

Friday 29<sup>th</sup> June 2018

Dear all,

Due to it being Sports Day today I haven't done the usual newsletter and there hasn't been a celebration assembly so there are only a few certificates from last week.

Instead I wanted to give you some feedback from a 'mini-Ofsted' style inspection we had last week. Matthew Barnes is our new School Advisor and he came in last week spending time in classes, talking to children and looking at books etc. Until Easter this year Matthew worked as an Ofsted Inspector and as a specialist advisor for SEND. He now works for our Academy CAST and has written a report following his visit to us:

- *The leadership of teaching is effective. The interim Headteacher identifies accurately where there are strengths in teaching and where extra attention is needed. Consequently, the efforts of leaders are focused on the right areas and the quality of teaching, learning and assessment is much improved since the last Ofsted. Teachers are clear what is expected of them. School policies are implemented consistently. This means the expectations and effectiveness of policies linked to teaching and learning are known and understood by staff and pupils and having a positive impact.*
- *The impact of the work of leaders on the quality of teaching and learning can be seen in the improved progress being made by pupils and children across the school. This is particularly evident in pupils' books and particularly in English and mathematics.*
- *The vast majority of teachers consistently convey very high expectations for pupils. They deliver the vision from leaders to provide inclusive, effective lessons that ensure all groups of pupils make sustained progress, which is improving in consistency and rate.*
- *Strong relationships between staff and pupils make a very positive contribution to lessons. Staff know their pupils well because their use of assessment is now more effective. Consequently, lessons are well planned to ensure that pupils are given the opportunities they need to take the next steps in their learning regardless of their ability or starting point.*
- *All teachers apply the school's marking and feedback policy diligently. Teachers give useful advice to pupils about how they can improve their work.*
- *Where expectations are at their highest, pupils show excellent attitudes to their learning. In these classes, pupils' levels of engagement are consistently high because teachers make lessons challenging and manage time very well. However, at times pupils should take greater responsibility for managing their own time.*
- *The quality of questioning is largely of a high standard, particularly where expectations are high. The majority of staff, including support staff, help pupils to deepen their learning through careful, targeted questioning in lessons and in groups. However, some pupils are able to depend on adults to manage their thinking and application too readily. Consequently, these pupils lack the independence that they could have when working on their own.*
- *Reading, writing and mathematics are all taught increasingly well. In particular, the teaching of writing has been improved significantly. Teachers ensure that pupils write for a variety of purposes and are provided with a range of opportunities to study what constitutes effective writing. Pupils make good use of the opportunities they are given to discuss writing and what they have learnt.*
- *The teaching of mathematics now has a number of strengths. For example, teachers make excellent use of resources to help pupils develop a deep understanding of basic mathematical concepts. Pupils are given regular opportunities to explore mathematical ideas and explain their understanding which helps them to develop very good reasoning skills.*
- *Provision in the early years continues to be good. The environment is very well designed to capture and maintain the interest of children. This was very well demonstrated in a free flow session in the nursery class. Children remained engaged in the activities they had chosen in a much more sustained way than is typical for their age. Adults captured opportunities to support individual learning effectively; carefully picking the times to intervene and when to let the learning develop on its own. Strong relationships between children and the adults helps secure a calm, but purposeful atmosphere. Plentiful opportunities to learn through play outside is utilised effectively. Consequently, children are happy and safe and learn well.*

**Best wishes & many thanks for your continued support**  
**Mrs Taylor-Bashford**

**Headteacher's Awards:** Rowan – Alicia B, Cherry – Emmie, Ben, Orla, Nicole, Beech – Grace, Poppy, Henry, George, Maddie, Brandon

**Platinum Award:** Sycamore - Owen