

Keeping in Touch _ Note of Visit

Northwold Primary School
Monday 24 th March 2014 Visit 1
Purpose of visit: <ul style="list-style-type: none">Information gathering and understanding context of the school.
Context: <p>The school is in the process of becoming an academy. The school is almost full with 30 pupils in each class and is larger than the average maintained mainstream Primary school. Other characteristics of the school include the following:</p> <ul style="list-style-type: none">Pupils entitled to free school meals: 54% pupils – twice the National averagePupils with English as an additional language Language other than English: 76% pupilsPupils from minority ethnic groups: 97% pupilsPupils with additional needs: SA: 23% pupils SA+ : 5% pupils Statemented:1% pupils
How well are pupils doing?
Outcomes at Foundation Stage:
Commentary: <p>Although children enter Nursery and Reception with a range of skills, a significant proportion enter Nursery and Reception with well below age-expected levels of knowledge, skills and understanding. Leaders report this figure is 22-36 months. In 2013, 60% of pupils reached a good level of development by the end of Reception. This was 3% above the National average and shows excellent progress from their starting points. 46% of pupils supported by pupil premium funding attained this standard compared to 67% of the pupils whose learning is not supported in this way.</p>
Phonics screening check
Commentary: <p>77% of Year 1 pupils reached the expected standard in the phonics check in 2013. This was above the national average for 2013 which was 69%. More girls (90%) than boys (62%) met this standard. Pupils in receipt of pupil premium funding did less well than those who are supported in this way (85%). Of the 24 Year 2 pupils who retook the phonics check in 2013, 88% met the expected standard. Indian (16 pupils), TKC (5 pupils) and All Other Ethnic</p>

Groups (11 pupils) are groups attaining below their class and Hackney peers.

Outcomes at KS1:

Commentary:

Attainment in **Reading** at level 2b+ (97%) has been improving over the past 3 years. It is 20% above the Hackney average and 18% above the national average. Attainment at L3 shows a significant rise in 2012 (27%) from 4% in 2011, there was a 2% fall in 2013, and is 4% below the national average (29%).

Attainment in **writing** at 2b+ has fluctuated over the last 3 years. At 76% it is 10% above the Hackney average and 9% above the national average. Attainment in L3 was 19% and above the Hackney (13%), and national averages (15%).

Attainment in **maths at 2B+** has improved over the last three years, currently it is 95% and above Hackney (77%) and national (78%) averages. Attainment in L3 has dropped by 2% from last year to 20%, this is 1% above Hackney and below national averages by 3%.

Outcomes at KS2:

Commentary:

Attainment in reading, writing and maths combined at level 4+ is 100% and 40% at L5+. There is an upward trend over the last three years with APS increasing from 27.4 in 2011 to 31.3 in 2013.

Attainment in **Reading** at L4+ (100%) shows an increase over the past 3 years and is above the Hackney (+13%) and national average (+14%). Attainment at L5 is also above the national average.

Attainment in **writing** at L4+ (100%) shows an increase over 3 years from 83% in 2011.

Attainment at L5 has also increased from 8% in 2011 to 58% in 2013. Attainment is significantly above the national average at L4+ and L5.

Attainment in **maths** at L4+ (100%) shows an improving picture across 3 years and is significantly above the national average. At L5+, attainment (64%) is also significantly above the national average by 28%. Attainment at level 5+ has shown an increase over the last 3 years rising from 29% in 2011 to 64% in 2013.

Attainment in **EGPS** (98%), is significantly above the national average at level 4+ (74%)

Progress towards end of year outcomes:

School leaders report that EYFS and the KS1 data, including Year 1 phonics screening check outcomes will be similar to last year. At Key Stage 2 the reading, writing and maths combined is expected to fall to 97% at L4+.

Leadership and Management:

Structure and roles/ responsibilities

The school has a clear leadership structure. The headteacher is supported by two assistant head teachers: one with responsibility for curriculum and assessment, and one with responsibility for inclusion. There are six middle leaders and the Headteacher spoke highly of the strong collaborative partnerships that exist across the school to ensure the best outcomes for pupils.

The leadership team have very high expectations and aspirations for the school, and are committed to learning together through a carefully differentiated programme for professional development. They are proud of the staff that have moved from other roles into teaching within the school, and recognise the contribution that everyone makes.

Leaders are relentless in their pursuit of excellence, and to remain forward thinking. To this end they are proud of the breadth of the IPC curriculum they deliver and the many

international links they have established.

Leadership and management are judged as outstanding. School priorities are aligned to subject leader priorities; with a very good understanding of how individuals feed into the whole to impact on the outstanding provision for all.

Teaching and Learning:

Evidence from the learning walk demonstrates that pupils enjoy their lessons and are expected to succeed. A Year 5 pupil walking back from the hall commented: 'it's a wonderful school.' The pupils were extremely polite and welcoming; each class had two 'greeters' who introduced themselves and then explained the planned learning and activities for that lesson. Each child is expected to undertake this role, in fact the pupils were very proud of their role and fulfilled it with confidence.

- The quality of work in pupils' books is consistently of a good standard.
- Marking systems are well developed: pupils are trained to respond to teachers' comments. Many pupils self - evaluate their work against success criteria.
- Pupils work hard and complete work to a good standard.
- High quality learning environments in all key stages support teaching and learning
- Support staff provide effective support to groups and individuals.
- Pupils' conduct in class, during transitions in lessons and as they move around the school is exemplary.
- Due to the high expectations of the school leaders, alongside effective systems for managing and promoting them, standards in behaviour are outstanding across the school.
- Pupils display positive attitudes to learning because class teachers work hard to ensure engagement in lessons is good.
- Pupils take pride in their work: teachers ensure high standards of presentation and handwriting are maintained.

Lessons seen included: P.E., art, music, science, topic, and key stage 2 singing. Leaders report that each pupil learns a musical instrument and Spanish is taught from Nursery. Leaders feel that the 'curriculum offer' is a strength of the school. The SIP saw evidence of the range of learning opportunities provided by the school.

Attendance (96.3%) is above the national average.

Monitoring:

Teachers understand and accept that they will be observed 'unannounced', as leaders believe that this ensures quality first teaching and high expectations at all times. This is linked to the whole school CPD and the key features of the NQT programme. Monitoring is undertaken by leaders at all levels.

Priorities for Development 2013/14:

1. Continue to develop and devolve leadership roles and responsibilities.
2. Increase proportion of Level 6 in Reading, Writing and Maths.
3. Increase and secure the proportion of outstanding teaching.
4. Enhance the Maths curriculum with new and best practice.
5. Develop role as a Lead school for Modern Foreign Languages.

Leaders also spoke about the focus they have had on ensuring that writing is evidenced in all areas of the curriculum.

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