

## SIA 2: School Improvement Adviser Report 2015-16

<b>School</b>	Easterside Academy
<b>SIA</b>	Liz Bramley
<b>Date of Most Recent Ofsted</b>	January 2013 Outcome –Good.
<b>Date of Visit</b>	21 <sup>st</sup> March 2016
<b>Present at Visit</b>	Delyth Linacre–Head Teacher Chris Thomas–Deputy Head Teacher Sarah Hunton–Assistant Head Teacher Helen Seymour– KS1 Leader. Lucy Firman– EY Leader.
<b>Focus</b>	Scrutiny of work
Please indicate arrangements for supporting the Governing Body with headteacher appraisal	To be supported by an external consultant.

### **Audience for record:**

Headteacher

Chair of Governing Body

**Focus of Visit** (to include a summary of key points, any evaluation and recommendations)

- The focus of the visit was a scrutiny of work. All English and maths books for KS1 and KS2 were available, also EY Learning Journey Books.
- All pupil books for each class were presented. It was agreed that books would be chosen randomly, approximately six per class, and that notes for feedback to staff would be taken by the Phase leader.
- The school regularly carry out scrutiny of work and have their own format for recording the outcomes.
- The EY Learning Journey Books document a consistent approach throughout EY.
- Photographs and samples of work evidence a range of child initiated and adult led activities showcasing the seven areas of learning, LOtc opportunities and excellent progress.
- The Characteristics of Effective Learning were referred to and documented across Early Years.
- Written observations were not too descriptive and provided a reflection on what the child had learnt. Next steps have also been identified to inform future planning. The pride and care taken by staff was evident.
- The EY Learning Journey Books are available for parents to access at all times.
- The EY leader and leadership team shared good progress towards tracking gaps between boys and girls, Pupil Premium and Non Pupil Premium more thoroughly. As a result, interventions to support this have been implemented, for example, 'Write dance' and 'Black Sheep'.
- The EY leader completed detailed feedback forms for each member of her team during my visit. In addition, the leader promptly prepared an overview of strengths, areas of development and identified how to monitor the outcomes.
- KS1 and KS2 English and maths books were then examined by phase leaders and the leadership team.
- All books had termly targets for each pupil which were then dated when achieved. All work was regularly marked and was up to date.
- The quality of the work evidenced the learning and progress and the Senior Leadership commented that the quantity of work had also increased since transferring to using fewer books.
- It was a joy to witness the range of evidence provided in books. The Head Teacher has clearly articulated her vision to build on EY practice and principle, for example, snapshots, photographic evidence and practical opportunities continue to be embedded in Y6 books. This is exemplary practice.
- The books from Y1 to Y6 evidenced that teaching in every classroom is effective in promoting high-quality learning. It is this consistent solid teaching, rooted in effective assessment, that secures exceptional progress over time.
- Throughout all the books there was evidence of high expectations by the staff.
- Pupils were given positive praise and encouragement, both written and through the use of stickers. The written language used by the adults was appropriate to the age of the pupils.
- Teacher comments were acted on by the pupils as appropriate and next steps in learning identified. Time is built in for pupils to respond to feedback.

- It was agreed that progress was easily identifiable and that the quantity of work increased in accordance with age and ability.
- Cross curricular work and LOfc opportunities was a strength and again, easily identifiable. Pupils develop their writing and reading skills across broad curriculum themes, meaning that literacy is a core element of the wider curriculum. While there are opportunities for pupils to practise and apply their mathematics skills in other subjects, this could be developed even further.
- Self-assessment by pupils increased through the key stages and it was agreed it was a positive aid to learning.
- The books were a pleasure to look at and read. The quality and depth of marking, the constructive feedback made and replied to, ensured that pupils make significant and sustained gains in their learning.
- Throughout our dialogue it was evident that leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by robust systems and searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- The school meticulously tracks all pupils and can evidence substantial and sustained progress in Reading, Writing and Maths. As a result, leaders have a firm grasp on where the strengths and areas for development are in each pupil's learning. A thorough and systematic assessment system identifies pupils who may be underachieving. Because of this, leaders, teachers and support staff are able to plan effectively for each pupil's needs. This includes disadvantaged pupils and those with special educational needs and disabilities. Consequently, any gaps between the progress of these pupils and others are minimal and in most cases closed.
- Middle leaders have been well coached and supported so are effective in their duties. Because they carry out regular checks on the quality of teaching and pupils' learning, they understand what needs to improve and they take action and follow up on any issues. For example, the prioritising of mental arithmetic by the mathematics subject leader has resulted in significant improvements in pupils' ability to recall their times tables and other number facts. A sustained focus by the literacy subject leader on pupils' oral rehearsal of sentences, building vocabulary, and daily opportunities to practise writing, is enabling pupils with weaker, spoken English skills to close the gap between their writing and reading ability.
- The Head Teacher ensures governors receive detailed information so that they are able to identify areas for development and challenge leaders. The SIP/SEF headlines are updated and shared with governors on a termly basis. As a result, governors feel confident to question leaders about the progress and impact of their actions.
- I shared examples of book scrutiny forms. The leadership team suggested that review and update their current book scrutiny feedback forms.

### **Actions Agreed**

- As an outcome of the visit
- As next steps to address key school priorities

Action	By whom?	By when?
To continue to evidence good progress towards tracking gaps between boys and girls, Pupil Premium and Non Pupil Premium more thoroughly.	EY Leader.	Autumn 2016
To review and update the current book scrutiny feedback forms.	Senior Leadership and all staff.	Summer term 2016.
To apply to be a local leader of education.	Head Teacher	2016-17

**Any other comments; to include data as below and any other relevant information.**

School leaders shared updated predictions for pupil outcomes based on the most recent teacher assessments.

- Early Years GLD predicted to be between 62-65%
- Predictions for the Y1 Phonics Screening Check are predicted to be above national average.
- Predictions for KS1 and KS2 to meet the required National required standard are above the 65% standard. Due to the uncertainty that currently surrounds the 2016 tests and the lack of clarity surrounding the guideline raw scores which will denote the expected standard (for grammar and reading) it is impossible for leaders to make accurate predictions.

**Confirmation of next visit - date/time/focus**

To be arranged