 6 classes.

Target 4: Science

To introduce an annual Science Week

An Upper Key Stage 2 Science Week was introduced in May 2017 – during the week immediately after SATs - and was positively received by the Year 5 and 6 children. Year 6 children focused on their light unit and Year 5 on life cycles, which included a trip to Kew Gardens. This year two STEM days with the Smallpiece Trust have been booked to take place during this Science Week which will be scheduled for the same week in the school year.

Target 5: Cooking

Year 5 have developed a cooking unit linked to our India theme. In order to help celebrate Diwali they will design and make a traditional sweet lassi drink. This unit will involve: researching the provenance and range of lassi drinks; researching the variety of fruits grown in India (the world's second largest producer of fruit) and the range of ingredients included in a traditional sweet lassi drink; learning about healthy eating and the benefits of fruit; plus the design and then production of the lassi drink itself. The unit has been planned to satisfy the Design and Technology Association's recommendation that one food unit is taught in each year group.

Target 6: Humanities

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

Both year groups have reviewed the curriculum offer, making use of the expertise of the humanities lead. In order to cover the curriculum topics we have been allocated we have adapted some of our practice. Year 6 class teaching and learning covers Egyptians (history unit) and dangerous earth (geography unit). Children in Year 6 also have the opportunity to learn about other ancient civilisations through taking non-fiction books for personal reading and presenting their findings in their reading journals. Year 5 have now changed the history units to ensure there is greater coverage of a local history unit and the inclusion of an Anglo Saxons and Vikings unit. This has meant dropping the unit on the history of the exploration of space and some of the unit on Francis Drake. These alterations ensure the requirements of the national curriculum are met.

Target 7: Outdoor and Adventurous activities

To develop outdoor and adventure activity units for both year groups

Surrey Outdoor Learning and Development (SOLD) will run a professional development session on 24th May during a joint Key Stage meeting. The focus for the session will be orienteering. Each year group will then plan and carry out a short outdoor and adventure activities unit of learning in the second half of the summer term. Key Stage 1 and Key Stage 2 site maps will be used for this. Twinkle resources, which have been saved on the school network, will support the unit.

Target 8: Handwriting

To consider options for how to maintain the highest handwriting standards throughout the Key Stage for the full duration of the academic year

Year 6 children need to show high quality handwriting before they receive a pen license. These can be taken away if standards fall. Children whose handwriting is not yet fluent and evenly sized have additional handwriting tasks to complete. Handwriting professional development has been exceptionally helpful in extending our understanding of early writing and why some children continue to have handwriting difficulties beyond the age of 8. It has allowed us to identify children whose handwriting is compromised due to poor core and upper body strength, an inefficient pencil grip or poor tactile perception. We have begun to develop intervention work to address these weaknesses - for example through upper body and hand exercises after lunch prior to handwriting sessions - but this is an area for the team to develop further next year.

Target 9: Assemblies

To set up a clear and sustainable system for recording the content of assemblies

This has been completed and clearly communicated to all staff.

Target 10: PSCHE

To evaluate whether the Upper Key Stage 2 Personal, Social, Citizenship, Health and Emotional provision is adequate.

Year 5 and 6 both do termly e-safety sessions following guidance from the computing lead. Year 5 complete an extended e-safety unit. Our sex and relationships units cover all requirements and Year 6 complete a further unit on risk taking, as well as taking part in the borough junior citizens session. Sessions in Year 5 science (healthy living and life cycles) also cover aspects of the Personal, Social, Citizenship and Health Education (PSCHE) curriculum. We are looking forward to the PSCHE professional development session later this term when we will be able to further review our provision as a phase, and with support from the PSCHE lead.

Target 11: Citizenship award scheme

To develop and implement a citizenship award scheme for Year 5 and Year 6 pupils (similar to the Duke of Edinburgh award scheme).

We decided, with approval from the Headteacher, to leave this target to April 2018 so that we could launch an award scheme in September 2018.

V) Identified strengths, including performance, standards and progress – April 2017

Do they remain significant 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. If anything teaching has improved further from a very high baseline. This view is supported by pupil outcomes in Key Stage 2 SATs tests and end of Year 5 tests; the standards in evidence in pupil workbooks and the progress pupils are observed making in formal lesson observations.
- 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. 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. Once again, this remains the case. It is so encouraging to see very high pupil outcomes being consistently achieved in tests and assessments, alongside a wide range of other high quality outcomes being produced by pupils. For example, the wonderfully creative and original On Camera films that both classes recently created. A further example would be the finesse of the Year 6 caravan panels produced during the Spring Term Arts Week, together with the food drawings and papier-mâché work of the Year 5 banquet.
- 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. These practices are now a deeply embedded feature of provision. Year-in-year-out they make an enormous difference. Senior school leaders are firmly committed to maintaining the additional staffing capacity that currently exists in Upper Key Stage 2 if the school budget allows. This is because it is fundamentally clear how much value is added through this close, intensive support. It is very much hoped that additional booster class provision will be re-established for Year 5 in the near future.
- 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. This is a considerable strength, one that is central to the high quality of learning that takes place. Two positive features that are prevalent are the teacher asking a number of pupils to contribute one after the other (*I want to hear from X, Y and Z*) and the teacher making a statement, rather than asking a question, to provoke discussion. These and other practices enable pupils to talk extremely well.

- 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.
[This excellent culture is referred to under The Learning Culture section above.](#)
- 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.
- 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.
[Both these previous strengths are referred to in the fifteen strengths identified above.](#)
- 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 presentation of pupils workbooks is even better than it was a year ago. There is now greater consistency across the Key Stage. More pupil reading journals are now presented to a very high standard. The comment one of the Year 5 teachers made when a pupil carelessly dropped some books onto a table was telling: *That's not acceptable. You need to be much more careful. Your workbooks are very precious.*](#)
- 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.
[High quality pupils' work continues to be displayed with considerable care attention in classrooms and around the school. These displays look stunning. It is particularly pleasing to see a recent display installed of pupils' reading journals.](#)
- 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 extensive opportunities pupils are offered in sport and physical education continue to be greatly enjoyed by pupils. Sport adds a great deal to the experience of pupils in each of the four classes.

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

It is wholly fitting that the team should take full ownership of the targets for improvement over the next year. It is clear that they have a shared understanding of what to focus their attention on and they have fully license and autonomy to work on the following nine targets which were outlined at the presentation meeting:

- maintain outstanding standards
- ensure the smooth transition of three Year 4 classes into Upper Key Stage 2
- embed 'writing for greater depth' in the Year 6 English units
- continue to embed effective mathematics teaching into units of work
- create a Barnes Citizenship Award and launch it in September 2018
- ensure religious education units are adapted to meet the proposals of the religious education lead
- develop tailored support for children whose handwriting skills are underdeveloped
- ensure strong coverage and progression in scientific enquiry
- support the induction and mentoring of new colleagues and less experienced staff across Key Stage 2.

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5.5.18