

School Improvement Visit Report

Summer Term 2018



School Name:	Mill Hill Primary School	Name:	Sharon Taylor
Focus:	LLPR	Reference:	LLPR report 2018-2019 Inspection and Advice
Adviser(s):		Date of Visit:	19/11/2018 08:30
Attendees:	Headteacher, Governors	Local Authority:	Hampshire

Actions

Action	Who	Timescale
Leaders should ensure that:- the work in the foundation subjects is of a similar quality and quantity as in the core subjects, particularly for pupils working at the higher standards. - children have the opportunities to apply their skills across the curriculum.	Headteacher	21/03/2019
Improve the quality of teaching and learning through: - using reflection within the lesson structure to deepen thinking and improve and edit pupils' work. - ensuring that there are sufficient opportunities for pupils to write independently earlier in the year. - increasing opportunities for pupils to write in a range of contexts, including cross curricular.	Headteacher	19/02/2019
Increase the rate of progress pupils make in writing, particularly for higher attaining pupils.	Headteacher	28/06/2019

Summary of Main Findings

Outcomes for pupils in 2018, when using the combined measure of RWM, are above national for pupils achieving ARE at the end of both KS1 and KS2. This also includes the EYFS where starting points are below national using the school's own baseline measure. Progress for pupils across the school is also average, using the government measure of ASP.

Outcomes for pupils achieving GDS using the combined measure is also at least in line with national by the end of KS1. This represents sustained improvements in reading and mathematics and improvement on previous years in writing.

No pupils achieved the higher standards by the end of KS2 because no pupils achieved the higher standards in writing. Significant improvements have been secured in reading for this group of pupils. Similar high standards in reading can be seen for pupils achieving ARE and this includes vulnerable pupils.

Leaders' implementation of a lesson structure is well understood by all staff. The assessment system is established and used effectively to track pupils' progress at whole school, class and pupil level. This close pupil tracking and consistent application of systems have impacted on the increase in outcomes. Leaders now need to ensure that teachers are more flexible with the lesson structure as appropriate, including in the wider curriculum, so that pupils have sufficient time and opportunity to apply their skills.

Leaders have sufficient capacity to address the low outcomes for higher attaining pupils. Therefore the school remains a **low** priority for LA support. However, as this is the second year of pupils not achieving the higher standards in writing, there is a need for more rapid improvement in this specific area. The LLP recommends that leaders quickly address the quality of outcomes in the wider curriculum, particularly for higher attainers. Leaders should also commission further support from the English advisor as appropriate.

Activity reason

LA Funded.

Activity focus

LLPR Annual Visit.

Context

This is the report of the Local Authority's annual visit to the school. The purpose of the visit is to work with the school to identify the progress that has been made in addressing key areas from the school's improvement plan and in the identification of its key priorities for the coming year.

This report is informed by the evidence gathered during the visit. The following activities were undertaken with the headteacher, acting deputy headteacher and chair of governors: an extended discussion focused on data and school improvement. A learning walk focused on the initiatives in the school improvement plan. There were opportunities for discussion with pupils during the learning walk and small samples of children's books were made available. It is expected that the report will be presented to the full governing body for its consideration.

Since the last annual visit in November 2017 the substantive headteacher has been appointed following a period of interim at the school. The deputy headteacher teacher has taken a period of maternity leave. An acting deputy headteacher has been seconded to the school on a part time basis.

The last visit to the school by OFSTED was in January 2015 when the school was judged to be Good overall.

Commentary

How high are previous standards?

Outcomes for pupils in the EYFS remain above national. The impact of increased opportunities for promoting challenge within the environment can be seen in the impact of the APS which has risen to above national.

Outcomes in phonics have improved slightly on the previous year. However, outcomes fell just short of the school's prediction of 81% and therefore attainment remains below national.

Outcomes for pupils achieving ARE in the combined measure by the end of KS1 remains above national. Combined RWM for pupils achieving ARE is also now above national. Closer scrutiny indicates that while outcomes for pupils achieving ARE in reading and writing by the end of KS1 dipped on the previous year, they have improved since 2016 and remain above national. Outcomes for ARE and GDS in mathematics have improved steadily and are above national. Improvements for pupils working at GDS have been sustained in reading and have improved on the previous year in writing. This is evidence of the work undertaken by leaders to address the actions identified in the school improvement plan and at the previous OFSTED

By the end of KS2, outcomes for pupils achieving ARE are above national in all of the separate and combined subjects. While there has been significant improvement in reading for pupils achieving the higher standard, this is not yet replicated in writing. No pupils achieved the higher standards in writing or consequently, the combined measure. Leaders have analysed these results and identified that pupils did not have sufficient opportunities to write independently early enough in the year. The impact of leaders' work to ensure pupils throughout the school are more exposed to rich texts and language can be seen in the impact in reading and at KS1, it has not yet translated into outcomes for higher attaining pupils in writing.

Progress throughout the school is average in all of the separate subjects. However, the impact of the higher attaining pupil group who did not achieve the higher standards in writing contributes to a relatively lower

progress measure in writing.

How high are current standards?

Pupils in the EYFS are expected to achieve outcomes that remain at least in line with national. Evidence seen during the learning walk shows that pupils have a range of opportunities to apply previously taught skills and self select through a range of child initiated and enhanced activities.

In a phonics lesson seen in the EYFS, the teacher delivered a planned structure and pupils are able to consolidate new learning through planned activities including songs, games and word building. The teacher reminded pupils that the letters are in both the indoor and outdoor environment if they choose to use them in their independent writing. The lesson seen indicates that the pitch and delivery are appropriate. However, the headteacher agrees that further evaluation of the provision of phonics would be beneficial to further strengthen the rigour and close match to pupil needs seen in reading, writing and mathematics.

The agreed lesson structure implemented by teachers throughout the school is effective in improving the quality of teaching and learning and the impact of this can be seen in the outcomes for pupils achieving ARE.

The lesson structure is based on a pedagogical understanding which is well established. There are teachers who are new to the school and they understand these principles when constructing a learning journey in reading and writing. This is now being extended to the mathematics journey.

There are some examples of how this structure is being used more flexibly to enable higher attaining pupils to achieve the higher standards. For example, in KS1 pupils have an extension check list for writing that enables them to apply their skills quickly within a lesson. However, the journey from the planned rich stimulus to clearly identified skills practice in KS2 is not yet transferring into high quality written outcomes. As a result, there is some risk that predicted higher standards outcomes for pupils in 2019 will not be secured. Teachers need to use their professional judgement when delivering the lesson through the structure, allowing more or less time on particular aspects as needed. For example, some pupils are spending too long on skills practice and there are insufficient opportunities for them to reflect and deepen their understanding of what they have written. They are not yet having sufficient opportunities to write independently.

Where pupils do have more opportunity for independence, higher standards of writing are evidenced. In one lesson, pupils transferred some of the high quality vocabulary and grammatical structures developed in skills practice, into a letter in the role of a parent writing to a soldier in WW2.

The performance of vulnerable pupils

Attainment for disadvantaged pupils is at least in line with non disadvantaged pupils nationally in both the separate and combined subjects of reading writing and mathematics for pupils achieving ARE. Reading for this group of pupils achieving the higher standards is also above national. However, progress is less strong in writing for disadvantaged pupils. Since the last visit leaders have improved their strategic approach to data analysis. The processes around pupil progress meetings are particularly robust. This leads directly into the planning and assessment for learning cycle. Leaders use Venn diagrams to match the provision for pupils to the outcomes, which is reviewed as appropriate. Leaders are able to identify precisely which pupils are not on track and this has enabled them to sharpen their focus. As a result pupils with SEND also achieve well, particularly in reading.

The curriculum

The school's mission statement is 'Learning for a Lifetime.' This forms the core of the curriculum intention. Each half term there is a key area of curriculum focus. Leaders ensure that the values are embedded and that pupils' experiences also contribute to building learning for a lifetime. Pupils have a range of first hand experiences linked to the outdoors, reading and communication. This is based on what leaders have identified that a Mill Hill pupil needs. In Year 1 pupils have recently posted a letter to their parents as part of a locality study. Pupils in Year 3 have visited Butser Hill for their topic on the Bronze Age.

There is evidence of the broad experiences that form the curriculum within the learning environment. The values and range of experiences are evident in the high quality displays throughout the school. The impact of the curriculum is evidenced through strong learning behaviour and engagement with learning throughout the school, seen as part of the learning walk. However, in the small sample of books seen, quality outcomes in the books are not evident. Leaders should urgently address this, ensuring that the same quality and quantity of work can be evidenced in the foundation subjects as in the core. Expectations from teachers of the quality and presentation of the work should be raised, particularly for higher attaining pupils. There is insufficient evidence that pupils have the opportunity to apply skills in different contexts within the wider curriculum.

Self-evaluation

Leaders have responded to the actions in the previous annual visit and have strengthened their systems and processes within the school improvement and self evaluation cycle. Leaders, including middle leaders have a more strategic evidence based view of school improvement.

Key to this is the shared understanding of whole school assessment and the link between this and assessment for learning. The headteacher forensically monitors and quality assures the data. This leads to cohort profiling. A class narrative and context are established and shared with the teacher. The needs of the cohort, priority group and individual are established with the teacher. The monitoring cycle is linked to the planned actions and the wider leadership team are involved in monitoring and accountable for the impact. The impact of this work can be seen in the improved outcomes for pupils including vulnerable groups achieving ARE.

Closer scrutiny is placed on higher attaining pupils than seen previously. However, this needs to link with CPD so that teachers are clear about how to adapt the lesson structure effectively so pupils can deepen and extend skills through increased opportunities for reflection and application in their independent writing.

Evidence of the impact of the CPD work to improve reading through a focus on inference can be seen in the outcomes, particularly for the higher attaining pupils by the end of KS2. This represents significant improvement. The problem solving project is resulting in increased use of enquiry and non routine problems. The quality of the work seen in the book sample and the increasing outcomes in mathematics are evidence of the impact of the work of the mathematics leader.

There is one governing body across the federation of Mill Hill and Woodcroft. There are evaluation questions within the school improvement plan. However, the governing body is currently low in number, which impacts on the range of monitoring activities that can be undertaken by different governors across the federation.

Funding

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