

Review visit 1 – Autumn 2018

School Name	Callands Primary	Visit Focus and evidence base <ul style="list-style-type: none"> • Peer review with Headteachers. • Discussions with the Headteacher, Deputy and SLT. • Discussion with pupils in lessons. • Learning walk, visiting classes and observing lessons. • Scrutiny of pupils' work books • Discussion with senior/middle leaders • Observation of pupils at breaks and lunchtime 	
Consultant	Derek Barnes; Barbara Naylor; Laura Tate (AHT); John Littler (HT)		
Date of Visit	15 November 2018		
Headteacher	Lisa Wigglesworth	Time on Site	Full day
COG		Prep/Reporting Time	Half day

Preparatory performance data and documents used for this visit. <i>(Please highlight)</i>	Internal tracking summary SEF SDP Performance tables ASP/IDSR	GB Minutes Latest Ofsted Report March 2016 - Outstanding LA data pack 2018 Website
--------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Evaluation/summary of outcomes from the visit:**Context**

The external consultants undertook a review of the school with a local headteacher, plus an assistant headteacher. Professional dialogue took place throughout out the day. Leaders at the school were very well prepared and had provided a range of useful information including data in advance - thank you. Before the visit a group of key questions were forwarded to the head for consideration – please see below.

This visit was not a MOCKSTED, and therefore judgments are based upon the evidence gathered on the day. The review did not probe all aspects of the school in detail.

Leadership and Management

The last inspection evaluated this as outstanding.

Evidence gathered on the day would indicate this has been maintained.

Commentary:

- All visitors were impressed with a product from the school's interfaith week. The 'Belief Boulevard' consisted of year group presentation of their research and learning about world faiths. Pupils were very keen to display their artefacts and discuss their learning to visitors and other classes. This was of very high quality.
- Assembly (Y1 – Y6) was a meaningful and interactive experience for the whole age range. It included reference to this Rights Respecting School and pupils reverently reflected on the gospel message of 'it is more blessed to give than to receive'. Staff joined in with some positive banter which the pupils adored; pupil behaviour was exemplary. It was a moving occasion.
- The SLT is a 'patchwork quilt' of individuals with skills that complement each other. The effect is that the whole is greater than the sum of its parts. Leaders share the ethos and vision of the headteacher. Particularly impressive is the leadership of SEND and DA. Leaders have an accurate view of strengths and how to improve e.g. by more visiting of classrooms to see the impact of work to enhance DA learning.
- Likewise, the intent of the curriculum experienced during the day appears to be coherent with links between subjects being developed.

- This is particularly important due to the increase in numbers of PP pupils. This has caused leaders to identify the need for targeted action in developing reading skills e.g. Reading +.
- The views of the headteacher and SLT were validated by the observations of the review team.
- Headteacher is relentless in her battle to improve lunchtime by getting additional hours from the LA. A larger hall would also be beneficial.
- The focus of the curriculum is on giving pupils as broad, enriching and comprehensive experience as possible and not just solely concentrating on English skills and maths. In this it is very successful. Pupils state that they appreciate the varied diet given to them and can identify the learning that has happened from local visits, outside speakers etc.

Teaching Learning and Assessment

The last inspection evaluated this as outstanding

Evidence gathered on the day would advocate that this has been maintained.

Commentary:

- There is evidence that the pre-learning assessments are in use and working e.g. in maths. Assessments in pupils' books show their prior knowledge and where their current gaps are. They are quickly addressed in lessons and individual progress is clear.
- Books show a high standard of tight, focussed and efficient feedback enabling pupils to improve their learning.
- There is some excellent work taking place with children who are supported by TAs. Additional adults with SEND pupils are very cognisant of their needs and support/question highly appropriately. They pronounce phonics well enabling pupils to copy accurately.
- Books of SEND pupils in KS1 showed strong progress with clear impact of the support given.
- In one KS1 lesson strong progress was made due to the rapid and clear input by the teacher followed by a smooth transition to individual work.
- Pre-cursive formation of letters leading to cursive was taught and modelled well.
- Disadvantaged pupils are well supported e.g. for some of the learning time each week the disadvantaged pupils sit at the teacher's table allowing close monitoring of their work, intervene promptly and facilitating progress. In many lessons the progress made by DA pupils was strong due to the implementation of the school's strategies.
- Pre-teaching sessions of SEND and DA gives additional enthusiasm to the new learning. Indeed, SEND pupils are supported well and like learning specialist words e.g. in RE.
- Reading areas are present in all rooms, valued and used by pupils. Indeed, the learning environment throughout the school is creative and imaginative.
- The headteacher's word of the week is highly valued and used as a challenge – Y1 pupils were keen to include this in their writing. The capturing of unfamiliar vocabulary is endemic in the school – pupils use challenging texts and highlight the sophisticated vocabulary they need/do not know and can use.
- Pupils like reading and love learning new words and phrases e.g. '*with one voice*', as taught and then used in a Y2 lesson. Many pupils use dictionaries independently although some do not.
- Even though planning is done corporately, teachers are free to interpret this in ways that best suit their classes/groups. Work seen almost always met the needs of the abilities of pupils.
- There was a chance missed to promote the gaining of abstract methodology through the use of concrete equipment in maths. Another group the use of equipment meant that pupils made solid yet rapid progress in calculating money.
- Relationships between adults and pupils and between pupils are of a very high quality. They enable trust and security to be present and as a result, pupils learn well. These lead to the promotion of high expectations and challenge which pupils relish.
- Enquiry based learning allows pupils to increasingly take ownership of what they learn. Disadvantaged pupils are more engaged in their learning.
- Some tasks are tailored to individual pupils' needs to achieve optimum outcomes: e.g. SEND pupil who could not access the text had images from a film of the book screenshot so he could write in bite sized chunks. He wrote more than he had previously.
- Boys, in particular, thrive on the healthy competitive nature of many school tasks (so do the staff!!)
- Excellent verbal and written modelling by staff contributes superbly to pupils' pride in the way they present their work
- There is a wealth of up to date subject specific vocabulary on display in classes and in corridors.
- Pupils are consistently given a range of rich and challenging opportunities to apply their knowledge and skills in a secure and supportive environment. All the team noted many examples of outstanding learning and teaching particularly in questioning and creative pedagogy.

- Modelling of what is needed to succeed is strong across the school. A small variation was seen when pupils also needed a word list to help them construct their writing.
- Teachers and TAs know their pupils very well and tailor questioning to suit them. Questioning is probing and, in many cases, unrelenting yet supportive. Pupils appear to relish the chance to explain their understanding and reasoning. In a RE lesson on the 'Window of the Soul' the teacher's knowledge of pupils was used very well to question and challenge resulting in pupils' art work of quality. Pupils explained abstract work articulately showing deep reflection and mature thinking.

Personal development, Behaviour and Welfare

The inspection indicated this was outstanding

The team has seen nothing to contradict this.

Commentary:

- Learning behaviours are very strong. Pupils are keenly interested in their work because it is made interesting. Only once was learning behaviour not of high quality when off task behaviour was not challenged. They want to get on with their work and please their teachers. Only when there was a lack of some support did attention waver e.g. in a RE lesson when there was some lack of clarity on how to complete the task.
- Relationships are excellent. Teachers and Teaching Assistants know the pupils well and often link comments/questions to address these needs.
- Pupils are keen to talk about their work and what they are learning. Particularly, they were enthusiastic about their 'Belief Boulevard' and what they had learnt about different faiths.
- In a challenging poetry lesson in KS2 pupils persevered and concentrated hard to come up with their own ideas following the clear modelling of the teacher.
- The use of 'basketball shots' enables greater engagement by boys in particular. Staff state that they are seeing greater engagement by boys in lessons and activities.
- Behaviour around the school is excellent. Pupils are polite and eager to engage adults in conversation.

Outcomes

School was evaluated as outstanding in the last inspection

Evidence gathered on the day would support this.

Commentary:

- Standards seen around the school and in each classroom, are high. Clearly this is related to the expectations consistently communicated to the pupils and exhibited by staff.
- Current progress data show that the 'gap' has diminished in all year groups bar year 5.

KS2 2018	School Exp+	National Exp+	School GD	National GD	School progress score	School scaled score	National scaled score	3 yr. average score
Reading	78↓	75	34↓	28	-0.25↓	106↓	105	105.5
Writing	80↓	78	28↑	20	-0.77↓			
Maths	82↓	76	32↓	24	+1.01↓	106.2↓	104	105.46
RWM	70↓	64	18↑	10				
EGPS	82↑	78	33↑	34		105↓	106	
Science								

Scores may change due to remarks.

KS1 2018	School Exp+	National Exp+	School GD	National GD
Reading	79↑	76	36↑	25
Writing	74↓	68	29↓	16
Maths	79↑	75	31↓	21

Y1 Phonics 2018	School	National
	84↓	83

EYFS 2018	School Expected	National
GLD	85↓	71

GLD 2017	Phonics 2017
78	82

Arrow = direction from previous year, colour red below national, green above.

- The school has updated outcome figures due to remarks which have not appeared on the unvalidated ASP. This will improve the attainment and progress figures.
- Work in books would suggest that learning is strong from all abilities of pupils.

EYFS

**The last inspection gave an evaluation of outstanding
Evidence obtained on the day would validate this judgement**

Commentary:

- Adults (teachers and TAs) know the children well and question/arrange activities to meet their needs. Relationships are of the highest quality and lead to high expectations across EYFS.
- Consistency in challenge is present across the EYFS. Support for individual children is of a high quality. Children are encouraged to think and infer as seen in some of their 'science investigations'.
- The use of phonics is strong. Staff consistently pronounce phonemes accurately enabling precise copying by children.
- Although work was differentiated well, in one group the challenge was too high for two children who needed play activities. This was noticed after a few minutes by staff.
- Opportunities were taken to enhance the children's number knowledge e.g. there are 28 here today (after register taken), one person is away – how many are here? What is one less than 28? This led to speculation and some thought as children calculated. Other chances were taken to push numbers higher than 20.
- SEND pupils were challenged well and successfully to read words using correct use of phonics
- A comfy reading area attracted 3 boys who sat quietly reading books – reading is promoted well and books displayed related to pupils' interests.
- Child initiated play was promoted and developed well with a strong emphasis on developing social skills and enhancing literacy/numeracy skills.
- An emphasis on using a correct pen grip was successful.

Recommendations:

Strengths:

- ✓ Effective relationships between adults and children underpin all that the school does.
- ✓ These lead to high expectations of pupils who respond well to the demands on them.
- ✓ Whilst consistency in expectations is inherent in school, scope is given to all staff to plan and deliver according to the needs of the pupils.
- ✓ Staff are not afraid to take risks. Provision that does not work is changed.
- ✓ Leadership is very strong. SLT skills complement each other very well and lead to professional discussion that improved provision.
- ✓ The inclusiveness of the school promotes understanding, respect and celebration of diversity.

Areas for improvement:

- Ensure learning behaviours are of the highest quality in all classes – TA in one class was disturbing the rest.
- Ensure children have access to relevant practical equipment in maths when they might need it.
- Some small slips in the correction of punctuation was seen in pupils' work.
- Ensure all pupils use dictionaries independently if they are required to.
- 'Crack the gap' in Y5.

Ofsted left the school with 2 Areas for Improvement (AfI)

- Ensure that the standard of presentation in pupils' books is consistently high.
- Further develop the range of resources reflecting diversity to include a broader range of positive images of culture, disability and gender.

Actions taken to improve the areas left by Ofsted have been successful. Presentation is excellent – pupils take pride in their work and want to do their very best. Inclusion is an underpinning tenet of the school and pupils show by their actions and views that the teaching of tolerance, acceptance and respect of differences has been highly successful.