

SIM VISIT REPORT

School:	Nenthead Primary School		
DfE number:	2040	School support level:	Targeted
LA officer:	S Ward	Date of visit:	24.4.18
Focus of visit:	Quality of Teaching and Learning		

Summary of findings / outcomes

Context

There have been significant changes to staffing and leadership over this last academic year and the school is expecting an Ofsted inspection. The visit was invited by the Deputy Headteacher (teacher in charge of Nenthead school).

The GA was in the school for a morning and observed all sessions by the teacher and two teaching assistants.

Findings

Early Years and KS1

Provision is consistently good and improved since the GA last observed. Pupils are highly engaged in their learning because the school adapts tasks to their needs. Learning was very active and included a reluctant boy through the use of a dinosaur tally in maths and words stuck under a table to find and write in phonics. The girls are also thriving with the variety of activities.

Literacy and phonics activities are reinforced and threaded throughout provision and as a result both Year 1 pupils are due to pass the check. Writing in children's books shows good progress.

The outdoor area is engaging. Pupils are currently absorbed by trying to trap a wolf and they have written warning signs through their own volition.

The HLTA is highly skilled and delivers an appropriate curriculum to both KS1 and EY with the support of the lead teacher. Outcomes are due to be good with good progress from baseline.

Key Stage 2

Many pupils are below the appropriate standard for their age but there has been accelerated improvement over the year. In order to be convincing on this, the school needs to summarise its progress and attainment data (eg. in writing 90% of pupils have made more than expected progress).

Teaching is much better than at the previous observation by the GA. This is because the lead teacher knows individual pupils well and organises learning so that it meets children's needs in differentiated groups or for individuals. For example, in a maths session, there was only one pupil working on telling the time and converting times into the 24 hour clock and had dedicated support to be able to do this.

The structure of the school day is well designed to enable focused points for skill development as well as longer periods to apply learning in maths and literacy. Pupils know routines well and are independent in organising themselves maturely.

Learning is made relevant via real-life maths and writing with a purpose. In maths there was a full range of activities designed to challenge pupils at the level of need. This ranged from calculating the cost of a meal from a take-away menu to Year 6 and one Year 5 doing SATs questions on their own and then together to learn from each other. Support is really effective, both from the teacher and the TA. There is a focus on getting children to think for themselves.

“ Wicked Writing” books provide good evidence of progress on redrafted work. The school is engaging with writing through film clips and this is serving to engage all pupils, including boys. Year 2, 3 and 4 pupils showed good prediction skills for a clip entitled the Girl and the Robot.

Year 5 and 6 struggled to get to grips with the meanings and use of similes and metaphors during a session, which shows the gaps in their knowledge. The TA was leading this session and in spite of her high skill level she was not sufficiently experienced to alter her approach during the session in order to energise pupils and impact more fully on their learning.

Spelling weaknesses are being addressed effectively through a daily focus and wealth of strategies.

There is a good focus on reading for pleasure throughout the day and pupils clearly show enjoyment.

Behaviour is now a strength in the school (where previously it was a cause for concern). One of the children who was previously disengaged and disruptive has settled well because his needs are now met.

The Deputy Headteacher takes responsibility for learning across the school and kept oversight of all sessions seamlessly.

Agreed actions – school

- Prepare summary data to prove that progress has accelerated over this year. Include the context that some pupils have come late to the school and the SEN profile (but otherwise do not look for excuses for lack of progress or inconsistent standards)
- Support the TA to be able to react immediately in a session that she is leading that is not working to engage all pupils
- Consider how to develop reasoning language in maths since the pupils doing the SATs papers struggled to express themselves clearly.

Agreed actions – LA

GA to check regulations for health and safety in the outdoor space in Early Years.