

## Standard visit report

<b>Name of school:</b>	Langney Primary		
<b>Report written by:</b>	RoseAnne Ellis	<b>Title:</b>	School Improvement Adviser
<b>Date of visit:</b>	5/3/14	<b>Time allocated:</b> (including preparation & report writing)	1 day

	<i>Please tick</i>	✓	<i>Please tick</i>	✓
<b>Report circulated to:</b>	Headteacher:	✓	Senior Standards and Learning Effectiveness Manager (please specify):	
	Chair of Governors via Headteacher:	✓	Head of Education Improvement (please specify):	
			Other:	

### Context/purpose of visit

Adviser visits are part of the School Evaluation Programme

1. *Impact of CPD on the accuracy of teacher assessment*
2. *Pupil Progress and end-of-Key Stage Expected Outcomes*
3. *Teaching Quality*
4. *Staff (Leadership) Structure ; discussion of the school's performance challenges with the newly appointed Headteacher*

### Impact of previously agreed actions

	By whom	By when	Impact (measurable outcomes)
1. Teacher assessment to be developed	Headteacher	<i>From January to July 2014</i>	Assessment for learning will be accurate, leading to more clearly targeted teaching for pupils; teachers will know how to use summative assessment to gauge children's progress at half-

			<p>termly Pupil Progress Meetings.</p> <ul style="list-style-type: none"> <li><b><i>Assessment of Writing is almost standardised. Assessment of Mathematics and Reading remains in process of development and teachers are benefitting from CPD.</i></b></li> </ul>
2. Moderation of teacher assessments will ensure accuracy in teachers' judgements of pupils' work.	<p>Headteacher</p> <p>All teachers</p> <p>Teachers in other schools</p>	<p>On-going</p> <p>Check progress February 2014</p>	<p>Teachers will make accurate assessments of pupils' levels and will know how to move children on to next steps.</p> <ul style="list-style-type: none"> <li><b><i>Internal moderation is now taking place in all subjects. School is now part of a new Alliance, with moderation as a priority.</i></b></li> </ul>
3. Quality first teaching, interventions and other strategies to prioritise good progress for all children, and accelerated progress for those who are already behind.	<p>Headteacher</p> <p>Subject and phase leaders</p> <p>All teachers</p>	<p>On-going</p> <p>Progress check February 2014</p>	<p>Lesson observations and pupils' workbooks will show good and/or accelerated learning in lessons and in pupils' recorded work.</p> <ul style="list-style-type: none"> <li><b><i>AfL systems are now in place; Pupil Progress Meetings are established; Intervention maps in place for accelerated progress; improvements are evident in Quality First Teaching in relation to teaching strategies</i></b></li> <li><b><i>The latest round of</i></b></li> </ul>

			<p><i>the leadership team's lesson observations showed an improved proportion of good or better lessons. This information will be considered alongside pupil progress data and evidence from pupils' workbooks following next PPMs.</i></p>
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#### Key activities undertaken

- Discussion of progress on key SDP priorities including accuracy of teacher assessment.
- Scrutiny of Pupil Progress data and Key Stage 1 and 2 expected outcomes in 2014. Consideration of the key priorities for urgent attention.
- 4 Lesson Observations with Headteacher.
- Discussion of school leadership structure, roles and responsibilities, following the Acting Headteacher's appointment to the substantive post in Term 3.

#### Agreed judgements

1. **Accuracy and reliability of teacher assessment is improving.** It is fully in place in Writing, but remains a work in progress in Mathematics and Reading. These areas are being supported by CPD and regular coaching by senior leaders. Systematic moderation is now in place throughout the school, and external moderation is being planned with new Alliance partners. Accurate assessment remains a high priority for the school.
2. The latest Pupil Progress Data is in process of being submitted by teachers. The Headteacher will forward these figures to the school's SIA as soon as they are available. The Head is optimistic that these will show marked improvement.

Revised targets for Key Stage 1 and 2 outcomes in 2014 are ambitious and confirm the school's aspirations for success. However a number of challenges will need to be overcome if these ambitious targets are to be met. These

relate to the likelihood of unavoidable staff absence, plus a high proportion of SEN pupils in Year 6 whose success will rely on persistent, accelerated progress.

3. **Quality First Teaching is improving.** Teachers are using appropriate strategies to engage children's attention and to promote good learning behaviours. A large number of interventions have been put in place to support targeted pupils in an extensive 'Beyond Quality First Teaching' programme.

**Four lessons were seen: three lessons were judged to be GOOD, and one Required Improvement.**

**Nursery** children made good progress in a range of teacher-led activities in Mathematics, Literacy and Communication. The pupils' learning environment was attractive and stimulating, both indoors and outdoors. Pupils enjoyed choosing their self-directed activity from an appropriate range of options. **The provision would have been even better if children had opportunities and encouragement to play collaboratively with one another, rather than solitary or parallel play patterns which do not require sharing, discussing, taking turns or listening to each other.**

**Year 2 children** made good progress in a phonics lesson where they learned about the suffix 'ing' and how to add it to different types of word. They applied their knowledge about short and long vowels, consonants, and rules for adding suffixes while playing a game which involved discussion and reaching agreement with their partners. **A little more challenge and independence for the most able children would have taken this lesson to a higher level.**

**Year 3 pupils** showed good basic number knowledge about adding and subtracting in tens and units within a problem-solving challenge using a number line. The WALT included working with 100s but this did not happen. The activity was not successful because the teacher did not explain it clearly enough, which left pupils confused. **This lesson Required Improvement.**

**Year 6 pupils** worked very successfully on problem-solving in Mathematics, involving area and perimeter. Less able children were supported by a TA and used unifix blocks to carry out the same tasks as the other groups. Higher ability pupils were challenged by expectations of swift responses, and the teacher's targeted questioning. All children were completely engrossed in the lesson which had good pace and a suitable level of challenge for all pupils. **Pupils spent most of the lesson working on individual whiteboards. More attention should be given to encouraging pupils to record their Mathematics in a workbook where they can keep a record of their progress, and where their teacher's marking and feedback can help them with next steps.**

4. Following the appointment of the substantive Headteacher, the school's staffing structure will have to be re-considered to achieve maximum impact on pupil progress and attainment. The governors will need to keep this in mind in the next stage of Development Planning.

### Rag Rating

Red	
Amber	
Green	•

Strengths	Areas for development <i>(major priorities which will move the school forward, itemise actions below)</i>
	<ol style="list-style-type: none"> <li>1. Continue to improve teacher assessment</li> <li>2. Continue to improve QFT; monitor the impact of Beyond QFT Interventions</li> </ol>

Agreed action	By whom	By when	Success criteria (measurable outcomes)
1. Continue to improve teacher assessment and their use of AfL	Teachers  Senior leaders	On-going  Check June 2014	Most pupils will make good progress and their attainment will be at or above expected levels in all year groups by the end of the year.
2. Teaching quality to continue to improve	Teachers  Headteacher	On-going  Check June 2014	Evidence from Pupil Progress data, pupils' workbooks and lesson observations will show that teaching is 100% good or better by the end of the year.

3. Headteacher to forward a copy of this report to Chair of Governors	Headteacher	asap	Governing Body aware of the outcomes of the visit and able to work with the Headteacher to prioritise the areas for development.
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<b>Additional support requested (if any)</b>

<b>School comments (if any)</b>

**Manager/Consultant/Adviser**

**Signed:**

**Date:**

*Please return comments to Sandra Higgins, Standards & Learning Effectiveness Service, St Mark's House, 14 Upperton Road, Eastbourne, BN21 1EP  
email: [sandra.higgins@eastsussex.gov.uk](mailto:sandra.higgins@eastsussex.gov.uk) tel: 01323 466827*