

SUPPORT SUMMARY

SCHOOL DETAILS

Location Type:	School	Location name:	Langney Primary School	
DFE / URN:	2130	Categories:	Ofsted: 2	LA: 2
Location Contact:				

REFERENCE NUMBER

Support Tracker Reference Number:	2130SM_001
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SUPPORT OVERVIEW

Consultant:	Ellis Education (Roseanne Ellis)		
Contract Manager:	Nicola Blake CS		
Intervention Type:	School Adviser Programme		
Subject:	Leadership & Management	Age Group / Phase:	Whole School - Junior
Priority Area:	See Mini Comp		
Success Criteria:	See Mini Comp		
Required Activities (SLES):	See Mini Comp		
Required Activities (School):	See Mini Comp		
Method of Evaluation:	See Mini Comp		

Start Date:

09/01/2015

End Date:

31/08/2016

TOTAL DAYS' SUPPORT

Days	CONSULTANCY	TRAINING	REMAINING
PLANNED	6.00		6.00
Visit 1	1.50	0.00	4.50
Visit 2	0.50	0.00	4.00
Visit 3 			

STANDARDS AND LEARNING EFFECTIVENESS SERVICE
STANDARD VISIT REPORT



VISIT HEADLINES

School: **Langney Primary School**

Intervention Type: **School Adviser Programme** Ref: **2130SM_001**

Categories: Ofsted: 2 Next Inspection Due: 10/07/2016

LA: 2 Target Date to Move to Next Category: 00/01/1900

Report By: Ellis Education (Roseanne Ellis) Visit Duration, including preparation and follow-up: Training Days:

Date of Visit: Tuesday 6 October, 2015 Consultancy Days: **1.50**

Age Group(s): Whole School - Primary

Subjects: Categorisation Leadership & Management

Automated E-mail Report Circulation
(all reports will be made available, but not e-mailed, to the relevant Head of Education Improvement by default):

- Chair of Governors
- Headteacher
- Clerk to Governors

Progress towards target change date: **n/a**

Publish report to school?: **YES**

Intervention complete?: **NO**

CLICK TO SIGN Windows User - Ellis - 15/10/15

Report / Document Type: **Data Analysis Report**

STANDARDS AND LEARNING EFFECTIVENESS SERVICE

STANDARD VISIT REPORT



VISIT HEADLINES

School	Langney Primary School		
Intervention Type:	School Adviser Programme	Ref:	2130SM_001
Categories:	Ofsted: 2	Next Inspection Due:	10/07/2016
	LA: 2	Target Date to Move to Next Category:	00/01/1900
Report By:	Ellis Education (Roseanne Ellis)	Visit Duration, including preparation and follow-up	Training Days: Consultancy Days: 0.50
Date of Visit:	9th March 2016		
Age Group(s):	Whole School - Primary		
Subjects:	Leadership & Management	Teaching & Learning	
<p>Automated E-mail Report Circulation <u>(all reports will be made available, but not e-mailed, to the relevant Head of Education Improvement by default):</u></p> <p>Headteacher</p> <p>Chair of Governors</p> <p>Clerk to Governors</p>			
Progress towards target change date:	n/a		
Publish report to school?:	YES	Intervention complete?:	NO
<input type="button" value="CLICK TO SIGN"/>		Windows User - Ellis - 09/03/16	
Report / Document Type:	Adviser Visit Report		

INTRODUCTION

Persons Present at Feedback:	Headteacher: Julie Prentice Senior Leadership Team
Purpose of Visit:	- An update on pupil progress and achievement during this year. - Review of the school's provision for the teaching of reading.
Relevant Changes in Context of School:	n/a

School's View of the Quality of Teaching and Learning Percentage	The school judges 83% of teaching to be 'good', including 24% which is 'outstanding'.
School view validated by adviser / NLE / LLE / other headteacher?	Teaching judgement validated by the adviser on this visit.
Impact of external support:	<ul style="list-style-type: none"> > The school uses a wide range of external support and expertise from national and local sources, including accredited courses for senior leaders provided by the national college for teaching and leadership (NCSL); training for phase leaders on the Wendy Forbes Middle Leaders Course which had very good impact; and a school-commissioned visit from a national government Pupil Premium external evaluator to review the school's provision for disadvantaged pupils. > regular and well-focussed development work is shared with local Alliance schools, including effective sharing of good practice; partnership working with local Children's Centres has been valuable. > The headteacher reports very effective support from various sections of ESBAS, for attendance and behaviour issues, and she particularly values the work of the Extended Parenting Support Key Worker.

FOLLOW-UP ON PREVIOUS ACTIONS

ACTION	WHO	BY WHEN	SUCCESS CRITERIA STATUS / MET?
1 Governors to strengthen their effectiveness by creating an action plan to address areas of development identified by self-evaluation, which will keep track of progress by logging the individual actions of each governor against identified responsibilities.	Chair of Governors Headteacher All governors	End of October 2015	Development needs will be addressed in the plan; each governor will be accounted for in the actions required; evaluation and impact assessment arrangements will be clear.
CRITERIA STATUS:	FULLY MET		
2 Governors will have further coaching to help them explain the school's strengths and areas of development in relation to Ofsted key indicators.	Headteacher Governor Support Services	By November 2015	Governors will be able to respond confidently and accurately to questions about the school's strengths and weaknesses in relation to pupil achievement, teaching and leadership.
CRITERIA STATUS:	FULLY MET		

KEY ACTIVITIES

- 1** Update on pupils' progress and attainment.
- 2** Learning walk, with the headteacher and deputy headteacher, focussing on the teaching of reading.
- 3** Review of the school's monitoring arrangements and records of judgements on teaching and learning, with senior leaders.
- 4** Review of the school's latest self-evaluation and school improvement plan.

EVALUATION AND JUDGEMENTS

> Pupils are making reasonable progress from starting points this year in most year groups. Pupils in the early years foundation stage (EYFS) are making good progress through most of the prime and specific areas of development from low starting points. Baseline assessment identified only 23% of pupils likely to achieve a

of development from low starting points. Baseline assessment identified only 33% of pupils likely to achieve a good level of development (GLD) at the end of the year. Current projections show that 67% are on track for GLD, against a target of 75%. 60% of children in receipt of Pupil Premium Grant (PPG) are currently on track to achieve GLD. Individual plans and interventions are in place for pupils not yet on track and the school is also targeting identified pupils who are likely to exceed the Early Learning Goals. EYFS leadership is strong, and the development of the new nursery provision is good.

> Term 3 assessments for Year 2 indicate that only two thirds of pupils are on track to be working at or above the expected standard by the end of Key Stage 1. This figure is lower than the 2015 outcome however it may change as the new assessments are consolidated. A higher proportion of disadvantaged pupils are predicted to reach the expected standard in each of reading, writing and mathematics than non-disadvantaged pupils, and a lower proportion of pupils with special educational needs (SEN) are expected to reach the standard than non-SEN pupils.

> Year 6 assessments from Term 3 show that 86.7% of pupils are on track to be working at or above the expected standard in reading, writing and mathematics combined, at the end of Key Stage 2. The figures also indicate that disadvantaged and SEN pupils are achieving less well than non-disadvantaged and non-SEN pupils. A high level of intervention activity is in place to help more pupils meet the expected standard. Senior leaders recognise this as a priority and are hopeful of making further progress.

> The school has been rigorous in researching and applying the new curriculum and assessment procedures. In-school coaching by senior leaders, and the moderation of judgements within year groups and with Alliance partner colleagues, are building teachers' confidence and consistency in the assessment process. Meticulous record-keeping of both formative and summative assessments are monitored by phase leaders, and pupil progress meetings are held with senior leaders, including the SEN and disability coordinator (SENDCo) and the Pupil Premium Officer, to identify and target interventions for pupils who are at risk of under-achieving. Interventions are evaluated regularly for impact.

> Improving outcomes in reading is a key priority of the school improvement plan. The school's major promotion of reading for pleasure has been very successful in raising the profile of reading across the school. Pupils are talking more about their enjoyment of reading, and in lessons seen pupils were interested and knowledgeable about the quality texts they were exploring. Assemblies to promote reading have included presentations from book characters, in the form of 'Mr Doo's Book Review', and reading rewards and incentives are keenly acquired by pupils. Timetables are expected to show that all Key Stage 2 pupils have time to read for a sustained period each day, and older pupils commit to reading with younger pupils during break times on the 'Reading Bus', a Pupil Premium Grant activity which is clearly valued and enjoyed by both age groups. Reading environments have been improved, high quality texts have been acquired for pupils, and the school has extended its promotion of reading to parents by organising workshops, auditing their views and devising a home-school contract for reading with rewards and incentives.

> The school is gradually moving to a core-text approach to the teaching of reading and writing, beginning with Key Stage 1 where it is proving to be successful, with strong phonics teaching supporting the development of spelling and writing.

> Following an evaluation of the impact of 'guided reading' on pupils' progress and development in literacy, school leaders found gaps in pupils' writing skills. Consequently the school has decided to introduce a more structured scheme for the teaching of grammar, punctuation and spelling (GPS) at Key Stage 2 this year, to ensure the more systematic teaching and learning of these writing skills, alongside the focus on quality texts to sustain pupils' enjoyment of reading and stimulus for writing. Curriculum plans for the next school year will

Manager / Consultant / Adviser /
Officer school progress evaluation:

Agreed judgements:

> The school has been imaginative and successful in developing its leadership capacity to target improved welfare and achievement for all groups of pupils.

> School leaders have been successful in raising the profile of reading, and improving pupils' engagement with good literature. There is some evidence of impact on pupils' progress and attainment in teacher assessments. Writing is making good progress, and mathematics development work has had some impact on pupil outcomes. Teachers continue to develop key aspects of these subjects to further raise standards.

> Teaching overall is good, with outstanding elements, and the new assessments are being applied rigorously, however it is too soon to judge how well pupils will perform in the end of key stage tests.

Overall progress judgment:

The school is making good progress.

Reasons:

> The school has made major improvements to the curriculum, teaching and learning, pupil welfare, and pupil outcomes since the last inspection in 2013.

> The new leadership structure has the capacity and the expertise to drive up standards further.

> Pupil outcomes are not yet good enough, but the school is on a strong improvement trajectory which should gradually show a good impact on pupils' achievements.

AGREED ACTIONS

	ACTION	WHO	BY WHEN	SUCCESS CRITERIA
1	From the school improvement plan: Review the development of reasoning skills in mathematics.	Subject leader All staff	Term 5 Progress check Term 6	Evidence from lesson observation and pupil responses will demonstrate pupils' growing capacity to reason in mathematics.
2	From the school improvement plan: Review the school's provision for pupils' spiritual, moral, social and cultural (SMSC) development. Complete an audit, produce a policy and publish it on the school's website.	Senior leaders All staff Governors to monitor	Term 5 Progress check Term 6	SMSC audit is completed, policy in place and published on the school website.

REPORT SIGN OFF

Additional Support Requested
(if any):

School comments (if any):