

# Stanbridge Primary School Ofsted... Our Journey so far

Monday 22<sup>nd</sup> October 2012



# Key Issues from June 2011



- **Key Issues from OfSTED Report:**
- Take account of pupils prior teaching and learning when planning lessons to ensure work is challenging.
- Provide lessons that engage and motivate pupils at all times so that their behaviour in lessons is consistently good.
- Provide opportunities for pupils to work collaboratively together and take increasing responsibility for their learning.
- Ensure that pupils acquire a better understanding of the progress they are making in their work and what they need to do to improve.
- Increase opportunities for pupils to reflect and comment on the marked work in their books.
- Ensure teachers have sharply measureable targets for tracking the progress of all groups of pupils.
- Improve pupils' basic and wider skills throughout the curriculum.

# School Development Planning

- **Strengthening the capacity and effectiveness of school leadership in promoting and sustaining school improvement**
- **Raising attainment and accelerating progress**
- **Developing high quality teaching and learning**
- **Developing parent/ school partnerships and community cohesion**



# Monitoring and Inspection

- Local Authority Review – 30<sup>th</sup> May 2012
- Ofsted inspection 11<sup>th</sup> & 12<sup>th</sup> July 2012
- Local Authority Review – 9<sup>th</sup> October 2012

# Our progress since our last inspection

- Progress since being subject to special measures (June 2011) – good

## From the Ofsted Inspection in July 2012:

- Improve the quality of teaching and learning throughout the school – good
- Improve systems for monitoring and improving the quality of teaching and learning – good
- Improve leadership – good

# Evidence gathered during the inspection

- Interviewed leadership team, Head Teachers, Governors and parents.
- Scrutinised pupils books – quality of work, marking and feedback.
- Met with pupils to talk about their learning and work in books.
- Listened to children read.
- Observed 13 lessons with Partner Head Teachers

# Headlines from the report

## **Achievement**

- Standards in reading, writing and mathematics continue to rise.
- 2012 national curriculum test results show that the performance of pupils in English and mathematics at the end of Key Stage 2 has improved.
- Across the school pupils' progress in reading, writing and mathematics is now generally in line, and in some cases above expectations, in most year groups.
- Since the last monitoring visit improvements in the quality of learning in lessons have continued.

## **Quality of Teaching**

- Teaching engages and motivates pupils well so that they are keen to learn.
- Pupils, who may be disabled or those who have special educational needs, are well supported. A key strength of this work is the improved confidence pupils have in their ability to succeed and the positive attitudes they display towards the support they receive.
- The use of assessment, high expectations and challenge are now firmly established in the majority of lessons.



## Behaviour and Safety

- In lessons, where teaching is the strongest, pupils' behaviour is exemplary.
- Percentage of children with a good behaviour letter

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
92%	94%	93%	94%	94%	96%

- Attendance for 2012 are above the National Average for the first time in three years at 95.6% and persistent absences are down significantly from 6.5% to 2.5% - the result of robust action taken by senior leaders.

## **Leadership and Management**

- The partner Head Teachers have restructured the roles and responsibilities of staff. By creating clear roles and responsibilities, school leaders have raised the expectations of the school community.
- Since the last monitoring visit leaders and managers have wasted no time in supporting weaker teaching.
- Staff and governors contribute to the evaluation and monitoring of the raising achievement plan. This leads to high levels of accountability within the school community.
- Governors are playing a key role in shaping the strategic direction of the school.





# Parent/Carer feedback

- As one parent put it, 'The school is in a totally different place now as compared to a year ago.'
- 61 responses from our online survey so far
- PIP Group meet once a term with Miss Bertham – Mrs Walker is now the TLR for Parent Links
- Parent/Carer feedback has shaped our priorities for school development

# Questionnaire results

1. How effective is our communication with parents/carers since September 2011?

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		Response Percent	Response Count
Extremely effective		10.2%	6
Very effective		69.5%	41
Moderately effective		15.3%	9
Slightly effective		5.1%	3
Not at all effective		0.0%	0
		Other (please specify) <a href="#">Show Responses</a>	3
		answered question	59
		skipped question	2





3. How well do you feel listened to and included in the life of the school since September 2011, compared to previous years?



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		Response Percent	Response Count
Much better		47.3%	26
Somewhat better		32.7%	18
Slightly better		12.7%	7
About the same		7.3%	4
Slightly worse		0.0%	0
Somewhat worse		0.0%	0
Much worse		0.0%	0
		Other (please specify) <a href="#">Show Responses</a>	3
		answered question	55
		skipped question	6




4. How do you feel about the changes taking place at the school since September 2011?



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		Response Percent	Response Count
Extremely positive		40.0%	24
Very positive		40.0%	24
Positive		20.0%	12
Negative		0.0%	0
Very negative		0.0%	0
		Other (please specify)	0
		answered question	60
		skipped question	1

5. How responsive is our school to parents/carers concerns, since September 2011?



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		Response Percent	Response Count
Extremely responsive		20.7%	12
Very responsive		55.2%	32
Moderately responsive		20.7%	12
Slightly responsive		3.4%	2
Not at all responsive		0.0%	0
		Other (please specify) <a href="#">Show Responses</a>	2
		answered question	58
		skipped question	3

6. How well do teachers or school staff answer questions about your child's learning and education, since September 2011?

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		Response Percent	Response Count
Extremely well		15.8%	9
Very well		52.6%	30
Moderately well		22.8%	13
Slightly well		5.3%	3
Not at all well		3.5%	2
		Other (please specify) <a href="#">Show Responses</a>	4
		answered question	57
		skipped question	4



7. Since September 2011, how well informed do you feel about school events and dates?



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		Response Percent	Response Count
Extremely informed		61.7%	37
Moderately informed		33.3%	20
Slightly informed		0.0%	0
Slightly Informed		5.0%	3
Moderately Informed		0.0%	0
Extremely Informed		0.0%	0
answered question			60
skipped question			1






9. How likely are you to recommend our school to people you know ?



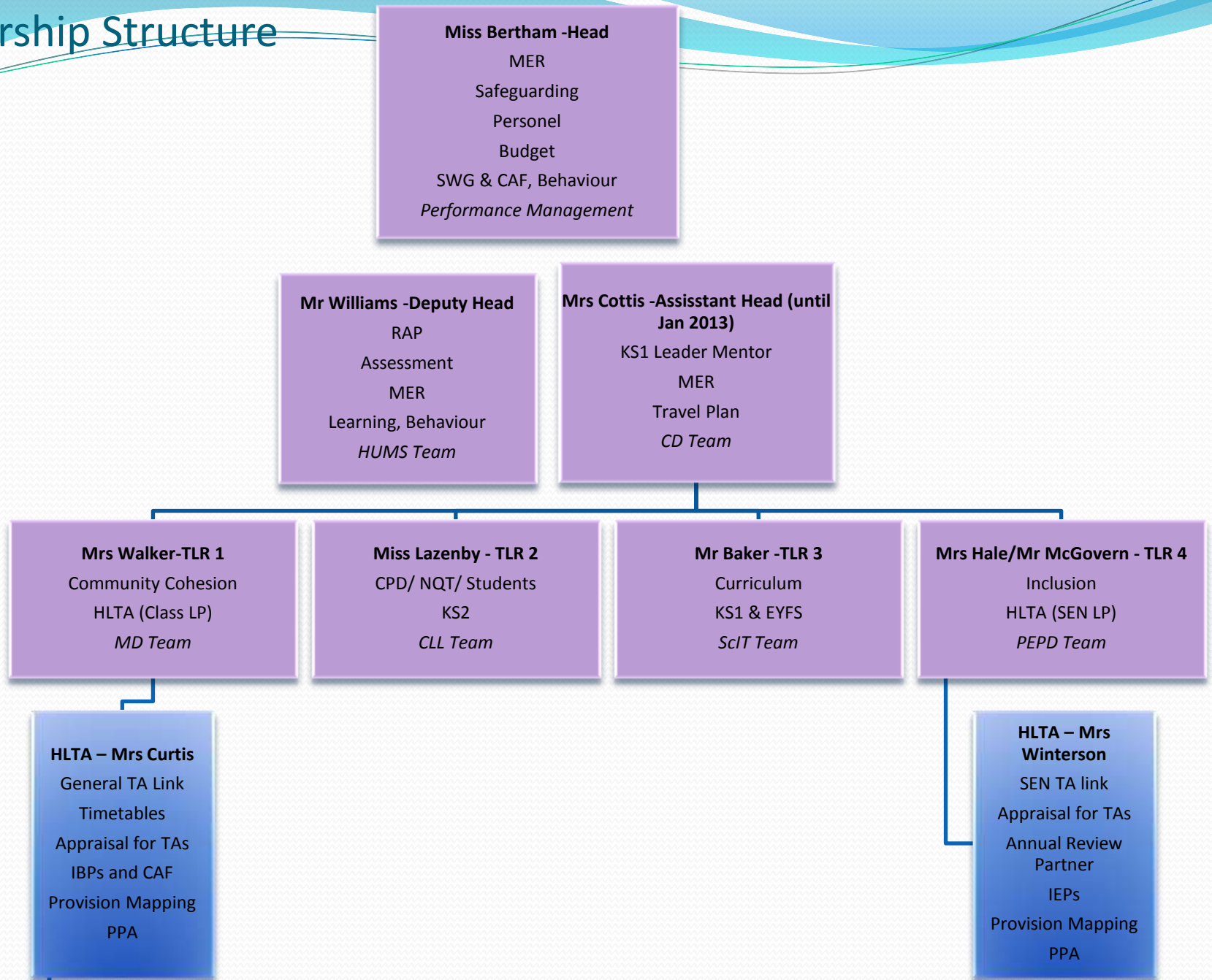
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		Response Percent	Response Count
Extremely likely		34.4%	21
Very likely		39.3%	24
Moderately likely		13.1%	8
Slightly likely		8.2%	5
Not at all likely		4.9%	3
		<b>answered question</b>	<b>61</b>
		<b>skipped question</b>	<b>0</b>

# Leadership Structure



# The Future...

**S**trategic action planning and management of school budget for effective school development.

**T**ransformational change, keeping abreast of educational research and making rapid improvements.

**E**thos that is child centred and fosters excellence and enjoyment for all.

**R**elationships - working in partnership with all stakeholders to ensure only the best is good enough.



**V**ision , developed and shared by the whole school community to enable us to strive to new heights together.

**I**nnovation – A curriculum that inspires and motivates with outstanding teaching and learning outcomes.

# The future... Strive to new heights together

- Creating our school vision and values with the school community
- Continued support for Early Years Foundation Stage
- Curriculum innovation
- Continued partnership with Emersons Green Primary
- Sharing our best practice with other local schools