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| **School Name:** | **Winsor Clive Primary School,Cardiff** |
| **Partner Schools:** | **Dolau Primary School,Moorland Primary School** |
| **Date of Review:** | **March 28 -29th 2017** |
| **Headteacher:** | Mrs J.V.Meadows |
| **Chair of Governors:** | Not in post |
| **Lead Enquirer:** | Mr G.D.Evans |
| **Support Enquirers:** | Mrs J.Jenkins,Mrs S.Jayne |
| **Evidence base: activities undertaken to provide evidence for this report** | * Lesson observation including some with members of the SLT. * Learning walks, work scrutiny. * Interviews with: senior leaders, middle leaders, new teachers to the school, learners, teaching assistants, intervention group assistants and pupils. * Observation of pupils in nurture class, discussion with parents, observation of pupil behaviour at break and lunch time. * Discussions with Head teacher and SLT. * School SER and SIP. * All Wales core data pack. * School inclusion data. * The school provided a comprehensive set of evidence files including cohort tracking files and learner profiles. |

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| **Aspects of the school to celebrate:**   1. Impact of teaching on pupil progress:   Teaching observed in nearly all classes was good or better. Consequently most pupils make good or very good progress. Teachers apply behaviour strategies consistently in classes and the behaviour of nearly all pupils was excellent. Very positive relationships exist between staff and pupils and potentially challenging behaviour is managed extremely effectively. This ensures that barriers to learning are minimised. The impact of very consistent behaviour management strategies across the school enables most pupils to make good progress. Staff use class dojo’s effectively to engage pupils and teachers use a variety of strategies appropriate to their class. Many pupils display good collaborative skills.  Success criteria are used effectively and clearly articulated by the teachers. Nearly all pupils have a clear understanding of how to improve their work with many able to set and evaluate their own success criteria.  Peer assessment is embedded at KS2 and pupils are confident when supporting others. More able pupils in Foundation Phase are beginning to use success criteria and peer assessment effectively. Staff use the Gareth Coombes continua and this has moved teaching forward. Teachers identify their own strengths and areas for development. In nearly all lessons observed pupils make at least good progress.  In many classes the use of the Welsh language was very prominent. Most pupils showed a willingness to try and communicate through the medium of Welsh during lessons but this was less evident in incidental use of the language outside of the classroom.   1. Impact of a number of interventions in place to support learning   There is a detailed provision map for pupils receiving 1:1, nurture, behaviour and SRB. The staffing structure clearly outlines key personnel and responsibility for additional support groups such as: Language Links, Talk about Group ,Catch Up Reading, Rapid Readers, Maths Factor, Toe by Toe and Language Intervention. Termly learner reviews are very thorough and detailed and ensure that pupils’ individual needs are closely matched with appropriate support.  Many of these pupils are withdrawn at the start of the day for individualised or group support during early morning registration. A number of parent/grandparent volunteers also support readers on a weekly basis. Pupils observed in these groups are responsive to the support they receive and most understand their targets.  Class teachers differentiate work appropriately. Learner review meetings are detailed and very thorough and take place with the HT, DHT’s, ALNCO and class teachers at the end of each term. Each child is analysed in depth and given specific targets. Support is allocated according to need. Evidence suggests that they make good progress with the support received. All staff have a clear understanding of pupil performance and set challenging targets to move their learning forward. The quality of evidence to support pupil tracking and progress is excellent.  The nurture class provision provides a secure and supportive environment for the most vulnerable pupils. Entry and exit criteria for placement to this class include Boxall profile and individual learner profiles. Pupils are placed for approximately 12 weeks, their progress is reviewed half-termly and a transition programme identifies procedures for reintegration to mainstream.  Discussion with parent volunteers whose children are in this class was very positive with many parents recognising the importance of the class and the improvements in their children’s attitude and behaviour. Pupils with very challenging behaviour felt very secure in this environment and respond well to the provision.  There is a large network of outside agencies supporting pupils with ALN enabling the school to be inclusive. The extensive provision for pupils with additional needs impacts positively upon progress and is strength of the school.  3.Impact of leadership at all levels  The head teacher and SMT have a very clear and specific vision for improvement, which is based soundly on very good first-hand knowledge of all aspects of the school. There is a very positive ethos in the school.  All stakeholders understand and contribute to the processes for school improvement and this is a very strong feature of the school.  Leadership is distributed according to expertise and the senior SLT and SLT2 work well together.  The SLT have a clear understanding of their roles and are responsible for developing their areas and evaluating progress.  Targets for improvement are identified by team leaders. Teachers commented on the effective use of peer monitoring in pairs and trios.  Staff new to the school commented on good induction procedures and they feel valued.  Evidence suggests that the impact of leadership is having a very positive effect upon pupils. |
| **Evidence to support this:** |
| 1. Teaching – lesson observations, book scrutiny, listening to learners, discussions with teachers and LSAs, planning. learner profiles, SDP and SER documents. 2. Interventions – provision mapping, discussions with ALNCO and intervention groups, observations, learner profiles and WAR room data. 3. Leadership – SER,SDP, discussions with HT,SLT,SLT2,new teachers to the school, school government. Evidence of consistency in classes following learning walks. |

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| **What are your agreed and prioritised further lines of enquiry to effect school improvement?** |
| 1. **Impact of teaching on pupil progress**   Evidence suggests that support for lower ability pupils, eFSM and EAL is very good. What strategies can be delivered to increase the percentage of MAT pupils achieving +1 levels? Could these pupils receive similar additional support to achieve higher than expected levels?  How can the gap between those achieving O6/L5 and the relatively low test results in reading and numeracy be improved?  The marking policy is effective particularly in KS2. Staff and pupils follow the guidelines and understand the process. The school may wish to review the strategy with all staff to ensure consistency among classes and the balance between pupil peer marking and teacher marking.  Evidence to support this:  Percentage of O6 pupils and L5 in language and Maths  National test data   1. **Interventions**   Could the school implement appropriate interventions to support children in preparation for national tests in order to close the gap between test and teacher assessment at the higher levels?  Evidence to support this:  Test and TA data  Listening to readers   1. **Leadership**   Could the new leadership team explore opportunities to fully evaluate its effectiveness?  Consider the need to review and evaluate the strategic direction of the Foundation Phase in terms of provision & pedagogy.  Consider the leadership of provision for the outdoor enhanced and continuous areas to aide pupil independence  Evidence to support this:  Discussion with SLT2 & FP leaders |
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| **Suggested action planning / next steps:**   1. **Teaching –** Investigate the correlation between national tests at 115+ and teacher assessment. 2. **Teaching –** Further analyse the impact of Peer marking with all groups of learners, particularly FP. 3. **Interventions/Support** – How can pupils’ resilience and confidence be further developed in order to improve performance in national tests? 4. **Leadership** – Training for all FP staff, given the changes in personnel over the last few years. |
| **Other comments:** |
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