

LOCAL AUTHORITY SCHOOL IMPROVEMENT ADVISER

Visit Report (2021-22)

School Name	Park Primary School	
Overall Effectiveness	Current (Ofsted): March 2017 Good	Expected Ofsted OE: Date of next inspection:
Headteacher Name	Natasha Ttofalli	
Chair of Governors Name		
Date of visit	4 th November 2021	
Adviser	Judith Wilson	
Focus of Meeting	Autumn agenda – see below	

Agenda

Record of visit

(observations, discussions, meetings, review of pupil work, learning walk, site tour)

Prior to the visit, the headteacher made available key school documents.

Meeting with headteacher and deputy headteacher.

The priorities –

- the identification of children who are not making the expected progress, to make sure that every child is challenged – to ensure deeper thinking and deeper understanding, so that children know more, remember more and do more.
- The summer data was used to identify specific year groups – phase leaders were requested to look at data and adapt curriculum, for example if maths, add in extra time afforded to mathematical activities.
- Tracking the lowest 20% of children, making sure that each child on a personal curriculum, a semi formal curriculum, is making progress.
- The year 3, current year 4, (from an already lower starting point) were the most negatively impacted. The SEND teacher works to support teachers, adapting curriculum, the phase leader is in year 4 and has a School Direct trainee in order to increase capacity for school improvement activity..
- Cultural capital – all year groups are experiencing forest school; all year groups have either been on visits or they are planned (Wicked/ Royal Albert Hall/ Discover Centre/ Team Building Day at Lambourne End). Whole class chess lessons in Year 3, Guitar lessons in Year 5 and 6 and Drama, facilitated by specialist external teachers has all resumed successfully.

Teachers have PPA time together – this is facilitated through -
CAT day – once a fortnight,

- Drama and Performance Poetry- teaching teamwork, interdependency, confidence, memory for recital, use of one's voice, performance and presentation skills

- Thinking Through Texts - a Park generated curriculum area which hones creativity and empathy through the use of high quality texts (usually thematic picture books). Children will discuss themes etc and will create an outcome which may be written, recorded or made.
- Spanish and Musical Appreciation - children will learn to appreciate language creatively and to experiment with it . through musical appreciation.

Dog Days occur in the alternate week to CAT week. Dog Day is the day where children are taught by the three different teachers in the year group for a third of the day. Dog Day is part of our provision so that:

- Teachers have the opportunity to be with other children for a part of their working fortnight, allowing relationships to be built across the year group
- Children have the chance to be with teachers other than their own (and the CAT teachers) so that they get to build relationships and be with a range of adults; this is important for there to be multiple opportunities to find adults who can see their 'light'
- Teachers have the chance to be a master of a particular subject area; to be the 'specialist' in that field.
- Teachers get to see the difference in the classes 'make up' and thus will be better placed when team planning so that planning reflects the needs of all learners in all 3 classes.
- The children start to appreciate that their behaviour and learning behaviour needs to be consistent even if the expectations of the teachers/ their personalities are different.
- It actively supports children through their transition points at every stage; they are better prepared for building multiple relationships.

Staffing – 4 new ECTs, the deputy headteacher is now the substantive postholder and is the ECT Tutor.

There is a strong induction programme, each has a mentor, the school has signed up for the full ECT programme. Additionally, in class support is strong and includes team teaching.

There is a very strong culture of wellbeing, staff attendance is a generally positive picture, there is one persistent absence in the support staff team. Staff view suggests that staff feel supported and well-considered.

Pupil roll – 4 children missing education (moved abroad), reception is full, there are one or two vacancies in each year group, 16 vacancies across the school in total. The school has a waiting list for Reception and is full in the nursery. The school has a strong reputation locally.

Pupils' learning behaviours are very strong.

SLT meetings are structured in 6 week blocks, to cover each aspect, this will enable each aspect to be monitored, such as dedicated time to monitor impact of behaviour policy

Safeguarding – the single central record has been checked by a governor. The headteacher reports that safeguarding systems are highly effective, particularly early help – two trainee social workers and a school based social worker are funded by the school.

Pupil attendance – was 96%+ but has dropped off. Parents are cautious and therefore keeping children at home with coughs and colds.

The curriculum is designed effectively, there is some strong connectivity

There are a number of new subject leaders, they are supported by the deputy headteacher through an agreed induction programme.

Discussion about sequencing of subjects, for example geography and history, in year 1 local area, to comparing to another country, starting at home and developing further afield.

Science is strong – reviewed the curriculum, tapping into a scheme for resources, on pupil voice progression is clear, scientific knowledge and enquiry is sequenced.

Learning walk -

- Post covid strategy – there are pupils who experienced challenges during lockdown, others who had positive experiences. Reading – the importance of books, thinking through texts,
- Putting more emphasis into reading, identifying lowest 20%, tightening comprehension – drawing out understanding. Teachers are covered by SLT for one day per term where they conduct individual reading conferences.
- Writing – children are lacking resilience and stamina; this was the most challenging to teach online.
- Pupils have missed out on prompt live marking. The school is now making sure within the learning journey in English, that modelling and teaching of writing using model texts, affects strong, effective and consistent teaching.
- National tutoring – most successful aspect was using tutors known to the children, the least successful aspect was taking children out of lessons. Reviewing the best way to reintroduce tutoring.
- Mock SATs due within the next couple of weeks

SEND – there is a teacher in KS1 and KS2, there is an increasing number of children who would benefit from a specialist placement, pre-verbal and with ASD.

Discussion about preparation for Ofsted

Bringing together information in preparation for Ofsted and the value of updating the website

- timetable links for classes,
- staff lists of all staff,
- where to find the single central record,
- self-evaluation and school improvement plan with milestones for the end of each term,
- safeguarding, risk assessments,
- governor work and reporting to governors,
- external views of the school,
- behaviour and exclusion, alternative provision information with own safeguarding checks,
- SEND,
- attendance data.

SEND

1. How is the curriculum designed to meet the needs of pupils with SEND?
(Possible responses may include)- The curriculum is adapted at the point of delivery, to meet individual needs, aided by resources, alternative modes of learning, adapted assessment, personalised learning for those working below age related objectives.
2. How does the school support pupils with SEND and help them (to catch up?)
(Possible responses may include)- Quality first teaching – adaptation of pitch and differentiation of tasks, small group teaching, with fluid movement to recognise progress, targeted interventions, outside specialists, sharing with parents, additional training for bespoke needs, such as attachment needs, collective liaison and decision making.
3. How are interventions planned to support pupils with SEND?
(Possible responses may include)- Interventions from evidence-based or research provided interventions, assessment of learning gaps and needs, formative and summative assessments to check success of interventions used, pupil progress meetings at which decisions are made to start, continue or end an intervention, ongoing communication, clarity of success criteria and measure against impact, specialist provision

4. How does the school identify pupils who have SEND?
(Possible responses may include)- Initial identification by class teacher and/or parent, outside professional identification, staff knowledge and alert, professionally curious, asking questions, patterns in learning and learning behaviours, use of measures, such as Leuvens scale, home visits, assessments.
5. How are parents of children with SEND involved in their education?
(Possible responses may include)- Building relationships, connections maintained by staff, desire to engage meaningfully with parents and carers, outreach through scheduled meetings, phone calls, emails, video calls and trust

I am attaching a range of questions and headlines from recent inspections that may be useful

Date of next visit:

Signed (Headteacher)  Date: ___7/11/21_____

On completion, please send to dani.wade@newham.gov.uk