

# Stanbridge Primary School

## Our Journey .....so far.....



New Motto and School Song

Aim High and Fly





# OfSTED inspection process

Q. How long will the school be in Special Measures?

A. Most schools come out of Special Measures between 18 months and 2 years. At Stanbridge we are working hard and feel we have the capacity to get out sooner.

Q. What involvement will OfSTED have in the school?

A. The PHTs, LA and governor reps had an early intervention meeting with Her Majesties Inspector (HMI) on 14<sup>th</sup> September to discuss the way forward. We will have 3 monitoring visits by HMI each year. The first is in Term 2.

Q. What will these visits be like?

A. There will be a lead inspector(HMI ) and an additional inspector. The monitoring visits in the first year will last for 2 days and we are likely to have 2 days notice.

Q. What will be the focus of the visits?

A. The inspectors will look at progress since the full inspection in June 2011 and the last monitoring meeting. They will focus on the key issues highlighted in the report.

Evidence will include:

- Lesson observations/ meetings / scrutiny of books/plans/meeting notes /other documents.
- Records of monitoring, evaluation and review and minutes of Senior Leadership and other meetings.
- Pupil progress/ tracking systems and any data analysis.

The quality of external support especially from the LA will also be scrutinised.





# Key Issues

- **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 consistency 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.



# Strategic Planning

- LA Statement of Action
- School Development Plan (SDP)
- Action Plans
- Raising Achievement Plan (RAP)

# 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**



# Strengthening the capacity and effectiveness of school leadership in promoting and sustaining school improvement

## Staffing

Partner Headteachers took up post - Faye Bertham 100%, Jan Isaac 50%

## Development of Curriculum Teams

Core Mathematical Development- MD, Communication, Literacy and Language- CLL, Science and Technology –ScIT

Foundation Humanities, Creative, Physical Ed Personal Ed-PEPD.  
Teams include teachers, TAs and governors

## Development of Governors

Support fro LA, focus on School Development Planning





# Raising attainment and accelerating progress

- Data analysis
- Tracking every child and mapping progress 6 x year
- Pupil Progress meetings linked to Performance Management for all staff.
- Planning intervention/ booster programmes.
- Consideration of vulnerable groups including SEN and G and T



# Developing high quality teaching and learning

- Staff have the opportunity to work along side Advanced Skills Teacher (AST) from LA– 2 days week.
- Advisors in Literacy and Numeracy from LA have worked with our staff to monitor and moderate assessment data to ensure we are consistent.
- Curriculum teams have planned in detail for the year prioritising actions to make the greatest impact on pupil achievement.
- Behaviour management reviewed – rewards and sanctions agreed and being applied more consistently.



# Developing high quality teaching and learning

- Teaching and Learning is being rigorously monitored through lesson observations, learning walks, planning and work scrutiny including marking, pupil conferencing.
- Staff are proactive in supporting each other and are keen to share good practise.
- Topic planning across the school to ensure continuity - but also to plan for enjoyment and engagement- making school life fun!
- Higher expectations for all – ‘Aim High and Fly’



# Developing parent/ school partnerships and community cohesion

- Developing greater accessibility to school for parents – PHTs keen to be available as much as possible, teachers on doors at end of day, OWL forms , class assemblies planned in advance and opportunity for parents to visit classes and look at books.
- Parent partnerships- FOS, PIP group, Coffee mornings.
- Information sessions- OfSTED meetings, Phonics meetings, Maths ( Calculation strategies) meeting planned for Term 3.
- Changes to start of day to support pupil welfare, parking challenges.



## Developing parent/ school partnerships and community cohesion

- Calendar for year to help parents plan for events in advance.
- Newsletters- Class newsletters 6 x year, updated school newsletters 1 x month.
- Web site- to be launched very soon.





# The Future

- 1<sup>st</sup> Monitoring visit will inform our thinking and our action plan.
- Staff to continue to work in partnership with pupils parents, governors and LA.
- Continue to implement the SDP - in particular accelerating progress and developing high quality teaching and learning.
- Being open and honest with the school community about our progress – 3 meetings for parents in terms 1,3,5 and reports in terms 2,4,6 following monitoring visits.