

**NOVAC (Note of visit and contact)**

<b>School:</b>	Hunslet Carr Primary School	<b>Date:</b>	7 <sup>th</sup> November 2018
<b>Author:</b>	Jackie Reid	<b>Staff contact:</b>	Martin Lumb
<b>Headteacher:</b>	Martin Lumb	<b>Link Advisor (SIA):</b>	Jackie Reid
<b>Visit Details:</b>	T&L Review – focused lines of enquiry.		

**Purpose of the visit:**

Eight months after Ofsted, it was decided to carry out a joint teaching and learning review, to see how far school improvement has moved (in line with the areas for improvement).

Lines of enquiry are linked to data outcomes (see below). The review will consist of triangulation of current data & FFT predictions, QFT and books/evidence. Evidence trails will be followed to pick out causal factors and areas for improvement to increase outcomes in all key stages.

The Vice Chair of Governors, HT, SLT, 2 x LA consultants (SC, SD) and SIA were involved.

**Summary / Outcomes of the visit:**

**Initial Meeting**

The lines of enquiry and proposed timetable were introduced and discussed practically. The lines of enquiry are similar to the data outcomes and Ofsted areas for improvement. They were deliberately specific in nature, so that all those involved could practise deeper triangulation and how to effectively follow evidence trails.

**Early Years (written feedback given by Sarah Coltman, EYs Consultant)**

*Line of Enquiry: how is communication and language being used to support literacy development and what other evidence is there of early reading and writing support?*

<b>EYFS data trend</b>	2016	2017	2018	Diff 17-18
GLD	52.5(69)	49.1(70.7)	<b>55.9(71.5) -15.4</b>	<b>↑ +6.8</b>
ATPS	31.5(34.3)	33.4(34.5)	<b>31.4(34.6) -3.2</b>	<b>↓ -2.0</b>

There have been some staff changes in early years (EY) including the appointment of a new EY leader. She has been quick to identify and respond to priorities. For example, firstly, during the summer break she worked with some members of the team to redecorate and re-establish the indoor environment in reception to provide richer learning areas and better prompts for language. Areas of provision have been refreshed and were seen today providing an appropriate environment for children to play and learn. Some of this work is continuing to be developed particularly in relation to the outdoor environment, so that this is a more effective learning space.

Secondly, she has prioritised staff training and coaching to build an effective team. There are morning meetings every day. She has led three training sessions on improving provision; the learning environment; the characteristics of effective learning and sustained shared thinking. The aim has been to focus staff on how they can move children’s learning on at every opportunity. Raising aspirations for all children is recognised as critical. SEND provision and interventions have previously supported some of these learners to achieve a GLD; if this can happen for some of the most disadvantaged children then it should be possible to raise outcomes for all. Gaps in staff knowledge have been spotted and additional coaching provided where necessary. The EY leader rightly recognises that building a strong team with a consistent approach is critical.

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A number of challenges were discussed:

- Children often start at Hunslet Carr with low starting points. The school serves an area of economic deprivation and a number of children have complex social and emotional needs.
- There are still gaps in some staff knowledge, although plans are in place to continue the programme of CPD.
- Assessment systems need to be understood by all, so that the whole team can effectively contribute.

Phonics sessions were observed in nursery. These were delivered in key worker groups. Teaching was strong with all children obviously absorbed, engaged and participating some with additional support where this was required. The focus of each group was clear and helping to develop strands of communication and language and PSED. The environment shows a clear focus on texts and talk for writing is used to familiarise children with stories. Some useful writing and drawing was seen in relation to 'Dear Zoo'. Later in the morning children were seen purposefully engaged in self-initiated play in different areas of provision. Some useful adult/child interactions were seen to develop and extend play.

In reception again, phonics teaching was observed. Children's behaviour and responses were positive, they were engaged, and a range of teaching strategies were seen. New learning was evidenced and writing was a focus in both sessions. In one class children were writing their new grapheme 'f' on a huge sheet of paper on the floor and demonstrating high levels of engagement. Again later children were seen accessing provision both inside and out and demonstrating good levels of engagement overall. Teachers were clearly working alongside children modelling language and supporting play and learning.

There is a clear focus on engaging parents and building effective relationships from the outset. There is a pre-nursery tots group, and workshops for parents across EY. A range of strategies are used to build partnerships with home for example, '#30' or 'All about me' bags which children then discuss in school, examples were seen where this is captured in long observations, providing very useful evidence of language development.

Evidence for a small number of children was reviewed and triangulated. Most judgements were readily agreed and significant progress was noted for two nursery children. Remember that although external LA moderation was accessed for both reception and nursery, judgements are only agreed for a small sample of children, (three in nursery and 5 in reception); the whole data set is not validated. The SIC suggested that end of Autumn 1 data is carefully moderated and agreed internally, so that it accurately represents at what level children are working. The EY leader believes that 60+% will achieve GLD and that up to 15% of children will be exceeding. These findings were shared and discussed with the SIA and VC of Govs.

**Agreed targets:**

- Continue to deliver CPD to meet the needs of the team as planned, including a thorough understanding of assessment and moderation.
- Continue to build effective relationships with parents so they can support their child's learning
- Continue work developing provision as planned.
- Apply to the WY Maths hub to access their EY mathematical CPD programme which starts in January.

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Y1 – Y3 lines of enquiry

Phonics				
Y1 Phonics	94.8(77)	82.5(81.2)	86.8(82.7) +4.1	↑ +4.3
Y2 Phonics	73.1(67)	75.0(61.6)	85.7(61.4) +24.3	↑ +10.7
<b>Line of enquiry: JR</b> <i>Phonics screening results have been above national for three years. How has this success been achieved? Are the required skills being transferred into reading and writing? How are Y3 learners who didn't pass the test being provided for to ensure accelerated progress?</i> (Only 2 children didn't pass the phonics re-take and their flight path is below EXS).				
KS1				
Reading EXP+	75.9(74)	82.8(75.5)	69.6(75.9) -6.3	↓ -13.2
R high	27.6(24)	20.7(25.2)	17.9(25.6) -7.8	↓ -2.8
Writing EXP+	67.2(66)	82.8(68.2)	64.3(70.0) -5.7	↓ -18.5
W GDS	12.1(13.3)	17.2(15.6)	10.7(15.9) -5.2	↓ -6.5
<b>Line of enquiry: JR</b> <i>Reading and writing outcomes at EXS+ and GDS/high were above national in 2016 &amp; 2017. Decreased in 2018. Is this cohort specific? (Y3-compare EYFS and KS1 outcomes).</i> <i>Are the GDS learners applying their skills deeply enough, to stay on track in KS2?</i>				

The DHT explained that the internal assessment system has been adjusted, so that curriculum expectations are more demanding in Y1, Y3 and Y5. This will bring all year groups' end of year expectations into line.

In most **key stage one** classrooms there was clear national curriculum match in the environment, provision and teaching prompts. Appropriate phonics resources and stages were evident in Y1 classrooms and this learning was being transferred into most children's written work accordingly. Phase 5 phonics is started at the beginning of Y1 e.g. multi syllabic words, compound words and split diagraphs. Examples were seen in **books** - hamster, animals, bedroom. Letters were generally started in the right place and letter formation was mostly correct. Work needs to be done around the size relationship between upper and lower case letters. Adults need to be diligent in picking out mistakes and correcting them during lessons. The AHT will follow this up in staff meeting.

There was disparity in the Y2 classrooms, with one showing well matched Y2 national curriculum expectations and learning in reading, phonics and writing was cognitively challenging. The other Y2 classroom was more in line with Y1 curriculum content. The non-negotiable writing requirements on the posters were Y1 level. During the book scrutiny three children, selected from both classes, working at GDS, were looked at. The volume of writing in all books was similar. A hot task was compared and the level of punctuation was inline, time adverbial phrases were evident, questions, spelling was accurate. These children have met all the requirements for EXS and they are now working on the consistency and complexity needed for GDS. The teacher new to Y2 is benefitting from the LA assessment training and mini moderations within school will take place weekly.

A phonics intervention session was seen briefly, with two children re-learning and consolidating the 'th' sound in a well-paced, multi-sensory session. This intervention is in addition to classroom teaching. On looking at the two children's books; correct use of the 'th' sound was seen, common exception words were spelt correctly or with plausible alternatives. One child was spelling phase 4 words effectively. We were told that moving to whole class phonics teaching and learning is having a positive impact on independent reading, writing and spelling.

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The Y1 children write every day, but the AHT has stated that more needs to be written, so that children can consolidate their skills and develop a love of writing. Letter formation needs to be corrected during writing lessons.

In all classrooms, those observing asked a small selection of children about their LEARNING in the lesson. Most children responded by; reading from the whiteboard, telling us the context e.g. bonfire night or the name of a book, text. Differentiation was by outcome in most cases, as all children in many classes had the same text, activity to complete. Some learners had completed the simple tasks and were waiting for adult direction to continue.

**In Y3** there was disparity in the standard of NC expectation in classroom provision and the level of expectation and challenge. A quick book look showed difference in the amount, productivity and independence in reading journals.

Children could be heard using full sentences in reply to teacher questions and class discussion e.g. “I agree because... “ The GDS children were most eloquent, but their follow up work was not challenging enough. They need to enter the learning with higher demands from the outset. Input could be shortened or separate for GDS children, so that they do not spend time on things that they already know, can do. In both classes all the children were using the same worksheet or content to work from. The transition from Y2 to Y3 needs to be simple in terms of changing expectations. Using Y2 GDS work as a model for increasing expectations across the ability range will be helpful for teachers moving year groups.

In all classes behaviour was calm (some passive compliance) and generally well managed. During SLT discussion afterwards, the focus on improving behaviour and learning attitudes could be stiling independence?

In some classrooms, the impact of support staff on learning and outcomes was minimal. Staff were static in the classroom, only interacted with a small number of children and had low level conversations, which didn’t move learning on. Impact of support staff needs to improve so that all children benefit from their teaching in the classrooms. Progress and attainment needs to be positively affected by their presence and skills during QFT. The leaders stated that a large amount of money had been allocated to pay for support staff to attend a morning meeting every day with teachers. This was to discuss the day’s learning and their focus on target children / groups. The validity and impact of these meetings can have varied impact on the learning in classrooms.

KS2				
Reading EXP+	48.1(66)	44.8(71)	56.3(75.3) -19.0	↑ +8.5
R high	5.8(19)	6.9(24.5)	8.3(28.1) -19.8	↑ +1.4
R Av SSc	98.8(103)	99.0(104.1)	100.4(105.1) -4.7	↑ +1.4
Writing EXP+	80.8(74)	62.1(76)	64.6(78.3) -13.7	↑ +2.5
W GDS	9.6(15)	1.7(17.7)	2.1(19.9) -17.8	↑ +0.4
<b>Line of enquiry: SD</b>				
<i>Reading outcomes have been well below national figures for at least 3 years at EXS+ and GDS/high, with writing the same in 2017 &amp; 2018. Progress between Y2 and Y6 has been negative in reading (meeting coasting criteria in 2017 &amp; 2018) and writing.</i>				
<i>In KS2 too many children have come off track since KS1? Why?</i>				

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The SIC took part in a Teaching and Learning Review alongside Jackie Reid, SIA and Sarah Coltman, SIC. Lines of enquiry were discussed and agreed beforehand; the SIC looked at Reading in Years 4, 5 and 6, with the following points in mind:

- *Are children demonstrating expected progress from Y2 to Y4?* Reading outcomes in Y6 have been well below national figures for at least three years at EXS. Progress between Y2 and Y6 has been negative (meeting coasting criteria in 2017 and 2018).
- *Are the KS2 test domains embedded in the teaching and assessment of reading from Y3 to Y5?*
- *Why does the KS2 reading data 'fall away' after a strong start in KS1?*

The SIC observed teaching alongside the HT. Reading journals/books were seen and children were spoken to in each classroom about their reading behaviours and what they found supportive in teaching to make progress. The reading areas/environments were scrutinised. Data for reading was shared and progress discussed with the HT.

### **Good practice seen**

- Learning behaviour demonstrated by all the children was excellent and children engaged well in the tasks set.
- In the Y5 classroom seen and both Y6 classes, there were immediate improvements seen since the last visit by the SIC. Teaching of comprehension strategies was clear and focused, with good modelling of thinking aloud. Strategy instruction was well planned, systematic and clear. Reading areas were vastly improved; spaces were inviting, decluttered and with excellent anchor charts to support reading strategies. Teacher modelling in general was of a high standard.
- Children appreciated these improvements and felt clearer on what it meant to understand a text. The displayed environment was supportive and this view was expressed by a number of children.
- Reading journals in UKS2 showed a good range of activities linked to class texts and with a range of test domain questions seen. Children said that they liked annotating text examples and sharing thoughts with each other to develop understanding.
- In LKS2, the reading environment is also much improved and with consistent use of anchor charts, again used by children as shown by talking to them about what support their reading. Journal evidence shows a range of comprehension strategies, such as background knowledge, prediction and questioning.

### **Improvement needed**

- Across UKS2, ensure that the questions are modelled and Read Aloud Think Aloud strategies are used when approaching test questions – or any comprehension questions – as well as the text itself.
- In LKS2, whilst journal evidence shows comprehension strategies, the children's annotations are often basic and need extending; this can often be because modelling of Read Aloud Think Aloud strategies is weaker or inconsistent – this could not be determined as the teaching of reading was not seen in these classes, but needs further SLT observation.
- Texts used in LKS2 may well be too long for children to be able to grasp; the texts either need to be shorter or the text used repeatedly across the week.
- The focus and order of comprehension strategies is less clear in LKS2 as it is in UKS2.

**NOVAC (Note of visit and contact)****Recommendations/Agreed Actions:****EYFS recommendations:**

- Continue to deliver CPD to meet the needs of the team as planned, including a thorough understanding of assessment and moderation.
- Continue to build effective relationships with parents so they can support their child's learning
- Continue work developing provision as planned.
- Apply to the WY Maths hub to access their EY mathematical CPD programme which starts in January 2019.

**Y1 –Y3 recommendations:**

- Progression check in KS1, so that correct NC and phonics content is appropriate and challenging. This needs to be seen in Y1 and Y2 writing evidence.
- When questioned, learners need to understand intentions and objectives i.e. the skills progression required to be successful in learning, as well as the task and context.
- Classroom environment check, to ensure that all classes show national curriculum match and that the current learning journeys are clear, as well as non-negotiables.
- Differentiation and points of entry need precision in the planning, delivery, assessment, shaping of lesson process. This will ensure independent learning (esp HAs) so that all children, including GDS children to stay on track through KS2.

**Y4 - Y6 recommendations:**

- The modelling and teaching of Read Aloud Think Aloud strategies needs observing in LKS2 to ensure practice is good and mirrors what happens further up the school. In Y4, the more experienced teacher is weak and the SIC was unsure whether the teacher had grasped the nature of teacher modelling of reading and the structure of progression in learning.
- It is unclear whether this is a training issue or a refusal to engage in good practice. For example, vocabulary work seen was still rooted in dictionary definitions and this does not help children to either improve word knowledge or develop strategies to repair word level confusion in the moment of reading. Journals show that whilst children are engaging in appropriate tasks, their responses are limited and need greater challenge. If children are to build on their KS1 reading data, then weaknesses in LKS2 will prevent this; concerted effort in Y6 may be too late for some.
- The focus of enquiry included seeing whether KS2 test domains are embedded in the teaching and assessment of reading from Y3 to Y5 in particular. This is crucial because it ensures that children understand the nature of the question type language *prior to* Y6. This was happening in Y3 and Y5 but not in Y4.

**NOVAC (Note of visit and contact)****Whole school impact:**

- Audit of support staff deployment (teachers responsibility), teaching skills, ability to move children's learning on, ability to 'work the room' in tandem with teachers in line with support staff standards. Action planning will come from the feedback. Evaluate the impact of the morning meetings between teachers and support staff, on children's progress and understanding in lessons.
- Continue with CPD sessions for 4 x AHTs with Jackie Reid (SIA) in Spring term 1. The initial focus will stem from the feedback about the review. Other areas for joint work include monitoring and triangulation, with staff mentoring and coaching for improvements in between monitoring activities.
- The Vice Chair of Governors took part in the complete process and found it very useful to be involved in triangulation activities and staff discussions. It would be useful for other Governors to attend monitoring / triangulation activities in school.

**Distribution list - Headteacher, Link Adviser, Governors**