



Forest Way Teaching School Alliance



Headteacher: Lynn Slinger OBE, M.Ed. - Lead Practitioner: Helen Joy MRCSLT, PGCE, BPhil.Ed.

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School	Newton Burgoland	Date 27/09/18
Present	Sue Ward; Christine Tarpey	

Key Information:

Current Inspection grade/date	Outstanding / 2011
Additional support from FW TSA	
DfE and/or LA monitoring	

(This report does not include a check of safeguarding arrangements or website compliance.)

Effectiveness of Leadership and Management	
Strengths	Areas for development
<p>The headteacher's leadership ensures a strong focus on evidence based practice. Over the past few years she has worked with her staff to review current research into teaching and learning. As a result, teachers are reflective practitioners and have a good understanding of approaches to learning which meet the needs of different groups.</p> <p>The size of the school means that the vast majority of senior leadership responsibility rests with the headteacher. She is well supported by staff and there is evidence of strong teamwork which benefits pupils and enables the headteacher to manage this significant workload effectively.</p> <p>Governors are skilled and supportive. They are involved in monitoring by making visits to the school and carrying out surveys of parents and pupils. Their findings contribute to the SEF and help to inform the school improvement plan.</p> <p>A concise and evaluative SEF captures the strengths of the school. It usefully includes commentary on parents' positive views and support, both of which are a strong feature of this school.</p>	<p>Review the SEF so that historical under-performance in maths is acknowledged and current strategies and their impact are recorded.</p> <p>Incorporate the maths action plan into the overall development plan.</p>
Quality of Teaching, Learning and Assessment	
Strengths	Areas for development
<p>The school judges current teaching to be at least good overall. The headteacher supports all teachers to develop their skills by leading CPD and by modelling good practice. In some cases, she has enabled teachers to make improvements by providing targeted support and closely monitoring its impact.</p>	<p>Raise the profile of maths across the school to ensure that the learning environment reflects the school's current focus on this area.</p>

<p>Strong teaching of English was observed during the visit. Comprehension and writing tasks are linked with the class topic where appropriate and as a result, pupils are motivated to produce good quality pieces. Displays provide further evidence that pupils written work is of a high standard.</p> <p>Strategies to improve the teaching of maths were shared as part of the visit. CPD from an external consultant has been planned and the headteacher continues to support staff in developing pupils' reasoning and problem-solving skills through the use of the 'Maths No Problem' method. This has resulted in a more consistent approach to the teaching of maths across the school and has enabled teachers to address the raised expectations within the new maths curriculum. Maths will continue to be a focus for further improvement.</p> <p>In both key stage 1 classes, direct teaching of maths was observed. Teachers were helping pupils to develop their understanding and think through and discuss their ideas. During the visit, good reinforcement of mathematical skills in KS2 was seen through the use of a personalised IT programme. This daily practice is used in all classes. The software engages pupils and enables tasks to be matched to their needs.</p> <p>The school offers a rich curriculum and this contributes to pupils' enjoyment of learning. Visits are designed to broaden pupils' experiences, for example, a visit to an orchestral concert is an annual opportunity for older pupils. The Forest Schools work and the appointment of a PE specialist also engages pupils, encouraging outdoor activities and promoting physical education.</p> <p>The school is introducing a range of strategies over the year to develop science teaching. An external consultant will lead science CPD and staff are trialling the use of short, regular, tightly focussed science lessons in addition to topic related science work.</p> <p>A strength of the school is teachers' comprehensive knowledge of each individual pupil and their needs. This enables the work of support staff to be appropriately directed and focussed. The school has relatively high numbers of pupils with special educational needs and these pupils progress well. The headteacher works closely with families of vulnerable pupils to ensure that the school is aware of issues which may affect pupils' learning.</p>	
Personal Development, Behaviour and Welfare	
Strengths	Areas for development
<p>Pupils are enthusiastic learners. During the visit they were keen to explain their work and talk about their enjoyment of lessons. Pupils were seen to work well collaboratively, sharing ideas and learning from each other.</p>	

<p>The school's ethos is reinforced through assemblies which link to British Values. The school has recently achieved an award for e-safety which is well promoted with both parents and children. Older pupils have applied to be 'Internet Legends' which enables them to provide advice to other children relating to safe internet use.</p> <p>Pupils are respectful and well mannered. Pupil surveys summarised in the SEF confirm pupils' positive attitudes to school.</p>	
<p>Outcomes</p>	
<p>Strengths</p>	<p>Areas for development</p>
<p>Outcomes by the end of Foundation Stage have shown significant improvement over the last 3 years. Improvement at a faster rate than national means that the percentage of children achieving a good level of development is now just below the national average. Based on the school's on entry assessments, this represents good progress for the vast majority of the cohort. Phonics outcomes also improved in 2018, bringing scores in line with the national average.</p> <p>English is a strength of the school and performance in Y6 SATs has been consistently above national in reading and writing for a number of years.</p> <p>In 2018, KS1 reading was above national for the expected standard and broadly in line for the percentage of pupils working at greater depth. Progress from EYFS to end of Y2 has been strong in reading for the past 2 years. Pupils continue to make good progress throughout KS2. Pupils' progress in writing is strong, particularly between Y2 and Y6; by end of KS2 in 2018 writing was above national for expected standard and greater depth. Fewer pupils however achieved the same outcome in the GPAS test.</p> <p>The school's assessment system enables tracking of pupil progress and summary assessment sheets have been usefully adapted to show progress from end of key stage starting points. Data shared as part of the visit shows that the majority of pupils are making strong progress from their end of key stage starting points in all subjects and that a high proportion are working at or above age related expectations. In year 2 for example, all the group are judged to be working at age related expectations in all subjects. These teacher assessments are moderated within school by the headteacher, who checks them against evidence from pupils' books. Additional validation is secured through moderation meetings with teachers from local primaries.</p> <p>The small numbers of pupils eligible for PP make strong progress from their on-entry starting points, as do pupils with special educational needs.</p>	<p>Published data indicates that maths outcomes tend to be lower than reading and writing and progress less secure. However, the percentage of pupils reaching the expected standard and greater depth rose in 2018 and school assessments indicate that this rise is set to continue. Teacher assessments in maths were much higher than tests results; familiarity with test formats will be a focus for the current Y5/6 class. The headteacher judges that historical under-achievement in maths has been addressed and that the school's emphasis on maths will ensure that pupils' progress in this subject matches the strong progress made by pupils in other areas.</p>

EYFS	
Strengths	Areas for development
<p>The EYFS teacher successfully manages to incorporate an EYFS approach to learning for the Reception children in a mixed key stage class. The headteacher has supported the class teacher in reviewing provision so that it is carefully planned to meet the specific needs of learners within the cohort. Indoor learning is well planned, enabling the children to be involved in meaningful activities. These improvements have contributed to the increase in numbers of children achieving GLD.</p> <p>A garden area has been considerably enhanced; during the visit the practitioner was using this resource well to develop early counting and number recognition skills.</p> <p>The school is successful in engaging parents and involving them in their children's learning. This culture is set when children join the school through the induction programmes and information meetings which are in place throughout the Reception year.</p>	<p>Some of the outdoor provision requires further development in order to provide an inspiring environment which motivates children and promotes good learning.</p>

Have the agreed priorities/actions from last year's health check been addressed?
<p>Yes, although the school will continue to work on maths in order to secure further improvements by the end of KS2.</p>

Commentary of any additional monitoring activities
<p>Learning walk as included in above commentary.</p>

<p>Summary of visit and agreed actions</p> <ul style="list-style-type: none"> • Fine tuning of SEF/SIP • Implementation of actions as identified in school's maths action plan • Improvements to outdoor provision as detailed above
<p>Special focus feedback / particular strength observed</p> <ul style="list-style-type: none"> • Particular strengths in reading and writing • Headteacher is mentor for a group of School Direct Students and offers consultancy work for an external company