



Joint Monitoring Report

Name of school:	Moulton Primary School
Date:	9 th June 2015
LA category:	3 (changed to 2* following the review)
Ofsted category: (Date)	RI (15 th January 2014)
Ofsted priorities:	<p>Improve teaching so it is consistently good and supports good achievement, ensuring that:</p> <ul style="list-style-type: none">• all pupils, and especially the most able, receive increasingly demanding work as they move up through the school to secure their knowledge and deepen their understanding in all subjects• pupils can improve their work and overcome areas of difficulty because every teacher provides helpful comments in their books which show them how• pupils persevere in their work because lesson activities stimulate and interest them• teachers and teaching assistants check on pupils' progress during lessons to make sure they are learning well. <p>Raise achievement in mathematics and reading by making sure that pupils:</p> <ul style="list-style-type: none">• move on to new work quickly, once they have mastered an idea or skill in mathematics, and avoid unnecessarily repeating the same work across different years• deepen their understanding of mathematical skills and knowledge by applying what they know to real-life situations as much as possible• become more thoughtful readers by using their understanding of books to explain the ideas and purpose of the writing, how language is used and the ways in which a story is developed. <p>Strengthen leadership by ensuring that:</p> <ul style="list-style-type: none">• when lesson observations happen, all leaders accurately assess the impact of teaching on pupils' learning, so teachers can receive more useful advice on how to improve• when looking at pupils' book work, leaders responsible for different subjects or year groups check the effect of marking on pupils' progress and advise teachers on how to improve it• all actions taken by leaders in response to parental concerns are reported back quickly and carefully explained so that parents know the matter has been addressed.



<p>School staff involved:</p> <p>School effectiveness team involved:</p>	<p>Debbie Bastin – Headteacher Joanne Wall – Deputy Headteacher Kelvin Yarker –Chair of Governors</p> <p>Caroline Oliver – Senior School Improvement Manager, NCC Alison Harvey – LA Partnership Headteacher, Bridgewater Primary School</p>
<p>Focus:</p>	<p>To review overall progress made following the LA pre-warning notice meeting on 7th May 2015 and since the previous Ofsted inspection on 15th January 2014.</p> <p>To monitor the accuracy of the school self evaluation regarding the quality of teaching and learning across the school, exemplified in lesson observations, discussions with children, pupil progress data and work in books.</p>
<p>Expected outcomes:</p>	<p>The school self evaluation is good overall based on recent and comprehensive monitoring and evaluation by school leaders, including governors. School leaders evaluate that progress since the inspection has been good overall and progress since the LA pre-warning notice meeting has also been good. This is based on recent analysis of pupil outcomes and teaching observations which have been moderated against pupils’ work across the school.</p>
<p>Evaluation of outcomes:</p>	<p><u>Parental voice</u> The data dashboard does not have sufficient responses as yet to register parent view. Parents were informally interviewed and represented every year group in the school. The response was overwhelmingly positive with parents typically stating that: ‘problems are dealt with seriously’ ‘communication is good’ ‘staff are approachable’ ‘the new EYFS outdoor area is fantastic’ ‘school staff are visible’ The suggestion for improvement from one parent was an online Q and A information page for parents regarding the new build.</p> <p><u>Learning Walk including pupil voice and book scrutiny:</u> Effective provision and learning were evident where:</p> <ul style="list-style-type: none"> • learning environments including working walls were: stimulating, relevant, celebrated work, demonstrated the learning journey and supported pupils’ learning • relationships between pupils and staff and pupils with pupils were positive and supported a collaborative approach to learning • learning was personalised for groups and individuals, activities were fun and engaging and challenged pupils’ thinking • other adults were used effectively to support progress of learning within the lesson, e.g. observing pupils to support ongoing assessment, questioning pupils to promote reflection (EYFS) • teachers demonstrated a firm understanding of and use of assessment to move pupils on within the lesson • marking and pupil response to marking was consistent and moved learning on • pupils were able to talk about the marking and how it supported their learning • pupils’ attitudes to learning were positive and engagement was high • presentation was of a high quality generally across the school



	<ul style="list-style-type: none"> • progression within aspects of maths and genres of writing was evident – strengths in books across the school but predominantly EYFS, Year 1, Year 5 and Year 6. Inconsistencies in marking mostly apparent in Years 2 and 4. <p>Further development is needed to ensure:</p> <ul style="list-style-type: none"> • learning is appropriately matched effectively to pupils’ ability to ensure tasks are challenging for learners, particularly the most able • the quality of marking and expectation for pupil response is consistent across year groups throughout the school - (including a review of the 4 colours for marking to ensure it is not overly complicated). <p><u>Middle Leaders (EYFS, English, Maths, SENCo)</u></p> <p>Middle leaders had a clear understanding of the strengths and areas for development for their subjects/areas across the school. They were able to articulate the impact of their leadership in relation to improving the quality of teaching and pupil progress data. Middle leaders identified clear next steps for their roles and confidently articulated the outcomes of their monitoring and evaluation cycle, which they had previously reported to governors. A sports premium funding report had been shared with governors which detailed the impact of the recent ‘Real PE training’ and ‘Team Fundamentals’ on increasing pupil participation.</p>
Summary and judgement:	The joint LA and school review confirmed that the school has made good progress against the Ofsted priorities overall and since the pre warning notice meeting. The LA categorisation was jointly reviewed and judged to be 2* at this time.
Agreed areas of Strength:	<ul style="list-style-type: none"> • Leadership, including governors in driving forwards school improvement with impact on improving the quality of teaching and raising standards. • Internal coaching programme, which has had a marked impact on improving the quality of teaching. • Provision and learning in the EYFS overall.
Areas for development:	<ul style="list-style-type: none"> • To continue to embed the coaching programme to induct new staff effectively and continue to improve the quality of teaching across the school – <i>SSIM to secure School Improvement Grant (SIG) to support 6 schools coaching bid (June 2015).</i> • To analyse PP and SEND progress in greater depth with SENCo and form case study examples of impact – <i>SSIM to support (June/July 2015).</i> • To continue to work within the <i>Inspire Alliance</i> for CPD for all staff. • To use sports coach to develop the teaching skills of staff through the coaching model.
Agreed next steps:	<ul style="list-style-type: none"> • To sharpen the use of assessment in EYFS to ensure group data is thoroughly analysed and provision reflects the evaluation of assessment at group and individual level – <i>SSIM to broker 2 x half days support from EYFS adviser (summer term).</i> • To moderate L2a/L3 in writing and maths for the current Year 2 – <i>SSIM to broker external moderation (June 2015).</i> • Leaders, including middle leaders to visit Bridgewater Primary School to share best practice for interventions for PP and assessment against the new curriculum (<i>22nd June 2015</i>).