



School Improvement Visit Report

Autumn Term 2017

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: **Date of Visit:** 03/11/2017

Attendees:

- Amy Wareham - Headteacher

Actions:

Action	Who	Timescale
• Feedback to all teachers	Headteacher	06/11/2017
• Work scrutiny to be carried out weekly and feedback given	Headteacher	13/11/2017
• Revisit the sequence for writing and ensure that there are opportunities for pupils to write at length	Headteacher	06/11/2017
• How is the provision in EYFS enabling children to exceed Good Level of Development as in 2017 30% of children were exceeding in reading but not writing or mathematics?	Headteacher	13/11/2017
• What opportunities are being planned to enable pupils to write at greater depth in KS1?	Headteacher	13/11/2017
• Is there a gender difference in KS1 as in 2017 all the girls were working at the expected standard in reading, writing and mathematics but not the boys?	Headteacher	13/11/2017

II. Main Report

Ofsted Grade and LA RAG:

Ofsted grade: Good

LA RA: Amber

Objective / purpose of visit:

To support the school to prepare for an Ofsted inspection

Activity / Support provided:

Meeting with the headteacher to discuss plans to improve outcomes for year 1 phonics:

- The headteacher has written an action to specifically address improving outcomes in phonics
- The year 1 and 2 children are to be assessed and split into three ability groups that will be taught daily by the class teacher and two learning support assistants; the pupils will be assessed half termly and re-grouped according to the outcomes
- The headteacher is to model and coach the two learning support assistants to ensure that their knowledge of teaching phonics is secure

Work scrutiny

Shakespeare Year 5 and 6

English books

- There is no evident sequence of learning and therefore it is difficult to identify the progress pupils have made in writing in a particular genre as the work in books moves from writing one genre to another
- There is not enough work in books and therefore limited evidence of extended writing
- Not all work in books is marked and spelling errors in the learning objective are not corrected

Topic books

- Presentation is not as good as in English books
- There is not enough work in books and therefore limited evidence of extended writing

Mathematics books

- The WALT does not always reflect what the pupils are learning to do
- There is not enough work in books and consequently there is limited evidence to show the progress pupils are making in mathematics
- Not all work in the books is marked and spelling errors in the learning objective are not corrected

- Presentation is poor; for example crossing out
- Pupils are being moved on to a different concept before they have mastered what is being taught which could lead to misconceptions; for example in division pupils are self-assessing as not fully understanding and work completed is not correct

Darwin Year 3 and 4

English books

- Stickers in books explain where learning for that day can be found
- There is some evidence of a sequence of learning but this needs to be longer so that pupils have the opportunity to produce more extended pieces of writing
- Books are marked and feedback comments are generally responded to by pupils

Topic books

- Not all work in books is marked
- There is insufficient evidence of sciences work in books for half a term
- Presentation is good in most books and mirrors presentation in English books

Mathematics books

- Presentation needs improvement and some children are writing on the cover of books
- Pupils are not always responding to marking comments
- Feedback comments need to be further developed and using Blooms Taxonomy should support this
- The use of the class LSA to mark books is positive
- There is evidence of the impact of marking in class with the pupils and consequently making progress during the lesson

Nightingale Year 1 and 2

English books

- All books are marked following the school's marking code and next step comments are used consistently
- There is no evidence in books of the teaching input that enables pupils to achieve their next step
- Ensure that pupils have the opportunity to respond to feedback comments
- When planning consider what you want pupils to learn to do; for example if they are unable to write a correctly demarcated sentence with finger spaces focus on this rather than write 2 pages of work that cannot be read

Topic books

- There is no differentiation between pupils in year 1 and year 2 or within the year group
- Pupils are responding to feedback comments in purple pen
- There is not enough work in books

Mathematics books

- Teacher comments in books are personalised to the pupil and should provide useful assessment information

- Ensure that pupils always have the opportunity to respond to feedback comments
- Presentation in books is good and there is evidence of different ways of recording

Potter EYFS

Learning journals

- Learning journals are neatly presented and record children's work in a variety of ways
- Observations of children's learning are detailed and identify the area of learning and skills used
- Parental engagement in children's learning is evident through 'wow' comments

Writing books

- There is evidence of progress in writing since the beginning of term
- Books are marked and children are responding to teacher feedback comments

Homework books

- Books go home each week with a different learning activity to be completed
- Books are marked appropriately

Evaluation:

Many of the books sampled during the work scrutiny were poorly presented and had examples of unmarked work. The sequence of learning was not always clear and the work in books was limited. Consequently books do not show evidence of pupils making progress over the last half term and this leaves the school vulnerable to losing their good Ofsted judgement as inspectors will want to see evidence that the school are addressing progress in maths and that it will improve in 2018. The headteacher needs to take immediate and decisive action to address the issues identified today so that a more favourable outcome can be achieved.