

## SIA 1: School Improvement Adviser Report 2014-15

<b>School</b>	Oakdene Primary School
<b>SIA</b>	Liz Bramley
<b>Date of Most Recent Ofsted</b>	January 2013 Outcome –Good.
<b>Date of Visit</b>	2 <sup>nd</sup> October 2015
<b>Present at Visit</b>	Delyth Linacre–Head Teacher Chris Thomas–Deputy Head Teacher Sarah Hunton–Assistant Head Teacher Helen Seymour– KS1 Leader. Lucy Firman– EY Leader.
<b>Focus</b>	<ul style="list-style-type: none"><li>• Verification of the school’s self evaluation evidence against the Ofsted schedule</li><li>• Scoping the school’s School Improvement Adviser programme for the year.</li></ul>
Please indicate arrangements for supporting the Governing Body with headteacher appraisal	To be supported by an external consultant.

### **Audience for record:**

Headteacher  
Chair of Governing Body

<b>SECTION ONE: LEADERSHIP &amp; MANAGEMENT Ofsted Schedule reference September 2015</b>	
<b>Leadership &amp; Management: Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)</b>	
<b>SIA GRADE: Outstanding</b>	<b>SCHOOL GRADE: Outstanding.</b>
<p><b>The school judges Leadership and Management to be outstanding and the SIA agrees with the judgement.</b></p> <ul style="list-style-type: none"> <li>• Good progress has been made against priorities agreed in the summer term.</li> <li>• The Head Teacher and Senior Leaders are highly ambitious and lead by example. They have created a culture of excellence.</li> <li>• As part of the preparation for the development of the next chapter of Easterside Academy the Governing Body made plans, over time, to ensure that Easterside built leadership capacity from within. This has resulted in the very successful transition to a new leadership group.</li> <li>• The school reports that Governors meet all statutory requirements and stringently hold senior leaders to account for all aspects of the school's performance.</li> <li>• The Chair of Governors comes into school regularly for 'catch up' sessions with Senior Leaders. The Governing Body demonstrates clear ambition and has a wide range of expertise and experience.</li> <li>• The school has successfully implemented the new National Curriculum across all subjects. The school have invested a lot of time in re-designing the curriculum which invites pupils to have a thirst for knowledge and understanding and promotes a love of learning. The school are using Target Tracker very effectively for assessment and will continue to refine for cycle 2 of the curriculum as all years are now subject to 'Assessment without Levels'.</li> <li>• The SIA considers from her conversations with the team that Teacher Appraisal, based on Teachers' Standards, is robust and the priorities identified form part of the School Improvement Plan. Teacher Appraisal will be completed by October half term.</li> <li>• Self-evaluation is extremely robust and forms the priorities within the School Improvement Plan. Excellent progress has been made to ensure that the new SEF aligns with the School Improvement Plan, CPD and the Common Inspection framework. All staff and governors contribute to the self-evaluation process.</li> <li>• The use and impact of Pupil Premium is published on the school's website. A detailed report to the Governing Body clearly articulates the use and impact of Pupil Premium.</li> <li>• The school has highly successful strategies for engaging with parents including a fortnightly newsletter and termly open days.</li> <li>• The school reports that safeguarding training is up to date, as is the Single Central Record. SMSC and British Values are embedded within the curriculum. Staff are working to protect students from radicalisation.</li> <li>• Staff are encouraged to reflect on and debate the way they teach, ensure they are involved in their own professional development and are motivated risk takers.</li> <li>• Early Years provision is judged to be outstanding.</li> <li>• The school is proactive in collecting the views of pupils, staff and parents. These views shape the direction of travel for Easterside Academy</li> </ul>	
<p><b>Why leadership &amp; management is not the grade (below)</b></p> <p>A highly successful transition programme, fully supported by the Governing Body, has enabled the leadership team to continue to lead by example and show high ambition for all pupils. IIP</p>	

has been achieved since the previous inspection. The SIA agrees with the school self-evaluation.

**SECTION TWO: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE Ofsted Schedule reference September 2015**

**Behaviour & Safety: Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)**  
**SIA GRADE: 1** | **SCHOOL GRADE: 1**

**The school judges Behaviour and Safety to be outstanding and the SIA agrees with the judgement.**

- Leaders and governors have created a culture of vigilance where children’s and learner’s welfare is promoted and where timely and appropriate safeguarding action is taken. The CARE team is a strength of the school. Safeguarding is viewed as everyone’s responsibility and staff behaviour policies are well understood by everyone.
- The Head Teacher reports that personal development, behaviour and welfare is outstanding and this was validated by the recent Learning Enquiry Walks led by Ronnie Woods in addition to the two recent visits from the SIA.
- Pupils’ attitudes to learning are of a high standard and this was evidenced in pupil books and during the impromptu ‘walk through’ by the SIA and the Head Teacher. The elected School Council regularly walk round the school and make judgements on what they like/don’t like and feedback to the Senior Leadership Team. Discussion then takes place and appropriate actions sanctioned.
- The school reports that all pupils feel safe and have a good awareness of the different forms of bullying or unacceptable behaviour. They are well informed about how to keep themselves safe from risk –taking behaviours, for example, abuse, sexual exploitation and extremism, including when using the internet and social media.
- The promotion of healthy lifestyles is embedded from EY to Y6 in the outstanding curriculum which Easterside provides for all learners. The growing, cooking and physical activities on offer are extraordinary.
- The school’s Care Team works closely with the EWO to track and monitor attendance. The school must be commended on reducing persistent absence from 5.5% to 1.6% in 2015. Overall attendance has increased within a three year period as a result of rewards to incentivise attendance. The Senior Leadership report attendance and punctuality termly to the Governing Body. The SIA was given copies of the newsletters to parents this term which continue to highlight attendance and punctuality. This area continues to be a priority and is highlighted in the updated School Improvement Plan.
- Transition within school and to specialist provision is excellent. Pupils are well prepared to make choices about their next stage in education. Curriculum projects provide a vehicle for preparing them for the next stage in their education and opening their minds to possible career paths. STEM subjects in the primary school are promoted widely, for example, links with Middlesbrough College.

**Why behaviour & safety is not the grade (below)**

Evidence supports that pupils have exceptionally positive attitudes to learning which contribute significantly to the excellent progress in lessons. A calm, purposeful atmosphere pervades the school. Pupils at Easterside are confident and self-assured. The SIA agrees with the judgement.

**SECTION THREE: TEACHING, LEARNING and ASSESSMENT Ofsted Schedule reference September 2015**

**The Quality of Teaching: Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)**  
**SIA GRADE: 1** | **SCHOOL GRADE: 1**

**The school judges the teaching, learning and assessment to be outstanding and the SIA agrees with the judgement.**

- The Head Teacher reports that much teaching observed across the school is outstanding and never less than consistently good. Book scrutiny, Learning Enquiry Walks and planning are all taken into account to arrive at this judgement.
- All staff have consistently high expectations of all pupils and the SEF states that ‘exciting and stimulating learning experiences ensure that all pupils can make outstanding progress.’
- Opportunities for reading, writing, communication and numeracy are at the heart of the exceptional curriculum.
- The staff systematically and rigorously assess pupils’ understanding to ensure they know what to do to continue to improve their work. This was evidenced by team leaders during the visit. These expectations are encapsulated within the Marking and Success Criteria Policy.
- The mantra at Easterside is “Teach so that pupils love the challenge of learning and are resilient to failure.”
- The Head Teacher reported that the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. Teacher knowledge is excellent and the quality CPD detailed in the School Improvement Plan is focused to ensure that it is focused on school priorities.
- The new Homework Policy is in place and this is closely linked to the curriculum. Homework achieves a balance to consolidate previous learning and provides new learning opportunities. Parents are kept informed through the fortnightly newsletter as seen during the visit.

**Why the quality of teaching is not the grade (below)**

Children enter nursery significantly below age related expectations. The consistently strong quality of teaching and learning enables all pupils to achieve above national averages by the end of KS2. The SIA agrees with the self-evaluation.

**SECTION FOUR: OUTCOMES FOR PUPILS Ofsted Schedule reference September 2015**

**Pupils’ Achievement: Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)**

**SIA GRADE: 1**

**SCHOOL GRADE: 1**

**The school judges outcomes for pupils at the school to be outstanding and the SIA agrees with the judgement.**

**EYFS**

Given that the school reports that the attainment on entry for the vast majority of these children was significantly below in the all prime areas of learning progress can best be described as outstanding.

Children at Easterside Academy make outstanding progress through Early Years from their starting points. From their significantly low starting points on entry to nursery, children make outstanding progress in nursery so that more children enter reception at typical expected levels. During reception, the majority of children make at least good progress so that more children leave reception at the expected level.

In 2015 Easterside continued to improve with a GLD of 62%. Through clearly identified targets and action this year (2015) the % of children at expected+ for reading and writing increased

significantly. (Both are now at 72%).

### **Y1 Phonics Screening**

**87%** of pupils achieved the required level in the Y1 phonics screening check (2015) which is above National expectations. Over the last three years attainment in the phonic screening has continued to increase and remain above NA. 100% of Year 2 retests (without IAC) passed the phonic screening. This has been the case every year. 100% of our Y2 children therefore move into KS2 having passed the Phonics Screening Test.

### **KS1**

Standards continue to improve in KS1 and although attainment is slightly below NA (excluding IAC) progress within KS1 is outstanding when low starting points are taken into consideration. The APS for each year group at KS1 has been 4+ across the year (End of Summer 15 data) and has consistently been this for the last three years. KS1 data is analysed without the IAC (High Needs Base). These pupils have complex needs and are working well below National Curriculum and therefore their data significantly impacts on KS1 results.

Over the last three years Easterside have steadily increased the % at **2B+ rising** from 53% to 69% in writing / 60% to 75% in reading / 67% to 72% in Maths. This has narrowed the gap between the NA, particularly in writing which is now broadly in line. There have also been increases at 2A.

### **KS2**

Over the last 3 years pupils in KS2 have continued to make excellent progress; by the end of Year 6 they reach standards in reading, writing and maths that are above the NA. At the end of KS2 data from the last three years shows an increase in those making expected and better than expected progress. 2015 results evidence sustained outstanding performance with 100% making expected progress in Reading and Writing and 97% in Maths (3% = one child). Pupils making better than expected progress rose for Writing (45%) and Maths (52%). Reading was also pleasing at 45%. 100% of our pupils continued to get Level 4 for Writing and Reading and 97% for Maths. Level 5's continue to be in line with, or above National average. GPS results increased to 85% Level 4's and 64% Level 5's.

KS2 results are significantly above the National Average. The attainment and expected progress of those children receiving pupil premium is the same as those who do not with no significant differences. These pupils achieve well and in many cases make outstanding progress. This shows the school's success in narrowing the gap in achievement and in ensuring that pupils have equal opportunities to do well. This was recognised with a letter from Rt Hon David Laws MP in 2014.

Value added this year remains 100+: 101.1 in Maths, 100.3 in Reading and 100.2 in Writing. Further analysis shows that groups such as FSM, Boys and SEN compare favourably in comparison of the national average of the group or overall national average.

### **Why achievement is not the grade (below)**

Pupils' achievement is outstanding. From starting points that are generally significantly below age-related expectations, pupils make outstanding progress to attain above average standards in Combined CRWM by the end of Y6.

School keeps detailed records and can evidence impact of high mobility in each phase e.g. EYFSP to Y1 phonics, Y1 phonics to KS1 SATs. KS1 SATs to Year 6 SATS

<b>SECTION FIVE: THE EFFECTIVENESS OF THE EARLY YEARS PROVISION Ofsted Schedule reference September 2015</b>	
The Effectiveness of the EY Provision: Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)	
<b>SIA GRADE: 1</b>	<b>SCHOOL GRADE: 1</b>
<ul style="list-style-type: none"> <li>• The school judges that the effectiveness of the EY Provision is outstanding and the SIA agrees.</li> <li>• Leaders pursue excellence. The Early Years provision is held in high regard locally and is recognised as a centre of excellence. Practice is shared beyond the Discovery Alliance</li> <li>• The assessment of children's starting points, early learning goals at the end of reception, and progress, are secure as a result of experts within the Easterside team.</li> <li>• Safeguarding procedures are highly effective and children recognise how to stay safe.</li> <li>• Staff have developed positive relationships with parents and carers, engaging them and keeping them informed about their children's achievements and progress.</li> <li>• The quality of teaching meets the needs of the range of children, including how well it nurtures, engages and motivates children.</li> <li>• Children make rapid progress relative to their starting points in each area of learning.</li> <li>• Leaders ensure that children's physical and emotional health, safety and well-being, including their SMSC development are met.</li> <li>• Leaders support children's behaviour so they co-operate with and respect each other.</li> </ul>	
<p><b>Why the quality of the EY Provision is not the grade (below).</b>  Children make more than typical progress from their starting points. The quality of teaching is consistently at least good and mostly outstanding.</p>	

<b>SECTION EIGHT: OVERALL EFFECTIVENESS Ofsted Schedule reference September 2014</b>	
<b>Overall effectiveness (including the promotion of the pupils' spiritual, moral, social and cultural development):</b> Outstanding (1) Good (2) Requires Improvement (3) Inadequate (4)	
<b>SIA GRADE: 1</b>	<b>SCHOOL GRADE: 1</b>
Evidence that supports this judgement  The school and the SIA agree that Overall Effectiveness is outstanding because overall pupils make outstanding progress throughout the school .Much teaching is judged as outstanding and never less than consistently good. The school reports that pupils also make outstanding progress in spiritual, moral, social and cultural development and their physical well-being.	