



School Improvement Review Evening 9th July 2018

<u>Present</u>	
Governors	Staff
Rick Walker (RW) Tania Beard (TB) - Headteacher Caren Flicker (CF) Sheila Watson (SMW) John Clements (JC) Andy Wood (AW) Lythan Nevard (LN) Danielle Hamilton (DH)	Steph Harvey (SH) Sue Edden (SE) Laura Davenport (LD) Sue Bray (SB) Mel Turl (MT) – also a governor Emma Luff (EL) Nat Padley (NP)

Apologies Received	Sheena Wright (SW) - governor
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Evening minuted by Clerk to Governors	Jacqueline Brooks (JB)
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Acronyms
GB – Governing Board TAs – Teaching Assistants CPD – Continuous Professional Development SAT – Statutory Assessment Test KS – Key Stage NFER – National Foundation for Educational Research SPTO – School Pupil Tracker Online SLT – Senior Leadership Team PPA – Planning, preparation and assessment HLTA – Higher Level Teaching Assistant

Priority 1: To ensure that all teachers and support staff, irrespective of experience, impact significantly on pupil progress and achievement in Maths.
Ofsted Inspection Area/s: 'Leadership and Management 'Teaching, Learning and Assessment' and 'Outcomes for Pupils'
Staff Team: Steph Harvey Governor Team: Mark Maries (no longer on GB) and Lythan Nevard
Successes

- Ambitious targets set: to engage parents and children, and to develop subject knowledge of teachers and TAs.
- SH provides CPD to staff – impact of this seen and felt in school following training sessions.
- Teaching very dynamic and asks new staff where necessary to unlearn previous Maths understanding and to commit to relearning the correct approach to understanding and teaching the subject.
- TA and Parent sessions were run after school by SH to develop how they support children with learning.
- My Maths accessed more in classes where parental engagement is strong.
- 53% of Year 5 children are currently at the same place as 51% of Year 6s. This suggests this cohort will achieve well in their SATs. Some children are two terms ahead of age-related expectations.
- Teachers noted little stress/distress amongst Year 6 children taking SATs this year.
- Lesson observations evidenced that teachers were adapting Hamilton planning resources to suit their children's needs.
- Greater Depth scores at KS1 evidence that NRich resources are having a positive impact.
- Number Talk very effective – this is streamed to best meet children's needs.
- SH's teaching has highly accelerated progress for a significant number of children. SH also models Maths teaching across the school.
- After-school booster sessions and pre-teaching have had a very positive impact on learning and in strengthening the children's understanding of Maths.

Challenges

- Asking new staff to relearn the correct approach to understanding and teaching the subject can be an uncomfortable experience but has the benefit of giving staff an insight into how a child might feel.
- Engaging parents - although the TA and Parent sessions were attended by 10 TAs, only 1 parent attended.
- Supporting children who do not have home resources or parental involvement when completing home learning.
- Accurate assessment is a significant issue as SPTO does not accurately reflect the school's position regarding SATs results. NFER assessment used and proved consistent for Years 3 and 4 but not accurately reflective Year 5 results.
- The Year 5 NFER test is harder than the Year 6 SAT.
- Teachers are unable to prepare children for the event of the test being particularly difficult. That can knock children's confidence.
- Hamilton resources proved to be too vague to be used effectively.
- The range of abilities within a class. There can be up to four years difference between children within one class.
- It has been voiced by a parent that they feel SH asks too much of the children. However, the children are meeting the expectations and managing the work set.

Next Steps

- Parent and TA sessions to be re-run in September 2018 but with a shorter course and targeting individual parents.
- Home learning to be more structured but with greater flexibility given to teachers to tailor it to their individual styles of teaching.
- Correlate NFER test with SATs for Year 5s and use SATs as a formative assessment.
- To set an ambitious target for 84% of current Year 5 children to pass 2019 Maths SATs.
- To ensure that the school continues to ensure that children have a real understanding of

Maths and not just able to do taught operations.
<p>Governor Comments and Questions</p> <ul style="list-style-type: none"> • LN asked if it was planned for next year's Year 6 to be split into one more confident and one less confident class, as per this year. SH advised this might be something that SLT will consider. This year, it was very much appropriate, but decisions for future years will be cohort-dependent. • MT asked if regular tests will help children to become more used to the testing now required. SH advised that this depends on the paper. There have been examples of the actual test being significantly harder than practice papers – there is not anything teachers can do to assist children with this. • JC and DH undertook a visit to a Year 6 Maths lesson for both classes and found it to be an invigorating, high-energy environment, with the teaching styles used making the topic a fascinating one to listen and observe. DH noted how positive she had felt it was that the children were supporting each other with their learning and not just relying on adults in the room. • LN noted that children too are using the language of having confidence/having less confidence rather than being 'better' and felt this was positive.

<p style="text-align: center;">Priority 2</p> <p style="text-align: center;">To develop a whole school system for tracking group and whole school progress, taking into account pupils' starting points (this is a significant priority because of the high levels of mobility).</p>
<p>Ofsted Inspection Area/s: 'Leadership and Management' and 'Teaching, Learning and Assessment'</p>
<p>Staff Team: Tania Beard and Steph Harvey Governor Team: Marc Kastner (no longer on the Governing Board) and Andy Wood</p>
<p>Successes</p> <ul style="list-style-type: none"> • The Space has offered opportunities to track different types of success and progress. • Governors receive data in a consistent format within the half termly Headteacher Report, which supports their development in reading and analysing data. • Data conversations are finely tuned. Teachers understand the importance of data and that it is the responsibility of all teachers. There is no longer a gap between teachers producing data and how it is analysed by SLT. • Phase Leaders are supporting less confident teachers to make their judgements. • Any dips in achievement or progress are addressed without delay. These are identified from lesson observations, book scrutiny and data conversations. • The fact that teachers are erring on the side of caution with their judgements shows that their focus is on accurate assessment of the child and not on just meeting their performance-related pay target. • External moderation has showed amazing progress in books. • Success Books are evidence of achievement made by those who will not meet national expectations, and are an on-going journal celebrating successes individual to the child.
<p>Challenges</p> <ul style="list-style-type: none"> • Tracking data in a growing/fluid school where cohorts change regularly. • It can be difficult for governors to keep up to date with their understanding of data as data can suddenly improve when additional modules are taught and teachers are able to judge

<ul style="list-style-type: none"> a child has completed them all. Not all teachers confident enough to make secure judgements. Data comparison with other more stable schools is not always helpful and can be demoralising.
<p>Next Steps</p> <ul style="list-style-type: none"> As the school stabilises, different areas of focus will be able to be tracked. All data to be formatted on to Data dashboard. Governors to receive the Data Dashboard for every year group in school. Governors to become confident in reading Data Dashboard, which will further support them to ask challenging questions of the data. Governors to see examples of pupil Success Books (AW and JC to arrange directly with TB).
<p>Governor Comments and Questions</p> <ul style="list-style-type: none"> AW undertook a meeting to assess progress and found data analysis in school to be comprehensive and sophisticated. JC advised it can be challenging for governors to be assured that data is positive and progress is being made when the judgement system is subject to change e.g. introduction of new curriculum criteria and is also dependent on teacher confidence. However, JC noted that the depth and breadth of data analysis is very impressive.

<p style="text-align: center;">Priority 3</p> <p style="text-align: center;">To further develop St Martin's dynamic and creative approach to the curriculum; placing an increased emphasis on developing children's knowledge and understanding across all foundation subjects, particularly in science and RE.</p>
<p>Ofsted Inspection Area/s: 'Leadership and Management', 'Teaching, Learning and Assessment' and 'Outcomes for Pupils'</p>
<p>Staff Team: Tania Beard, Steph Harvey, & Sue Edden (Science), Laura Davenport and Sue Bray (RE) Governor Team: Sheena Wright</p>
<p>Successes</p> <p><u>Science</u></p> <ul style="list-style-type: none"> Action points raised at the last OfSTED inspection have been addressed. Resources have been fully assessed, the teaching staff have been involved in planning buying of resources and substantial budget was allocated to this area. Newly bought resources are in use across the school. Science now visible in all areas of the school, all Phases and Year groups have a science wall in the corridors, providing a snapshot of science work undertaken by the children. This was noted by a parent. A variety of formats are being to record work e.g. topic books, scrapbooks. By year 6, there is clear evidence of significant amounts of writing and narrative in Science. Forest School and Science have been successfully linked, and has been greatly enjoyed by the children. The Teaching Assessment Primary Science (TAPS) system has been implemented. This includes criteria for teachers to assess where/what children are achieving. SE delivered

<p>training to staff on this and resources are shared amongst staff.</p> <ul style="list-style-type: none"> • 'Wow' Science Openers are being used across the school and in assemblies, bringing excitement and inspiring curiosity about science amongst the children. As well as the children enjoying this, it has also been an opportunity for the teaching staff to have fun! • SE has undertaken the following: <ul style="list-style-type: none"> - Attended Primary Science update meetings - Attended whole day conference on statutory assessments - Taken up opportunities to network with others teaching in a similar style - Delivered staff training - Led 'Science Week' including the use of different materials in addition to the set curriculum. - Linked in with the Science Lead at Feniton school, discussing ways to raise the visibility of Science in school. SE found this support and shared knowledge very beneficial. • Devon Wildlife Visits were organised for the children, which provided hands on fun and supported class work on habitats and animals. • Science Evening was held in Spring 2018 for Phase 3. This included eight activities which children all completed. Parents also attended and the rocket finale was very exciting for all present! <p><u>RE</u></p> <ul style="list-style-type: none"> • A new assessment framework has been set up which will be more specific to the units being studied. LD and SB created this to be similar to framework already in used in school for IT. • Being required to be inspected under SIAMS framework means that the school has to show its RE data – the new assessment framework evidences this better.
<p>Challenges</p> <ul style="list-style-type: none"> • The Recently Qualified Teacher course was not as helpful or as high quality as had been hoped – there was not enough time on the course to make it meaningful. Teachers felt that attending a subject-specific training course would have been better. • LD identified that finding out what you need to know when taking on a subject lead has been challenging. • RE classes are often the time an HLTA covers the teacher's PPA time – this means it can be challenging for teachers to have time to discuss the work with the TA or to have a full insight in to the work taught themselves. • A cohesive curriculum is now in place with a balanced and progressive structure. It is possible to track Biblical study.
<p>Next Steps</p> <ul style="list-style-type: none"> • Find subject-specific training courses to better support needs of teachers. TB to discuss with the Consortium. • Gathering of RE data • Moderation of teacher judgements • Teachers to return to teaching RE instead of HLTAs (PPA cover time to be languages or computing) • RE texts to be used in general literacy work, not just RE. • Religious texts and books to be available in Book Corners. • Teachers to identify more opportunities for moments of spirituality within their planning. • Develop understanding of other religions as currently no focus on any other religion than Christianity. • RE curriculum sessions at staff meetings to be continued. • RE curriculum to be responsive to children and allow for balance between freedom in

<p>teaching and meeting requirements of the set curriculum.</p> <ul style="list-style-type: none"> • Explore local opportunities for making STEM links within Exeter Growth Point. • Explore possibilities for Science trips, both local and further afield e.g. Bristol Science Museum
<p>Governor Comments and Questions</p> <ul style="list-style-type: none"> • JC asked how RE was now assessed. LD advised that the teacher is required to judge children against a number of criteria statements (different for KS1 and KS2) • JC asked whether there are opportunities for creativity in RE teaching or if it is required to be very traditional. SH advised that in KS2 it is very prescriptive. The school follows the programme of work provided by the Diocese – this is predominantly Christian. However, staff do feel that the programme allows for doubt and is an exploratory process. • AW attended a recent college event, which emphasised the importance of primary school children getting sufficient opportunities to explore and engage with Science.

<p>Priority 4</p> <p>To further improve outcomes for children in the Early Years diminishing the difference between key groups with a particular emphasis on disadvantaged children.</p>
<p>Ofsted Inspection Area/s: 'Early Years'</p>
<p>Staff Team: Mel Turl and Emma Luff Governor Team: Caren Flicker</p>
<p>Successes</p> <ul style="list-style-type: none"> • Home visits have been undertaken for the third year in a row, to all prospective intake. • Feedback questionnaire was set up in response to a suggestion at the 2017 SIP Review. • The school now uses Tapestry online system for documenting achievement and progress in Nursery and Reception. • Working Memory work now also undertaken with the youngest in the school. • Stepping Stones programme implemented to support more disadvantaged pupils. • In response to OfSTED requirement, staff have working on ensuring clarity of evidence of children's writing/mark making. • Based on children at school prior to Easter, class achieved 74% meeting national expectations. • 55% boys met national expectations, 81 % girls met national expectations. • Difference between ***** (TB to complete) reduced from 67% to 64%. • A 'boy-friendly' curriculum has continued to be developed to ensure that boys are ready to learn and are physically and emotionally able to do so. • LD developing a more physical curriculum. • A booklet to send out to parents has been created to explain the usual ages for meeting different milestones. This may create opportunities for opening conversations with parents. • Evenings in the Forest for parents have been successful and are amore informal way for staff and parents to meet and have conversations. •
<p>Challenges</p> <ul style="list-style-type: none"> • Parental uptake in using Tapestry initially good but then decreased. • At Easter, several new children joined the school, not all of whom would be able to reach national average. This then impacted on the school's results.

<ul style="list-style-type: none"> • Only 30% of children were able to use the toilet at the start of the year in nursery. This requires a great deal of work from staff to increase this number during the year. • Nationally children's Speech & Language skills are very low, and this is reflected at St. Martin's also. Not all children arrive at nursery having learned to look at people when talking or having learned general social conversational manners.
<p>Next Steps</p> <ul style="list-style-type: none"> • Increase uptake in use of Tapestry by parents. • Ensure observations are sent to parents in a timely way.
<p>Governor Comments and Questions</p> <ul style="list-style-type: none"> • JC has observed the Reception year group develop in to a cohesive, respectful friendship group.

<p style="text-align: center;">Priority 5</p> <p style="text-align: center;">To ensure that all teachers & support staff, irrespective of experience, impact significantly on pupil progress and achievement in reading, spelling and grammar.</p>
<p>Ofsted Inspection Area/s: 'Leadership and Management', 'Teaching, Learning and Assessment' and 'Outcomes for Pupils'</p>
<p>Staff Team: Nat Padley Governor Team: John Clements</p>
<p>Successes</p> <ul style="list-style-type: none"> • Children at St. Martin's generally enjoy writing, and their work is well structured. • Addressing outcome of spelling audit, which identified that resources were not consistent across year groups and/or Phases (this being as a result of the school growing so rapidly). The school has invested significantly in purchasing the same resources throughout the whole school. • Children are being encouraged to check their own spellings, identify any errors and use resources in classrooms to correct spellings. • Dictionaries and spell checkers have been purchased and are in use across the school. Children use them independently and are editing and proof reading their own work. • Teachers have attended moderation sessions, which have shown that St. Martin's pupils write more than in some other schools and that they write regularly. Books show evidence of writing for a variety of different purposes. • The Story Telling Curriculum continues to use exciting and engaging texts as a basis for grammar discussion. The impact of the curriculum is seen in the fact that there are no reluctant writers anymore. The focus is on engaging children as writers rather than on the mechanics of writing. • NP's work has inspired teaching in other schools in the East Devon Church Schools Partnership (EDCSP). • St. Martin's has staff who are brave, prepared to take risks and are keen to be creative in their teaching. • NP has delivered training 'New to Year 5'. • NP worked with Year 2 teachers to support consistent tracking. NP's support with Year 1 Phonics teaching has contributed a 78% pass rate. • The number of children working at Greater Depth in Reading has increased and this year,

<p>79% of children in **** (TB to complete) met national expectations in Writing, with Spelling noted to be a particular strength.</p> <ul style="list-style-type: none"> • The David Walliams Day raised £500 for purchasing books. • The Accelerated Reader (AR) programme enables clear conversation with parents about age appropriate books.
<p>Challenges</p> <ul style="list-style-type: none"> • Improving spelling standards and identifying the most beneficial ways in which to achieve this (research shows that tests do not encourage children to use the words they are tested on) • JC noted that one class made 19 months progress in nine months but not all were yet meeting national expectations. • The six-week holiday in summer is not helpful to progress as staff find that a significant proportion of children do not read during the holidays. • AR programme has been less successful in Year 6 • Working with children who are more used to writing in text speak.
<p>Next Steps</p> <ul style="list-style-type: none"> • More Bug Club books to be purchased so more children can take them home. • Audio Station to be set up in the Library and two to be set up in Phase 1. • Staff to consider how to maintain reading levels over the summer e.g. discuss having the school library open at set times in the holidays.
<p>Governor Comments and Questions</p> <ul style="list-style-type: none"> • JC noted that at the beginning of the school year, 40% of Year 6 were meeting age related expectations in writing, but this increased to 67% in the KS2 tests which is a huge achievement. • JC observed that the feedback he has seen children receive from teachers on their writing is always positive, honest and valuing and he feels that this helps develop children as learners. He has seen evidence of how much investment has been put into books and reading.

<p style="text-align: center;">Priority 6</p> <p style="text-align: center;">To continue to develop our ethos of the school that everyone is a learner with the aim that the whole school community is committed and actively working towards improving outcomes and life chances for our children.</p>
<p>Ofsted Inspection Area/s: 'Leadership and Management', 'Teaching, Learning and Assessment', 'Outcomes for Children' and 'Personal Development, Behaviour and Welfare'</p>
<p>Staff Team: Tania Beard Governor Team: Sheila Watson and Danielle Hamilton</p>
<p>Successes</p> <ul style="list-style-type: none"> • The Space has pushed children forward and freed up adult time for other children in the classrooms. • Excellent feedback has been received from other schools on the quality of training provided by NP on 'New to Year 5'.

- Changes to lunchtime are now embedded. Children sit and chat, there is less movement during meal times and much less food waste.
- Lunchtime clubs and the timings of TA lunchtimes have made a massive impact on playground behaviour and there has been a significant decrease in first aid incidents. The clubs give the children an opportunity to make a positive choice as to how they will spend their lunchtimes.
- The Maximising Impact of TAs course showed that St. Martin's was ahead of the game and is already using TAs creatively and innovatively.
- TAs have been formally observed and the written feedback provided was well-received.
- Mentoring training programme is up and running throughout the school.
- Matt Jones will continue the mentoring development work following SP leaving at the end of this term, up to the end of Summer 2019.
- CF set up and ran the second Family Vision course.
- An IT technician has been employed – they are very over qualified for the role and will be hugely beneficial for the school.
- Lorraine Dunn worked with SLT to create Priority areas and to ensure SIP triangulated with other data.
- Joint SLT and GB Visioning Evening held – outcomes will be shared with parents and community.
- St. Martin's has become part of the EDCSP – this is a formal collaboration, with an agreed working part of governors involved.
- Supervision has been made available for staff who require this support
- TB has committed to ensuring that there is money available for supporting staff and ensuring their well-being. SH described TB as one of a kind.

Challenges

- Getting the provision correct in The Space has taken time.
- It has been identified that teaching in The Space was not aspirational enough for Year 3 pupils
- There has been a lack of clarity as to why play-based activities have been undertaken in The Space.
- There have been a number of staffing issues during the last year.
- On-going and complex IT difficulties. The school system was found to not be fit for purpose. IT problems caused huge amounts of frustration for staff.
- JS was unable to complete all IT actions due to ineffectiveness of equipment but curriculum planning is in place, Apple classroom will be set up and E-Learning Ambassadors are also in place.

Next Steps

- Train another member of staff to run the Family Vision course.
- Prepare for SIAMS by populating the new framework with evidence gathered.
- £12000 to be invested in Soltech IT work.
- Create draft SIP for 2018-2021.

Governor Comments and Questions

- None for this area.