

School Improvement Visit Report

Autumn Term 2018



School Name:	Chalk Ridge Primary School	Name:	Stuart Adlam
Focus:	LLPR	Reference:	Inspection and advice
Adviser(s):		Date of Visit:	20/11/2018 08:30
Attendees:	Headteacher, Deputy Headteacher, Inclusion manager, Maths Leaders, Curriculum Leader, Chair of Governors	Local Authority:	Hampshire

Actions

Action	Who	Timescale
Ensure that any teaching that is less than effective is addressed rapidly so that all pupils in all classes are able to make good progress.	Headteacher	21/12/2018
Secure Key Stage 2 attainment and progress measures so that they are at least in line with national.	Headteacher, subject leaders	30/04/2019
Ensure that pupils with SEND and those that are disadvantaged meet age-related expectations or achieve challenging personalised targets.	Headteacher, inclusion manager	15/02/2019
Further develop the capacity of middle leaders to embed improvements to the quality and consistency of teaching in English and maths	Headteacher	05/04/2019
Carefully track the progress of pupils' phonics skills in Year 1 and adapt provision to ensure that standards are at least in line with national.	Headteacher, Year 1 teachers	15/02/2019

Summary of Main Findings

The headteacher provides principled and determined leadership, there is a clear strategic direction focused on improving the quality of teaching and securing good outcomes for all pupils including those with SEN and the disadvantaged. Leaders evaluate the work of the school accurately and identify, in partnership with the local authority, effective strategies to improve provision and outcomes. The head teacher is currently playing a significant role in developing subject leadership and in improving the quality of teaching. The importance of distributed leadership is recognised and the effectiveness of subject leadership, particularly in English and maths, is being developed and middle leaders are increasingly confident in securing improvements to teaching and learning. Where improvements to provision have become embedded, for example in the teaching of spelling, punctuation and grammar, outcomes have improved.

The school has commissioned a range of local authority (LA) subject support and this is having a clear impact on improving the consistency and quality of teaching and improving outcomes for pupils. In mathematics, improvements to curriculum planning and to the quality of teaching were evident in the great majority of classes visited during the learning walk and maths leaders are working effectively together to secure the trajectory of improvement.

There is a determination to improve the quality and consistency of teaching and the headteacher has acted decisively to address less than effective practice and establish clear expectations of quality first teaching. As a result, practice is increasingly consistent, and this was evident in the lessons visited during the review. Pupils enjoy their learning, show positive learning behaviours and learning over time is evident in their work.

Progress and outcomes at the end of Key Stage 2 require improvement, particularly in mathematics so that they are in line with national. The school's assessment data suggest that pupils in all year groups are on track to achieve in line with national outcomes this year. The headteacher is confident of the accuracy of teacher assessment in most year groups and has taken steps to improve the moderation and external validation of teacher assessment. In most year groups the progress of disadvantaged pupils requires further improvement, and this remains a focus of school improvement. The headteacher has also taken steps to develop the quality of phonics teaching and the tracking of pupils' phonic skills so that good progress can be secured.

The headteacher's leadership has placed the school on a positive trajectory of improvement. Leadership is increasingly distributed and there is capacity for further improvements. It is recommended that the school remains a **low priority** for local authority support for 2019-2020 however governors and leaders will need to continue to work in close partnership with the LA and remain focused on securing improvement to pupils' outcomes so that they are at least in line with national.

Activity reason

LA Funded

Activity focus

Annual visit

Context

This is the report of the Local Authority's annual Leadership and Learning Progress Review (LLPR) visit to the school. The purpose of the LLPR process is to enable the school's on-going improvement through external challenge and support the visit was carried out by the school's LLP. The activities carried out during the review enabled the LLP and school leaders to evaluate the action the school has taken to the secure rapid improvements to provision and outcomes, particularly in mathematics.

Activities undertaken during the visit included:

- A discussion of self-evaluation, current and past standards and classroom practice
- A learning walk with the headteacher and maths leaders to year 2 and KS2 classes.
- A discussion with the Headteacher, deputy headteacher and inclusion leader on the current and past performance of vulnerable pupils
- A discussion with the curriculum leader
- A summary discussion with the headteacher, school leaders and the chair of governors.

The school was last inspected in June 2015 where the school's overall effectiveness was judged to be good.

Commentary

How high are previous standards?

Outcomes in the early years' foundation stage have risen and remain above national and local authority outcomes. Year 1 Phonics outcomes have remained below national for the last three years and securing stronger outcomes for all pupils should remain a school improvement priority.

Attainment at the end of KS1 is broadly in line with national at the expected standard (EXS) for maths and writing and above county for reading. In the combined measure of reading, writing and maths (RWM) outcomes are slightly below national at the expected standard and in line at the combined greater depth standard.

Attainment at the end of KS2 in the combined measure has fallen to below national at the expected standard and has remained below national in the combined greater depth standard for the last three years. Progress across KS2 is below average for writing and well-below for mathematics

Outcomes in reading at the expected standard are above national in reading but below in writing and maths. Outcomes at greater depth in all subjects including grammar, punctuation and spelling (GPS) are below national and for maths are well below national.

How high are current standards?

The school has worked effectively with LA maths and English consultants to improve curriculum planning and provision and improvements to teaching, learning and the curriculum across the school were evident during the visit. Teachers' subject knowledge has been developed and the secure use of core models (including number lines, arrays and bar models) was seen in the great majority of classes visited. A "pre-planning" curriculum model in maths is providing teachers with the opportunity to work together to plan cohesive learning journeys and where teaching is most effective, pupils' work is typically well-presented, misconceptions are addressed, and next steps marking is enabling pupils to progress.

Year 2 pupils are on track to be above national in all subjects, and in the combined measure, at both greater depth and the expected standard. The school's current pupil progress data show that Year 6 pupils are currently "on track" to be at least in line with national at the expected and greater depth standard in all subjects end of KS2. Outcomes for the 10 pupil premium pupils are on track to be above national in the combined measure at the expected and greater depth standard.

In other year groups children are assessed to be "on track" to meet age related expectations in reading, writing and maths. With the exception of the Year 6 cohort the attainment of disadvantaged pupils remains below that of all pupils and remains a particular focus of school improvement. The headteacher is confident that teacher assessments are typically robust and reliable, they are moderated by senior leaders and regular opportunities for internal and external moderation are planned.

Systems are in now in place to forensically track pupils' progress in phonics and adapt provision to ensure that pupils make good progress. Pupils are taught in ability groups and progress is closely monitored by the class teacher. The school's current prediction for phonics outcomes remain below the national level and it is important that the Year 1 team is supported to enable as many pupils as possible to reach the threshold so that outcomes are at least in line with national.

The performance of vulnerable children?

The inclusion leader has developed a culture of inclusion for all and an expectation that the needs of vulnerable pupils will be met primarily through quality first teaching in the classroom. Teachers are supported in a "problem-solving" approach that considers the needs of individual pupils and how teaching can be adapted to enable all pupils to engage effectively in their learning. The progress of disadvantaged pupils and those with SEND is carefully tracked and the effectiveness of their provision is regularly evaluated. At the end of KS2 the progress of pupils with SEND is not yet in line with similar pupils nationally and this should continue to be a priority for the school.

Where teaching is most effective learning is scaffolded and modelled effectively by teachers enabling vulnerable pupils to successfully access the curriculum. The learning environment has been developed to support learning and encourage pupils' independence. Learning walls exemplify learning, for example through the use of concrete models, and show the learning journey, making learning visible to all pupils.

The curriculum

The headteacher school has focused particularly on developing the quality of the curriculum in English and mathematics. Regular work has been undertaken with LA subject consultants to develop teachers' conceptual understanding and to improve curriculum planning so that it provides a more coherent learning journey, develops mastery and provides challenge. Improvements to the maths curriculum were evident during the learning walk; a cohesive and coherent learning journey that utilises a range of models and images was typically evident in the teaching and learning observed during the learning walk and in pupils' work. The use of a concrete, pictorial, abstract progression in maths was evident in the great majority of classes visited. Year 6 books viewed showed regular and developmental feedback at the point of learning, clear next steps, pupil response, and teacher follow up. Pupils' work is carefully presented, and their mathematical thinking and reasoning is visible in books.

The school is beginning to develop the leadership of wider curriculum and is focussing on developing the capacity of subject leaders to improve the quality of teaching and learning in foundation subjects. The overarching aims of the curriculum are broadly described as follows:

We believe in a curriculum that prepares children for their future. In addition to the National Curriculum, we have added and included additional content and skills that we believe are important for the children of Chalk Ridge, now and for the future. Our intention through our curriculum is to develop the whole child, hopefully fostering a love of learning that will last a lifetime.

The school's work to improve the quality and impact of its curriculum will be further enhanced by developing more precisely defined curriculum aims and intent that, in turn, will help shape all aspects of curriculum provision.

Self-evaluation

The school's self-evaluation has accurately identified key areas for improvement, particularly with regard to improving standards and progress in the writing and maths in KS2. The overall quality of teaching is now judged to be good and reflects changes in the teaching personnel as well as improvements to the quality and consistency of pedagogy and the curriculum. Leaders are carefully monitoring the quality and consistency of teaching and where teaching still requires improvement and leaders are acting decisively to ensure that this is addressed. There are now consistent expectations of teaching and provision, including the learning environment, that are clearly defined in the school's teaching, learning and assessment handbook and this was evident in the activities carried out during the review.

Funding

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