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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 RobsonChair of Governors: Lynn StephensonSchool Improvement Partner: Sheelagh Tickell |  |
| Date of Visit: Thursday 8th March 2018Date 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. A brief discussion took place about the two lessons observed. The Chair, HT and DHT were then involved in scrutiny of work with the SIP.*

**Visits to lessons***:*

***SPRING TERM VISIT COMMENTS:***

*Y5 lesson observations as one teacher is an NQT and the other teacher is in her second year of teaching. Both teachers are new this year to Bridgewater. Teachers were provided with written feedback following the visit. Both lessons were very effective, meeting the diverse needs of the pupils in the two classes. There was a good amount of challenge for the more able, but also appropriate support for pupils needing this.*

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

***SPRING TERM VISIT COMMENTS:***

*Topic books, Science books and class big books to see mastery across the curriculum. These were scrutinised during the visit, with work being presented from Y1-6. Constructive written feedback was provided following the check, to ensure improvements could be made as necessary. Books generally were of a very good standard.*

**AUTUMN**

**Visits to lessons- AUTUMN***: 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.*

**AUTUMN 2017 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 AUTUMN 2017:**

**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 year group. 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.

**SPRING TERM TASK 2018:**

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

*A detailed written report was provided by the SIP to the HT*

**SCIENCE BOOKS(summary):**

Science books generally showed good coverage of the subject, with evidence of practical science and report writing also evident in books. There were some classes where the amount of work covered over the year needs to be greater, as this is a core subject on the curriculum. There should be at least one piece of recorded science weekly over the year in books from all year groups. Work was well presented and written up correctly.

**FOUNDATION CURRICULUM BOOKS(summary):**

Topic books generally were good, with an appropriate amount of work covered over the year. These books included history, geography, DT and RE subjects. The ‘Big Books’ showed a variety of activities taking place in school in photo format, where written evidence is more difficult to show e.g. PE, music, drama. These books were well presented and very interesting.

**DATA ANALYSIS COMMENTS:**

The school has received a letter from the Minister of State for School Standards, Rt Hon Nick Gibb MP, to congratulate staff and pupils on the very high levels of progress pupils made in 2017, being in the top 2% of schools in England for progress.

Book scrutiny of work and lesson observations during this visit confirms the high standards within classes

Summary of Spring 2018 Data

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | Reading | Writing | Maths |
|  | EXP | GD | EXP | GD | EXP | GD |
| Y6 | 93% 44% | 85% 30% | 93% 37% |
| Y5 | 76% 32% | 76% 27% | 78% 32% |
| Y4 | 80% 33% | 75% 23% | 82% 21% |
| Y3 | 86% 21% | 86% 21% | 84% 21% |
| Y2 | 81% 34% | 81% 28% | 81% 32% |
| Y1 | 82% 20% | 82% 18% | 82% 26% |

Rec: 39/47 ontrack for GLD 83%, now 41/55 (57) 75% (72%)

Phonics: Y2 9/12 75% (100% excluding ARC), Y1 43/50 (53) 86% (81%)

**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.*

**SPRING TERM PROGRESS ON PRIORITY:**

*DHT visited Throckley Primary & HT visited Bailey Green Primary – both outstanding schools who did well with spellings last year. Sponsored spell to coincide with mid year assessment – all children making progress with spellings. Additional resources and focused spelling lessons having an impact. More resources to be bought with sponsor money.*

*• 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.*

**SPRING TERM PROGRESS ON PRIORITY:**

*Focus for monitoring in Spring Term. Good evidence from all lessons observed but need to further embed the idea of using dual objectives. Coordinators producing schemes of work for each subject which incorporates the national curriculum and school curriculum. More evidence of challenge and children working in mixed ability groups collaborating, ability groups for recording.*

The SIP suggested considering e-books as another form of evidence to demonstrate progress across the foundation curriculum.

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

**SPRING TERM PROGRESS ON PRIORITY:**

*See data above - more children are on target for greater depth than in previous years.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*Unfortunately attendance has dropped to 96%. There has been increased absence due to genuine illness as there have been a lot of viruses. There continues to be a reluctance by some families, primarily EAL who do not want to bring children when it is cold. There are also two families who do not send their children because of their own needs and priorities. All of these families are being legally monitored, social care are involved with some and school health. It is a relentless battle for our attendance team.*

*Attendance data for: G/B 95.74%/96.64%, EAL/NEAL 96.17%/96.1%, PP/NPP 96.04%/96.51%, SEN/NSEN 95.77%/96.35%*

*\*= higher*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*See minutes from DHT meeting. This has been a focus across the Trust lead by the DHTs. Evidence of reasoning, improved use of vocabulary and spoken/ written language is being collated by all staff. Word walls in place and training from speech and language therapists as well as the ‘Bar’ method in maths. This is impacting on maths and reading data – see above.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*Second year of RWINc and more children are further on in the programme this year compared to last year and this is having a positive effect on reading data which is based on reading comprehension – see data above. See also RWInc report.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*This is having an ongoing impact on writing and was observed working well in lesson observations ie Y1. Also linked to DHT project described above. See writing data.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*Data 2year old in correct age band on entry and end of Autumn term:*

|  |  |
| --- | --- |
| 16-26Months(Sept) | 16-26 Months(Dec) |
| 0 | 3 23.1% |
| 1 7.7% | 4 30.8% |
| 0 | 3 23.1% |
| 0 | 4 30.8% |
| 0 | 3 23.1% |
| 0 | 1 7.7% |
| 1 7.7% | 5 38.5% |
| 1 7.7 | 6 46.2% |

*Coach is working 1-1 with staff, videoing practice and using it to highlight the most appropriate training resources to use to improve practice.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*All Y1 children are learning to play a stringed instrument and there are planned trips to Sage Gateshead. They will also perform for Great Exhibition of the North. Staff meeting to look at wider impact with teachers and music teachers. Observations with Governors were very impressive and positive. Next year’s funding in place.*

*Visit from Royal Northern Sinfonia was well attended by parents.*

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

**SPRING TERM PROGRESS ON PRIORITY:**

*Part of Children’s Community working group focus on ‘moving on’ and now have representation from a number of other groups.*

*Developing links with secondary schools.*

*Moorside Primary are joining the Trust.*

*Continued support and challenge, joint training, sharing of practice and joint activities.*

**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 their 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 .*

**SPRING TASK:**

**LESSON OBSERVATIONS** Two lessons were observed in Year 5. These involved a NQT and a RQT. Maths was being taught in both classes. The tasks were challenging and well differentiated to meet need. Pupils were on task and showing very good behaviour for learning. Both were very good lessons*.*

**BOOK SCRUTINY**

Topic books science books and foundation curriculum Big Books(photographic evidence) were all scrutinised and checked for quality, quantity and challenge in the work, as well as a broad and balanced foundation curriculum. Books generally were of a good standard. Written feedback was provided to the HT by the SIP, with areas for development where necessary.

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

*Data analysis, lesson observations, work scrutiny & discussions with staff.*

**Agreed date of summer 2018 visit: Friday 13th July 8.30 - 12.00**