

<b>Name of School:</b>	Sherwell Valley Primary School
<b>Head teacher/Principal:</b>	Jonathan Gower
<b>Hub:</b>	Torbay Hub
<b>School type:</b>	Community Primary
<b>MAT (if applicable):</b>	NA

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	29-31 January 2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	6-8 February 2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	5-6 November 2013

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Good
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	NA
<b>Previously accredited valid Areas of Excellence</b>	Setting up and establishing a new provision for two-year olds and integrating this into the wider school, 8.2.2017
<b>Overall Estimate</b>	Good

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- This is a three-form entry primary school with a nursery and provision for two-year olds.
- The proportion of disadvantaged pupils is lower than average and the proportion of pupils learning English as second language is lower than average.
- The proportion of pupils with special educational needs and or disabilities, is below average, but the proportion of these with an education and healthcare plan is above average

### 2.1 School Improvement Strategies - Follow up from previous review

- The previous review found that leaders and teachers needed a sharper focus on impact so that there is good progress for all groups within all lessons. The headteacher has restructured the leadership team so that the two assistant headteachers have oversight of assessment and progress, and of teaching and learning. The English and mathematics leads are also on the leadership team and this is having impact on improving the teaching. All leaders now plan for improvement in their areas and monitor progress by clearly evaluating the short-term outcomes for the key priorities.  
The second area to improve was leaders' approach to identifying and disseminating the best practice within the school. Leaders now use a skills framework systematically to evaluate teachers' skills and make sure that any weaknesses are quickly identified. However, teaching is not yet consistently good in some classes and there is not rapid enough improvement to secure accelerated progress for some pupils.

### 2.2 School Improvement Strategies - What went well

- The school leadership team has accurately used information about pupils' achievement to determine the main priorities for improvement. These are to ensure that there is rapidly closing gap between disadvantaged pupils and all pupils nationally, and to secure accelerated progress and raise attainment in writing.
- Leaders work cohesively and have clear expectations of what they want to achieve. They are constantly seeking ways to improve teaching and learning and pupils' progress. For example, in English, new programmes of study using high quality text and a clear sequence of lessons have been introduced in all classes. Leaders ensured teachers were trained to plan and implement this. The new programme is having a positive impact on the quality of teaching and the quality of pupils' writing.

- Leaders rigorously and systematically check the work in pupils' books, give clear feedback to teachers, and follow these up on a regular three-week cycle. When any specific weaknesses are identified, leaders ensure that teachers promptly receive any additional training to address them. This cycle enables leaders to check specific outcomes regularly and precisely.
- Leaders follow up any initiatives introduced through staff training with focussed monitoring activities to check the impact in classrooms. This has ensured that new training for improving the planning of teaching sequences in English is effective. The classes who have had this teaching for a longer period are now showing sustained improvements.
- Leaders have ensured that teachers' knowledge of the standards expected in writing is secure. They have provided exemplars to enable teachers to moderate work, and this is helping to improve pupils' writing.
- Leaders updated the whole school assessment and tracking system in January 2016 and this provides reliable evidence so that teachers can be held to account for the progress of specific pupils. Regular pupil progress meetings enable leaders to check this effectively.
- Leaders have detailed plans to accelerate the progress of disadvantaged pupils and use well founded strategies to support them and their families. For example, teachers have worked with an 'Achievement for All' programme and teachers are becoming increasingly skilled themselves; for example, in having specific conversations with parents. The 'pupil premium champions' ensure that disadvantaged pupils are well known in each class. Case studies show notable success in improving pupils' access to the curriculum and accelerating their progress.
- Leaders use coaching and mentoring strategies effectively to build leadership skills. Teachers use these increasingly to support and learn from each other. Teachers have opportunities to observe each other's practice and any support provided is specific to the needs identified.

## 2.3 School Improvement Strategies - Even better if...

...leaders increased the clarity of expectations for all staff.

...leaders created a culture of leading learning amongst all staff.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

The areas for improvement were to ensure that pupils understanding of the learning was deepened and developed further, and that verbal feedback, questioning and support from all adults within the lessons moved learning forward more rapidly for all groups. These issues have been addressed successfully. The quality of teachers' questioning, and pupils' responses have improved.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Teachers have comprehensive subject knowledge. Most teachers explain concepts clearly in mathematics lessons, and pupils use correct terminology to explain their own understanding. This contributes well to learning because pupils can follow explanations and teachers' directions well. Teachers use grammar correctly and consistently and make effective links when teaching writing skills.
- Teachers use questions effectively. They structure them well so that pupils can explain their reasoning coherently when calculating an answer or inferring the meaning of unfamiliar vocabulary. Teachers have high expectations of pupils' responses; their follow up questions help learning to move on quickly for the whole group.
- Most teachers adapt planning to pupils' developing needs through the sequence of learning. In the best lessons, teachers group pupils according to the assessment of the previous day's work. Pupils know what they need to do and can deepen their understanding by using it in different contexts.
- Pupils are enthusiastic learners. They respond to the teachers' high expectations of their behaviour and resilience, so a strong learning culture is established. Teachers provide effective feedback to pupils and give them opportunities to respond to questions and correct their work
- Teachers use resources effectively so that pupils can access learning, for example, pupils use apparatus to work out division problems in mathematics in Key Stage 1. Teachers clearly display current calculation methods in mathematics and support for vocabulary in English.
- In most lessons, teachers plan effectively for teaching assistants so that pupils who need additional support receive it. Most teaching assistants check pupils' understanding effectively and proactively support individual pupils so that learning is not interrupted.
- Teachers use accurate assessment of pupils' learning, both to plan effective sequences of learning and to ensure that the majority are on track. Teachers' assessment is moderated across the school and with other schools. Reliable standardised tests are used to support these judgments to check that internal assessment is accurate.

### 3.3 Quality of Teaching, Learning and Assessment - Even better if...

...all teachers increased the level challenge through lesson structure and task design to promote accelerated learning for all groups of pupils.

...all teachers provided more opportunities for pupils to write frequently, purposefully and at sufficient length and quality.

## 4. Outcomes for Pupils

- Most children start in the Nursery or Reception class with skills that are typically expected. There are some children, particularly those in receipt of funding for vulnerable two-year olds, or early years pupil premium, that have skills that are well below those typically expected. In 2017, the proportion of children who left the Reception year with a good level of development was above average, indicating good progress through the early years.
- Pupils acquire reading skills well. An above average proportion met the expected level in the Year 1 phonics check, and this has been a rising trend for the last three years. In 2017 at the end of Key Stage 1 and 2, an above average proportion achieved the expected standard and reached greater depth in reading. Reading continues to be a strength and assessment information indicates accelerating progress for disadvantaged pupils. Pupils in Year 6 used inference and deduction skills well to work out the meaning of unfamiliar words in the poem 'The Highway Man'.
- In mathematics in 2017, the proportion achieving the expected standard at Key Stage 1 was above average, but the proportion achieving at greater depth was below average. Pupils in Year 1 understand the concept of division and can use a variety of methods to calculate the answer. At Key Stage 2 the proportion achieving at the expected standard was average and the proportion achieving at greater depth was above average. Pupils in Year 3 could respond rapidly to a range of oral questions that showed they could use multiplication and division as inverse operations.
- In 2017, pupils' achievement in writing at Key Stage 1 was just above the national average. The progress in writing for all groups in 2017 was well below average, as was the proportion achieving the expected standard in writing at the end of Key Stage 2. However, the improvements in the moderation and accuracy of teacher assessment and the detailed tracking of groups within each year group now show that the proportion of pupils on track to achieve the expected standard at the end of Year 6 is accelerating rapidly. Work in pupils' books in Year 4 and 6 shows that their writing skills are improving.
- In 2017, disadvantaged pupils achieved well below all other pupils nationally and they did not make the same progress as their peers in reading and mathematics. Pupils work in their books shows individual disadvantaged pupils are making accelerated progress in mathematics and also in writing.

**5. Area of Excellence**

NA

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school would like to continue working with the hub on exploring ways of supporting disadvantaged pupils.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**