

NEWHAM SCHOOL IMPROVEMENT ADVISER (SIA) SERVICE

Education Setting Visit Report (2022-23)

Education Setting Name	Park Primary School	
Overall Effectiveness	March 2017 Good	Current SEF OE judgement: Expected next OE outcome:
Headteacher Name Deputy headteacher	Natasha Ttofalli Clare Broadhurst	
Chair of Governors Name	David Asuni	
Date of visit	28 th March 23	
SIA Adviser Name	Judith Wilson	
Focus of Meeting	Review of the work to raise standards of reading concentrating on improving pupils' comprehension skills. Reading and conversation with KS1 and KS2 children	

Record of visit

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

Context:

- The headteacher is currently on sick leave and absent from school. The deputy headteacher is supported by three assistant headteachers and 4 phase leaders.
- The deputy headteacher was well prepared for this visit.
- The deputy headteacher's teaching commitment is being covered, there is capacity currently as phase leaders have students who are teaching 80%
- There are 665 children on roll, with 12 spaces across the school. Reception will be full in the autumn term.

Raising standards in reading

- Reading is a priority, book corners have been reviewed – including investment in new books. Classes swap books so that there is a reinvigoration of the book areas.
- Class novel on the teacher's desk.
- Displays of reading throughout the school.
- 'Get caught reading' – including unusual places, this helped launched the profile of reading.
- All children go to the library.
- Winter and summer reading challenge.
- Reviewed use of reciprocal reading – there wasn't enough time to build in comprehension and the answering of question.
- The reading gym now focuses on specific skills in the first week, 1;1 in the second week and comprehension in the 3rd week. Already this is demonstrating impact.

Year 6 data – predictions following the mocks,

- In reading 75% at age related expectations, 33% at greater depth. This is an improvement and reflects the hard work.
- Maths – 70% at age related expectations , 25% at greater depth.
- Writing - 75% at age related expectations, 25% at greater depth.
- Currently predicting 60% combined. Children have been identified, and targeted – 2 or 3 times a week.
- There are 90 in the cohort, 8% will not take the SATs – new arrivals or working outside of the key stage.

Year 2 –

- Reading 75% at ARE, 25% at GD, maths 76% at ARE, 26% GD, writing 78% at ARE, 20% at GD. The focus in year 2 is on writing – building in opportunities for children to extend their writing, for examples in topic Great Fire of London, description, diary.
- Additional handwriting.

Phonics –

- There is now a more robust system in place for assessment, when a child is ready to move a group, the teacher notes readiness, so children don't have to wait for the cycle of assessment. In addition, children were not accessing phonics on CAT and DOG days. They now have whole class sessions on those days.

Attendance

- Attendance has improved – 94% last week, this week may be lower as coming to the holiday period.
- The deputy headteacher detailed the robust measures in place, clear policy followed. The biggest challenge is term time leave due to expense of visiting families in holiday periods.

SEND

- There are 20 pupils with EHCPs – there is a qualified teacher working with the Engagement provision for 12 children. The school will receive funding from the LA to move the provision from the top floor space to the current staff room on the middle floor. The space on the top floor will be adapted to use as a staff room.

Research project – in EYFS, to analyse outdoor learning and benefits.

On the day of the visit pupils in year 2 and year 6 were engaged in a workshop delivered through HSBC

Curriculum review and subjects the school may like to suggest for a deep dive, for example Spanish and computing.

- The school uses 'I compute' – computer science, IT and digital literacy. Computing is taught on dog days, a teacher per term, enabling computer lead to support planning. There is a computer club in KS1 for children to practice skills.
- Home work is on line through google classroom. Review/recap at the start of every lesson – using correct vocabulary plus questions to check understanding.

Reading in year 2

- Two children in lowest 20%, did not achieve phonics screening last year. They were confident, enjoyed reading. Children could describe voting for books at the end of the day. They

reflected the positive work in school to improve standards in reading.

- Children could talk about favourite subjects with pleasure, they commented they like computing and could make links in their learning, recalling programming the Bee Bots. This was very encouraging –

Reading in year 6

- 3 children brought an impressive range of texts, enthusiastic and good use of expression. They were enjoying reading and listening to one another, a trait learnt through listening to their class teachers read aloud teachers reading aloud.
- They described reading and the focus on comprehension.
- Notable excitement for transition, practice SATs.

Overall, this was a very positive visit – the environment was calm and purposeful. It did not feel as if the headteacher was absent, systems and procedures are well embedded, and the deputy headteacher is working hard and effectively to ensure continuation.

Potential challenges for next term –

- The budget for 23 – 24.
- The school is due to have an Ofsted inspection.

Signed (Headteacher) _____

Date: _____

Signed (Chair of Governors) _____

Date: _____