



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!



OFSTED Inspection – Parental Feedback

Barkisland CE (VA) Primary School
19th – 20th November 2019

Purpose of session

- Provide context of Inspection processes
- Overview of new framework
- Share additional detailed feedback (as reports are very short)
- Insight into planned work



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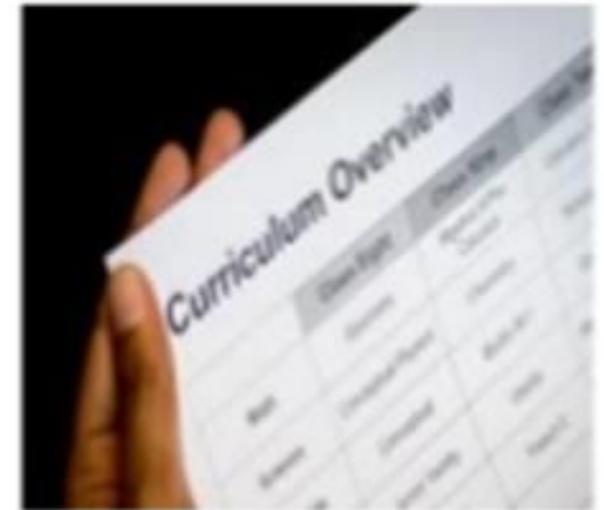
- What young people learn has too often come second to delivering **performance data**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **lowest attaining children**.



The importance of the **curriculum**

'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'

Amanda Spielman, at the launch of Ofsted's Annual Report
2016/17

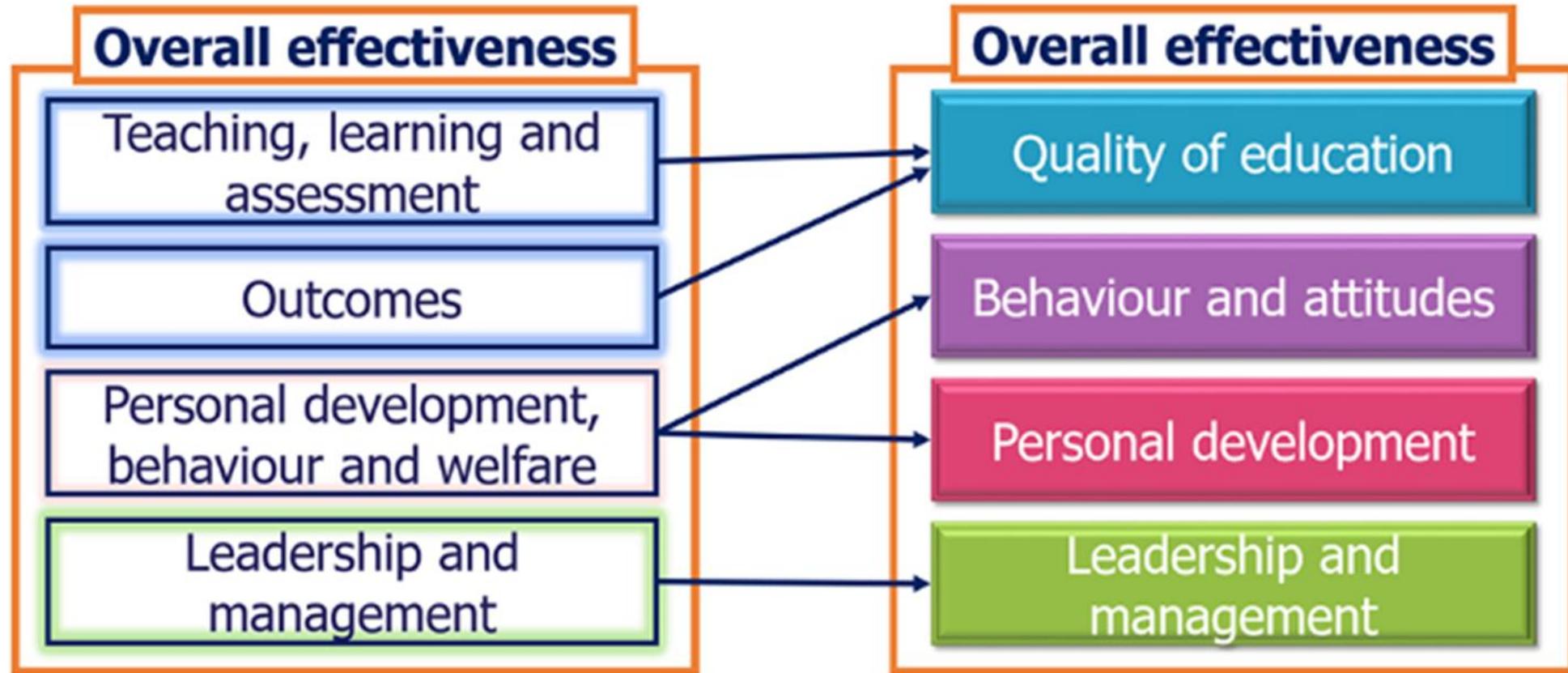


Has the content of the curriculum been learned long term?



'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.



Outcomes are no longer a standalone judgement

The rationale behind the removal of outcomes as a standalone judgement is to address the culture of ‘teaching to the test’ that has been prevalent over the past decade. Furthermore, the aim is to reduce the workload created by excessive data gathering for Ofsted “just in case” and to focus on the curriculum and how it meets the needs of each child.

Judgements: our working hypothesis in detail

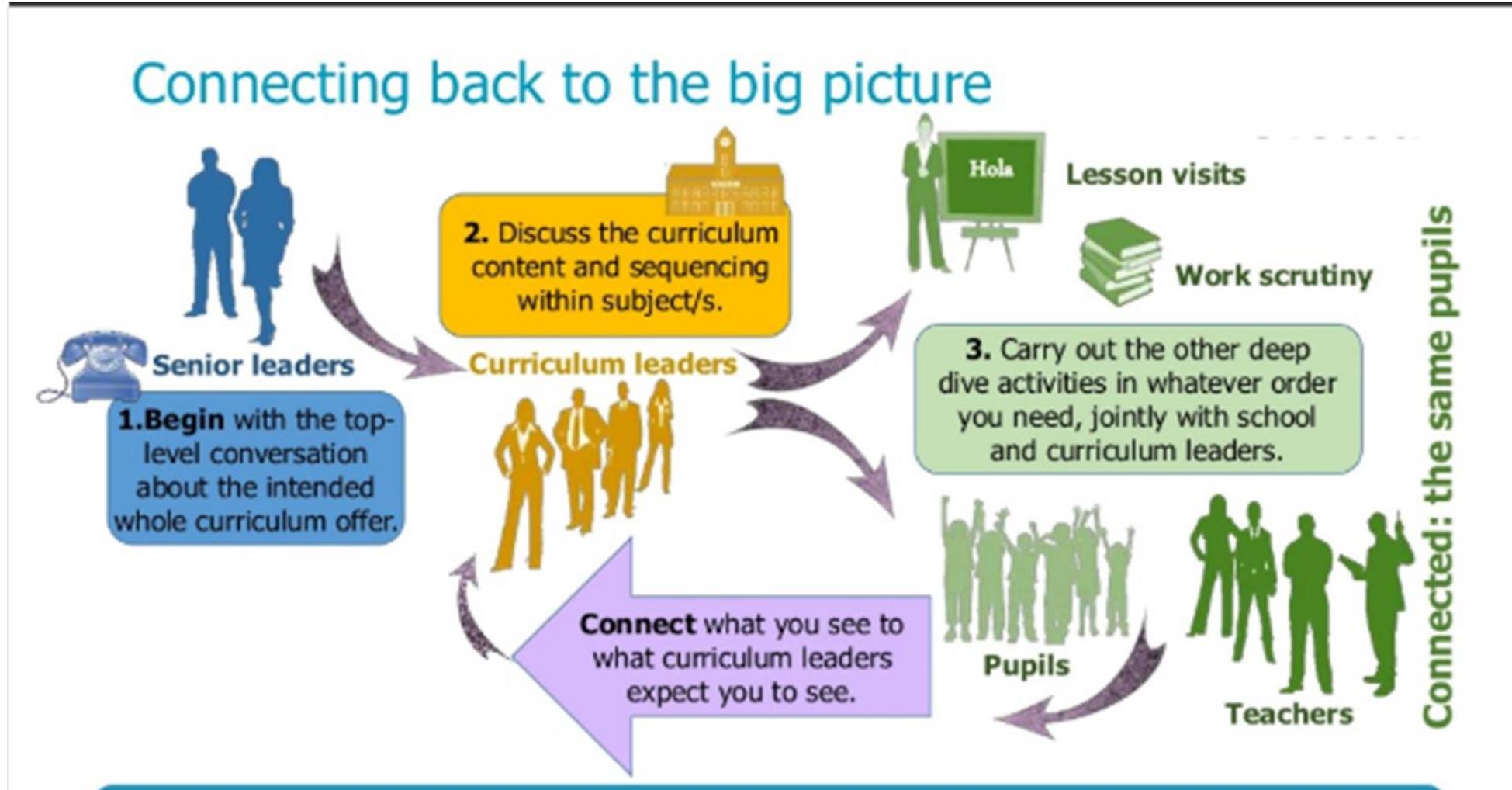


How is the quality of education judged?

Curriculum 'deep dives': what do they include?



What does this look like?



This leads to forming judgements for each of the areas:

- Outstanding;
 - Good;
 - Requires Improvement;
 - Inadequate
-
- Schools continually self evaluate their work against the OFSTED framework.
 - **Barkisland School has been evaluating as GOOD for a number of years with some key strengths in many areas.**



Quality of Education- Good

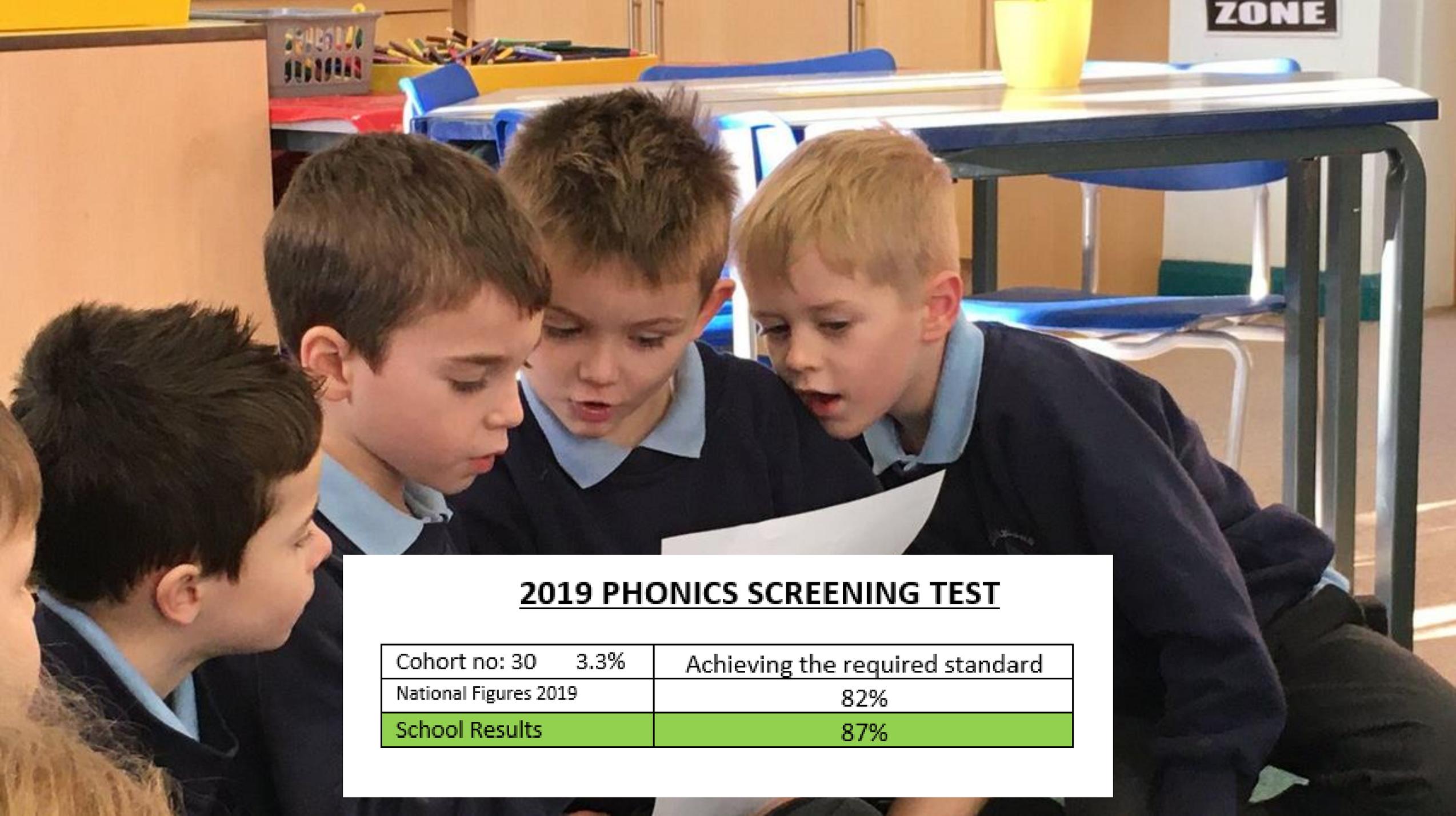
- In the subjects that were inspected (Reading, Maths, Science and History), the sequencing of the curriculum was strong
- A key focus for this year's school development plan is to evaluate the curriculum in detail for all subject areas
- Other resources such as target cards and assessment systems support the progression of children's learning well
- Reading is a key focus and priority of school and pupils express a love of reading
- Phonics lessons in EYFS and KS1 are well planned and sequenced which support early reading
- Vocabulary was a strength across school supported by the Talking Homework
- Teachers subject knowledge is strong
- Differentiation supported all abilities well
- Pupils with Special Educational Needs and Disabilities (SEND) are well supported to learn alongside their peers
- 2018 KS2 Data was lower than is typical for this school and did support a 3 year declining trend. This trend was halted in 2019 with a marked improvement. Inspectors commented favourably on the Leadership actions taken to address this.





2019 EYFS GOOD LEVEL OF DEVELOPMENT

Cohort no: 21	4.8%	GLD
National Figures 2019		71.8%
Baseline		70% ARE
School Results		83%



2019 PHONICS SCREENING TEST

Cohort no: 30	3.3%	Achieving the required standard
National Figures 2019		82%
School Results		87%



2019 KEY STAGE 1 DATA

Cohort no: 31 Each child = 3.2%

% of pupils reaching the expected standard

	Combined Reading Writing and Maths	Reading	Writing	Maths
School Results	81% 16% GDS	87% 32% at greater depth	84% 19% at greater depth	90% 26% at greater depth
National Results 2019	65% 11% GDS	75% 25% at greater depth	69% 15% at greater depth	76% 22% at greater depth



2019 KEY STAGE 2 DATA

Cohort no: 30 Each child = 3.3%

% of pupils reaching the expected standard

	Combined Reading Writing and Maths	Reading	Writing	Spelling, Punctuation and Grammar	Maths
School Results	60% 23% high standard	70% 40% high score Progress -0.3 Av. Scaled score 105.3	83% 30% GDS Progress 0.4	77% 43% high score Av. Scaled score 106	77% 40% <u>high</u> score Progress -0.2 Av. Scaled score 106.6
National Results 2019	65% 11% high standard	73% 27% high score 110+	78% 20% at greater depth	78% 36% high score 110+	79% 26% high score 110+

Quality of Education Good

Areas for Development

- **Curriculum Design**
 - Due to the timing of the inspection, the evaluation and redesign of some curriculum areas have not yet been completed. This is planned as part of the school development plan, to be finalised by the end of the year.
 - The next school year will be about embedding any changes made.
 - Inspectors commented that the plans would be in place rapidly.
- **Reading Books**
 - Books are not always matched to Phonic knowledge.
- **Maths**
 - Some pupils could not access work on reasoning and problem solving in Maths.



Behaviour and Attitudes Good

- No low level disruption in any classes observed.
- There were good strategies implemented by teachers to support pupil engagement, so that all pupils are involved.
- Work is well presented and pupils take pride in their work.
- Children demonstrated hugely positive attitudes to learning and school life in general.
- Children were able to talk about reward systems and how they help them to be successful in many aspects of school life.
- Children could also talk about sanctions that are used in school and how these support more positive behaviour.
- Children show respect for adults and each other.
- They cooperate with each other well.
- Politeness and manners were highlighted as very positive
- Observations during playtimes showed that children were happy, sensible and well behaved.
- The varied roles that children take responsibilities for are held in high regard by the children who are very proud of these.
- Attendance is strong, limited use of fixed term exclusions, but where used, are considered carefully and only used as a last resort.



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Behaviour and Attitudes -Good

- Some pupils and parents expressed concern about a small number of bullying incidents.
- The inspection team looked at this in-depth during the two days, they spoke to many children, staff and leaders and also looked carefully at our record-keeping system.
- Children expressed that staff do deal with any incidents quickly and effectively.
- The records looked at demonstrated that staff take any incidents of poor behaviour / bullying / friendship issues seriously and work hard to resolve these in a wide variety of ways.



Personal Development – Good

- Pupils have lots of opportunity for personal development.
- The curriculum and specifically the PSHE curriculum supports this well.
- Special weeks like 'Inclusivity & Diversity', Open Week, Keeping Safe Week all enrich the curriculum
- We are an early adopter for the Relationships and Sex Education curriculum statutory from Sept 2020.
- Core values are embedded right across the school.
- We respond effectively to the changing needs of the pupils.
- Strong links with the church despite no Vicar.
- Physical health and fitness is a priority with pupils taking part in the daily mile.
- Pupils' mental health and mindfulness is considered carefully.
- There are many opportunities to stretch children's interest beyond the curriculum, music, clubs sports, talent shows, BSA events etc.
- Children are given opportunities to think of the world beyond Barkisland e.g. Science Week – plastics and pollution
- Lots of opportunities for pupil voice groups
- Community Links are strong e.g. Harvest Baskets, Shoeboxes
- STEM opportunities support career aspirations
- School Linking network in Year 4 allows children to link with children in other schools
- The many children the inspectors spoke to, they all attended at least one extra curricular club



Leadership and Management Good

- The school has a strong vision and is clear on the strategic priorities and direction.
- Core values are known and understood by the whole community.
- Staff receive relevant training which are linked to school development priorities and their roles.
- Subject leaders are effective within their monitoring procedures producing comprehensive action plans and reports which are also shared with the Governing Body to continually improve and develop their subject area.
- Staff workload is a priority for the school. Leaders have taken appropriate action to address this issue without impacting negatively on pupil outcomes. Staff know they are expected to work hard, but they do this to ensure the children reach their potential.
- Staff wellbeing and mental health is considered carefully by senior leaders.
- Staff reported that *'If you have extra things to do, you get extra time to do it'*.
- Governance was strong. Governors know the strengths of the school and well informed and realistic about the areas to develop further.
- Governors have strong links with subjects and classes. Visits to school are frequent and comprehensive.
- Governors are aware of the school priorities and regularly monitor the implementation of these.
- Governors robustly hold Senior Leaders to account.
- The support staff across the school is strong at all levels.
- Safeguarding is effective and all policies and procedures are fit for purpose.
- We have multiple external experts who are contracted to provide challenge and support to the school. It was noted that the Head Teacher listens and responds to their advice where appropriate.
- Leaders take decisive action to bring about school improvement. These decisions are taken swiftly and have a proven track record of bringing about positive change.



Early Years– Requires Improvement

- Maths planning and provision is strong.
- Phonics teaching and planning supported sequential learning well - for all age ranges and abilities.
- The adult led activities in EYFS are well thought out, vocabulary rich and engaging for all pupils.
- Vocabulary and communication is woven through all aspects of the curriculum.
- Behaviour is mainly positive and supports effective learning.
- Inspectors commented on the high quality of the adults in the unit.
- Leaders of the unit are very new to role but inspectors commented they had already made a positive impact in a very short period of time.
- Leaders of the of the unit have a clear long term plan of how to develop the provision.
- Children could demonstrate prior learning.
- The varying aspects of the continuous provision are in the process of being redesigned carefully.
- Inspections commented on the high level of intellect and reflective practice of the leaders in the unit.



Early Years– Requires Improvement

Areas for improvement

The Early Years outcome is disappointing for us. We had just experienced some significant staffing changes in the Early Years unit and the timing of the inspection meant that the two teachers had only spent 4 days each in the unit before the inspection commenced.

The inspectors recognised the effectiveness of the new leaders and the positive work that is already showing impact, even in this short period of time.

Phonics, Maths and adult led activities were highlighted as strengths of the unit, although it was recognised by the EYFS leaders and the inspectors that there just hadn't been enough time to fully develop some other areas of the curriculum.

This work was already planned, and we are continuing with developing and enhancing the provision as part of our daily work. Already, two weeks on, there has been much progress in this.



Early Years— Requires Improvement

Areas for improvement

The report highlighted that sometimes there are not high enough expectations for behaviour of the children in the unit.

The disruption in staffing has impacted the development of children's independence skills.

This is easily rectified and is already improving now that there has been more stability. In the past two weeks, significant progress has already been made.

This is something for school and home to work collaboratively on.



Early Years – Requires Improvement

School Improvement Partner (SIP) Visit 3rd December 2019

Evaluating the quality of early years education

- During the visit, the SIP visited the school's EYFS (Nursery and Reception) provision. Well planned use of resources to develop both gross and fine motor skills was in place with pupils' responses being noted through an IT based system.
- Pupils demonstrated a readiness to try out independent learning opportunities whilst maintaining the concentration required to respond to more structured tasks such as a letter to Santa.
- Pupils in both Nursery and Reception demonstrated a genuine joy of learning and interaction due to the very positive learning relationships evident between pupils and between pupils and adults.
- A full review of the EYFS Provision is scheduled for 5th February 2020 by our School Improvement Partner. This report will be made available following the visit.



Overall Effectiveness – Good

Grade Descriptors

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding.
- **In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.**
- Safeguarding is effective.



Summary of the Outcomes



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**OVERALL EFFECTIVENESS
GOOD**

Ofsted
Graded **GOOD**

- The Quality of Education – GOOD
- Behaviour and Attitudes – GOOD
- Personal Development – GOOD
- Leadership and Management - GOOD
- Early Years Provision – Requires Improvement
- Previous Inspection Judgement 2011 – Outstanding



Questions...

