

NOVAC – Summary of Impact Evidence Post Ofsted

School:	Hunslet Carr PS	Date:	14.10.21
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Headteacher:	Martin Lumb	Link Advisor (SIA):	Jackie Reid
Purpose of the visit	Learning walk to monitor writing and consistency of classroom environments		

Previous Ofsted AFIs:

What does the school need to do to improve further?

- Improve pupils' attainment and progress in reading and writing, especially for boys in KS2, by: – developing pupils' inference and deduction skills to aid their reading comprehension – extending pupils' vocabulary – ensuring the consistent and accurate teaching of handwriting and letter formation in line with the school's agreed approach – providing more opportunities for older pupils to write at length in a wider range of subjects.**

Further Recommendations and Agreed Actions: from Novac January 2020

- Complete the organisation of the new reading books, so that they can be used as soon as possible with the children. Then, the used guided reading books can be taken home to enhance the children's reading experience and pleasure. Strong match of reading books to phonic knowledge can then be guaranteed for all children at all levels.
- Consider including relevant visits and visitors in school (eg. there was a giant dinosaur in the hall) in longer term planning, so that they are integral to learning intentions and the school's curriculum offer.
- Continue to measure the impact of the recent Y3 and Y4 staff phonics CPD on the functioning of the target children within classroom provision and bespoke interventions. Use this information to further develop the role of the HLTA and her impact on the lowest achieving children in phonics, from Y1-Y4.
- Continue to measure the impact of whole class, inclusive phonics lessons in Reception and Y1 on phonic skills and standards. Increasing pace and making expectations higher, across the ability range within the direct teaching aspects of the phonics lessons, are the main areas for improvement. A collaborative, coaching approach is showing some improvements, but more direct sharing of multi-sensory lessons and high expectations should help the less experienced staff to thrust phonics acquisition and hence, reading and writing.
- The success of the previous recommendations should lead to Reception and Y1 children being more fully prepared for the annual transition through EYFS and KS1. Their basic skills will be more developed and the noticeable difference between phonics and reading skills and their application, which is evident in Y2 classes, will become the norm earlier. Therefore, helping to improve core standards at the end of key stages. The majority of children should also enter KS2 with a larger basic tool kit, in order to access the national curriculum in KS2 and beyond.
- Further embed the use of the phonics overview class trackers to aid all classroom staff in making every child's phonics/reading journey as timely and deep as they can be.

7. The children who were involved in the pupil voice meeting showed such a massive improvement in their understanding of the school's phonics and reading learning offer and its provision to teach all children to read well at their individual levels. The children's engagement and passion for reading at school and at home was infectious. This positivity and widened experience and knowledge need to be the norm for all children at all levels of learning.

Phonics Novac Recommendations (LA Reading Consultant) July 2021

1. The SIC suggested that staff teach elements of consonant blends alongside the digraphs at Phase 3, such as with 'rain', then also 'brain', 'train', etc. as a matter of course. If any children need intervention after having got stuck at Phase 3, for example, or after significant input are still not making progress, then digraphs could be pushed back after consonant blends for such children. This is the approach of the LA SENIT team and is good advice. This would not then break with the fidelity to the programme of Letters and Sounds for mainstream teaching.
2. The team had carried out the suggested audit based on the 16 criteria provided by the DfE for validated phonics programmes and this had been useful to see where gaps were and where practice needed to be shored up. As a result, the team were ensuring that all phonically decodable texts were ordered and sorted by letter-sound groupings, rather than just phases. This is a big task, but staff are ongoing with this.
3. The phonic team need to produce a simple two sides of A4 document outlining the school 'non-negotiables' on phonics, to cover such things as when to use sound buttons, phoneme fingers, teacher patter, appropriate resources etc. This will help to ensure consistency across the school.
4. The order and sequencing of Phase 5 was discussed, and this was something that staff had been aware of as a weakness, but especially after the S-W visit. The SIC suggested a week or so on a particular spelling pattern – such as 'ai/ay/a-e' – so that children could build on what they know and make for less cognitive demand. This will also support differentiation. The SIC will send a suggested plan for Phase 5.
5. When displaying phonics to support learning – especially at Phase 5 – provide word examples for each letter sound spelling alternative, not just the spelling pattern.
6. Both the SIC and school agree that the primary area for development is the teaching of phonics in KS2. Teaching and practice is sound in R and KS1, but the school has the ambition of all children being phonically proficient by the end of KS2 and as such the team need to urgently find out what phonics provision exists in KS2, how children who have not passed the PSC are supported, whether staff phonics knowledge needs improving and to ensure that the good practice seen in Y2 can be mirrored in Y3.

Overall, there were many things to praise in the teaching of phonics seen. It is also worth mentioning that the classroom learning environment and working walls were exemplary.

Improve the quality of teaching and learning across the school, particularly in key stage 2, by ensuring that: – tasks are matched more carefully to the range of pupils' abilities – pupils have more opportunities to apply their mathematical skills to problem solving and reasoning – teachers have consistently high expectations of the quality and quantity of work they expect pupils to complete.

Maths deep dive in February 2021 - Recommendations/agreed actions

- The SL can confidently explain the timeline of actions taken to improve the teaching of mathematics, the focus to date has been ensuring teachers have the subject and pedagogical knowledge to plan sequential learning, the focus now needs to be on building upon the impact of the actions to ensure consistency across school, including the next steps identified from monitoring and the action plan.
- The SL to consider how the DfE non-statutory guidance and NCETM support materials will be used to ensure teaching focusses on the most important knowledge and understanding within each year group.
- Continue to develop the use of precisely planned stem sentences (the DFE guidance will support this).
- Ensure plans are in place to ensure children are supported to make links between current and past learning to ensure they remember more long term. (the DFE guidance will support this) the school needs to build upon positive outcomes of administering an optional multiplication tables check (via TT Rockstars) and capitalise upon improvements in fluency to develop reasoning through modelling and the 'I know (fact) so I also know (related fact) approach.
- Check that children are using more than counting for calculation strategies expected in Y2. When all children are back in school from 8th March 2021, the HT and SL will be checking whether this is the same in a small number of children or the majority. What are the effects of lockdown?
- Test out attitudes to Maths – do children really understand the Maths and know that it is not just about speed? Again, pupil voice will be gathered by SLT and Governors when the children are all back in school from 9th March. This will include asking questions about the use of Maths in real life.
- Continue to monitor the impact of actions taken by the SL

Improve the quality of leadership, management, and self-evaluation by ensuring that the *monitoring of teaching and work sampling is rigorous* and focuses sharply on the learning and progress of all pupils.

See the previous and current Novac

Improve the *effectiveness of the early years*, by: – developing the use of the outdoors to match the quality of the learning environment indoors – improving the accuracy and use of assessment to help staff to carefully plan children's next steps in learning – teaching children to form letters in line with the school's agreed approach.

Novac evidence about Early Years – October 2021

- There is a time for writing area, which has familiar books that the children enjoyed in Nursery.
- The secluded, comfy area, under an archway is for Reception children to take themselves to when they feel sad, angry, frustrated etc... This is proving to be very successful for helping the children to recognise their feelings and to work their way through it personally.

- The enhancement of provision areas is working very well. The leader spoke about the amount of time that the staff in EYFS have spent modelling learning behaviours and interacting in the areas of provision. The links between adult led input and activities in provision is strong. We saw some children independently making repeated patterns on maths boards.
- The role play area is a doctor's surgery and children could be seen 'writing' prescriptions.
- There are morning meetings every day, with all staff present, so that adults can discuss the day's learning intentions and the needs of individual children.
- In the outdoor area, the emphasis is on physical movement as it is the beginning of the year. There was a digging area, along with a mud kitchen to encourage gross motor skills. There was also a marrow in the tool shed, children were hammering nails into the flesh with great gusto!
- The EYFS leader spends some PPA time with the Nursery teachers, ensuring that there is progression of skills from Nursery to Reception, especially in phonics and reading activities. Topics will be shared, then planning and resources can show continuity.

Previous Recommendations: *See the information above for recommendations.*

Current context:

The SIA, the HT, the AHTs (EYFS, Y1-Y3, Y4-Y6) and the curriculum leader to spend time monitoring writing across the school, to check consistency of classroom environments, quality of inclusion in QFT, behaviour management strategies and update about curriculum development. Every piece of information about the school improvement journey refer to Ofsted Afls and Novac recommendations.

Summary of the contact:

Inclusion evidence

- communication friendly by using black screens with white text,
- 3 x 5 minute readers weekly with TAs (target children),
- children with autism catered for within QFT and own areas of provision,
- SEND plans visible (child friendly target mats on tables),
- Attractive intervention areas (Covid recovery)
- Successful use of PECS and visual timetables for children with autism.
- Independent learning – 3 before me, excellent TA's working the room and making all ability groups work for themselves,
- Children new to English have visual clue cards to help learning routines
Anchor charts used in all classrooms – expectations, routines, learning
- Children with SEND join the same teaching input, with additional resources eg. magnetic letters, limited examples,
- There is an intensive nurture space in the conservatory, where children with complex SEND spend time to calm and settle using sensory materials and intensive interaction with the highly trained adults. Some of the children with autism are accessing parts of lessons, followed by time in this provision.

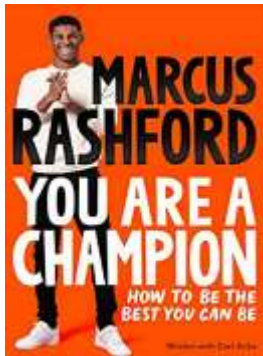


Behaviour/PD evidence

Perservering Panda Bear shows Nursery to Y3 children how to show and understand positive learning behaviour, perseverance, and resilience. Cuddly panda bear rewards are given to the star learner of the day/lesson to have on their table, class pandas check for lovely work and the large whole school panda bear 'lives' with a different class each week (who have shown great resilience).



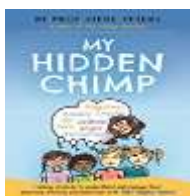
When asked about what being a 'persevering panda' meant, most children could describe carrying on with tasks even if they were hard. One child in Reception said "We have to keep trying and trying and trying". Another child referenced the quote which is everywhere in school "I can't do it yet."



The school ethos links so clearly with Marcus Rashford's book that some displays are now waiting to be replaced by the inspiring and motivational quotes from his book. Y4 -Y6 are encouraged to be champions in everything they do, and they can earn a Champion badge to wear for the day. One child in Y4 showed us his badge from way across the classroom.

"From the very first sentence in the book, we knew this book was written for our children. Every quote from

Marcus Rashford and every experience he has been through links directly to our children. It is almost as if Marcus Rashford had spent a day in our school before writing the self-help book. It speaks to our ethos; it is our ethos. Impossible is Nothing!"



The Inner Chimp - all staff are trained in this approach to help children to recognise negative feelings and behaviour and to help with the self-regulation of them. The posters and books help as reminders to the staff and children.

Curriculum development evidence

- History timelines are visible in some classrooms
- Y1 Geography – the children went to visit Lyme Regis (comparison to Hunslet/Leeds) in a helicopter and used Google Earth to home in on the coastal town. The children that they live in the North and that Lyme Regis is in the South. History link – Mary Anning came from Lyme Regis.
- Every class has a scientist's white coat for children to wear and the current, topic linked vocabulary is written on the coat.

"Meaningful intent and implementation were fully evident throughout the day, natural responses from children were evident. The science leaders intend to develop assessment, recording and tracking systems to show the impact of high-quality science teaching and learning." Novac from Science deep dive in May 2021.

- All long-term curriculum planning runs from EYFS to Y6. Subject have been liaising with the EYFS leader and spending time in EYFS

Discussion with Matthew, the curriculum leader. Previously we met in May 2021 and Matthew updated me on progress since then.

- *Computing* is being taught weekly now, using a scheme called "Teach Computing." This gives lesson by lesson plans and it also has skills progression sheets. It also suggests software and online sites. Children's work is stored online.
- *Art & DT* has been supported by the LA consultant and CPD on sketch books has taken place, so children's sketch books go through KS2 to show progress over the years.
- *Assessment* in foundation subjects uses knowledge organisers to help children learn more and know more. Then at the end of a unit/topic there are low stakes quizzes.
- *PE* is taught through using the Real PE scheme, which also covers lots of positive mind set content.
- *Music* will be taught using the Charangha scheme which is very useful for non-specialists. The choir is set up again and looking forward to Christmas events.
- *Science* – the bespoke planning pack made by the leader has been updated after feedback from teachers.
- *PSHE* is taught using the Mind Mate lessons and there is a strong link to The Chimp approach and resources.

Matthew has made subject leader files with policies, planning, and non-negotiable expectations about lesson content where applicable. Quality texts are used as drivers whenever possible. Lesson structure includes flashback about previous learning, timelines, plenary ideas, and low stakes assessments. The termly topic booklets are also a comprehensive tool for all teachers (including EYFS) and the reviewing of topics helps to shape the booklets for future use. Teachers have one day out of class to work on planning with their phase colleagues before a new topic begins. Matthew spends lots of time meeting with the teachers and subject leaders to ensure that there is support and consistency across the whole school's curriculum offer.

Children with SEND's learning and understanding is not limited by writing. There are many inclusive 'hooks' to support the learning and recording: such as scaffolding, labelling, using captions, timelines, pictures and concrete objects. Also, pre-teaching concepts and content of lessons often helps lower ability children to feel more comfortable on entering their learning.

EYFS planning makes sure that there is progression between Reception and Y1 topics. All subject progression maps include EYs content.

During Covid lockdowns children were required to do some core learning and a physical activity, plus some foundation subject learning every day (topic weeks still happened).

Curriculum progression is helped by careful positioning of topics eg. Y1 learn about Mary Anning in Y1 and this links to the Great Fire of London topic in Y2. Leeds Kirkgate market is compared to London during the time of the fire. There isn't any contriving to make learning chunks fit in some way. Discrete teaching in stand-alone lessons deal with this scenario.

In terms of support and CPD for ECTs, Matthew supports them through drop-in sessions after school, by always having an open-door approach and through staff surveys. This keeps workload to a sensible level, by having collaborative and transparent professional relationships. All leaders are proud that curriculum development work continued throughout the Covid disruption of the past two years.

Phonics and reading evidence

- Tippee tent for "reading rockstars" in KS1
- Phoneme families displayed in displays and on table mats.
- Phonics writing is done in handwriting books.
- Phonics non-negotiables and the school's bespoke phonics scheme make sure that all adults teach with consistency and agreed language.
- All classes have a chart showing book band levels, matched to phonics.



<u>/ai/ Phoneme Family</u>					
ai	ay	a-e	a	Rare	
rain train pain nail snail	day play say tray crayon	ate made take make snake	acorn angel apron baby later	ea break	ey grey
				eigh eight	aigh straight
				ae sundae	ei rein

- Interactive phonics teaching was seen in Reception class using visual prompts and 'magic writing fingers.'
- Book areas show categorised by book type, and adult's and children's book recommendations
- Banded, early reading books have been sorted, so that they match the phonics phases and CEWs
- Author, Tom Palmer was visiting Y6 to share his life story and books. The children had just finished reading one of Tom's books as a class reader.



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Writing evidence

- Talk for writing washing lines were clear, well presented and therefore used successfully, to build stories through the imitation, substitution, and invention phases.
- There are several 'hooks' to help children enter and journey through their learning independently, such as informative anchor charts, table mats showing key words, letter formation, spelling families, and subject/topic knowledge table mats,
- Handwriting and neat presentation are important, and the younger children begin to write on handwriting lines as soon as possible. The flip chart paper also has the same layout, so that adults can model letter formation.
- Sample of writing books from lower attaining pupils in Y2 and Y6 were scrutinised. Progress within the first few weeks of the term was obvious to see and adjustments to the learning hooks and templates showed good inclusion.
- The EYs and KS1 leaders were full of anecdotal information about individuals and how much progress they have made through their journey in school. Some children who showed massive vulnerability and had barriers to learning were communicating well with the written word.

Consider:

- Should there be a History timeline in all classrooms to ensure consistency?
- The SLT were holding a staff meeting that evening when teachers will be given a checklist with learning environment non-negotiable features. They will audit their classrooms according to the agreed requirements and make any necessary changes.
- The HT has arranged for school to remain open after school on Thursday, 21st Oct so that teachers with gaps on their checklist will work with teachers who have the best learning environments to bring all classrooms up to the expected standard. Food and refreshments will be provided for all staff.
- The HT has arranged for a planning clinic, on Friday, 22nd Oct for staff who want to run their lesson ideas for Tuesday, 2nd and Wednesday, 3rd November past our best teachers. Food and refreshments will be provided for all staff who stay behind.

Distribution list

Head teacher, SSIA, Chair of Governors