



## Summary of Progress against Ofsted Areas for Improvement since last inspection

Self-evaluation in school judges progress towards Ofsted areas for improvement to be outstanding. Leaders and staff are confident that actions taken in response to these areas are now secure and have had a significant and positive impact on further improving the quality of education at school.

Through the process of securing ongoing progress against objectives during the challenges of COVID 19, and the setting of new school improvement priorities, Ofsted areas for improvement have evolved into more specific priorities for school development. These targets provide deeper and focused provision-specific objectives linked to areas for improvement, which will continue to enhance and refine the quality and effectiveness of education provision at school, and provide an accurate, evaluative and broad evidence base when judging the effectiveness of recovery planning and strategic response to the impact and implications of COVID-19.

School results from both 2022 and 2023 provide additional evidence on school effectiveness in successfully mitigating the impact of COVID-19, with results in school for GLD, Phonics, KS1 and KS2, being above both local and national outcomes (see below).

Progress against targets at the conclusion of the Curriculum Recovery Strategy, and subsequent improvement planning in 2022/2023 have resulted in the identification of further areas for improvement, which has ultimately resulted in a full and thorough review of all curriculum and subject areas - the result being a curriculum design which provides a far more effective curriculum, with clear intent and strategy for implementation, in order to build upon the successes of the recovery strategy and the already strong achievement of the children across school.

The new curriculum ensures that all children are given the best possible start, focusing – as a priority – on early reading and the effectiveness of the wider reading curriculum through understanding:

- the simple view of reading,
- the importance of phonics for reading, writing and spelling
- how children with SEND can access learning and language comprehension through a wide and varied vocabulary gained from a broad curriculum

There is a clear focus on the effectiveness of how well children are taught to read fluently, with an urgent focus and attention being given to those pupils who are reading below age-related expectations (lowest 20%) so that all children develop into confident, fluent readers.

Reading is at the centre of the school curriculum and is prioritised by senior leaders and all staff.

The phonics programme in school matches and exceeds the requirements of the national curriculum and Early Learning Goals, with clear term-by-term progression from Reception to Y2. Sufficient time is given for teaching phonics, reading and writing every day, with pupils being provided time to apply what they have learned. Reading books match the sounds the children know, and the sequencing of reading books shows a cumulative progression in phonic knowledge that is matched closely to the school phonics programme. This enables children to read with accuracy, improve their confidence with reading and to develop meaning.

Phonics teaching is not delivered within continuous provision. This time is used to develop children's talk, vocabulary, play and wider curriculum experiences. Teaching time is used to provide children opportunities as a whole-class, or in small groups, to use and apply phonics which has been taught previously.

Early Writing development is supported through the application of dictation activities which allows all children to practise writing words and sentences which use those phoneme-

grapheme correspondences they have learned and the letter formation which they have been taught.

PSC is not used as an 'end point' and an indicator that pupils 'can read'. Instead, PSC results and analysis are used to provide staff with an accurate and evaluative understanding of reading capabilities so that progress in reading can be continued post-PSC, and provision appropriately mapped for all children. It is an aim of school that all children are confident, accurate and automatic readers by Year 2.

All staff foster a love of reading through stories, poems, rhyme and non-fiction. Teachers read aloud daily in every Team and express a genuine joy in reading, which is shared by pupils.

Non-fiction books are used to support learning across the curriculum, with children utilising their strong reading skills to access material to accelerate their development of key knowledge and skills. This develops a deep knowledge, which then guides children's independent reading and raises an enthusiasm for reading.

Reading is not limited by book bands, with the value of independent reading choices being recognised as a means to broaden reading experiences and knowledge of different authors.

CLPE is utilised as the core mechanism by which to plan and deliver a reading-rich, book-led curriculum, with text-types carefully sequenced into a whole-school progression plan covering a range of reading genres. This ensures that children experience a wide range of text-types through enriching book choices, aimed at also promoting pupil's knowledge and understanding of diversity, inclusion, social responsibility, the causes of social disadvantage and British Values. Text-type progression and sequencing planning also provides children with a wide range of opportunities to enhance their writing skills.

In school, all staff recognise that children learn to read so that they can read to learn.

**Information on actions taken is provided below to evidence progress against each area for improvement.**

**What our school needs to do to improve further (Ofsted 2019 AFIs):**

Improve the quality of teaching and learning towards outstanding by:

- making sure that all pupils in each key stage read regularly with adults in school
- having consistently high expectations of pupils' handwriting and spelling across subjects
- ensuring that pupils spell increasingly demanding subject-specific vocabulary accurately
- building upon the opportunities for children in the Reception class to read and write with greater focus and adult direction

Enhance the effectiveness of leadership and governance by:

- sharpening leaders' improvement plans to focus more precisely on improving the quality of teaching and deepening learning across subjects
- ensuring that governors delve deeply into leaders' responses and information to gain a precise and deep understanding of strengths and weaknesses.

**Action taken/ planned implementation of strategy to address improvement areas**

**Improve the quality of teaching and learning towards outstanding**

*'making sure that all pupils in each key stage read regularly with adults in school'*

- Reading is prioritised across school so that every child learns to read with age-appropriate fluency and understanding as a means of enhancing access to learning across the curriculum.

- A priority is to move children from 'learning to read' to 'reading to learn' so that reading skills can be applied in support of wider learning and vocabulary development.
- Timetables for each Team clearly reflect this priority with dedicated time for reading (reading 1:1, comprehension, story time, children sharing writing, comprehension, guided reading, songs, rhymes).
- Every Team highlights core teaching sessions to involve 1:1 reading and whole-class reading comprehension alongside a carousel of guided reading learning tasks. This provides children with opportunities to develop automaticity to read with accuracy and speed in determining the meaning of a text.
- Every pupil, across school, is read with on a 1:1 basis AT LEAST three times per week with a skilled adult. This provides effective opportunities to focus on the assessment of individual CD targets, word recognition, language comprehension and identification of specific gaps in reading skills.
- The lowest 20% of readers across school read 1:1 with a skilled adult every day, and are involved in effective reading interventions to enable rapid 'catch up'.
- Decodable reading material for early readers reflect the GPCs which have been taught and those common exception words taught at any point in time. These books follow the sequence of phonics teaching and programmes in school.
- Reading records of pupils evidence 1:1 reading in school separate to reading at home – this provides greater clarity and more precise guidance for staff in relation to a pupil's progress and targets for improvement.
- Collins Big Cat reading scheme is used in school for 1:1 reading sessions. Additional material from the scheme has also been purchased to support guided reading sessions and phonics.
- Accelerated Reader has been renewed. This reading scheme continues to provide valuable summative assessment information for pupil progress and targets, along with opportunities for pupils to self-assess through independent reading choice.
- CLPE is used as a core element to the planning and delivery of English in each Team. Each half-term, every Team focuses on a particular book to plan and deliver a wide range of curriculum learning tasks, including reading, writing, science, DT, communication etc. – feedback from all Teams on this new approach has been extremely positive and evidence from pupils' books has demonstrated good or better progress towards individual targets.
- High-quality texts are used to compliment learning across curriculum subjects and provide increased opportunities for children to apply their reading skills in context and to read to learn in order to support and accelerate development of key subject-specific knowledge, skills and vocabulary.

*'having consistently high expectations of pupils' handwriting and spelling across subjects'*

- Teams are delivering discrete handwriting sessions to pupils using the Penpals Handwriting scheme.
- Additional small group tuition groups have been established to provide additional support.
- Monitoring highlights the positive impact on handwriting skills and standards and this is consistently evidenced across school.

*'ensuring that pupils spell increasingly demanding subject-specific vocabulary accurately'*

- All curriculum subjects have established sequencing and progression of key subject-specific vocabulary, linked to the various planned units across the academic year, to ensure pupil progression in spelling increasingly demanding vocabulary.
- Subject Leaders and Teachers now have a greater focus on the teaching and spelling of increasingly demanding subject-specific vocabulary.
- Feedback policy has been reviewed and updated to reflect the importance of early identification and high expectation in the correct spelling/ use of subject-specific vocabulary.

- Use of National Curriculum objectives to focus feedback upon specific subject content.
- A wider range of subject-specific and high-quality reading material is used in each Team to support learning and immerse the pupils in subject content.
- Classroom displays are focused on providing children with opportunities to learn and apply in the correct context subject-specific vocabulary and definitions.

*'building upon the opportunities for children in the Reception class to read and write with greater focus and adult direction'*

- Early reading as a priority.
- Restructuring weekly timetable in EYFS to increase percentage of focused reading and writing tasks under adult direction.
- Twinkl Phonics is in use (validated) and this programme is effective in supporting early reading and writing skills.
- Continuous provision is utilised to provide children with opportunities to talk, play and access the wider EY curriculum and additional learning experiences.
- New systems to support and enhance effectiveness of EYFS assessment and evidence recording. This will reduce Teacher/ TA workload in collecting and analysing information and increase interaction time between staff and children to improve learning outcomes.
- Wider provision is utilised to support developing core functions for effective early writing.

#### **Enhance the effectiveness of leadership and governance by:**

*'sharpening leaders' improvement plans to focus more precisely on improving the quality of teaching and deepening learning across subjects'*

- Restructuring of middle leadership roles has enabled more effective subject leadership in core subjects in order to support in the implementation of revised curriculum plans (particularly in English, Science and EYFS).
- Strategy for CPD has focused on middle leadership training and development, including registration for NPQs.
- Plans to increase capacity and capability within TA staff (HLTA training and development) so that support is more effectively targeted towards identification of specific gaps in knowledge, skills and understanding.
- Dedicated staff meeting time has been provided to middle leaders for subject monitoring and training to improve teaching and learning across subjects and to support staff professional development.
- Subject action plans and audits focus more precisely on improvement objectives linked to pupil/ learning outcomes rather than procedural tasks.

*'ensuring that governors delve deeply into leaders' responses and information to gain a precise and deep understanding of strengths and weaknesses'*

- Governor Skills Audit is utilised to inform committee membership roles and responsibilities so that governors can provide more effective challenge to school leaders.
- Governor training and development plan established, linked to skills audit to enable governors to broaden their knowledge and understanding of school governance in order to improve effectiveness in supporting/ challenging school improvement priorities and self-evaluation.
- Governor subject-link monitoring carried out to support improvement priorities and provide feedback to leaders on progress and next steps.

- Committees to regularly meet to gain information and a deep understanding of strengths and weaknesses to inform progress against improvement objectives.
- Governor challenge is noted in minutes of meetings (including 'follow-up' challenge and responses) so that this evidenced as a means of governors challenging leaders and gaining an accurate understanding of school issues.
- Membership reviewed to identify gaps in skills-base (Co-opted appointments) so that the governing body has a wide skill set in order to effectively cover the broad range of school issues.

