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|  | **Last Ofsted Judgement** | **SEF Judgement** | **SIP Judgement** |
| **The Overall Effectiveness of the School** | 1 | 1 | 1 |
| Effectiveness of Leadership and Management | 1 | 1 | 1 |
| Quality of Teaching, Learning and Assessment | 1 | 1 | 1 |
| Personal Development, Behaviour and Welfare | 1 | 1 | 1 |
| Outcomes | 1 | 1 | 1 |
| Early Years | 1 | 1 | 1 |

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| **School:Bridgewater Primary** |

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| Head Teacher: Sam Robson  Chair of Governors: Lynn Stephenson  School Improvement Partner: Sheelagh Tickell |  |
| Date of Visit: 16/11/17  Date of Previous Inspection: December 2013 |  |

**What activities took place on this visit?**

**Discussions with leader & governors***: The Chair of Governors was present for the 2nd half of the meeting, following lesson observations. The key priorities for improvement and evidence to back up the selection were discussed in detail with the HT, Deputy HT and Chair of Governors. A. brief discussion also took place about the lessons observed*

**Scrutiny of pupils’ work***: Pupils work was observed as part of the lesson observations, and written feedback was provided for staff. See comments below.*

**Visits to lessons***: This was the main thrust of the autumn term visit. 7 classes were visited by SIP with HT. The SIP has no concerns about the quality of teaching and learning taking place in any of the classes observed during this visit. See summary of notes below. All teachers were given a detailed written lesson observation feedback sheet within 24 hours of the observation taking place by the SIP.*

**TASK: Lesson observations in Y1, Y2, Y5, Y6 and ARC together with the Headteacher.** A detailed written feedback sheet was provided by the SIP to the HT and staff following the observations, with any areas for further development identified.

**Classrooms:** All classrooms visited were attractive and used not only to display pupils work, but also as a teaching and learning aid. Walls had both number work and grammar that pupils could access to support their work. They were an inviting environment for learning.

**Teachers:** Teaching was very clear and the teachers modelled well spoken English to pupils. Questioning in all classes was effective and ensured challenge and understanding were taking place. Teachers and support staff were very professional in their approaches to their pupils.

**TAs:** TAs were effectively deployed in all classes observed, and were contributing a great deal to the learning of the pupils.

**Behaviour:** Behaviour for learning in all classes observed was good

**SUMMARY OF CLASS OBSERVATIONS:**

**Year 1:** These two classes were grouped into 4 sets with 2 teachers and 2 TAs. They were being effectively taught phonics and spellings using the RWInc programme. This programme is proving very effective in improving the pupils early reading and writing skills. There was a lot of quality work going on here in all 4 groups. Pupils were on task and learning.

**Year 2:** Year 2 were being taught writing skills. There was intensive discussion taking place prior to writing, to ensure pupils fully understood what they were expected to produced in their writing, and to be able to articulate their ideas prior to writing inn their books. A good learning environment.

**ARC:** The ARC pupils (9), many of whom had severe SEN were being taught in a calm structured environment to meet their special needs. They were in three groups, with the teacher teaching addition and subtraction number bonds to 10. The pupils were concentrating, and learning was evident. Three other pupils were working with the TA on construction equipment, and two pupils were working with another TA on feeling peat between their fingers and talking about this.

**Year 5 SO:** A good lesson where pupils were learning reasoning(fractions) and improper fractions. Pupils were well differentiated to ensure they could access this area of learning regardless of ability. For the lower ability pupils there was practical equipment available to support learning, and worksheets were well pitched to provide challenge for all abilities. There was good teacher questioning and encouragement to use multiplication tables. Books were well presented and diagnostically marked to support learning

**Year 5 SM:** Pupils were learning to make predictions from a text using the clues provided within the text. Pupils were collaborating over questions and predictions and could talk clearly about their work. Very good teacher behaviour management, where pupils were kept fully involved in their work throughout the observation. Lots of kinaesthetic learning taking place here. An effective lesson.

**Year 6 LC:** Very good use of teacher/TA resources in this yeargroup. The Y6 were split into three sets with the class teacher teaching the majority of pupils, the TA teaching 4 pupils and the Deputy HT teaching approx. 8 pupils. All groups were working on fractions, a levels suited to ability. Work was challenging all groups but pitched at the correct level. There was quality teaching and books were of a high standard in both pupils’ work and teacher diagnostic marking. High teacher expectations here.

**What are the key priorities for improvement this year?**

*Summary of Priorities for 2017/18 (see SEF & SIP)*

*• Review the spelling policy and teaching to ensure more children reach the required standard by the end of KS2.*

*• Continue to meet the needs of all learners through effective differentiation across the curriculum particularly in the foundation subjects ensuring there is clear evidence of progression of skills, knowledge and understanding.*

*• Continue to increase the number of children meeting the end of year expectations & to a deeper level. (Outcomes & Assessment, Teaching & Learning)*

*• Ensure attendance is at or above national average. (Personal Development, Behaviour & Welfare)*

*• Continue to develop reasoning in maths and the correct use of language, spoken and written including enriching vocabulary.(Teaching and Learning & Outcomes).*

*• Further develop reading comprehension across the school including the use of Read, Write Inc (Teaching and Learning & Outcomes).*

*• Further develop talk for writing and grammar strategies as tools for improving children’s writing (Teaching and Learning & Outcomes).*

*• Continue to improve outcomes for the 2 year olds through the Tracking for Success project.*

*• Establish the ‘In Harmony ‘ project within Early Years and Y1.*

*• Further develop the relationship with the Trust (Leadership & Management).*

**What evidence backs up the selection of these priorities?**

*1.Analysis of GPS test results show lower than expected spelling scores. SEND children and EAL children find spellings particularly challenging and again these groups did not achieve as highly as the HT would like.*

*2.Ofsted Priority from last inspection. Focus for outstanding excellence in the wider curriculum. To maintain the school’s outstanding judgement they must ensure excellence in all areas. The wider curriculum is also used to deepen and apply the learning in the core subjects and so contributes to the drive to have more children reach greater depth in English and Maths.*

*3. 2016/17 results demonstrate a higher percentage of children across the school achieving the higher standard and often this is above the national average ie the joint score at KS1. However closer analysis of KS2 data shows not all 2a+ children converted to greater depth. This is a focus for the school this year.*

*4. Attendance is a relentless daily battle by a team of people and last year it was the highest it has been at 96.5% and likely to be above the NA.PA was also the lowest it has ever been and likely to be below the NA, however, if the HT stated that if this did not continue a high priority it could easily slip and if children are not in they can’t learn.*

*5. Last year this was a priority and the school saw a huge improvement in this area in how it was taught and the evidence captured in books and then the test results. The school now needs to build on this in all areas of the curriculum and use it as a mechanism to develop language which continues to be a weaker area for our children. Further focus on these two things will improve standards further at the expected standard and higher standard.*

*6. Reading results improved last year across the school and the school want to build on this as they go into the second year of our EEF funded programme with RWInc. Staff are embedding their practice this year which is why the HT did not move staff around much this year and they are all starting at a higher point as children are further along compared to where they started last year.*

*7. Speaking and listening effectively, confidently and competently remains a challenge for a lot of the children. The staff need to encourage good quality talk and use it to model thinking which will improve the quality of writing. This will enable more children to write at the expected standard and the higher standard.*

*8.The school have been chosen to be part of a two year pilot with Tracking for Success part of Achievement for All, the focus is on accelerating progress of our two year olds so they are more ready for Nursery and Reception.*

*9. As part of the drive to have excellence across the curriculum and develop the whole child to maintain ther outstanding judgement the school has taken the opportunity to become involved in the ‘In Harmony ‘project with The Sage Gateshead. This will not only develop the children musically but research shows it develops the children academically too.*

*10. The school is now in the third year of being part of the WESTrust, this year the school is focusing on the impact of this joint work .*

**What should be the focus of the next visit?**

*Work scrutiny of science and foundation books and analysis of data.*

**Agreed date of next visit: Thursday 8th March 8.30am**