

Report of Activity

Establishment	Elson Infant School		
District Council	Gosport Borough Council		
DFE No	2607	Area	East
Report Recipient	Debra Marshall	Date	11 March 2015
Author of Record	Michael Moore	Term	Spring

Activity Reason: Annual LLPR

Additional Focus: Self evaluation

CONTEXT

The school was last inspected in May 2014 and judged to be good.

The key area for development was to:

- Improve the quality of teaching to outstanding levels in order to accelerate the progress of all pupils further by:
 - Ensuring that work is always sufficiently challenging, especially for the most able
 - Providing more systematic and effective teaching of handwriting skills
 - Encouraging pupils to develop their responses more fully in class discussions in order to further their language skills.

The school is currently exploring a more formal relationship with another Infant school that has supported it.

Focus for visit

The quality of SEN provision to provide a basis for a discussion on the development of SEN processes and provision across the school.

Activities undertaken

- Learning walk
- Data analysis
- Discussions with a range of senior leaders.

COMMENTARY

Based on the evidence currently available, the school is in an improved position since the last inspection despite currently still judging itself as good overall. The school has a clear perspective on what characteristics are already highly effective and has plans in place to further refine provision.

The school has many strengths. These include:

- Strong senior leadership and rapidly developing middle leadership.
- High quality provision and seamless transitions.
- Personalised support and intervention resulting in excellent pupil progress.
- Consistency and impact of 'close step' marking.

The learning walk focused on SEN provision. From this the following areas emerged for further discussion.

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The school works with a wide diversity of needs. Therefore they have established a range of bespoke provision. This has been the result of strong professional development for a range of staff based on clearly identified needs. This has contributed to overall provision that is varied and engaging. The strength of relationship across the school is exemplary. For example, children are encouraged to take ownership of their decisions. One adult suggested to an SEN pupil, "Are we going to X or Y?" to offer the child responsibility and their own space to work. This enabled the pupil to later join a class activity and work in parallel with their peers without any need for more assertive direction from an adult.

In the Rainbow Room, supporting pupils' speech and language development, the teacher used personal artifacts to raise pupils' curiosity children. The LLP suggested that pupils' ideas could be made more of if they were noted and then followed up in class. For example, take the children outside for insect search.

In another one class a pupil was developing his coding skills in a 1:1 session with an adult. This was clearly engaging for the pupil who displayed resilience as well as problem solving behaviours.

The paperwork shared with the LLP is strong and becoming more cohesive. The LLP suggested that the school might consider making more of Target Tracker's 'tab' system to filter and model with data and ask enquiry questions.

When necessary, joint assessments are carried out with outside agencies, for example with the psychology service and language unit. Indeed, the Inclusion lead reports that the school is quick to modify its provision and to refer to outside agencies if necessary. Nevertheless, the school has strong and skilled internal support for pupils. For example, a counsellor for families is provided for a day a week, shared with the junior school. Teachers report the impact in learning attitudes from pupils when in the classroom. The school also provides several 'filter groups' and pupils are effectively tracked (including pre and post screening). A 'concern form' system is used for teachers to alert leaders to concerns. The inclusion team then use a range of standardised tests if necessary to decide how best to support each pupil.

However, because some pupil development is necessarily maturity related, the tangible impact of this high quality work might not be seen until year three. Nevertheless, the school is accessing junior school information as an indicator of the infant school's impact on pupils' learning over time.

The LLP challenged the senior leaders with the consideration that they could perhaps simplify the range of provision even further now that quality first teaching has improved to the extent that SEN children have many of their needs met within the classroom setting itself, with only the more specialist needs requiring out of class intervention. The school already successfully uses as Baseline and exit system of tracking so that sometimes, formal intervention is not required.

Pupil voice group

This activity was to discuss SEN provision and learning behaviours with a group of pupils to evaluate provision from their perspective.

The SEN children in the group displayed a high level of enthusiasm for learning. One child said, "I like doing lots of learning!" They especially like the help of teachers, helpers and friends. One pupil stated, "They don't tell me, I work it out for myself!" which is an indication of the high quality of questioning and support offered by adults. "They ask us questions, and use green and yellow marking to tell us what makes us even better." Indicates the quality of marking and feedback that was also evident from a small work scrutiny carried out during the learning walk.

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Pupils were unanimous in stating that they like ‘tricky learning’. One child said, “I’ve been challenged with bigger numbers and I plussed them and got them all right!” another said, “I tried resilience!”

Provision clearly builds a feeling of success for the pupils, which in turn develops their resilience. For example, one pupil said, “I keep trying and trying and trying so I am a good learner.”

Meeting with literacy lead and PSED lead

The purpose of this meeting was to discuss school improvement priorities and the impact to date.

The impact of engagement in the National Professional Qualification in Middle Leadership (NPQML) can be seen in the growing strategic rather than “caretaking” stance of leaders and the impact on outcomes of their chosen school-based projects. As a result the school continues to develop a coaching model to further build on the qualities of the already self-reflective staff. As a result the proportion of good and better teaching is increasing. For example, Talk for Writing (T4W) initiatives are showing early impact in data. The school has already, based on teachers’ experiences and feedback, modified the T4W process because they have found that a ‘carousel’ process works better than whole class sessions which were observed to be disengaging for some pupils. This is an example of how the school successfully modifies systems and resources to meet the needs of the children, being increasingly confident to be non-formulaic, flexible and responsive.

There is a clear sense of distributed leadership and shared information and intelligence supporting high expectations. For example, progress expectations are high regardless of identified special need or vulnerable group. The school has a member of the teaching staff who is an LA moderator. Therefore there is consistency of interpretation across the school.

The school leaders were able to articulate ideas about what the characteristics of outstanding were in terms of qualitative as well as quantitative indicators (such as seamless use of teaching repertoire, all pupils making exceptional progress, high levels of staff learning etc.). The LLP challenged them with the suggestion that, because the physical as well as psychological environment has an effect on attitudes, the school should ensure that the physical environment is as exemplary as other aspects of school life.

SELF-EVALUATION

School self-evaluation is strong and accurate and contributed to by a wide range of staff and increasingly governors.

Evaluation against Ofsted criteria	Overall Effectiveness	Achievement	Quality of Teaching	Behaviour and Safety	Leadership and Management
Last Ofsted (May 2014)	Good	Good	Good	Good	Good

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School's current view	Good	Good	Good	Good	Good
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Governors have a strong monitoring process, including 'self-evaluation groups'. They use triangulated data to inform their monitoring which aligns closely therefore with school improvement priorities.

Current data and targets are effectively used. Group and gap analysis is precise and focused on pupil need rather than 'stock provision'. As a consequence the vast majority of pupils make good progress compared to their starting points and taking specific learning and emotional needs into account. For example, one pupil with poor attendance and behaviour has settled well into the school and reported as "thriving".

Children in Care (CiC)

There are currently two pupils in local authority care. Both experienced exclusions in their previous school, but now they are succeeding academically as well as behaviourally, especially in mathematics. Since January they are reported as making good progress.

The Inclusion lead is non-class based which enables them to model strategies to teachers as well as maintain a whole-school view. They hold weekly meetings with support staff and also attend pupil progress meetings.

All teachers take ownership of their pupils' data and display a clear moral purpose of supporting all children.

ACTION

The school's self evaluation and current improvement plan are evidence of astute strategic decisions. In addition to the areas for development within these, the LLP discussed the following proposals with senior leaders and the chair of governors.

- Continue to develop the environment as a reflection of high expectations.
- Continue to develop and refine paperwork and pupils' individual plans so that they are even more clear and unequivocal.
- Ensure all staff, whatever their role, can articulate how they contribute to pupils' outcomes and positive experiences.
- Continue to develop case studies and evidence trails of pertinent examples of impact.

Signed:

Date:

Copy To:

- Headteacher
- Chair of Governors
- Brian Pope (AD)
- Naomi Carter (SIM)

Report of Activity
Michael Moore (LLP)

Author of Record	Michael Moore			
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
				1