

# School Improvement Visit Report

Spring Term 2019



<b>School Name:</b>	Gomer Infant School	<b>Adviser:</b>	Jane Wilson
<b>Focus:</b>	CONFIDENTIAL - LLPR	<b>Reference:</b>	Inspection and Advice - LLPR 2018-19
<b>Additional Adviser(s):</b>		<b>Date of Visit:</b>	14/02/2019 08:30
<b>Attendees:</b>	Executive Headteacher, Head of School, Chair of Governors	<b>Local Authority:</b>	Hampshire

## Actions

Action	Who	Timescale
To further develop children's mathematics reasoning skills through the use of sentence stems.	Mathematics Leader	23/07/2019
To develop TAs mathematics knowledge and vocabulary particularly in place value.	Mathematics Leader	23/07/2019

## Summary of Main Findings

Outward looking and reflective senior leaders consistently review and refine practice in a measured approach. School improvement actions are tightly tied to forensic data analysis and a clear understanding of the needs of the children. Leaders have effectively used trialling and implementation of new approaches to continue the school's journey of improvement. The school's accurate self-evaluation and high outcomes at the end of Key Stage 1 means that the school is at low risk of underachievement and consequently is a **low priority** for local authority support.

## Activity reason

LA Funded.

## Activity focus

Annual Visit.

## Context

---

This is a report of the Local Authority's (LA) annual visit to the school. The purpose of the visit is to work alongside the school, helping it to evaluate the progress that it has made in addressing key areas from its improvement plan and to identify any support required from the LA over the coming year.

### Profile of Need

The most recent inspection in June 2013 judged the school to be outstanding. Governors and leaders were directed to;

- Maximise the opportunities in the external areas of the school to reinforce and extend the pupils' mathematical skills and knowledge.

Prior to the visit, the leadership and learning partner (LLP) and executive headteacher agreed the following lines of enquiry as the focus for the visit;

How does our provision enable six plus steps of progress and greater depth in mathematics?

The following activities were undertaken to gather evidence;

- learning walk
- data analysis
- book sampling
- discussion with the mathematics leader
- pupil interviews
- discussion with the executive headteacher and head of school.

## Commentary

---

### How high are previous standards?

- As a result of school leaders' effective analysis of assessments to drive precise additional support for children not making expected progress and those with potential to achieve greater depth, 2018 outcomes were well above national averages in reading and mathematics at age related expectations (ARE) and in reading at greater depth (GD). Writing was above national averages at ARE, but below at greater depth as was mathematics. Although ARE outcomes are strong they form part of a three year decline, whilst outcomes at greater depth form part of a three year upward trend.
- Phonics outcomes were above national averages and form part of a three year upward trend.
- School leaders report that the changing profile of cohorts on entry to the school has impacted on Early Years outcomes which were broadly in line with national averages in 2018, but form part of a three year downward trend. Progress was strong from children's starting points.

### How high are current standards?

- Early Years predictions are above national averages. The school's use of ECAR (Every Child a Reader) has

resulted in the strong progress of children who were 'emerging' in reading at the end of Reception and phonics predictions are above national averages.

- Autumn term data and work sampling is utilised to inform Key Stage 1 predictions which are above national averages at both ARE and at greater depth, with reading significantly above.
- Current Year 1 predictions are above national averages.
- Robust systems are in place to track and monitor those children not making expected progress and these inform provision and teachers' performance management objectives.
- Mathematics teaching across the school provides high quality modelling and good use of models and resources to support children's learning. Books demonstrate children's confident use of a variety of representations and the use of more open ended problems in Year 2 is supporting children's articulation of their thinking and reasoning, and providing challenge for children working at greater depth. This could be extended and supported further through the use of sentence stems to solidify children's thinking and embed concepts.
- The mathematics leader reports that the longer focus on domains across each term, to embed concepts, is impacting positively on children's progress.
- Teachers' use of vocabulary and the methodical build up of ideas is supporting children's mathematical confidence and progress. Reception staff make effective use of Forest School opportunities to create a real purpose and engagement in mathematics.

### **The performance of Vulnerable Children**

- The impact of cohort profiles is evident in the varying outcomes for vulnerable children.
- 2018 disadvantaged children's outcomes were above national averages and their peers. 2019 predictions show that they will continue to be in line or above their peers and national averages. These outcomes form part of a three year upward trend in writing, remain constant in mathematics, but are downward in reading. Writing and mathematics outcomes will be above last year.
- Outcomes for children with special educational needs and disabilities (SEND) were above national averages in writing and form part of a three year upward trend. Other subjects were below national averages with no children achieving ARE in mathematics. These results form part of a three year declining trend. 2019 predictions show that whilst one child will achieve ARE in reading, neither children will achieve writing or mathematics. Progress rates for both children are good from their starting points.
- Outcomes for Year 1 children with SEND are above their peers.
- The school has robust provision for additional support; the inclusion leader ensures the cohesion of support, clear baselines and clear identification of barriers which then result in personalised learning for children with SEND.

### **The Curriculum**

Senior leaders and staff have reviewed the school's curriculum policy and developed the school's curriculum intent focusing on the four key school expectations for children; to be successful learners, respectful citizens, confident individuals and motivated learners. The development of the implementation of the curriculum is led through the school's focus on child led learning, growth mindset, Forest School and the Federation's seven magic life experiences. Staff have then reviewed curriculum themes to develop cross-curricular learning to develop writing, consistency and more explicit questions that engage children. Further development of planning against National Curriculum Programmes of Study and their review by subject leaders forms part of the summer Raising Attainment Plan.

## Self-Evaluation

All school leaders contribute to both the SIP and SEF, with termly 'Raising Attainment Plans' in place to address small steps and responses to emerging needs. Senior leaders have judged all areas of the school as outstanding, but are mindful that the further development of leadership skills needs to continue to build capacity through staff changes. The evidence seen on this visit would suggest that the school's self-evaluation is accurate.

## Funding

---

LLP core funding (9632W).