



Link Adviser Visit Report: Spring 2013

Trafford Children and Young People's Service

School	Wellfield Junior
Acting Headteacher	John Tomlinson
Chair of Governors	Rex Beech
Link Adviser	Ken Bold
Date of Report	25 April 2013



Trafford CYPS brings together council and health services to improve outcomes for children, young people, their families and schools.

This report summarises the LA's view on how effectively the school is addressing the key areas for improvement identified in the Ofsted report of 16/17 October 2012. It forms part of the LA's support and challenge plan. The evidence base for this report includes:

- Nine full paired lesson observations carried out during the second half of the spring term
- A comprehensive work scrutiny carried out on 26 March
- Attendance at full governing body meeting on 25 March
- Examination of the School Development Plan

A full day school review was carried out by three LA advisers on 18 April. This review included:

- 18 lesson observations, each of approximately half an hour. Some were paired observations.
- A discussion with a group of parents
- Professional discussions with the Headteacher, the literacy and numeracy coordinators and the SENCO
- Examination of some of the school's own data

Key Area for Improvement: Improve the quality of teaching by making sure that:

- **Pupils are more actively engaged in lessons**
- **The work pupils complete builds on their existing skills, knowledge and understanding in all subjects**
- **Pupils know precisely what they need to do to improve their work**

Teachers and teaching assistants have embraced the support provided by Moss Park Junior School and have begun to implement a more effective range of teaching and learning strategies. As a result, the proportion of teaching that is good or better is increasing with approximately three quarters of teaching judged to be good or better. The LA observed 27 lessons in total. Of these 20 were graded as good and 7 Satisfactory (Requires improvement). This compares favourably with the Ofsted inspection in October 2012 when one lesson was graded as outstanding, three were Good, six Satisfactory (Requires Improvement) and three were Inadequate.

Children are fully engaged in the good lessons, because they are not inactive for long periods and are given opportunities to work individually and collaboratively and to discuss their ideas with other children. Teaching assistants are used more effectively, with a sharper focus on improving the attainment and progress of individual children.

Most children now know and understand their targets for learning and have a much clearer understanding of the purpose of their learning and what they need to do to improve in literacy and numeracy. However, the engagement and focus of children was less good in some lessons, in particular during the afternoon sessions in some foundation subjects.

Parents commented that their children understood their targets and were motivated by them. They also felt that children were enjoying their lessons more and that they talked with more enthusiasm about their learning.

The work scrutiny confirmed that books were regularly marked and that there was a high degree of consistency in the approach to marking and feedback. Children are responding to their teacher target comments in order to further improve the work they produce.

Key Area for Improvement: Increase the effectiveness of governors and senior leaders in improving the school by:

- **Making sure their view of teaching and what the school does is accurate**
- **Carrying out the planned review of the effectiveness of the governing body**
- **Making sure the school's improvement plan concentrates on the main things that will improve pupils' achievement and the quality of teaching**

Parents spoke with great enthusiasm about the positive changes in the culture of leadership at the school and felt that the new Acting Headteacher had a very open and visible presence. Senior leaders participated fully in paired lesson observations and their judgements closely reflected those of the LA advisers. They recognise that the overall standard of teaching has improved since the inspection but are aware that greater consistency is necessary. Assessment and tracking arrangements have improved and senior staff are developing a better understanding of the progress and attainment of groups and individuals.

The literacy and numeracy coordinators are both effective teachers who consistently deliver good lessons. This will give them the necessary credibility with staff to drive forward further improvements in learning, attainment and progress. The programme of teaching in literacy is now more focused and there are regular planned opportunities for children to write for extended periods. Setting has been abandoned in mathematics and this has led to better differentiation in lessons.

The SENCO has coordinated a number of actions to improve outcomes for vulnerable groups. These include the more targeted use of teaching assistants and a greater emphasis on assessing the impact of interventions on children's learning. A rationalisation of the SEN register has resulted in this reducing from around 25% to 15% of the pupil roll. This enables support to be targeted more effectively. Teaching in the small specialist class is consistently good.

The governing body received bespoke training on 'twenty key questions for a school governing body to ask itself' and following this a high quality governor handbook was produced. Governors are being provided with better quality information by the school, which enables them to act more effectively as critical friends.

The HMI letter following her visit in January stated that 'The Acting Headteacher, in consultation with senior leaders, the governing body and the LA, has written an improvement plan which is focused on the areas for improvement identified at the last inspection. The plan identifies clear

priorities, actions and success criteria.' This plan is being implemented and is being amended to reflect emerging priorities to secure further improvement.

Key Area for Improvement: Raise pupils' attainment and the speed of their progress from the levels they reach at the end of Year 2 by making sure:

- **Pupils who need extra help with their learning receive high quality teaching**
- **Leaders, including governors, check how well the additional government funding for pupils at risk of not doing so well is spent**
- **The gap in standards is closed between pupils who are supported by these additional funds and those who are not**

Senior leaders have acted on advice given by Moss Park Junior School regarding the effective use of the pupil premium. All staff are now aware of which pupils are in receipt of pupil premium (PP) funding and are required to analyse the progress of these children. The school will employ a teacher for two days each week in the summer term who will focus on addressing their needs. The impact of this initiative will be evaluated at the end of the term and will be reported to governors. Senior leaders ensure that work from PP children is included in work scrutiny samples.

The school is refining its assessment and tracking processes to enable it to more accurately monitor children's progress and attainment.

Summary

The Acting Headteacher is leading the school's drive for improvement with great energy and commitment. The support provided by Moss Park Junior School and the LA is having a positive impact and is helping the school to provide more consistently good teaching for its children. Senior leaders, including the governing body, are committed to securing rapid improvement. Whilst there is some evidence of improved attainment and progress, the end of year assessments, especially those in Year 6, will provide more secure evidence that these improvements in teaching in literacy and numeracy are enabling children to achieve better outcomes.

Recommendations

- Provide a more tailored programme of support to match the identified needs of individual teachers in order to ensure that teaching is consistently good in all age groups and across all areas of the curriculum
- Further refine assessment and tracking procedures to provide even more useful information on the progress and attainment of individuals, groups and cohorts
- Continue to review and monitor the quality of teaching in the foundation subjects
- Provide the governing body with a thorough evaluation of the impact of planned programme to support PP children's achievement
- Encourage more parents to record their views on 'Parent View'