

## LOCAL AUTHORITY REVIEW

<b>School: Stebbing Primary School</b>	<b>DfE number: 2550</b>	<b>Date of review: 06/12/2016</b>
<b>Review Lead:</b> <b>Iain Birtwell</b> Standards and Excellence Commissioner	<b>Review Team Members:</b> <b>Cathie Bonich</b> Standards and Excellence Commissioner <b>Ruth Sturdy</b> SEND Commissioner	<b>Length of review:</b> <b>1 day</b>
<b>Who seen/working with:</b> HoS, Exec HT, Subject Leaders, SEND Co-ordinator, Teachers, Governors		<b>Current Ofsted Grade: 2 (06/2013)</b>
<b>Outcomes</b> <b>Overall Effectiveness</b> <p style="text-align: right;"><b>Grade 2</b></p> <p>On the evidence seen during the review the school is well placed to present its case to be judged as good.</p> <p>The head of school provides clear, focussed leadership and is ably supported by an executive head teacher. Middle leadership is under development at present with some relatively inexperienced, yet highly enthusiastic, staff leading key areas of the curriculum.</p> <p>The school has established a full complement of staff, both teaching and support staff, and they work well as a team. There is a culture of optimism and a drive to continue to improve.</p> <p>The quality of teaching is good but there are opportunities to further develop challenging learning opportunities for the most able which are sometimes missed and the use of marking and feedback to take learning forward are not always utilised.</p> <p>The school is a highly inclusive setting and SEND pupils are well supported and are an integral part of the school.</p> <p>Governance is a particular strength; providing very clear support and challenge.</p>		
<b>Areas for improvement</b> <p><b>Improve the quality of teaching so that it is consistently good or better, by:</b></p> <ul style="list-style-type: none"> <li>Ensuring children are challenged at every opportunity in all subject areas, enabling them to understand what they need to do to be successful</li> <li>Ensuring there is ample time for children to complete work by avoiding overlong input in lessons</li> <li>Ensuring all pupils consistently respond to marking and next steps guidance so that they can use feedback to make improvements to their work as a matter of routine</li> <li>Making sure that support staff focus on learning outcomes at all times; support staff need further opportunities to share good practice and learning from the MITA project. This needs to be developed with teaching staff too so that they are absolutely clear that they are responsible for ensuring the effective deployment and planning for of the extra adults in the room.</li> <li>Ensuring classroom practices such as distributing books are well-planned in order that learning time is not lost</li> </ul>		



**Increase the impact of middle leaders by:**

- Continuing to develop the skills and knowledge of the English Subject Leader
- Developing systems which ensure all middle leaders monitoring and data analysis activities support the head of school's monitoring
- Empowering middle leaders to disseminate identified good practice throughout the school

**Outcomes for Pupils**

**Grade 2**

As cohort sizes remain relatively small, and differ throughout the school, care must be taken when analysing trends over time.

Pupil outcomes at the end of Key Stage 2 dipped in 2016. The head of school and the executive head teacher are well aware of school data and have identified the factors that impacted upon pupil outcomes. They have given detailed consideration to addressing the areas needing development and have apposite plans to address these areas. In school data, work in the books seen, and historical outcomes would suggest a good achievement judgement at inspection.

Outcomes in EYFS in 2016, at expected level, showed attainment in all areas in line or better than national averages. Given that a higher than average percentage of pupils start school below national expectations this shows good progress is being made by these learners.

Phonics outcomes continue to be a real strength; all pupils attained the expected standard in 2016.

The end of Key Stage 1 outcomes in 2016, at both expected and at higher standard levels, were both above national averages in all areas.

Predictions for 2017 suggest that outcomes in Key Stage 1 will be above the national average in reading and writing and in line with national averages in maths.

Key Stage 2 outcomes in 2016 were well below the national average in reading, writing and mathematics. School predictions for 2017 suggest that reading and maths will be above national averages in 2016 whilst writing will be in line.

Current work in books would support these predictions.

**Quality of teaching, learning and assessment**

**Grade 2**

If inspected, the quality of teaching is likely to be judged as good on the evidence seen during the review.

Teachers plan and deliver interesting lessons. Through their enthusiastic teaching they readily engage pupils and pupils relate how much they enjoy their learning. Whilst the quality of teaching is consistently good throughout the school, there are occasions when some of the most able pupils could be further challenged.

Assessment within lessons is, in many classes, being used well and is moving learning on quickly once pupils have achieved the initial learning intentions. In mathematics assessment for learning was seen being used within the lesson starter to challenge and extend pupils' understanding of some statistical concepts. Children respond well to the challenges they are asked to address and have a real sense of achievement when they are successful.



Teachers and most teaching assistants model learning well and ensure that children understand what they are learning. Teachers have good subject knowledge and children enjoy questioning teachers as much as being questioned by them

Throughout the school a positive learning climate has been established, pupils are keen to learn and want to improve their skills and knowledge. Together with attractive, supportive learning environments, which some pupils could be further guided to make even greater use of, the conditions for learning are consistently good.

Marking and feedback procedures have been well developed in school. On the whole the marking is sufficiently detailed and informs children of how well they have done. The marking guidance is regularly acknowledged by pupils but does not always move learning forward quickly as pupils' responses are essentially ones that express courtesy towards the teacher. This is an area that needs to be further developed to ensure marking and feedback accelerates and extends learning.

Cross-curricular links have been capitalised on to reinforce basic concepts in English and mathematics and children relate how much they enjoy the themes they are learning.

SEND is seen as the responsibility of all teachers. There is a clear focus on high quality first teaching for meeting the needs of pupils. Interventions for identified pupils have a range of foci including ones on social and emotional needs through, for example, Forest School Nurture group; social communication through Lego Therapy and speech and language needs through Elklan.

Most teaching assistants are supportive of the pupils, giving encouragement whilst endeavouring to develop resilience and independence. Whilst working with their groups they are adept at asking questions, assessing pupils' understanding and moving learning on. Further development by teachers in the use of assessment etc. would enable teaching assistants to have greater impact during all phases of lessons, avoiding potential underutilisation of teaching assistants which was sometimes evident at the start of lessons.

## EYFS

## Grade 2

EYFS is a strength of the school and is likely to be judged as good at an inspection. Approximately 50 % of pupils, (baseline information) entered school below age-related expectations however 75% of pupils achieved a good level of development in 2016.

The classroom is well organised and inviting. It promotes the development of basic skills through a range of activities, encouraging independence and thinking skills. The use of the Montessori approach enhances the way in which the children have access to independent learning opportunities and the school has invested in high quality equipment and resources.

The external environment is a particularly conducive learning zone – with a range of activities available from which the children can self-select appropriately. Outdoors learning is further enhanced through the Forest School, which the children have access to on a weekly basis.

During the observation of the phonics teaching activity the class teacher used a variety of teaching methods, including visualisation and Makaton signing, which met the needs of all the learners. There was clear evidence of the children making progress in their learning during that session, children were able to sound out, read and write 3 letter words beginning with 'h' and put these words into sentences of 5 words or more.



## Personal Development, Behaviour and Welfare

Grade 2

If inspected, behaviour is likely to be reported as good on the basis of the information provided.

Pupils throughout the school exemplify what can be expected of pupils' behaviour and attitudes to school. They are highly supportive of each other, learning from the example of each other. They are courteous to visitors as well as each other. They listen carefully to adults and generally settle to work quickly. There were no examples of any behaviour, which disrupted learning seen in the review.

Throughout the school pupils consistently, as a matter of routine, display positive attitudes to learning. When they are challenged, they use their prior knowledge and skills, responding well to the challenges. They are, in many cases, developing increasing resilience and so can persevere when work is difficult in order to overcome problems, helping them to make good progress.

In informal discussions with pupils they reported that they enjoy learning, although they were not always clear about what is helping them to learn. They can readily identify where their work has improved and what they are proud of.

An evaluation of some aspects of safeguarding took place as part of this review. All staff have received appropriate training, policies are up to date and the Single Central Record is in place and has been completed in compliance with current requirements. Governors regularly audit safeguarding in the school.

## Leadership and Management

Grade 2

If inspected, leadership and management is likely to be judged as good on the basis of the information provided and evaluated during this review.

The head of school, supported by an executive head teacher, is calm and effective in her role. She inspires confidence from others, leads by example and promotes the school's values very well. She has a clear understanding of the school's successes and areas in need of further development.

Newly appointed staff, whether new to teaching or new to their current roles, are given effective support by the school's senior leaders. Newly qualified teachers clearly benefit from the guidance they receive and are doing well. There is a strong sense of teamwork across the whole staff hierarchy.

The school has a highly enthusiastic SENCO who has a clear plan to develop the SEN provision of the school. Her membership on the Senior Leadership Team ensures SEND is well considered.

Parents are encouraged to be involved in SEND policy development and have co-produced the school policy. Regular coffee mornings mean that parents have opportunities to meet with the SENCO in an informal setting and this has led to a support network being developed.

The school embodies the notion of equalities through all of its work and policies. Pupils are well cared for by staff and pupils, in turn, show caring attitudes towards each other. They understand the notion of tolerance and respect for others. They demonstrate empathy towards those who are different or who have special educational needs and/or disabilities.

Leaders use pupil premium funding effectively. Consequently, the progress that most disadvantaged pupils currently make is increasing in reading, writing and mathematics.

Governance is a real strength of the school. Through the regular, specifically focussed visits, and the school's development plan, governors have a very clear, accurate understanding of the school's strengths and areas for further development. They receive a range of reports from the head of school on key



aspects of the school's work and are adept at checking these out for themselves first-hand.

Governors have undertaken training and development and currently offer a high level of challenge to school leaders on a range of issues including pupils' standards and progress. Their support for the head of school in developing the quality of teaching underpins the success of the school. Governors ensure that resources are appropriately directed to where they will have the best possible impact in improving outcomes for pupils.

Some middle leaders, who are new to their role, are yet to be fully involved with organised monitoring and evaluation. They are aware of their need to develop this aspect of their role.

The school has developed a well-considered curriculum which ensures learning opportunities are enjoyed and valued by the pupils. Pupils are universally positive about their learning, they enjoy the opportunities they have to work outside; they look forward to educational visits.

Spiritual, social, moral and cultural development is appropriately considered. The school has invested in a PSHE scheme, trained staff in its use, and dedicated time is allocated to delivering this curriculum in an engaging manner.

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

**Evidence was collected through:** Lesson observations, review of key documentation (SEF, SDP, ROL, records of teaching), work scrutiny, discussions with pupils, data analysis, climate walks and interviews with school leaders, including governors.