



SPA[RK]

Report to Governors
Summer Term 2016

Holy Trinity

School Improvement Partner
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The school performance alliance for
Richmond and Kingston schools

Report to Governors: Summer Term 2016

Your School Improvement Partner (SIP) has completed this report after discussion and consultation with your headteacher and consideration of the school's self-evaluation. Our aim is to provide governors with an external and independent view of the school's performance.

This report will be updated termly; later amendments to the report will be highlighted in green.

Part 1: Overall effectiveness

Judgement at the last Ofsted inspection on 09 July 2015	Outstanding
School self-evaluation of overall effectiveness	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF OVERALL EFFECTIVENESS AND CAPACITY TO IMPROVE:

Autumn 2015

The school was inspected in July 2015 and was judged to be outstanding. This judgement is fully endorsed by the Local Authority because:

- School leaders and governors are motivated by a moral imperative to do the best for each and every pupil.
- Inclusion is a high priority for the school.
- There have been significant increases in pupil outcomes over the last two years.
- This has been founded on robust self-evaluation processes leading to clear strategic plans.
- Governors play a full and active part in the leadership of the school. They know the school well and balance their support and challenge for school leaders very well.
- There is a commitment to ongoing professional development for staff through effective appraisal and careful analysis of and provision for whole school development needs.
- Teaching is of a high quality and results in high levels of engagement of pupils in lessons leading to good progress rates.

The capacity of school leaders to continue to improve provision and outcomes for pupils is excellent because:

- A shared commitment to high outcomes and continual improvement is evident in the trend of rising pupil achievement.
- The responsibility for ensuring effectiveness and leading improvements is distributed among school leaders who act as good role models and are influential in bringing about improvement in their specific areas of responsibility.
- The school has demonstrated that it can secure specific improvements in school improvement priorities eg writing outcomes.
- Self-evaluation processes rigorously interrogate practice and pupil outcomes with a view to identifying further improvement priorities.
- The school is forward looking. It has a longer term strategic vision which shapes annual plans.
- The school is outward looking and supports schools in other Local Authorities.
- Parents are overwhelmingly supportive of what the school is trying to achieve and hold school leaders in high esteem.

As the school was recently inspected and all judgements remain valid, the remainder of this report provides an overview of findings from SIP visits under the Ofsted judgement headings.

AREAS FOR IMPROVEMENT FROM THE LAST OFSTED INSPECTION:

- *Ensure that the small attainment gap between disadvantaged pupils and their classmates is eradicated in writing.*
- Over the last three years, our records show that 31 children eligible for Pupil Premium have been assessed at the end of Year 6. Of those, 21 (68%) attained Level 4B+ in reading, writing and maths. In 2015 all but one of the PPG pupils made at least expected progress. Three made better than expected progress in all subjects.

IN-SCHOOL SUPPORT RECEIVED / GIVEN:

Autumn 2015

- Science support 4th. September.
- Pupil Premium Review 15th. September
- IT support on 23rd. November.
- SIP and schools leaders undertook a learning walk across the whole school focused on evaluating children's involvement in lessons in their learning.
- The school is also providing support to a school in East Sussex.

Spring 2016

Support for science as the school is participating in the PSQM

Summer 2016

Support for strategic planning eg development of SDP process and identification of future priorities.

What further in school support is required?

To be arranged.

Part 2: Effectiveness of leadership and management

	Judgement at last Ofsted	Self-evaluation by school
Effectiveness of leadership and management	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF LEADERSHIP AND MANAGEMENT:

Autumn 2015

Taken from the Pupil Premium review (15/07/2015):

- School leaders and governors demonstrate high expectations for all pupils as part of a “no-excuses” culture. PPG pupils benefit from this approach as do all children.
- School leaders have an in-depth understanding of the needs of the pupils, their families and the community. At the same time, there is no complacency and continual evaluation and adaptation of current approaches is undertaken.
- The school sets challenging end of Key Stage targets for all children according to each pupil’s starting point. End of Key Stage targets are then broken down to provide yearly and termly intermediate targets which act as longer term progress trajectories. PPG funding is seen as a resource to enable the achievement of targets. The same approach applies to PPG pupils with high prior attainment.
- The progress of each child is tracked closely in relation to their target trajectory through routine termly pupil progress meetings. At these, children who are not in line with their individual trajectory are identified and provided with additional support.
- The school has a dedicated senior leader who acts as an advocate for PPG pupils. They are tracked as a group and the senior leader maintains an ongoing dialogue with staff about PPG pupils to ensure they remain high profile throughout the school.
- The school is fully aware that PPG attainment is higher at the end of Key Stage 2 compared to other phases. This is because the impact of the school’s provision takes longer to materialise. However, seeking ways to raise attainment in the Early Years and Key Stage 1 through increasing the provision available for pupils has been an improvement priority.
- Governors take an active role in monitoring children’s progress. There is a dedicated committee which monitors children’s achievement – the Aim High Committee. As a result governors have a secure knowledge of pupil achievement and use this to challenge school leaders in an ethos of continuous improvement.

Spring 2016

One of the school’s main improvement priorities is developing science provision throughout the school. As part of this initiative, school leaders have undertaken to work towards the Primary Science Quality Mark (PSQM) to provide a structure for its improvement work in science.

Discussion with subject leader as part of a SIP visit with a focus on science

The profile of science has been raised in the school as result of:

- Dedicated professional development for all staff on effective science teaching to improve subject knowledge.
- Collaboration between the science leader and other subject leaders on joint projects eg designing a school Eco area as a preparation for construction.
- Children being awarded science certificates as part of achievement assembly.
- A STEM extra-curricular club being established.
- Children taking part in a number of science competitions.
- Senior leaders’ focusing their lesson monitoring on science teaching.
- Outreach work ie the local cubs are attending school on a Saturday to be taught by school staff to achieve their science badges.
- Information regarding pupils’ progress in science being shared with parents at the recent consultation evening.

Summer 2016

Taken from a SIP visit on 01/07/2016

The current SDP format

- A number of longer term strategic aims have been identified for the school which run until 2019.
- Annual plans map out the goals to be achieved and the work to be undertaken for each academic year.
- Each strategic aim has an identified leader who is responsible for leading in his/her area of responsibility.
- Ongoing evaluations against the success criteria are undertaken throughout the year and reported to governors to evaluate the progress being made.

The SDP process as it currently stands provides an effective framework for accountability.

Emerging priorities

There is an acknowledgement that expectations on children have risen. This means that securing these higher expectations will be a shared responsibility throughout the school and not rely disproportionately on specific year groups ie Yrs 2 and 6.

An emerging priority is to ensure that expectations are as high in lower Key Stage 2 as in upper Key Stage 2. Possible strategies for inclusion in a 2016/17 action plan:

- Using current Year 2 outcomes, set end of Year 3 targets with the aim of, at the least, maintaining these levels.
- Identify any children who have not reached the expected standard in Year 2 but who could, with additional support, attain the expected standard by the end of Year 3.
- These children to be factored into the end of Year 3 target.
- Set termly milestones for the end of the autumn and spring terms which can act as staging posts towards the end of year target. These to be evaluated each term.
- Support teachers to ensure that their teaching is focused on achieving the end of year target by identifying key competences, skills etc. to be developed during Year 3 - similar to the ITAFs in Years 2 and 6.

AGREED KEY PRIORITIES FOR IMPROVEMENT:

This year we are working to ensure there is coherence and consistency in all our working practices and that the best is replicated throughout the school. We have designed a "Holy Trinity Primary School Teaching and Learning Essentials" checklist so that our expectations for all learning opportunities are really clear. This is being incorporated into our appraisal and training system and our evaluation cycle.

Spring 2016

See above

Summer 2016

See comments above taken from the SIP visit on 01/07/2016

Part 3: Quality of teaching, learning and assessment

	Judgement at last Ofsted	Self-evaluation by school
Quality of teaching, learning and assessment	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT:

Autumn 2015

Taken from a SIP visit on 13/10/2015:

- In the Nursery and Reception, children demonstrate natural curiosity because teachers create stimulating learning environments based on the children's interests. eg children talked at length about the two mice that are kept in the class and could explain what they eat, drink and how they grow.
- Children sustain their attention for extended periods on a range of activities because teachers plan activities that challenge children to extend their thinking eg completing sequences, solving problems on the computer, making kites etc.
- Children's thinking is stretched through extended conversations with adults who probe children's understanding through the use of questions eg "which materials will you use?" "Why have you chosen these?" This results in children articulating their thinking, justifying their choices etc. It was noticeable that some children were more proficient at this than others.
- In Year 1, children use concrete objects as manipulatives to support their mathematical thinking to assist their conceptual development.
- In Year 2, some children are able to confidently explain their strategies for using a number line to solve subtraction problems. Children independently devised more difficult problems to solve using the same method. This was noticed and encouraged by the teacher to build on the children's developing understanding.
- In Year 5, children pose questions they would like to find out at the beginning of a study unit. Teachers then plan subsequent lessons based from these.

Spring 2016

Taken from the SIP visit dated 1st. March focusing on science: **Lesson observation in Yr 4**

The learning intention of the lesson was to investigate how shape affects the speed at which objects sink in water. This was part of a longer term aim to design an efficient submersible capable of going under the sea.

Key strengths observed:

- A clear structure with access to the appropriate resources ensured that children spent maximum time on scientific investigation.
- Children were provided with opportunities to discuss their thinking and predictions with a peer.
- As a result, children were able to explain ideas coherently and logically.
- Children were engaged in practical activities where they could apply and test their ideas.
- Children worked in groups and collaborated effectively.
- Children were engaged in a number of scientific skills eg measuring the speed at which the objects sank, recording their findings, adapting their tests in the light of previous tests etc.
- The teacher's subject knowledge was good which enabled her to engage children in conversations about their observations and thinking.
- Children were knowledgeable about how to make their tests fair ie by changing only one variable.

AGREED KEY PRIORITIES FOR IMPROVEMENT:

Channel in-house expertise into the creation of additional tailor-made programmes to help further develop and train our own teaching staff and standardise excellent practice. We will embed our own house-style across the school, devising our own expert training/INSET days and individual staff development plans.

Spring 2016

See above.

Summer 2016

Not a SIP focus this term.

Part 4: Personal development, behaviour and welfare

	Judgement at last Ofsted	Self-evaluation by school
Personal development, behaviour and welfare	Outstanding	Outstanding

	Attendance		Fixed term Exclusions			Number of permanent exclusions
	Overall attendance	Number of pupils with attendance ≤90%	Number of exclusions	Number of pupils	Number of days lost	
Academic year 2014-15	96.6%		2	2	8	0
1 st Sept – 31 st Dec 2015	97.0%	82	0	0	0	0
1 st Sept – Easter 2016	96.7%	26	0	0	0	0

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

Autumn 2015

Taken from a SIP visit on 13/10/2015

- There are clear routines which children appear to have internalised that ensure that maximum time is spent on learning.
- Adults provide a positive and authoritative presence in lessons that provide children with clear boundaries of what is important and what is unacceptable.
- High expectations on the part of adults are evident that children will give of their best. As a result, children respond accordingly. Children demonstrate independence and there is a sense that even if the adults left the room, the children would still have continued their activities.
- Teachers are interested in and value children's contributions. This is reciprocated by the children as they seem to value the approval of the adults and try to give of their best.

Spring 2016

Taken from the SIP visit dated 1st. March focusing on science:

Children were observed:

- Engaging in a number of activities around the theme of transportation - some activities were adult led and others were child initiated.
- Sustaining their attention for extended periods on a range of activities – using balloons to propel an object, experimenting with magnets to move objects, twisting elastic bands as a source of energy to propel objects, drawing vehicles, moving objects on water etc.
- Engaging in extended conversations with teachers about their findings and what they were noticing.
- Demonstrating curiosity and enthusiasm in manipulating resources. One child was overheard to say "I love science. It's really interesting!"

AGREED KEY PRIORITIES FOR IMPROVEMENT:

Spring 2016

Summer 2016

Not a SIP focus this term.

Part 5: Outcomes for pupils

	Judgement at last Ofsted	Self-evaluation by school
Outcomes for pupils	Outstanding	Outstanding

CHILDREN WHO ARE LOOKED AFTER (CLA):								
Initials	Year	Attainment				Cumulative attendance		
		Summer 2015	Autumn 2015	Spring 2016	Summer 2016	Aut	Spr	Sum
O.S.	6	3C	3C					

TARGETS:				
Y1 PHONICS	School 2014	School 2015	National 2015	Targets 2016
		88%	88%	77%

KS1*	School 2014	School 2015	National 2015	Targets 2016
Reading	90%	87%	82%	83%
Writing	70%	86%	72%	83%
Mathematics	89%	87%	82%	83%
RWM	69%	86%	69%	83%

* The expected standard is likely to be similar to L2b+

		School 2014	School 2015	National 2015	Targets 2016
Progress	KS2				
	RWM*	65%	90%	69%	71%
	Reading	98%	93%	91%	82%
	Writing	93%	93%	94%	76%
	Maths	89%	100%	90%	92%

* The expected standard will be equivalent to L4b+

CHILDREN ELIGIBLE FOR PUPIL PREMIUM GRANT (PPG) FUNDING:				
	Number of children eligible for PPG	Number targeted to achieve the expected standard*	Number on track Spring term 2016	Number on track Summer term 2016
Reception	7	4		
Year 1	6	3		
Year 2	8	4		
Year 6	17	13		

* The expected standard for Reception is the GLoD, Y1 is Phonics, Y2 is likely to be similar to L2b+ and Y6 will be equivalent to L4b+

Is the school on track to meet its targets?				
<u>Autumn 2015</u>				
The school is developing a new tracking system in response to the removal of levels of attainment. This year the approach is one of developing accuracy and consistency in terms of quantifying children's attainment against the end of year statements in the National Curriculum. There is a plan of activity to develop the system that spans the academic year. This work will inform the school's target setting process. The school is working in close partnership with other schools in the locality.				
<u>Spring 2016</u>				
Not a SIP focus this term.				
<u>Summer 2016</u>				
Initial analysis of 2016 provisional assessment outcomes				
<u>Yr 1 phonics</u> - % attaining the expected standard				
	School	Richmond	National average	Difference compared to the national average
2014	88%	82%	74%	+14%
2015	88%	87%	77%	+11%
2016	84%	89%	81%	+3%

Key Stage 1

Prior attainment context:

71% of children attained a GLD in 2014. This compared with a national figure of 61% for 2014.

2016 provisional outcomes

	School	Richmond	National Average	Difference compared to the National Average
R, W & M	65%	64%	60%	+5%
Reading	73%	79%	74%	-1%
Writing	72%	68%	66%	+6%
Maths	82%	78%	73%	+9%
Science	88%	89%	82%	+6%

Key Stage 2

Prior attainment context:

In the 2015 Raiseonline report, the prior attainment baseline from KS1 in 2012 for this cohort was 15.3. This compared with a national figure of 15.6.

2016 provisional outcomes

	School	Ave scaled score	Richmond	Ave. scaled score	National Average	Ave scaled score	Difference compared to the National Average
R, W & M	69%		67%		53%		+16%
Reading	73%	105.8	81%	106.6	66%	103.0	+2.8
Writing	75%		77%		74%		+1%
Maths	84%	107.2	81%	105.9	70%	103.0	+4.2
SPAG	49%	108.5	85%	107.3	72%	104.0	+4.5
Science	49%		87%		??		??

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF OUTCOMES:

Autumn 2015

The school's self-evaluation is accurate. See autumn 2015 outcomes report.

AGREED KEY PRIORITIES FOR IMPROVEMENT:

Ensure that the small attainment gap between disadvantaged pupils and their classmates is eradicated in writing.

Spring 2016

Summer 2016

See above for initial assessment analysis.

Part 6: Effectiveness of early years provision

	Judgement at last Ofsted	Self-evaluation by school
Effectiveness of early years provision	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF EARLY YEARS:

Autumn 2015

See Ofsted report.

Taken from a SIP visit on 13/10/2015:

- In the Nursery and Reception, children demonstrate natural curiosity because teachers create stimulating learning environments based on the children's interests. eg children talked at length about the two mice that are kept in the class and could explain what they eat, drink and how they grow.

Taken from the autumn 2015 outcomes report

- The % of children attaining a Good Level of Development (GLD) has remained above the national average for the last three years.
- In 2015, outcomes are also above the AfC average – school 76% attaining a GLD, AfC equivalent figure 72%.
- There have been significant rises in the % of children exceeding the majority of Early Learning Goals (ELGs) in 2015. In particular, in the Numbers, Reading, Personal Social and Emotional and Communication and Language ELGs.

Pupil groups

- There is no discernible pattern of gender differences in terms of attainment. Last year girls attained higher than boys. This year, the % of boys and girls is broadly similar – 24 of 31 girls (77%) attained a GLD compared to 74% of boys (20 of 27).
- Over the last two years, our records show that 18 children eligible for Pupil Premium have been assessed at the end of Reception. Of those, eight (44%) attained a GLD.
- In 2015, 11 children did not have English as their first language. Of those, 10 attained a GLD.

Initial analysis of 2016 provisional assessment outcomes

Early Years – the % of children attaining a Good Level of Development

	School	Richmond	National average	Difference compared to the national average
2014	68%	64%	60%	+8%
2015	76%	71%	66%	+10%
2016	87%	77%	69%	+18%

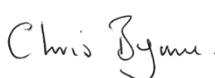
AGREED KEY PRIORITIES FOR IMPROVEMENT:

To increase the number of pupils who achieve exceeding in writing from 1 in 2015 to 4 in 2016.

Spring 2016

Summer 2016

15% of pupils exceeded the expected standard in the writing ELG - 9 pupils?

	Chris Byrne	18 July 2016
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Overall effectiveness: the quality of education provided in the school

School leaders are encouraged to carry out regular self-evaluation. In order to support this self-evaluation, school leaders should refer to the Ofsted criteria for outstanding, good, requires improvement and inadequate. The Ofsted School Inspection Handbook and other key documents can be found at www.gov.uk/government/organisations/ofsted

Inspectors first make key judgements on the quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for pupils. In coming to each of these key judgements, inspectors also draw on evidence from any early years or sixth form provision. They then judge the effectiveness of any early years or sixth form provision. Inspectors then make the key judgement on the effectiveness of leadership and management. Before making the final judgement on overall effectiveness, inspectors evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development; and the extent to which the education provided by the school meets the needs of the range of pupils.

Grade descriptors – overall effectiveness: the quality of education provided by the school

Outstanding (1)	<ul style="list-style-type: none">• The quality of teaching, learning and assessment is outstanding.• All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.• The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.• Safeguarding is effective.
Good (2)	<ul style="list-style-type: none">• The quality of teaching, learning and assessment is at least good.• All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgements may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.• Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.• Safeguarding is effective.
Requires improvement (3)	<ul style="list-style-type: none">• Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.• There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.• Safeguarding is effective.
Inadequate (4)	<ul style="list-style-type: none">• The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and / or safeguarding is ineffective and / or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.