

# SCHOOL IMPROVEMENT VISIT REPORT

**School:** (2607) Elson Infant School

**LA:** Hampshire

**Date:** 28/02/2022, 08:30

**Adviser:** Jane Wilson

**Focus:** CONFIDENTIAL - LLPR

**Reference:** Inspection and Advice, LLPR 2021-22

**Advisers:**

**Attendees:** Executive Headteacher, Head of School,  
Special Educational Needs Co-ordinator (SENCo),  
Year group leaders, Chair of Governors

## Activity reason

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Leadership and Learning Progress Review Programme 2021/22

## Activity focus

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- How is task and provision ensuring best progress for children with special educational needs and disabilities (SEND)?
- How do year group leaders ensure the consistency of provision across classes and in provision for children with SEND?
- How is provision improving predicted outcomes for disadvantaged children?

## Context

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This is a report of the Local Authority's (LA) Leadership and Learning Partner Review (LLPR) visit to the school. The chief aim of the LLPR process is to enable a school's on-going improvement through the provision of external challenge and support. The Leadership and Learning Partner (LLP) worked alongside the school, helping it to evaluate the progress that it has made in addressing key areas from its improvement plan and to identify any support required from the LA over the coming year. Activities undertaken during the visits included:

- a discussion/evaluation of school improvement plan (SIP) and safeguarding
- book sampling and discussion with year group leaders
- a discussion focused on current standards, predictions and classroom processes
- a discussion and review of SEND practice
- a learning walk focused on SEND and disadvantaged provision.

The chair of governors attended the LLPR feedback.

## Previous year actions

- Develop the consistency of end of year expectations and teacher assessments.
- Develop self-evaluation to gather a clear baseline profile of the school to identify key priorities and specific actions needed.
- Evaluate the impact of changes in writing provision to date and develop next steps to ensure improved outcomes.
- Monitor the quality of teaching and learning to identify key areas of improvement, including the investigation of the quality and impact of Early Years provision to ensure progress to achieve the best outcomes.
- Develop the strategic leadership of middle leaders through monitoring for impact and clear roles and expectations.
- Develop governor involvement, monitoring and challenge during changing times.

## Commentary

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### Impact of education on all children

Leaders have implemented a range of strategies to address the actions from last year's LLPR visit. Cross school moderation and training has supported the rigor of assessments which have also been validated by LA subject advisors. A structured assessment cycle ensures opportunities to develop consistency and expectations. The investigative, reflective and targeted actions of the senior leadership team (SLT) have ensured the pace of improvement over the last year despite the significant challenges of Covid and staff absence.

Year 2 predicted outcomes are above previous school data sets and national averages in reading, broadly in

line in writing and below in mathematics. Writing predictions show a significant improvement from current milestone 1 outcomes but evidence in a sample of books demonstrates the good progress children have made since the beginning of the year. Senior leaders report that data over time demonstrates the good progress that children are making. The recently developed Year 2 action plan has been implemented to address key areas to improve outcomes.

Leaders have been proactive in their drive to improve phonics outcomes and the quality of provision. Autumn Year 2 outcomes were 64%. Current Year 1 phonics outcomes are a key area of focus and predicted to reach 70%. Actions are in place including additional support, phonics learning walks, opportunities for children to practise outside phonics sessions and teachers are modelling more phonics into writing.

The SIP and sampling of books on this visit demonstrates the actions to improve writing outcomes across the school. Year 1 provision has been refined to enable more opportunities for writing and books evidence greater expectations of writing

Staff changes have added capacity to the team. Training is in place to address gaps in teacher knowledge and expertise. Leaders are developing pedagogy through staff continuing professional development (CPD) alongside curriculum developments. The learning walk evidenced impact of raised expectations of pedagogy and inclusivity. All tasks within lessons were tightly aligned to the key learning for the session and there is greater expectation of independent working. Assessment for Learning is used to vary task provision and children's independence is supported by the quality of teacher modelling and demonstrations of the use of resources. Children are engaged and wanting to work independently. In some classes adults do not yet check in with all children within a lesson to move learning on or address misconceptions.

Provision in reception has adapted to meet the new curriculum and the needs of the children. The use of hooks for learning based on high quality texts is reflected in continuous provision. The learning walk evidenced the range of activities and adults using effective questioning to move learning on. Children were engaged, using story language and enjoying making features of the story. Further development of continuous provision activities outdoors to reflect indoors is an action for the school.

The SENCo reports that 22% of children are disadvantaged. 20/78 Year 1 children are eligible for pupil premium funding. Tracking is used effectively to drive provision and hold teachers to account. It shows accelerated progress in reading for disadvantaged children.

There is a strong culture of inclusivity in the school, adaptations are in place to ensure appropriate provision for children with complex needs. Teachers make good use of Assessment for Learning (AfL) to ensure provision meets need and embeds prior learning. They have a good understanding of children with additional needs.

The school is proactive in its work to improve outcomes for identified groups. Children identified with SEND support's milestone data in Year 2 which low in reading and mathematics and low in writing in Year 1. Data tracking shows accelerated progress in reading for boys, disadvantaged children and children with SEND support. Books demonstrate good progress over time. The learning walk evidenced the level of inclusion, effective use of AfL and high levels of expectation. The use of support across year groups to support SEND children has been hampered by Covid restrictions and staff absence but leaders have plans to re-establish this.

The positive impact of the development of year group leader skills was evident in discussions but leaders recognise the need to continue to develop their skills in particular their strategic planning and articulation of the impact of actions. Year group leaders know their children well and have a clear knowledge of key needs. They are developing their leadership and overview of their year groups but are not yet clear and concise of actions taken as a result of data analysis.

Discussions with year group leaders demonstrates the changes in curriculum, provision and pedagogy to meet the needs of children as they have returned to school and as gaps emerge. Mathematics provision has been developed through the implementation of learning journeys to provide a more systematic approach to build children's place value skills and develop retrieval opportunities to embedded learning. Mathematics books show evidence of progress particularly in number and place value for key children. Mathematics is a strength in Reception as a result of the continued development of the use of a commercial scheme and the targeting of gaps. Objective led planning is supporting staff to identify and provide opportunities to address gaps.

The SIP is tightly aligned to the key areas for development and has continued to be implemented during challenging circumstances. Senior leaders evaluate the school to be good with curriculum development, progress across the school especially for specific groups, improvements in the quality of teaching and learning and evidence in books over time support this. Evidence from this visit reflects these judgements

The school has excluded three key children this year, one has transferred to specialist provision, two children are on part-time timetables; both have plans in place and their time in school is increasing. Attendance (93%) is in line with national and regular monitoring and actions are in place to support improved attendance.

The school's safeguarding audit informed senior leader's development of a safeguarding action plan to structure processes and ensure training, provide regular updates and develop the curriculum and environment. A plan is in place for weekly safeguarding updates and scenarios. Staff are proactive in following up referrals and as a result of regular safeguarding reviews staff are kept informed of key issues. Plans are in place to monitor and review referrals. Parents understanding of safeguarding is developed through the provision of a weekly safeguarding spotlight based on emerging issues. Governors are meeting senior leaders to review safeguarding practice and processes this week and plans are in place to regularly ask staff safeguarding questions.

## **Funding**

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One day LLP core funding 9632W

## **Summary of main findings**

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### **Actions**

Develop year group leader's strategic overview of data, actions and impact.

Develop pedagogy and provision by:

- ensuring all adults check in to provide feedback and support within lessons for all children to move learning on and address misconceptions.
- Developing the outdoor Reception environment to ensure teacher follow up to high quality inputs.

### **Summary**

The school is developing capacity to drive school improvement. The trajectory of improvement continues despite the impact of the pandemic and significant staff and child absences. Senior leaders have a clear understanding of the journey of improvement and areas for development. This visit evidenced the impact of improvements in pedagogy and provision which have improved as a result of CPD and increased expectations of independent learning. Outcomes present a risk for the school but there is growing evidence of progress in books. The school is eligible for local authority resources which will be reviewed following end of year outcomes.