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PRIOR WESTON PRIMARY SCHOOL AND CHILDREN'S CENTRE

Teaching and Learning REVIEW: Thursday 19th November 2020

Headteacher: Fiona Maccorquodale	Consultants Barbara Firth
Date of visit: 19th November 2020	Duration of visit: 1 day

General

Prior Weston Primary School and Children's Centre is a larger than average two form entry school which is currently experiencing a falling roll. The school was last inspected in January 2019 and graded requires improvement (having previously been judged as good) overall and in all aspects other than PDBW which was judged as good. This inspection pre-dates the current leadership team.

Since the last review in March 2020 the school has had to respond to the challenges presented by the Covid19 pandemic. In addition, there have been significant changes to the leadership of the school including several changes to middle management and teaching staff. This review did not include the Children's Centre Children's Centre which shares the building and is under the governance of Prior Weston.

The HT shared the following documents prior to the review which was conducted virtually.

- School Development Plan
- Self-Evaluation
- SEND Review Update
- Curriculum Update
- Catch-up Strategy

Activities carried out in this review included:

- discussions with headteacher and senior leaders
- discussion with SENCo and assistant Senco
- discussion with deputy headteacher with regards to the EYFS
- discussion with deputy headteacher and AHT with regards to curriculum developments
- discussion with deputy headteacher with regards to reading
- discussion with a group of pupils from Years 4-6

The consultant can confirm that the discussions had with staff and pupils during this review confirm that there has been good progress towards addressing the areas identified by Ofsted for improvement and those identified at the last review in March 2020.

a. Strengths observed during this review - November 19th, 2020 included:

- Senior leaders have developed into a strong and cohesive team. They demonstrate that they are ambitious for every child in the school.



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- Leaders demonstrate expert knowledge about the school's strengths and areas for development and have put in place appropriate plans to address the latter. In addition, they have strengthened the team through the identification of a lead for more able pupils and a champion for pupil premium/disadvantaged pupils.
 - Senior and middle leaders demonstrate a good understanding of what makes for the best learning experience and are well equipped to influence others in the school.
 - Tracking of pupil progress is robust and demonstrates good improvement over time. This includes that of pupils who are disadvantaged and the more able. Current assessments indicate an improvement in the progress of reading for Year 6 pupils in 2021.
 - The school has joined the National Association for Able Children in Education (NACE) and in doing so is demonstrating a commitment to ensuring that those pupils that demonstrate an ability/potential to attain at the highest level are challenged and supported.
 - The leadership of SEND is increasingly robust and reflective and is being supported through external advice and guidance. The SENCo demonstrates clarity of purpose and there is a well-thought through action plan in place which is tracked and reviewed. The tracking of the progress of pupils with an EHCP and those identified for support is developing into a robust system which is shared with staff. Governors are now able to have a thorough view of the provision through reporting by the SENCo. The appointment of an assistant SENCo ensures sustainability and a thoroughness in planning with class teachers and TAs for individual pupil needs.
 - Senior leaders continue to work closely with middle leaders and especially those new to post and relatively new to the profession to ensure that they are confident in their role.
 - The leadership of the EYFS is robust and the high expectations and accountability of all staff is ensuring that the quality of provision continues to improve. All staff are involved in planning activities that meet the needs of all children.
 - Discussion with the DHT regarding the teaching of reading confirms the high-profile reading is given across the school from EYFS to the end of KS2. The deliberate choices that the school has made ensures that all pupils despite their disadvantage are given every opportunity to read widely. Strategies such as "Destination Reader" in KS2 and Daily Supported Reading in KS1 are proving effective in increasing the rate of progress that pupils are making across the school. Early reading in EYFS has been transformed under the new leadership and EYFS team. Reading and the use of core text, infiltrates the learning environment. Reading is valued equally both indoors and outdoors.
 - Daily independent reading across the school is also encouraged and the school has invested in the Islington Reading Road Map continues to impact effectively.
 - Pupils talked about how their teachers help them learn well through giving good explanations and always being available to provide support and help. One Year 4 pupil said that 'They have excellent teachers', and a Year 5 pupil described their teachers as being 'like family'. They agreed that 'the things they are taught are suitable and relevant for their age.'
 - Pupils are able to articulate clearly what they had learnt in their history, science, and geography lessons.
- b. Progress against the main areas for development identified at the last Ofsted inspection determined during this review:**
- Key Stage 1 and 2 - improve quality of teaching, learning and pupil outcomes including those of the more able and disadvantaged through higher expectations of what they can do; providing work that builds upon what pupils can already do and understand; ensuring pupils check their work and correct errors and developing literacy across the curriculum.
As stated in March 2020, pre-lockdown the school noted an improvement in outcomes at the end of 2019 and was on track to sustain improvements in 2020. Teacher assessments would indicate that this was the case and current



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assessments would suggest that the school will be able to sustain the improvements further in 2021. The leadership of the school continue to be ambitious for the pupils in the school and rightly continue to prioritise improvements in achievement with a particular focus on narrowing the in-school gap in attainment for disadvantaged pupils as compared to their peers including increasing the proportion that attain the higher standards.

- EYFS – improve the quality of activities so that they engage and support learning and help to develop children’s handwriting and speech; establish good routines for personal care. **Discussions held with the DHT who is currently leading the EYFS would confirm that there has been particularly good progress in developing the EYFS provision. Since the previous inspection there has been a change in leadership (currently the DHT) and teaching staff. Rigour has been introduced with regards to accountability and the provision now has a team that is committed to the current expectations of the leadership of the school. The areas for improvement identified by Ofsted have now been addressed. See below for further observations made during this review.**
- Leadership and management through increased rigour in the monitoring of teaching and learning; developing science and topic and monitoring the provision for disadvantaged pupils. **M&E continues to be developing into a very robust and shared responsibility involving middle leaders so that all subjects on the curriculum are under scrutiny. The intent for all subjects is mapped out and it is clear how pupils will progress across the school. The school is working closely with the local authority to ensure that the curriculum is relevant to meet the needs and expectations of all pupils. The school’s Pupil Premium Champion closely monitors the progress and provision for those pupils that are disadvantaged.**

c. Progress on Areas Identified for Further Development identified in March 2020

1. Senior Leaders:

- Review further the organisation of the ‘soft start’ and discuss with staff what works best to further increase the effectiveness of the strategy on punctuality. **All staff were involved in a discussion about to ensure consistency of practice; good practice was shared before Covid 19 lockdown. Since September, the way the children enter school has changed due to Covid 19 requirements and teachers have used this time to focus on pupil wellbeing however, leadership report that they have observed an improved range of activities.**
- Continue to support middle leaders in provision mapping the curriculum and developing subject specific criteria for identifying those pupils with potential within subjects other than English and mathematics. **The first part of a curriculum review happened before Covid 19 lockdown and a curriculum working party was established. Intent and provision agreed to which all staff contributed. Subject leaders have met with senior leaders in pairs to make links across subjects. The school is working closely with the LA and other local schools in the Connolly Project to refine the curriculum so that it provides diverse and relevant content. This is a three-year project which has been launched with all staff to ensure a clear shared vision.**
- Increase the opportunities for peer observation and CPD led by middle leaders and particularly finding opportunities for subject leaders to observe their colleagues to ascertain the level of support required to ensure that all teachers have good subject knowledge and are confident in facilitating excellent learning opportunities across all subjects. **Developing - staff keen to move forward with this but COVID 19 lockdown interrupted plans.**



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- Review the trialling of 'marking in the moment' and roll out the practice across the school. **Policy reviewed and refocused on marking in the moment (including dot marking) and on the spot verbal feedback.**
 - Roll out P4C as a strategy used across the school to enhance speaking and listening across all subjects. **All staff have been trained at level 1. Going well across the school.**
 - For SENCO to continue to enhance the provision for SEND pupils and build on the improvements already made. **See comments in strengths above.**
 - Continue to develop the provision in the EYFS and build on the improvements already made. **See comments in strengths above.**
 - Continue to enhance and develop creativity in the school. **This is implicit in The Connolly Project. Creativity is mapped into every stage. The school continues to invest in high quality music provision and to develop art across the school.**
 - Find out what pupils are achieving outside of school so that those that achieving highly in sport, music, drama, etc. are supported, nurtured, and celebrated. **Began before lockdown. Remote learning has highlighted the interests and expertise of some of the children.**
 - Consider being involved with the English-Speaking Union to enhance pupils' (and staff) skills in debating as a vehicle for improving classroom discussion. **Pre- lockdown the school contacted an external debating club – will revisit when allowed.**
2. Middle Leaders – areas for development discussed during the meetings
- Science – have the opportunity to deliver CPD to staff; celebrate and share best practice and ensure that the pupil's achievements is apparent in their books. **Staff have been signposted to relevant CPD.**
 - RE – increase the consistency in the teaching of RE; deliver whole school CPD on RE planning; develop P4C within RE delivery; ensure that pupils experience cultural visits and visitors linked to the subject of RE.
 - Humanities – ensure that progression is clear in pupil's books; develop the skills of staff so that they are confident in teaching subject specific skills in geography; enhance geography and history displays around the school and have a history time-line; plan in the use of P4C as a vehicle for discussion; develop links with universities, etc to raise aspirations.
 - Computing – continue to fill in the gaps in colleague's knowledge particularly in coding and computer systems; enable teachers to understand progression in the subject; continue to develop opportunities for developing cultural capital in the subject.

Changes to personnel include new middle leaders for RE, Humanities and Computing. Areas for development are being addressed with the new post holders some of whom are fairly new to the profession. Support is being achieved from LA networks. Early observations would indicate that the new appointees are enthusiastic and have a clear vision for the development of their subject responsibilities.

3. Teachers:

As this was a virtual review no visits to the classrooms were made. This will be a key focus of the next review in the Spring term and reference will be made to ascertain progress made against the areas for development identified in March at that point.

d. Areas Identified for Further Development identified in November 2020

1. Senior Leaders – in addition to ongoing areas for development from previous review:

- Update the SEF and SDP as discussed with particular reference to Cultural Capital, HPA and disadvantaged pupils; rebalance the section on T&L in SDP to emphasise 'learning' as well as 'teaching'.



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- Continue to support and mentor those middle leaders and especially those new to the profession.
 - Keep a close eye on the progress of those pupils who regressed during the lockdown including those that are disadvantaged or HPA and those in Year 1.
 - Ensure that all staff are aware of those pupils in their class that are HPAs and are held to account for their progress.
 - Work with middle leaders to ensure that the curriculum caters for SEND pupils.
 - Make the NACE website password available to all staff and encourage them to access the resources and webinars available to them to enhance their provision for more able learners and raise challenge for all.
 - Continue to develop links with the locality and corporate partners.
 - Continue to roll out and embed P4C and debate and monitor and evaluate their impact on talk for learning.
 - Consider using the NACE Digital Review tool and pupil questionnaire to audit and refine remote learning.
 - Continue embedding the good practice discussed with reading across the school. Disaggregate progress data to show the impact that the school has on pupils who are not mobile and do not have a special educational need.
 - In EYFS:
 - a. ensure that activities provide opportunities for those children who learn the fastest are challenged so that the proportion of children that exceed expectations by the end of Reception increases.
 - b. use the ECER tool to review provision and establish any gaps; continue to work towards the 'Award for wellbeing' and find ways to enhance the EYFS provision in the community.
 - c. continue to develop the use of social media and new technology to involve parents and enhance communication.
 - SENCO:
 - a. to work with lead for more able pupils to identify those pupils who may demonstrate dual exceptionality and put in place appropriate plans and provision.
 - b. continue to embed the progress that has been made with ensuring that pupils with SEND are well supported within the classroom by the class teachers through quality first teaching and to keep an eye on the impact of removal for interventions is minimum.
 - c. continue to find ways to enhance communication with parents.
- 2. Middle Leaders – in addition to ongoing areas for development from previous review:**
- To continue to develop their subject expertise as leaders and when able, carry out joint book looks and lesson visits.
 - Map out opportunities for cultural capital in their subject areas in order to establish and address where they are gaps.

Agreed actions

School agreed actions, with timescale and expected impact:

- to feedback the above to all staff and to continue to support staff as necessary to ensure consistency across the school and develop the provision.
- confirm the date for the next review.

Related reports attached: No

Signed: _____

Date: 22.11.20



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Date of next visit: Consultant suggests Thursday 11th March 2021 tbc.

Focus of next visit: Classroom provision and middle leaders