

School	Callands Community Primary School	Last Ofsted date	March 2016
Headteacher	Lisa Littler	Judgement	Outstanding

1. Visit Details

Date	Time	Purpose / Focus
9/1/22	8.15-3.45	Reading, including phonics/early reading; Behaviour (specifically, Anti Bullying)

2. Summary of Key Discussion Points

Activities completed: Review of Reading and Behaviour/Anti Bullying related documentation, including that available on the school's website. Meeting with HT and English Leaders, Lesson Visits (phonics EY, KS1) to 14 classes, hear readers (lowest 20%) from YR to Y6, meeting with teachers (Y1, Y4, Y5, Y6, including 2 ECTs), observation of pupils on playground and in lunch hall, meeting with School Council/Safety Team, meeting with Reading Ambassadors. All activities were carried out alongside the HT and English Leaders.

Background:

- For a number of years, Callands Primary School has taken part in regular peer to peer reviews with other local schools. These are supported by an external adviser. On this occasion, no external adviser was available and the review was led by the Headteacher of one of the local schools within this partnership.

Based on the activities above:

Reading:

- School Leaders ensure that the teaching – and learning – of phonics is central to provision for pupils. Pupils meeting the standard of the Y1 phonics screen check have been historically high (including recent checks during the pandemic). However, the school has implemented further actions to ensure even greater progress. Observations of the lowest 10% of pupils in Y1 indicate that they are working less than half a term behind the school's ambitious phonics expectations. The school currently predicts that close to 100% of pupils in Y1 who have been with the school since the start of Reception will meet the standard of the check in 2022. Evidence during the review would support this.
- Leaders are relentless in their aspiration that every child who joins the school will quickly master the phonetic code and become a fluent reader. This is clearly demonstrated by the progress being made by the significant number of EAL pupils who have joined the school in the last 12 months, many of whom demonstrated very strong progress in reading since joining the school. As a result, pupils are developing the reading skills to fully access the school's curriculum
- Teachers read regularly to pupils who report that they enjoy this greatly. This is due to the enthusiasm demonstrated for reading by their teachers and the carefully selected texts (always with a purpose and in response to pupil feedback) that are read to them. This is one example of the work the school has done to further promote a love of reading. Pupils of all abilities read books of their choice regularly at home. They can discuss their favourite book(s), author(s) and the reasons for this in detail and with enthusiasm.
- A further example of this is the school's development of 'Reading Ambassadors'. These pupils welcome the responsibility to promote reading (and its importance) across school. They talk enthusiastically about their role in 'Vocab Time' in their classrooms (this is time, chosen by the Ambassadors where learning is paused for discussion about vocabulary development). These pupils are clearly very positive role models for others.
- The school has ambitious and very clearly structured and defined expectations of the phonemes and texts pupils should be able to read at every point (each week) in Reception and Year 1. This is supported by resources which are very tightly matched to the phonics scheme. Lesson visits demonstrated that this is consistently implemented within daily lessons and that almost all pupils are able to decode words in line with these high expectations. Recently, the school has reviewed its approach to phonics teaching so that lessons are delivered to 'half classes' in Reception and Year 1. This is in its early stages, but leaders report this appears to be having yet further positive impact on early reading. This is a further example of the extremely high expectations and relentless focus on promoting the importance of early reading.
- Pupils who are not meeting the school's high expectations are identified quickly (from week 3 in Reception) and additional, focused, daily phonics teaching is implemented rapidly. These pupils continue to access the school's phonics programme in line with other pupils. The school's assessment information and observations of these pupils demonstrate that this is enabling them to keep up with peers and meet age related expectations.
- The school's delivery of early reading lessons follows clear and consistent routines and expectations. The pupils learn these quickly and this means that they are able to successfully focus their attention on the key learning (i.e. the focus sound) for that lesson.

- Opportunities for frequent and planned expressive speaking activities are provided for pupils at the earlier stages of reading and language development – staff are clear that pupils ‘need to be able to speak it before they can comprehend it’ whilst reading.
- Across the school, detailed reading records (half termly ‘running records’) are completed for pupils who are working below the school’s defined expectations. These inform teaching and interventions for these pupils.
- In Key Stage 2, the school uses Cracking Comprehension and Comprehension Express to support the teaching of Guided Reading. Successful elements of the approach (e.g. ‘Expert Tip Cards’) are threaded across all reading activities. There are many, clear examples of this bringing very tight refinement to the teaching of reading comprehension skills. The revised reading material used successfully engages pupils. The very small number of pupils spoken to who are less enthusiastic about reading report that they enjoy these activities and value how they are helping them to develop their reading skills. All of these pupils continue to read regularly and appreciate the importance of this.
- Pupils at the early stages of reading access books which are closely matched to their phonics skills which they are able to read accurately and with increasing fluency. These books are shared with parents to facilitate further practice. Pupils also access books beyond their reading ability for parents to read to them. This contributes to the development of vocabulary which is a focus throughout the school.
- Teachers and Teaching Assistants have all been trained in the school’s phonics programme and all staff who are delivering phonics (to classes or individual pupils) have the required skills and support to do this effectively. Staff support each other well. The need to continually reflect is modelled by experienced and senior staff. This culture means that staff who are earlier in their careers feel comfortable to ask for advice and support. As a result, these teachers quickly develop their teaching skills as demonstrated by the high quality of provision seen in their classrooms.

Behaviour (focus on Anti Bullying)

- Throughout the visit, pupils were exceptionally well behaved, both within lessons and in less structured time. They are consistently well mannered and respectful of visitors, staff and each other. During breaks and lunchtimes, they were seen playing cooperatively and constructively. Equipment is used appropriately and looked after by pupils. In the dining hall, pupils were observed socialising appropriately.
- Pupils consistently report that bullying is rare at Callands. They know how to report incidents and will, where appropriate directly encourage/challenge where they feel a pupil may be being treated unfairly.
- The school’s ‘bucket filling’ approach to behaviour permeates the ethos of the school. It underpins behaviour procedures (including those for Anti Bullying) and is clearly understood by all pupils and staff.
- School has a shared and clearly understood definition of bullying. Pupils are aware of the role of ‘Bucket Dipping Investigators’ in this and many can report how they have responded when in this role. Leaders are also able to identify case studies where the use of the school’s restorative justice procedure has successfully addressed any issues.
- All pupils report that they feel safe at school. They can list the reasons for this, including the physical design of the building, protection that is built into the school’s IT systems and, perhaps most importantly, the relationships with all staff who they fully trust to address any issues sensitively, positively and, where appropriate, discretely.

3. Agreed Next Steps

- Further evaluate Guided Reading to ensure all group tasks are tightly matched to content/assessment domains
- Clarify expectations for frequency of reading in school for lowest ability readers in each Ygp/Key Stage, building on the impact of the practice in YR/KS1 to further improve the progress of these readers across the school.
- Review Behaviour related policies to ensure a clarity of the ‘Callands Behaviour Culture’ for all stakeholders to ensure that the response to any possible bullying related incidents is even more consistently applied by all pupils.