

'1-3-5 Cluster'
Collaborative Enquiry Day Feedback

<p>Date of Enquiry Day:</p> <p>28.04.16</p>	<p>Enquiry Team:</p> <p>John Hayes—Headteacher Gospel Oak Primary Marion Hunter—LA CPP</p>
<p>Agreed Focus of Enquiry:: Challenge</p> <ul style="list-style-type: none"> • Are children in the EYFS and KS1 accessing learning opportunities that stretch them? • Is there evidence of this in their recorded outcomes in KS1? • Are children in KS2 at all abilities being challenged? • Does teaching offer challenge to all children? • Is there evidence of differentiation to challenge children? <p>Learning Behaviour</p> <ul style="list-style-type: none"> • Can children articulate their actual learning in an activity? • Are children able to identify their next steps? • Are children ready to learn? • Is marking and feedback developmental and making a difference to children's learning? <p>School Improvement</p> <ul style="list-style-type: none"> • Is there an impact on the focus of reading this year? • Are children applying their phonic skills • Has focus on handwriting and presentation had an impact? • What is the quality impact of additional adults on learning? 	
<p>School Staff involved:</p> <p>The team worked with the Headteacher and three Assistant Headteachers and met all staff members. The Enquiry team members each worked with a member of the SLT in all activities and professional discussions took place throughout the day.</p>	
<p>Sources of evidence: (i.e. observations / learning walks / meetings with pupils, staff, governors etc.)</p> <ul style="list-style-type: none"> • Observation of the start of the day • Observation of lunch time • Learning walks throughout classrooms and intervention groups • Interviews with phase leaders • Book scrutiny • Discussion with the Chair of Governors 	

Learning walks

The members of the team spent 45 minutes in each year group, observing the learning environment and the interaction between teachers, support staff and children. They talked with children about their learning and looked at their books.

There are great strengths in Primrose Hill characterised by consistency of provision throughout the school. Learning environments support learning very effectively because they not only stimulate children but also help them work independently, getting support from learning prompts and from interactive displays that help them reflect on their learning. The book corners are particularly good and reinforce the reading focus for the year-children talk with enthusiasm about their reading.

Teaching is always good and often outstanding. Teachers have excellent subject knowledge, high expectations and are well planned and pacy in their approach—keeping children interested, concentrating on their learning and thus making progress. Children in EYFS and KS1 -where an integrated approach to learning has been introduced this year- were highly engaged in independent work. Well chosen and stimulating activities helped children sustain the focus and the timely interjections by adults resulted in good progress.

Relationships are very good and children are confident and happy to discuss their learning—behaviour is never less than good because teaching is of such high quality and children are focused and on task throughout lessons. Learning is a pleasure.

The good attitude children have towards their work is clear in the calm and purposeful transitions from one activity to another—no time was lost and there was no need for teachers to remind children of expectations. They work co-operatively and discuss their work together— children of all abilities are being challenged by precise and well directed questioning and by support and it is marked how effectively those who find school a struggle are being supported and developed by all staff-this was particularly evident when additional adults worked with individual children during independent work. However, in some classes opportunities for support staff to develop individual learning were lost during whole class teaching. All children can explain the work they are doing and talk about the next steps they have to take in their learning. It was difficult for the enquiry team to identify differentiation by work input or by output.

Recent school initiatives are successful:

- Children who read to the team members were interested and excited by books and used their phonic knowledge to decode. Older children used accurate book language and talked about how grammar/language features they have learnt help them to analyse and enjoy books. The impact of the work in reading is further evidenced in the enticing book corners
- The teaching of grammar is integrated into the curriculum
- Maths problem solving is obviously regularly addressed
- Practical approach to provision in KS1 is impacting on learning—particularly high quality writing
- Children are beginning to use cursive writing

Book scrutiny

Children have done a lot of written work, coverage is good and progress clear in all books. Presentation is good and cursive writing is being established.

All teachers use the marking code accurately but there are inconsistencies in formative marking and in peer and self assessment.

Phase leaders

Phase leaders are becoming a strength of the school although they do not always realise how knowledgeable they are! It would be helpful if they could be part of the progress meetings for their phase groups in order that they are able to support and challenge their colleagues with more accurate understanding of the progress made by individual and groups of children.

Other areas

Public areas in the school reflect the high standards of the classroom environments and are focused on a range of curriculum areas, learning and celebration of children's work.

The "soft start" of the day means that parents and children feel at ease with the school and children begin their working day in a calm and relaxed manner while parents have confidence in leaving their children in school. In addition parents in the EYFS are encouraged to stay in the classroom at the start of the day. These initiatives ensure that family and school arrangements are very positive and impact on learning outcomes.

At lunchtime children interact calmly with adults intervening gently and supporting when necessary. A range of arrangements are made for those who find the playground challenging and difficult.

AGREED AREAS TO DEVELOP PROVISION:

- Review methods of measuring progress in EYFS
- Review how to evaluate impact of practical approach to provision in KS1
- Review the marking policy to ensure consistency
- Ensure consistency of support from support staff across the school by clarifying the role
- Develop role of the phase leaders