

## Standard visit report

<b>Name of school:</b>	Langney Primary School		
<b>Report written by:</b>	RoseAnne Ellis	<b>Title:</b>	School Improvement Adviser
<b>Date of visit:</b>	17/07/2014	<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

Pupil progress and attainment  
Teaching and Learning  
SEF and SDP

### Impact of previously agreed actions

	By whom	By when	Impact (measurable outcomes)
1. Continue to improve teacher assessment and their use of AfL	Teachers  Senior leaders	<i>On-going</i>  <i>Check June 2014</i>	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.  <b>* There has been good progress in teacher assessment and in</b>

			<b><i>assessment for learning (AfL). All staff are now using rigorous assessment within national expectations, and more accurately matching pupils' work to their learning needs. Pupils' progress and attainment have improved since 2013.</i></b>
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. <b><i>* Headteacher monitoring confirms that teaching quality has improved greatly over the year, with all teachers rising to the challenge of improving pupil progress and achievement, and being more rigorous in their planning and expectations.</i></b>

#### Key activities undertaken

- \* Scrutiny of pupil attainment data
- \* Learning Walk and Book Scrutiny
- \* New Curriculum Plans

#### Agreed judgements

##### 1. Pupil attainment and progress

- a)** In **EYFS** pupils made good progress and many achieved well, with approximately **70%** of pupils achieving a Good Level of Development (GLD).

This represents a significant improvement over 2013 achievement (47%).

**b) Phonics Screening** showed **65%** of Year 1 pupils achieving the required level, up from 45% in 2013. **72%** of Year 2 pupils were successful this year.

**c) Key Stage 1** analysis was not yet available, but the Headteacher reports pupil progress and attainment to be increased from last year.

**d) Key Stage 2** test and assessment results also show considerable progress at Level 4+ from 2013, although they remain slightly below local and national averages from 2013.

*\* In Reading **81%** of pupils attained Level 4+, including **33%** at Level 5. Two papers have been sent for re-marking which would bring the percentage at Level 4+ to 84%.*

*\* In Writing **83%** of pupils achieved Level 4+, including **34%** at Level 5.*

*\* In Mathematics **79%** of pupils achieved Level 4+ including **29%** at Level 5+*

*\* In GPS **66%** of pupils achieved L4+.*

*\* Two pupils achieved Level 6 in Mathematics, and two in GPS.*

*\* In Reading Writing and Mathematics combined **71%** of pupils achieved Level 4+, which is much better than last year's figure (44%), but remains below East Sussex average (77%).*

**e)** Pupils have made expected or better progress in all year groups, and vulnerable pupils have usually made better progress than their peers. A full analysis of this data will be reviewed in September 2014.

## 2. Teaching and Learning :

- a) An important key priority of the current SDP was to improve the quality and accuracy of teacher assessment. This has been very successful. Assessment is now secure, and already contributing to better progress and attainment for pupils.
- b) A wide range of lively and engaging curriculum opportunities for good learning and teaching was evident throughout the school on this visit.
- c) Pupils were animated and eager to succeed in the various challenges set by teachers, such as the Enterprise Project in Year 6 where pupils worked in teams to make the most profit from making and selling snacks at the school fair, and Year 5's successful use of coordinates to locate their own chair in the school field, using google technology. Pupils were quick to suggest real life examples of where coordinates would be used, showing their familiarity with the question about applying their mathematics in real situations.
- d) Younger pupils used real newspapers to research the features of writing newspaper articles, showing well established practice in using success criteria to check their own and other's work. The Foundation Stage learning environment was very well ordered and resourced, and pupils engaged purposefully with the rich curriculum activities on offer. They responded well to skilled adult interaction within construction and water play, as well as

making evident progress in writing and mathematics.

- e) Support for SEN, Pupil Premium, and other vulnerable pupils, appears to be effective, as shown by their achievements in national assessments and tests. The school continues to develop its system for monitoring the progress of vulnerable pupils in all classes to ensure interventions are having good impact.
- f) Scrutiny of pupils' recorded work shows the progress most pupils make over time, however this could be improved by more consistent, developmental 'Next Steps' marking by teachers, to help pupils understand and respond to learning points, so that they can make better progress. *This is a whole school issue which should be addressed by a Marking and Feedback policy.*

### 3. School Leadership

a) The school leadership team has been restructured to establish a broader base of senior leaders, in order to make deeper impact on a wider range of issues, and to build leadership capacity. Subject leadership has been given higher priority. The team has successfully completed the detailed planning for the New National Curriculum, ready for September. This has been a whole school project and teachers are excited to start putting it into practice. There is a clear sense of purpose and ambition about the school, which bodes well for next year. The Headteacher has led the school effectively through a period of change, and is establishing a culture of high expectations, not least by naming the school's curriculum document 'The New Curriculum for Excellence'.

#### RAG rating

Red	
Amber	
Green	*

Strengths	Areas for development
	<p>* Develop and implement a new Marking and Feedback policy which expects teachers to give developmental feedback to pupils about their work, and to expect pupils to respond.</p> <p>* Continue to develop processes to ensure robust evaluation of the impact of interventions for vulnerable pupils.</p>

Agreed action	By whom	By when	Success criteria (measurable outcomes)
1. Develop and implement a whole school Marking and Feedback policy which encourages interactive exchanges between teacher and pupil, leading to better progress.	Senior leaders  Subject leaders  All staff  Pupils	<i>From September 2014</i>  <i>On-going</i>	Evidence in pupils' books will show the developing dialogue between teacher and pupil about learning and progress, including Next Steps and challenges.
2. Develop robust impact assessments of interventions provided for vulnerable pupils	Headteacher  SENCO  Teaching and support staff	From September  On-going	Effective interventions will show direct evidence of pupil progress in measured periods of time.
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.

**Additional support requested (if any)**

**School comments (if any)**

**Adviser: RoseAnne Ellis**

**Signed:**

**Date: 17/07/2014**

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