



# Parent Information Evening

Our Ofsted Inspection and our next steps.

# Good to Requires Improvement

- This was disappointing for staff as over the past 18 months they have been working hard to improve standards.
- Does reinforce school's own judgement.
  - School Development Plan – Presentation to Parents
  - Changes over the past 18 months
  - New SLT

## 5 Areas of Grading

- Personal Development, Behaviour and Welfare
- Quality of Teaching, Learning and Assessment
- Outcomes for Pupils
- Leadership and Management
- Early Years



# Personal Development, Behaviour and Welfare

This grading has two sections

# Personal Development, Behaviour and Welfare

- The school's work to promote pupils' personal development and welfare is good.
  - Hub Groups
  - Year 6 and Reception Buddies
  - Pupils feel safe
  - Bullying, including cyber bullying is not tolerated
  - School Council makes valuable contribution to pupils' understanding of decision making


# Personal Development, Behaviour and Welfare

- The behaviour of pupils requires improvement
  - Low level disruption in some classes
  - Learning behaviours
  - Attendance rates are consistently average

# Personal development, behaviour and welfare

## Next Steps

- Behaviour and Achievement being recorded
- Growth mindset and challenge
- Working with parents to continually improve attendance percentages to above average



# Quality of Teaching, Learning and Assessment Outcomes for Pupils

Strongly interlinked in every way



# Quality of Teaching, Learning and Assessment Outcomes for Pupils

- Pupils are developing a love of reading and interest in exploring a range of reading materials
- Teaching of phonics has improved
- Teaching Assistants provide effective support
- For older pupils, regular assessment information shows that a higher proportion of pupils are working at both the expected and higher standard and at greater depth
- Pupils are getting better prepared for secondary school

# Quality of Teaching, Learning and Assessment Outcomes for Pupils

- Not enough teaching has been consistently good
- Pupils have not made rapid enough progress
- Teachers do not use assessment information as well as they could to plan for all groups of children
- Pupils can become disengaged and disrupt others

# Pupil Outcomes

	2016	2017	Predictions for 2018
Reading	57%	76%	80%
Writing	29%	60%	75%
Mathematics	38%	60%	85%

# Quality of Teaching, Learning and Assessment Outcomes for Pupils

- Next steps



- Paired with Codicote Primary School
- CPD
- Coaching and Mentoring
- Seeing other year group settings



# Effectiveness of Leadership and Management

Headteacher, Deputy Headteacher, SLT, SENCo, Governors, Subject Leaders

# Effectiveness of Leadership and Management

- More stability now in place and increased rigour since September 2016
  - New leadership team
  - New SENCo has an insightful understanding of the strengths and weaknesses of the current position
  - Science leadership is strong
  - Safeguarding is effective
  - Impact of leader's work can be seen in improvements to the teaching of writing
  - Support from local authority is being used well
  - Pupils are provided with a creative curriculum that excites them
  - Leaders promote mutual respect for people's differences and similarities
  - Staff are positive about the new leadership team
- Parents are overwhelmingly positive about the impact of the new leadership team

# Effectiveness of Leadership and Management

- There has been turbulence in staffing and leadership – quality of education has declined
- Leaders' improvement plans to not place a precise enough focus on the pupils' needs to make quicker progress from their starting points – maths and writing
- Leaders' work to ensure that they evaluate and provide high-quality provision for the small number of disadvantaged pupils is an area requiring urgent attention

# Effectiveness of Leadership and Management

## Next Steps

- Embedding and developing our new leadership team
- Seeking support from Codicote and HfL to give leaders capacity
- CPD for all levels of leadership
- Pupil Premium Review
- Governance Review





# Early Years

Nursery and Reception

# Early Years

- A new early years leader role was established in September 2017
- The leader has been quick to develop a team ethos and rapidly introduce improved systems to ensure that assessment becomes more accurate
- Staff have high expectations of rules and routines
- Children are confident in their environment
- The EYFS team have established positive relationships with parents

# Early Years

- Children could and should be achieving better
- Activities are plentiful and engaging but they sometimes lack purpose
- Adults sometimes miss chances to develop, record and extend children's learning through modelling the expectations and questioning effectively

# Early Years

## Next Steps

- Embedding new team
- Recruitment
- CPD
- Building on first term and Early Years Quality Mark

# Key Areas of Improvement

- Improve the quality and effectiveness of leadership and management
  - Disadvantaged pupils
  - Governance
  - Role of subject leadership
- Raise the quality of teaching, learning and assessment – improving pupil outcomes
  - Using starting points to accelerate pupils' progress (maths and English)
  - Accelerating progress for our disadvantaged pupils
  - Behaviour management of low level disruption
- Continue to develop the provision and leadership of the Early Years

# Support

- Staff are a team – they work well together and support one another
- Governors – supportive and critical friends
- Parents – thank you!
- Codicote Primary School
- Harpenden Consortium
- Herts for Learning