

## LOCAL AUTHORITY REVIEW

<b>School:</b> Oakwood Infant	<b>DfE number:</b> 2027	<b>Date of review:</b> 7 <sup>th</sup> and 8 <sup>th</sup> March 2016
<b>Review Lead:</b> Kerrie McGrory	<b>Review Team Members:</b> Iain Birtwell, Louise Evers, Graham Lancaster	<b>Length of review:</b> 2 days
<b>Who seen/working with:</b> Headteacher, Deputy Headteacher, SENCo, Subject Leaders, EYFS Leader, Governors, Pupils		<b>Current Ofsted Grade and RAG rating:</b> Yellow Requires Improvement
<b>Outcomes</b> <b>Overall Effectiveness</b> <p>Overall the school has made good progress since inspection in July 2014. This school is likely to be judged as good at its next inspection provided that it addresses inconsistencies in the quality of teaching and secures its evidence base. The Headteacher has provided strong, ambitious leadership since her appointment. She knows the school well and has been highly focused in raising the quality of teaching and raising expectations of what pupils can achieve. Evidence suggests that there is an increasing likelihood that the school should secure an overall judgement of good at the next inspection. This is dependent on the current rate of improvement being maintained and some outstanding issues for improvement being rapidly addressed.</p> <p style="text-align: right;"><b>Grade 2</b></p>		
<b>Areas for improvement</b> <b>In order to secure an overall good judgement at the next inspection:</b> <p>Use the best practice in school to further improve the quality of teaching, learning and assessment to consistently good by:</p> <ul style="list-style-type: none"> <li>-increasing the expectation and challenge for more able pupils.</li> <li>-ensuring all teaching assistants are well briefed and possess the requisite skills and subject knowledge to support pupils effectively throughout lessons;</li> <li>-providing opportunities for all pupils to act upon teachers' feedback in their work in line with school policy;</li> <li>-providing further opportunities for teachers to moderate their assessments against age related expectations with other schools to be assured of their accuracy.</li> </ul> <p>Further improve the quality of provision in phonics by:</p> <ul style="list-style-type: none"> <li>- increase opportunities for pupils to apply their phonic skills to read words and sentences in phonic sessions;</li> <li>- ensuring all staff have the requisite subject knowledge and consistently use correct terminology across the school;</li> <li>- providing prompts and scaffolds that enable pupils to succeed in their learning.</li> </ul> <p>Secure consistently good provision and assessment in EYFS by:</p> <ul style="list-style-type: none"> <li>- ensuring child selected opportunities in EYFS provide suitable challenge, particularly for more able pupils, through use of more open ended resources and questioning;</li> <li>- developing a strategy to monitor pupils' use of child selected opportunities to ensure they are learning and developing by accessing these;</li> <li>- recording significant comments which reflect pupils' achievements.</li> </ul>		



Improve the impact of middle leaders further by:

-supporting them in using information from monitoring activities to evaluate the quality of teaching, providing focussed support to improve where it is weakest.

## Outcomes

Grade 2

**Based upon evidence found in the review, outcomes are likely to be judged as good.**

Outcomes in the phonics screening show significant improvement in 2015. However, the percentage of pupils, including those who are disadvantaged, attaining the required standard in Year1 and in Year2 remain below the National average. In-school assessments indicate pupils are on track to be at least in line with the National average (2015) and the gap between disadvantaged and other pupils will close.

Key Stage 1 data indicates that pupils' attainment shows a broadly upward trend, particularly at Level 3. Pupils attainment (APS) in all three subjects has improved to in line with the National average. Although the gap between disadvantaged and other pupils remained in 2015, current assessment information suggests this will narrow. The school is predicting significantly improved outcomes and should ensure these judgements are accurate through moderation against age related expectations with other schools. Evidence from pupils' books, in both English and mathematics, indicate that they are now making good progress. There is compelling evidence to suggest pupils with SEND are making good progress due to the quality of interventions provided.

A focus on improving pupils' handwriting is evident throughout the school. However some pupils, particularly in Year 2, are yet to transfer skills taught in these lessons into their work. Teachers model writing using a printed script during other lessons, rather than using the school's joined style. Not all teachers routinely insist on pupils forming their letters, and numbers, correctly. However, presentation has improved overall and most books reflect the increasing pride pupils have in their work.

## Quality of teaching, learning and assessment

Grade 2

**Based on the evidence seen in the review, the quality of teaching, learning and assessment has improved since the last inspection. To secure the judgement of good leaders should continue to eradicate known inconsistencies.**

Where teaching is strongest, teachers model and explain key concepts and skills accurately leading to clarity for pupils who understand what is expected of them in lessons. Engaging games, for example use of 'hands up, pair up' game in a Year One lesson, enthuse pupils and encourage participation and rapid practice of key skills. The consistent use of the 'Wilf' offers crystal clear guidance to pupils of what to include in their work in order to be successful. Additional prompts are successful in extending pupils' vocabulary leading to good word choices which enhance their writing. For example, in Year 2 pupils used a word bank to write interesting alliterative verse.

Teaching assistants are generally well deployed and most are effective in supporting less able pupils in developing their understanding of a concept. This was evident in a Year 1 lesson in which the teaching assistant use of practical equipment helped pupils in counting in multiples of twos. Sometimes their role in the taught part of the lesson is unclear or they are focussed on pupils completing work rather than encouraging independence.

Where teaching is less successful, teachers do not intervene effectively to inject pace or provide constructive feedback to move pupils' learning forward. Pupils' attention can wander when expectations



are not made clear. Although teachers plan for differentiation within lessons, there needs to be greater challenge for more able pupils. Sometimes questioning does not deepen their understanding and tasks do not always enable them to apply their knowledge and skills in different contexts.

Teachers do not always use strategies to successfully engage young pupils, for example, reading spellings for pupils to complete during a phonics session. On occasion, a lack of clarity in modelling leads to confusion as to how to complete a task.

The use of 'cold' and 'hot' tasks in writing demonstrate how pupils progress in mastering a particular genre over time, although pupils are unclear as to their purpose in ascertaining progress. Pupils show a willingness to write and there are increasing opportunities for pupils to write at length.

There is a growing consistency in application of the school's marking and assessment policy. There are examples in both Year one and two of thorough and helpful marking. Most pupils have opportunities to act upon teacher's feedback and can talk about instances when this has helped to improve their work.

Teachers' and teaching assistants' use of subject specific vocabulary in phonics is inconsistent throughout the school. There is an over-emphasis on spelling words containing various phonemes, rather than encouraging pupils to use their knowledge to read words and sentences. Some approaches to the teaching of phonics are not sufficiently engaging to pupils and do not enable pupils to succeed. In an EYFS phonics session, pupils struggled to think of words containing the 'igh' phoneme as no objects or pictures were available as prompts to scaffold the learning.

## EYFS

## Grade 2

**Based on the evidence seen at the review, EYFS is likely to be judged as good, provided opportunities to challenge pupils and, in particular, the more able are evident and inconsistencies in the quality of teaching are addressed.**

Pupils enter the Early Years Foundation Stage with skills and knowledge that are typically below that expected for their age, particularly in prime areas. However, most pupils make good progress from their starting points. In 2015 the percentage of pupils leaving the Early Years Foundation Stage with a good level of development rose. Pupils in receipt of Free School Meals attain in line with similar pupils Nationally. The school predicts attainment will improve further in 2016 to be broadly in line with the National average.

Good relationships characterise both Reception and Nursery classes. Pupils are confident, happy to talk and ask questions. Mathematics and literacy are high profile in all classrooms. Writing walls show progress of all pupils ranging from mark making to writing a sentence. There are a range of prompts available to support pupils counting skills. Pupils were seen to utilise these prompts to practice writing numbers independently. Roleplay areas are evident but could benefit from further development to make them more appealing to pupils. Next steps are displayed in all classrooms, however, pupils are not aware of these or what these displays are for.

Pupils are taught key skills in focus activities. In one EYFS class, pupils were immersed in story telling where an adult modelled using the correct language which pupils imitated. Child initiated activities are interesting and linked well to themes, both inside and outside, however expectations of learning are unclear. The level of discussion with adults was not detailed and regular enough to move learning



forward. Although pupils are mostly engaged in child initiated activities, this is largely unmonitored by adults. One pupil appeared to eat apples when sitting at the snack table for a half hour period. A strategy to ensure pupils are learning and developing through accessing these activities would be beneficial.

Pupils in the nursery are encouraged to be active and explore the natural world through participation in Forest Schools. Safety messages are reinforced and pupils show excitement and enjoyment in these activities. Focus activities in the setting appear to be purposeful and enable pupils to develop in the Prime areas. This was evident where three pupils were supported to play a maths game, taking turns and utilising their counting skills.

The EYFS leaders ensure teachers plan together. They are aware of the need to foster even greater pupil independence in the setting. Pupils show independence but sometimes over directed, for example, when washing hands and getting their coats. They also plan to further develop parental involvement through the use of the online assessment programme in use in the setting. Leaders need to use their monitoring information to evaluate the quality of teaching more precisely and ensure all staff follow expectations, for example, in ensuring challenge for more able pupils which is then reflected in their learning journeys.

#### **Personal Development, Behaviour and safety**

**Grade 2**

**Based on the evidence seen in the review, it is likely to be judged as good.**

Pupils are courteous and respectful to adults and peers as they move around the school; they are also inquisitive and asked the review team for their names and the reason for their presence in school. No incident of poor behaviour was seen and behaviour records confirm this is routinely the case. Pupils recognise that when a rare bullying incident occurs, they can turn to an adult to help them. One child commented that 'it doesn't matter what you look like, we are all friends'. This attitude is reflected in their actions as some were seen to help pupils with significant special needs during lunchtime. Pupils say they feel safe and would recommend this school to others.

In the majority of lessons, pupils apply themselves to the task in hand and can work independently. However, where teaching is not engaging or expectations are not made clear their attention drifts and there are instances of off task talk and low level disruption.

The Headteacher's relentless focus on improving attendance is successful, largely achieved through engagement with parents and a consistent approach to dealing with absence. Current figures show that attendance of all pupils is above the National average and the attendance of disadvantaged pupils shows similar improvement. The percentage of pupils persistently absent is significantly reduced to below the National average.

#### **Leadership and Management**

**Grade 2**

**If inspected leadership and management is likely to be good on the basis of information provided in the review. However, in order to secure this judgement, middle leaders need to be able to clearly demonstrate the impact of their actions, particularly in improving the quality of teaching.**

The Headteacher is ambitious for the school, provides strong, directional leadership and has raised expectations of all staff, pupils and parents. She has an accurate understanding of where the better teaching practise exists and where there is need for further improvement. There is greater support from



the parental community as shown by the newly active Parent Teacher Association and improved attendance of their pupils.

The new subject leader in mathematics is supported by the Headteacher and is clear about the priorities to be developed across the school. They are aware of where the non-negotiables for mathematics are not secure through monitoring of pupils books. The English Subject Leader is well informed and demonstrates a good understanding of the strengths and weaknesses within her subject area. The Phonics Leader has used assessment information for pupils in Year One to target interventions, improving the percentage of pupils on track to attain the required standard in the phonics check. She plans to further monitor the quality of teaching in this area to ensure provision is universally good. Subject leaders now need to use the outcomes of their monitoring and take a forensic approach in identifying where teaching needs most improvement and provide appropriate challenge and support.

Since appointment at the beginning of the academic year, the SENCo has reviewed all pupils on the register and ensured their plans precisely reflect and cater for their individual needs, with increased parental and staff involvement. She has monitored the effectiveness of evidence based interventions, ensuring these are good quality through providing additional training for staff who deliver these. The SENCo recognises the need to further upskill Teaching Assistants to provide in class support that scaffolds for increased pupil independence. Through close tracking of pupils' progress she rightly recognises this is in increasingly improving picture.

Governors offer a wide range of skills and expertise. They show a good understanding of how the school is improving teaching and they are increasingly involved in analysing data and monitoring, including the impact of Pupil Premium funding, which is enabling them to provide good support and greater challenge to the leadership team.

Meticulous records of concerns about pupils are maintained, showing actions taken and resulting referral to appropriate services to protect the child or offer support. Records evidence staff receive appropriate safeguarding training commensurate to their role. The Single Central Record is regularly checked. Staff files are currently under review to ensure historic appointments contain the required information.

**The school's leadership, including governors, agree with the identified areas for improvement and actions.**

**Evidence was collected through:**

Lesson observations; meetings with the Headteacher, Deputy Headteacher, SENCo, subject leaders and Governors; interviewing pupils; work scrutiny; analysis of published and school's own data; evaluation of key documents; climate walks.