

# Supported School Self-Evaluation Report of Visit

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SIS

## Autumn Term 2018

(DGW ariel12)

<b>School</b>	Abbots Farm Junior
<b>Date of Visit</b>	15 October 2018
<b>Headteacher</b>	Joss Andrews
<b>School improvement adviser</b>	Derek Watts
<b>Copies to</b>	Chair of GB

### Purpose of Visit:

- This was the Autumn Term visit to review the school's performance with the Senior Leadership Team (SLT) and subject leaders.

### Activities undertaken

- Discussions with the headteacher, deputy headteacher and assistant headteacher.
- Viewing the most up to date Self-Evaluation Summary and School Development Plan (SDP).
- Analysis of pupils' attainment and progress data.
- Observing learning in classes.
- Viewing pupils' work.
- Discussions with a range of subject leaders.

### Information about the school

- Abbots Farm Junior is an average size school when compared to primary schools nationally (NoR: 265).
- Over three quarters of the pupils are from a White British heritage. Other pupils are from a range of ethnic heritages including any other White background, Caribbean, Indian and Pakistani.
- The proportion of pupils with special educational needs is broadly average.
- A below average proportion of the pupils are supported by pupil premium.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher, who was previously the deputy headteacher, took up his post in January 2017. The deputy headteacher was appointed for September 2017.
- The school has recently gained 'Primary Science Quality Mark' gold. The 'Sports Mark', was renewed in July 2018 and silver was awarded.

### Last Ofsted inspection: 16 and 17 April 2015.

- The school was judged outstanding in all aspects

**Improvement issue from the last inspection was:**

- Make sure that pupils apply their improved knowledge of grammar, punctuation and spelling consistently well in all subjects to improve even further the quality of writing across the curriculum.

**Leadership and management**

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- The headteacher, key leaders and staff continue to maintain and build on the school's remarkable success.
- High aspirations and high expectations of what all pupils can achieve pervade the school. Leaders are firmly focused on providing high quality teaching, an exciting curriculum and first-rate support to pupils. As a result, pupils' make outstanding progress and attain well above average standards by the end of Year 6.
- Abbots Farm is always a privilege and an absolute joy to visit. It continues to develop from an extremely strong position.
- School self-evaluation is accurate, systematic and robust. The headteacher and key leaders thoroughly analyse pupils' attainment and progress. The quality of teaching and learning is regularly monitored and pupils' work is scrutinised. Discussions are held with pupils about their learning and their views of the school. The views of parents are sought on a regular basis. As a result of rigorous monitoring and evaluation, the headteacher and key leaders have a very clear overview of the school's strengths and priorities for improvement.
- The self-evaluation report, formerly the self-evaluation form (SEF), succinctly conveys the findings of accurate and rigorous self-evaluation. The school might consider aligning the section headings of self-evaluation report to the most recent Inspection Handbook (Ofsted, September 2018).
- The findings of self-evaluation are used well to inform the School Development Plan (SDP). The plan is succinct, structured and sets specific targets with measurable outcomes to check the success of the plan's implementation.
- Since the previous inspection, the school has wisely strengthened the expertise and skills of subject leaders. The school has some very talented subject leaders. They are given effective support and numerous opportunities for CPD. For example, the English leader has successfully supported local schools in improving provision and outcomes for pupils in writing. The science leader has provided good quality training for science leaders from the schools in the local federation.
- Subject leaders have good opportunities to monitor and evaluate the quality of provision and the outcomes for pupils. They all produce well focused development plans to move their subject forward.
- The school's assessment and feedback policy were revised last year. This is a good quality statement which emphasises how assessment and feedback should be meaningful, motivational and manageable. Recent class observations and the viewing of pupils' work shows that the policy is effectively implemented.
- The school provides a broad, balanced and interesting curriculum which enables pupils to make rapid progress. The school is not complacent and the deputy headteacher is leading further improvements of the curriculum. More emphasis is being placed on developing pupils' investigative, independent study and research skills. In order to assist the revision of the curriculum, all teachers have remained with their current year group for 2018/19. The deputy headteacher is wisely working closely with the leaders of humanities and science in developing and evaluating topics.
- The curriculum is enriched by a very good range of activities including visits and visitors. For example, a vertical learning day, where all four-year groups work together, is planned for November to commemorate 100 years of the end of World War I.

- Abbots Farm Junior successfully promotes British Values and pupils' spiritual, moral, social and cultural development. Leaders and staff have imbedded the core values of Ambition, Health, Reflectiveness and Resilience. Visits to classrooms and the study of pupils' work confirm that these values pervade learning in lessons and the life of school.
- The assistant headteacher and SENCo work closely together in leading the drive on Behaviour, Welfare and Inclusion. While these are strong areas of the school, there are plans for further improvement to meet the needs of the steady increase in pupils with behavioural and emotional needs. Part of the plans include providing high quality training for lunchtime supervisors and teaching assistants.
- The school has developed three simple rules which are known and understood by all pupils.
  - We are Kind;
  - We are Respectful;
  - We always Try Our Best.
- Leaders and staff have devised a behaviour ladder of green, amber and red so pupils know the high standards of conduct expected of them in the green zone. They know the consequences and sanctions, should they fall into the amber or red zones.
- The school has plans to increase opportunities for pupils to take on leadership responsibilities. There is a house system which provides good opportunities for house assemblies and sports events.

<b>Teaching, learning and assessment</b>	1
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- The study of pupils' work, visits to classrooms and pupils' assessments indicate that teaching, learning and assessment at Abbots Farm Junior continue to be outstanding.
- The high-quality teaching and assessment have a positive impact on pupils' learning, progress and attainment. Leaders and staff continually strive to enhance and improve pupils' learning experiences.
- Teachers convey high expectations of what pupils can learn and achieve. Pupils are inspired and motivated by teachers' enthusiasm and very secure subject knowledge. Teachers provide a variety of exciting activities which challenge pupils and deepen their understanding.
- Lessons are well planned and have a sharp learning purpose. Teachers effectively share the learning intention with the class at the start of lessons. As a result, pupils know and understand what they are expected to learn. Teachers successfully use a range of strategies to guide pupils' learning towards the learning intention. For example, they provide a checklist of writing skills and success criteria. There are useful learning prompts for literacy and numeracy on the cover of pupils' books and displayed on classroom walls.
- Teachers' explanations, demonstrations, instructions and questioning successfully promote pupils' learning. Pupils are fully engaged and benefit from their teachers' first-rate exposition. For example, questioning is used very skilfully to challenge pupils' thinking and to check their understanding of new work.
- The teaching of reading is highly effective. The English leader has provided first-rate coaching and support to further develop the teaching of reading. Pupils' reading skills are progressing extremely well and the development of higher order reading skills has been a recent priority.
- The teaching of writing is of the highest quality. Pupils have very good opportunities to apply and develop their writing skills across the curriculum. In Year 4, pupils wrote informative accounts of Nelson Mandela and the unfair treatment of black people in South

Africa. In Year 5, pupils wrote engaging news articles of the first moon landing in 1969.

- In mathematics, pupils have regular opportunities to acquire and apply frequency, reasoning and problem-solving skills.
- Teachers make good use of 'White Rose' resources in planning their lessons. In Year 3, pupils made very good progress in reasoning and problem solving as they added three-digit numbers. Pupils demonstrated ambition and resilience in tackling challenging tasks. Year 3 pupils effectively add and subtract multiples of 100 using the 'bar model' method.
- Pupils in Year 4 show a clear understanding of Roman numerals. They applied this learning as they played 'Snakes and Ladders' using a board with Roman numerals. Pupils demonstrated a strong understanding of place value as they added four-digit numbers.
- The school's feedback policy is effectively applied. Pupils know how well they are doing and know what they must work on next.

**Personal development, behaviour and well-being**

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- Pupils' personal development, behaviour and welfare at Abbots Farm Junior continue to be outstanding.
- Pupils have very positive attitudes to learning. They participate with enthusiasm as they tackle the challenging activities and tasks provided. Pupils relate very well to adults and to their peers. Their exemplary behaviour has a positive impact on their learning, progress over time and their personal development.
- The school's core values of Ambition, Health, Reflectiveness and Resilience are prominently displayed in classrooms and continually referred to by staff and pupils. These values are embedded in classroom practice and in the general life of the school.
- Pupils show ambition and resilience in their learning. For example, when tackling challenging mathematical problems. They show reflectiveness when self-assessing or editing their writing. Pupils show resilience and sustained concentration as they write extended pieces in English and in topic work.
- Pupils take care in their handwriting and presentation. The quality of pupils' work in books and on display reflects their rapid progress and pride in their achievements.
- Pupils enjoy and value their education at Abbots Farm Junior. Attendance is above average. Persistent absence is below the national figure.

	School	National
Overall attendance	97%	96%
Persistent absence	4.9%	8.3%

- Pupils at Abbots Farm Junior are extremely well prepared for secondary school and for life in the wider community.

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## Outcomes for pupils

- Pupils enter Year 3 with above average attainment in reading, writing and mathematics. Outcomes by the end of Year 6 in 2018 were well above average in all areas. The outcomes in recent years support the school's judgement of outstanding for outcomes.

### Unvalidated outcomes for Year 6 in 2018

Year 6 (60)	School Av scaled score 2018	Nat Av scaled score 2018	School exp standard + 2018	Nat expected standard + 2018	High standard / Greater Depth	Nat High/GD 2018	Progress
Read	109	104	91%	75%	44%	28%	+3.2
Write	-	-	94%	78%	29%	20%	+2.2
Maths	109	104	95%	76%	39%	24%	+3.1
GP&S	110	106	88%	78%	52%	34%	-
RWM	-	-	88%	64%	18%	10%	-

- Year 6 test results in reading in 2018 were well above average. A well above average proportion of pupils attained the expected standard and the higher standard. The progress measure is looking securely above average.
- In writing, a well above average proportion of pupils attained the expected standard. An above average proportion of pupils were working at greater depth. Progress is looking above average.
- In mathematics, the proportion of pupils attaining and expected standard and the higher standard was well above average. Progress is looking above average
- The proportion of pupils attaining the expected standard and the higher standard in GP&S was well above average.
- These are impressive outcomes. They are stronger than the previous year, especially in reading and mathematics.

## Overall effectiveness

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The school is extremely well led and managed by the headteacher and other key leaders. High quality teaching leads to outstanding outcomes for pupils. Attainment by the end of Year 6 is well above the national average in reading, writing, mathematics and GP&S. Pupils are enthusiastic learners who demonstrate considerable ambition, concentration and resilience in their studies. Their behaviour and relationships with others are often exemplary. Pupils' spiritual, moral, social and cultural development is promoted extremely well. Pupils are very well prepared for their next school and for life in the local and wider community. Abbots Farm Junior continues to build on its numerous strengths and is clearly an outstanding school.

### Key improvement priorities for 2018-19 include:

- Ensure all pupils make expected progress and increase the proportion making better than expected progress from KS1 in reading, writing, GP&S and Maths across all year groups
- To develop whole school curriculum
- To develop effective leaders at all levels

- To enhance provision and support for pupil behaviour, well-being and inclusion.

**Subject leaders in discussion have identified the following priorities for their area of responsibility:**

**English**

- Strengthen pupils' spelling.
- Further develop pupils' enjoyment and enthusiasm for reading.

**Mathematics**

- Strengthen the use of high-quality mathematical apparatus and resources to enhance pupils' knowledge, understanding and skills in mathematics.

**Physical education**

- Develop pupils' leadership skills in PE.
- Continue to offer a wide range of sporting opportunities to pupils.

**MFL**

- Further develop self and peer assessment.
- Develop home learning on the website.

**Humanities**

- Monitor the new objectives for the new topics.
- Develop independent learners and pupils' research/study skills.

**Science**

- Develop the progression of scientific skills
- Develop a manageable assessment system for science, possibly the assessment of key investigative skills.

**Date of Next Visit:**

- 7 November 2018, 1:00pm Headteacher's Appraisal.

**Sources consulted**

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