



TRANSFORM TRUST SCHOOL REVIEW

DATE: 2 nd and 3 rd November 2016	SCHOOL: Allenton Primary School, Derby
HEADTEACHER: Jon Fordham	REVIEWER: Sally Manz

EVIDENCE REVIEWED:

Prior to the visit the following documentation was reviewed:

- RAISE on Line 2016 and 2015
- The Inspection Dashboard 2015
- The school improvement plan 2016 – 2017
- The school's self-evaluation report
- Ofsted report and HMI monitoring report 2013 / 2014

During the review the following activities were undertaken:

- Regular meetings with the head teacher & the deputy head teacher
- Review and discussion around the school improvement plan and the school self-evaluation
- Lesson observations and learning walks across the school, jointly with the HT or the DHT – teachers were aware of the times for their observations but drop ins were also carried out
- Meeting with governors
- Review of work and discussions with middle leaders; English, maths, EYFS; SENco
- Discussions with pupils

Teaching, learning & assessment:

Where this was most effective:

- There was a clear learning objective which was discussed and shared with the pupils
- Success criteria were explicit and supported children from different starting points to make progress in their learning and meet the agreed objective
- There was a clear focus on how the learning from the session would support longer term progress
- Active and motivational pedagogies were used to engage the pupils and provide a pacey, fun start to lessons eg in a Year 2 lower ability phonic session pupils were asked to collect words from around the room and explore the phonemes and the spelling patterns. This was then explicitly discussed and assessed by the teacher
- Teachers used a range of questioning techniques to explore and deepen thinking and ensure pupils applied their learning to a variety of situations
- High level subject knowledge and subject specific language was used by the teacher, reflecting high expectations and modelling the language of learning for pupils eg in a Year 1 maths lesson a pupil explained, "I am doing this calculation,"
- The language of learning is used regularly by all staff in a number of roles, again supporting pupils to develop the vocabulary they need to talk about specifics in their learning

- A wide range of apparatus and challenges were used to ensure pupils' learning moved from the concrete to more formal methods of recording and more abstract approaches, deepening and applying their learning
- Additional adults are skilfully deployed and work effectively to target pupils, ensuring all make the best possible progress
- Agreed approaches eg colour coded writing, DIRT (dedicated improvement reflection time), DOJOs are consistently used across the school and as a result pupils can talk confidently about the reasons why certain strategies and approaches are used and understand how they support their learning and encourage positive behaviours
- Peer and self-review is effectively used to improve learning, eg in a Year 3 maths lesson the visualizer was used to clarify a mathematical operation; pupils were then challenged to explain the strategies used, their thinking and prove why their answers were correct and discuss and share with partners. In a Year 4 maths lesson, pupils were able to reflect on strategies they would use if they were stuck, before asking the teacher
- Learning builds on previous sessions and works towards an agreed outcome; pupils completely understand how the lesson of the day builds upon previous learning; eg in a Year 5 and in a Year 6 literacy lesson, in discussion, pupils were clear about the agreed outcome and the steps to success. The sequence of learning in both year groups was clearly reflected in the pupils' books; analysis of texts, grammar and applications all led to a final piece of writing
- Teachers have built up strong relationships with the pupils and as a result there is a very positive, learning focused atmosphere around the school
- The environment around the school reflects the school's values and ethos; the superheroes are displayed in every classroom and at key points in the shared learning areas. Pupils and staff refer to these regularly
- Displays in classrooms are consistent and reflect the school's priorities; in corridors, displays reflect the school's values and are learning focused
- Every possible space in the school is used effectively to support group learning; interventions are planned and delivered around the school by trained staff

Where this was less effective:

- The pace of learning was too slow; pupils sat for too long as a large group and consequently low level disruptions to behaviour became evident. This was observed in all key stages but in a small minority of lessons
- Resources were not made available or were at a whole class level rather than individual or group level; they were inaccessible to a large number of pupils and consequently pupils were not able to make as much progress in their learning and the concept was not sufficiently tangible
- Information from ongoing assessments were not used well enough to immediately address misconceptions and poor understanding
- The most able pupils were not sufficiently challenged
- Groupings were insufficiently fluid and teachers did not deploy themselves as effectively as they could to ensure the pupils made the best possible progress in learning.

Maintain the unrelenting focus on improving the quality of teaching to ensure the outcomes continue to improve in line with national.

Leadership:**Agreed strengths:**

- Leaders across the school have created an ethos of respect, courtesy, aspiration and high expectations for all learners and adults; this is reflected in the use of the school's super heroes – resilience; reflectiveness; resourcefulness; reciprocity. Pupils are clear about these aspects and are able to confidently talk about them, what they mean and how they are helpful. Governors have challenged leaders to create and embed this ethos
- The senior leaders have an accurate view of the school and are clear about the strengths and the priorities for improvement.
- The school improvement plan and the self-evaluation reflect the leaders' accurate view of the school; the priorities are mirrored in the action plans of the middle leaders and in the discussions with the governors
- Governors offer a high level of challenge to the school and are supportive of the head teacher's vision; they have allocated resources efficiently to get best value for money and support pupils to make the best possible progress eg supporting the decision to split year 6 into three classes; employment of a dedicated attendance officer; employment of additional intervention teachers to support the learning of disadvantaged pupils
- Leaders have introduced a robust coaching programme to support improvements in the quality of teaching and learning; this is closely linked with the performance management process

Agreed actions:

- Refine the overall school improvement plan to include specific dates for actions to take place. Make it manageable but aspirational by having an agreed timeline for implementation and review of impact
- Ensure the focus on improvements to teaching are explicit in the improvement plan; add in external training, visits to other schools, sharing of best practice etc
- Ensure the elements listed as 'key actions,' are key and not monitoring activities; add in a separate column to reflect how and when impact will be evaluated. If possible ensure the evaluation is conducted by someone who is not involved in the implementation and ongoing monitoring
- Ensure middle leader action plans reflect the drive to increase attainment and progress through the improvements to teaching; review the number of actions that relate to resource provision
- Coach middle leaders to develop a consistent narrative around the strengths, priorities and personal improvements in the quality of their leadership
- Continue to work with the local community to strengthen and grow the governing body; pursue the actions already agreed to develop the parent and community representation on the governing body
- Review the self-evaluation and use the Ofsted inspection handbook evaluation schedule to make clear judgements about the gradings in the SEF against each of the key judgements

Pupils:**Agreed strengths:**

- As a result of the routines and strategies introduced by the leadership team, pupils are clear about the expectations for behaviour, in and out of lessons. They are polite to one another and to the adults in the school.
- Pupils behave well in all lessons where the provision is good or better because they are engaged, motivated and challenged; where provision is less good, low level disruption is evident as pupils become restless
- At break times they play well, with pupils from different age groups mixing together.
- If a child is upset or alone, other children help them to resolve their issue

- Lunchtimes are well managed by the midday staff with clear timetables for activities

Next steps:

- Continue to develop and grow pupils' self-initiated positive attitudes and behaviours; at the moment the pupils are positively influenced and well managed as a result of the policies and processes in place across the school. As this embeds, review pupils' self-motivation and intrinsic desire to be the best they can be in all aspects of school life
- Continue to work of securing the more positive attendance figures

Many thanks to all of the staff, the pupils and the governors at Allenton Community Primary school for their support and their co-operation during this two day review. It was a pleasure to visit your school.

Sally Manz
09.11.2016