



School Improvement Visit Report

Spring Term 2018

I. Visit Information

School Name: Matching Green Church of England Voluntary Controlled Primary School

Focus: Pri SEP: Monitoring and Challenge

Adviser: Jacky Castle

Local Authority: Essex

Visit Reference: Monitoring and challenge **Date of Visit:** 09/01/2018

Attendees:

- Amy Wareham - Headteacher

Actions:

Action	Who	Timescale
<ul style="list-style-type: none">• Feedback to year 2 and year 6 teacher and discuss what evidence was used to support teacher assessment judgements in writing	Headteacher	12/01/2018
<ul style="list-style-type: none">• Continue to carry out work scrutinies weekly	Headteacher	15/01/2018
<ul style="list-style-type: none">• Arrange February INSET day to focus on teaching writing	Headteacher	12/01/2018
<ul style="list-style-type: none">• Contact Jane Downes to work with year 6 teacher on assessing writing	Headteacher	12/01/2018
<ul style="list-style-type: none">• Peer review to focus on the teaching of writing	Headteacher	12/01/2018

II. Main Report

Ofsted Grade and LA RAG:

Ofsted grade: Good

LA RAG: Amber

Objective / purpose of visit:

To support the school to prepare for an Ofsted inspection

Activity / Support provided:

Meeting with the headteacher:

- The EYFS teacher has been signed off work for four weeks. The class is being covered by the headteacher and a teacher known to the school.
- Support for the year 1 and 2 NQT teacher has been secured from Jane Downes. The focus will be on differentiation and planning for mixed age classes and ensuring the match of work to the children in the class. Support will also include assessment of reading, writing and mathematics. The teacher is also to attend the new to year 2 course to support preparation for end of key stage 1 statutory assessment.
- The year 5 and 6 teacher is now the designated deputy safeguarding lead. She has attended training and will attend the safeguarding spring term briefing with the headteacher.
- Governors are exploring academy options and Peter Tldmarsh (CEO of Epping MAT) has met with them about the Epping MAT.
- All schools in the partnership are sitting the year 2 and year 6 SATS papers in January. The outcomes will be used to identify gaps in learning and identify how partnership support will be allocated.

Data – all children

Year 1 (cohort 13 - each child 7.6%) Age related: Maths 60%; reading 75%; writing 60%

Year 2 (cohort 13 - each child 7.6%) Age related: Maths 38%; reading 76%; writing 38%. There are 5 SEN children in this cohort. Attendance in this year group is poor. However the school have evidence of what they are doing to improve this including letters sent and meetings with parents

Year 3 (cohort 13 - each child 7.6%) Age related: Maths 68%; reading 75%; writing 76%

Year 4 (cohort 10 -each child 10%) Age related: Maths 88%; reading 90%; writing 90%

Year 5 (cohort 11 - each child 9%) Age related: Maths 63%; reading 72%; writing 54%

Year 6 (cohort 11 - each child 9%) Age related: Maths 91%; reading 91%; writing 91%; Combined 91%

Data – pupil premium

There are no pupil premium children in year 1, 2 or 4

Year 3 (5 children – each child 20%) Age related: Maths 60%; reading 80%; writing 80%

Year 5 (4 children- each child 25%) Age related: Maths 75%; reading 75%; writing 50%

Year 6 (2 children – each child 50%) Age related: Maths 100%; reading 100%; writing 100%

Learning environments

The school have been developing the environment and the use of working walls. Each class now has a working wall for English and mathematics and the expectation is that they will be changed to reflect the current teaching and learning. Displays from across the curriculum are evident in each class and children have access to resources, particularly in year 5 and 6, to enable them to learn independently.

Work scrutiny

A work scrutiny was carried out by the headteacher on Monday 8th January so only books in year 2 and 6 were reviewed during this visit.

Shakespeare Year 5 and 6

English books

- Although there is evidence of work being completed in books most days there is still not enough work in books. Children do not appear to be completing tasks and there are no extended pieces of writing.
- Pupil response to marking is not yet consistent

Writing folder

- There are a number of pieces of writing covering different genres however none of the writing has been marked by the class teacher. The only evidence of marking is from pupils using 'purple pen'
- The writing in the folder does not reflect the end of term teacher assessment judgement made by the class teacher

Nightingale Year 1 and 2

English books

- All books continue to be marked following the school's marking code and next step comments are used consistently. However there is still no evidence in books of the teaching input that enables pupils to achieve their next step or of children responding to feedback comments.
- The writing in the books seen does not reflect the end of term teacher assessment judgement made by the class teacher
- The progress made by children this term in writing is not evident in the books seen

Evaluation:

Following identification of the issues previously raised in year 1 and year 2 the headteacher has already arranged a support package for the teacher to improve teaching, marking and assessment. This support is to be extended to the year 6 teacher to ensure that assessment is accurate. However the headteacher needs to continue to rigorously monitor books to ensure that the volume of work in books, particularly in year 6, accurately evidences children's learning and progress and that assessment is accurate.