



St Lawrence's CE Primary School

OFSTED update 2018 - 2019

Wow! What a busy two years we have had since our previous inspection! It has been an incredible journey which we have only just begun, but we are already seeing lots great things happening.

OFSTED said...	So we...	Which meant that...
<p>We needed to improve standards and meet the needs of all children</p>	<ul style="list-style-type: none"> • Introduced new methods of planning and assessing children's work • Introduced new ways of teaching maths, writing and maths • Developed our phonics and spelling teaching to improve vocabulary and children's ability to decode • Raised expectations! We set aspirational targets for all children – no child left behind • Training and development for all teachers, TAs and MSAs • Have 'check ins' in the morning to make sure that all our children are ready for school and have the right equipment • Developed our ELSA team to support all our children's emotional and well being needs • Have increased monitoring across the school to make sure the quality of teaching and learning is at least good • Continuing to develop positive relations with our parents and carers and trying to make sure that they have the right information for their child 	<ul style="list-style-type: none"> • Consistent planning and assessment across school • The pace of lessons increased • Teacher appraisal objectives are linked to expectations • Children believe that they can do well • Teachers are confident when assessing children's work – we know how well they are doing • Children are more confident when reading – they have a go, even at the tricky words! • The whole school approach to maths has improved children's basic skills and they are able to apply them to problem solving and reasoning questions – children are enjoying maths! • There is an upward trend in our data captures – progress in maths and writing is particularly good and we are meeting floor standards • The vocabulary that they children are using in their writing is showing improvements
<p>We needed to make sure that children were ready for secondary school</p>	<ul style="list-style-type: none"> • Split the year 6 class • Increased focus on the basic skills • Set challenging targets for the children • Expected them to behave well and set good examples to the rest of the school • Developed their thinking skills and gave them a 'can do' attitude • Ensured that transistion visits were positive and included additional visits where needed • Increased the responsibilities that year 6s had across school: house captains, monitors, reading buddies... • Increased community activities and participation in activities and events in York, particularly if it involves the secondary schools 	<ul style="list-style-type: none"> • 2017 attainment levels rose and our progress was above the floor standards set by the government. This rose further in 2018 with two positive progress scores in writing and maths and especially for disadvantaged children in maths where we had a positive score of 3.03 • Year 6 average point score was 100 or above Reports from secondary school says that the children are settled and are working alongside their peers really well – they were secondary school ready!

<p>We needed to check that the actions we were taking to improve were having the right impact on the school.</p>	<ul style="list-style-type: none"> • Have appointed Team Leaders – appraisal objectives are linked to their areas of development and developing the curriculum • Have regular assessment discussions focusing on the impact of actions on teaching and learning – are the children making progress? This is discussed in phase meetings and at the end of term where each class teacher discusses their class and the actions to improve learning during our staff meetings • SLT meetings focus on school priorities and how they are implemented and reviewed • Regularly review our Raising Attainment Plan to ensure that what we say we’re doing, we are doing! 	<ul style="list-style-type: none"> • Team leaders are accountable for their subjects and lead training and monitor standards in their area • Gaps in children’s understanding are quickly identified and appropriate action taken using our assessment criteria • Training and development is in line with our school priorities • The impact of our actions are regularly reviewed – everyone takes responsibility as a leader in school • The SLT plans with the class teacher to ensure that ‘no child is left behind’
<p>Governors needed to really know the school and to keep challenging so that leaders made sure that pupils made good progress</p>	<ul style="list-style-type: none"> • Have a new chairperson who is continuing to develop the work of the fairly new Local Governor Committee • Attended training for governors, provided by Pathfinder Teaching School • Appointed a new clerk to ensure that we are compliant • Improved the manner in which we report to governors – we are open and transparent • Have regular visits from governors in school who report – they are also linked with specific areas so meet with that leader as well. Governors report back using an agreed proforma which includes guidance on questions that the governors should be asking in order to challenge the school • A governor action plan is in place and worked through • Governors have been provided with a Governor Pack which provides them with key information about the school • How Deputy Head and Phase leaders are also on the board of other schools LGCs in the MAT and we host a Deputy Head of one of these schools as well • A skills audit has taken place 	<ul style="list-style-type: none"> • Governors ask challenging questions • Governors understand the data • Governors are clear on their roles and responsibilities • They understand the different subjects they are linked to and how they school has developed these areas • Governors visit the school regularly and know the context and ambitions of the school
<p>We needed to improve the teaching of some subjects especially maths and science. They also said we needed to challenge the children more to allow</p>	<ul style="list-style-type: none"> • Introduced a new way of teaching maths across the school and at the same time to ensure consistency • UFOs (Understanding Four Operations) has been introduced which helps to develop basic maths skills • Learning overviews are being introduced so that everyone knows how we teach different subjects in St Lawrence’s 	<ul style="list-style-type: none"> • Subject knowledge has improved across the school • Children are tackling increasingly difficult questions and showing great resilience and confidence when doing so • Children are building good skills in all subjects – they know what they are good at and they know where they need to improve

<p>them to reach the highest standards.</p>	<ul style="list-style-type: none"> • Provided regular training and monitoring of subjects to all staff, including visiting other schools, using the Teaching School Alliance and personal research • Build practical and challenging activities into our lessons – Bronze, silver and gold! • Raised expectations – we want our children to be in the top 5% in the country! • Introduced new science, IT and RE learning logs and assessment criteria to ensure progression across the school • Greater Depth thinking has been introduced through our Big Ideas • Provided opportunities for children to be taught at AHS for maths • Leaders plan with teachers 	<ul style="list-style-type: none"> • Maths progress and attainment is improving • Science has a clear plan in place • Assessment of science takes place and is analysed by Team Leaders
<p>We needed to make sure we were assessing work correctly, and that it was consistent across the school.</p>	<ul style="list-style-type: none"> • New assessment criteria has been introduced and training provided. This criteria is used across all the schools in the Pathfinder Trust • New feedback policy which all teachers and Teaching Assistants use • Increased focus on children self assessing • Increased focus on the editing • Introduced more moderation in school, especially writing • Introduced more moderation across the MAT • Developed a new Teaching and Learning policy with a focus on skills for learning and skills for life 	<ul style="list-style-type: none"> • Everybody understands what their year group needs to achieve, including the children! • Marking and feedback is in line with our policy and children are responding to the feedback really well • Children are getting used to making corrections and improving their work • We understand the expectations in different year groups and what this looks like • Expectations across the MAT are consistent • Children are becoming more resilient and understand the learning process
<p>We should increase challenge in the Early Years</p>	<ul style="list-style-type: none"> • Taken part in Early Excellence projects to improve the quality of provision in the Early Years • Used assessment to track pupil progress and children's needs – we then design a curriculum around this • Meet with parents more regularly to help develop greater links which supports home and school • Weekly meetings focus on children's next steps and how we can further challenge • Rocket Writers challenges children to write in sentences • Taken part in regular training and moderation 	<ul style="list-style-type: none"> • Children are really happy! • Provision has improved and there is greater challenge • We know what the children are doing well and we ensure that areas that need developing are taught well • Parents are happy with Early Years and feel that the school knows their child well • There is improved activities to enhance the learning in areas of provision