

Principal's Post

KEEPING YOU INFORMED FROM MR SPRINGETT-MCHUGH & MRS DRAPER

Ofsted Progress Update— Nov 2018

Dear Parents and Carers

It is coming up to six months since our Ofsted Inspection and I thought this would be an ideal point to update you on our progress so far. Our academy goes from strength to strength, and each day, every child and staff member do a little more to help us on this exciting journey. Our new and expanded governing body continues to support, challenge and monitor the plan whilst ensuring we continue to invest. I would also like to thank you, as parents and carers, for your overwhelming support, patience and understanding as we make these changes and embed a new culture into our academy.

Back in June 2018, Ofsted asked us to focus on the following:

Ofsted request:

Ensure that pupils make strong progress in reading, writing and mathematics by:

– improving teachers' use of progress information so that tasks provide high levels of challenge, particularly for disadvantaged pupils and the most able

– effectively monitoring the quality of teaching, learning and assessment.

Academy progress so far:

One of our major investments last term was two strategies to support this area. Insights, which is our data tracking system, and PIXL, which enables teachers to use progress information.

Insights is now starting to be embedded in our school, and staff are becoming much more confident in using it. Every time a child completes a chapter in their English, or unit or topic of work, teachers can update this information on Insights. Insights then shares a picture of

each individual child on how well they are doing, what they have struggled with and where the teacher needs to focus their efforts. This is a great tool, and is proving extremely popular. It is not over complicated and, therefore, our staff are not over burdened and can use it regularly in their everyday teaching.

PIXL is a resource with which all teachers can assess children and then highlight key gaps in their learning. PIXL then provides the resources for the teacher to teach to these gaps, ensuring that every child's needs are being met.

Having this level of information is key for teachers to focus the learning, questioning individuals and to ensure that gaps are closed and challenge is given to those that need it.

Back in February, we also launched AQM (Apprentice, Qualified and Master). This continues to prove a success and, as we all build our confidence with the strategy, it is showing great signs of success - especially around challenging children in their learning. AQM is used at the planning stage of lessons. Teachers plan for these different levels, which ensure children deepen their learning and not just do more of the same, especially when they have got it! If a child is learning something new, requires a structure or more support, they can access the Apprentice Challenge. If they are able to practise a skill independently and confirm they understand, they can complete a Qualified Challenge. A Master Challenge is then available for any child, no matter their ability, when they have shown they can independently do the skill. This will provide an opportunity to apply the skill, prove it right, explain it in more detail or teach it to another person. An example of this is:



*The lesson is to learn how to complete an addition calculation. The **Apprentice Challenge** will provide lots of instruction, share a completed model example and the child may have resources such as counters, cubes or denes to help complete the calculation.*

*The **Qualified Challenge** may just have a list of calculations the child must independently complete. Resources won't necessarily be given, but the child may independently choose the resource they feel is best to help them complete the challenge.*

*The **Master challenge** may include a number of completed calculations. However, the child will need to prove if these are right or wrong and show how they have worked this out. It may be that they have a number of written problems they have to solve. Within these, they have to work out the appropriate calculation and solve it.*

As you can see from this example, all children are studying addition calculations, all challenged and all in different ways with a different level of support. This is our key strategy for challenge in lessons and, as it becomes further embedded, it will provide a true

DREAM BELIEVE ACHIEVE

TWO SITES—ONE HEART, ONE MISSION, ONE SCHOOL

culture of healthy challenge to all our learners.

In relation to monitoring teaching, learning and assessment, a new monitoring cycle has been set up and is now in place with Cycle 1 just coming to a close. Each cycle includes a selection of the following:

- Senior Leaders completing visits to all classrooms with a key area on which to focus.
- Heads of Year upholding consistencies across their year group, sharing books across the classes. Shared planning sessions.
- Year Group 360s. This is when Senior Leaders and governors spend a morning in a year group. They look at books, planning, observe teaching and talk to the adults and children, bringing all this together to highlight the strengths and share next steps.
- PIXL assessments. Children complete assessments in Reading, Writing, Maths and Grammar three times a year.
- Achievement Meetings where class teachers and leaders meet to discuss the progress of all children.

All of the above are providing us, as a school, a much more accurate picture of how well our children are progressing, and is ensuring that we act appropriately to close any gaps in their learning. As with everything, all of this needs time to embed and for everyone to get used to the process, but early signs are extremely positive.

Ofsted request:

Improve leaders' and governors' use of progress information to make sure that pupils, particularly disadvantaged pupils, make rapid progress.

Academy Progress so far:

Along with all the initiatives mentioned in the first section, we have also improved the following so that leaders and governors use the progress information:

- Mr Gatehouse was appointed and started with us in September 2018. He teaches in Year 6 and has the leadership responsibility of crunching all the data and reporting it appropriately to other leaders and governors. He is highly experienced in this area and has made great progress

in his short time with us. Data information is now presented in an easy and visual manner so that it can be understood and challenged by both leaders and governors.

- The recent Parent Consultations also saw us trial sharing the objectives with you on which your child has been working. These reports showed if your child had met these objectives or were still working on them to be secure. This was in direct response to your feedback on your child's learning. We hope you found them useful. Mr Gatehouse continues to review these to see if any further tweaks are needed. We don't want to overload you with information! Please see further information regarding these on the final page of this Post.

- This academic year we have introduced a new level of accountability and support to ourselves as Leaders and to our Governors. We have bought in an Ofsted-trained Consultant from Milton Keynes Local Authority who visits us every six weeks. Her role is to validate the work we are doing, monitor the impact and complete a report for governors. This can then be used to support changes to our plan and ensure we all stay focussed on the right path.

- We have set up staff teams to lead subject areas and these are called POD Teams. This is enabling all our staff to have a say in the direction of our school, opportunities to lead on initiatives and ensure all the work is shared and collaborative. Each governor is linked to these PODs, and communication, visits and discussions are constantly taking place. This is helping us to make rapid progress but also ensures that everything we do is transparent and governors can see everything for themselves. This supports a much more focussed discussion at our governor meetings.

Ofsted request:

Ensure that the curriculum is broad and balanced so that it effectively prepares pupils for the next stage of their education.

Academy progress so far:

We are loving this bit of improvement, as this is all about the fun in learning. As we have mentioned before, our Doorways and Pathways curriculum was launched back in September. Details on what we cover are on our website. The key things

we wanted to achieve with this new approach was to ensure children were engaged and that you had the opportunity to share in this. It was a clear request by the majority of our parents, in our January survey, that you wanted more opportunities to come into school to share the learning. I do hope, with our first round of FAB Finales, those of you who were able to join us enjoyed the experience. Each Doorway opens the theme of the term with a Dazzling Debut. This hooks, excites and engages the children into what is coming over the term. A series of exciting lessons are planned and then these lead to the FAB Finale, which showcases all the learning with an open invitation to yourselves.

Further to this, we have invested in our music provision with new instruments and a much more exciting music curriculum for everyone. Our new STEM Centres are open, where all the new computers live and, arriving very soon, our science lab coats. A new set of exciting computing lessons are on the way and, with our children dressed as scientists, we are enhancing our science provision too! As you read this, our newly introduced art week is coming to an end. This is the second art week we have done and these are proving so popular. It is amazing to see how talented our children are in this area and we can't wait to showcase this all around both campuses. We have also invested in a new provision for our Personal, Social, Health and Citizenship Education. This will be delivered to all children, and will ensure a clear progression as children move through the school. Along with this, a much higher profile for our own academy values (the 6Cs) and also British values, which are promoted through lessons but also our enhanced assembly programme.

I hope just from this summary that you feel confident, excited and pleased with what we are doing to move our school forward. Behind the scenes, even more work is taking place and, of course, alongside all of this the new look continues to move apace. There is certainly no doubt that everyone at Oxley Park is working so hard and giving their absolute best to make sure every child gets the best experience possible for their primary school years.

Thank you for your continued support and faith in us all.

N Springett-McHugh
Executive Principal

Parent Consultation— a progress update form example

A Child

Reading

Working at greater depth

Can accurately and selectively summarise main ideas, events, characters and information from fiction.

Objective secured

Can show an understanding of the meaning of vocabulary in different contexts.

Some evidence, but not yet secure

Can retrieve key details and quotations to demonstrate understanding of character, events and information.

Taught, but not yet understood

Can explain and justify inferences, providing evidence from the text to support reasoning.

Hopefully you found the reports given to you during Parent Consultations useful and were able to use them when talking to your child about their successes and areas to work on. It is crucial to remember that the information on the reports is a snapshot of your child's learning to date, in their current class, and teachers are constantly assessing your child's abilities, and update their judgements throughout the learning journey.

To clarify the different sections that may appear on the report given please see below:

Working at greater depth – Objectives highlighted in blue. A child demonstrating a skill at greater depth is an indication that not only can they perform that skill but can also talk about the why. In maths this could be an explanation of why a particular method is more efficient than another, in writing it might be their use of extraordinary vocabulary that entices the reader deeper in to a narrative.

Objective Secured – Objectives highlighted in green. The objectives within this section mean that your child can consistently demonstrate a skill each time they are required to use it. This might be as simple as adding two single-digit number together all the way through to applying inference to a complex text.

Some evidence, but not yet secure – Objectives highlighted in orange. Objectives that fall in to this section indicate that the skill has been understood, but your child sometimes makes errors when trying to apply it in their work. With a bit more work, they will secure this objective.

Taught, but not yet understood – Objectives highlighted in red. The objectives in this section have been taught either through direct teaching or within a unit of work but unfortunately your child has not shown consistent evidence to prove they understand the skill at this stage.