

**Ofsted findings**

Leaders and governors do not have high enough expectations of pupils' capabilities. They have not been sufficiently rigorous, nor accurate, when checking pupils' learning and progress.

Governors have not held the school to account for the low outcomes of some pupils with enough rigour. They have not given this aspect of their role enough focus.

<b>Prior to Ofsted visit in Nov 2016</b>	<b>Since Ofsted Visit in Nov 2016 (updated 19.7.17)</b>	<b>Impact</b>
<p>Governors and leaders have tried to be realistic about what specific groups of pupils are capable of with reference to the available data.</p> <p>Low outcomes of some pupils is a reference to SEN and disadvantaged groups – detailed analysis of them took place but going forwards, for example, Governors needed to look in more detail at attendance for these specific groups.</p> <p>Whole FGB data training on analysing data (Ofsted Raise on Line official data) took place in March 2016. The set of official Raise on Line data (which came out October 16) was formulated differently due to the new national expectations and assessments that came into effect this year, therefore further training has been arranged for Governors and staff.</p>	<p>Targets have been reviewed and new more challenging targets have been set. We have reviewed the ways in which we collate data and present the data so that we can more forensically analyse how specific children do.</p> <p>Governors now have termly analysis of attendance data broken down by year groups and vulnerable groups- SEND, Disadvantaged, Pupil Premium, EAL etc. SEN and EAL do attend less than other groups, but it is down to specific individuals relating to unauthorised holidays and individuals with persistent absence. Where there is poor attendance, this is followed up rigorously by the Home School Community Link worker on an individual basis. Sue Grundy booked for Sept 17 to review actions following Pupil Premium Review, once data collected and analysed.</p> <p>Governor training on RaiseonLine (RoL) took place on 31.1.17</p> <p>Governors invited to attend other local school FGBs for further advice and guidance. Visit to North Hlnksey FGB took place on 5 July 2017.</p> <p>Review of Governance took place in January 17 and all actions have been taken where recommendations were made.</p> <p>Pupil Premium Review took place in March 17, findings showed school was using money appropriately.</p>	<p>Ensures high expectations for all.</p> <p>Governors aware of attendance of groups and ask challenging questions. Poor attendance is challenged and not accepted.</p> <p>Governors informed of the new RoL data and able to use this to ask more challenging questions.</p> <p>Governors familiar with their roles. Revised Governance Handbook used to reinforce governor roles and responsibilities and governors actively taking up the challenge.</p> <p>Action Plan completed and being monitored. Staff refocussed on the attainment and progress of all under achieving children with a focus on PP children.</p>

<p>The School already analysed data by subject, by year group and by vulnerable groups: pupil premium/disadvantaged groups, SEN and EAL, boys/girls, low, mid and high attainers, and service families etc. To date, we have used the same systems as our West Oxford partner schools as established by OCC-Oxfordshire Pupil Tracker (OPT)</p>	<p>ICT expert employed to review how we present data to ensure clear strengths and areas for development are identified to enable sharp focus on what the children need to do next.</p> <p>Additional data tracking introduced for SPaG (separated from writing) in Jan. 17</p>	<p>New format clearer and easier to identify strengths and weaknesses by cohort, vulnerable group or by individual pupil.</p> <p>On-going tracking of progress.</p>
<p>Governance Review was already purchased via Governor Services buy back in April 2016, still awaited from OCC Governor Services and chased up since the inspection</p>	<p>Governor review completed in Jan 17, feedback in March 17. Governors actioned all points raised. A reviewed monitoring cycle is in place and governors taking a more active role in self-evaluation-meeting with subject coordinators, carrying out book scrutinies, interrogating data etc.</p>	<p>Governor minutes illustrate challenge; governor reports reflect monitoring schedule and increased governor knowledge in self-evaluation and current position of the school.</p>
<p>Increased amount of child protection cases within school population, taking a significant amount of SLT time-safeguarding must be a priority</p>	<p>Governors completed a skills audit and its analysis and outcomes were discussed at FGB in July 17. Looking to recruit new governors with appropriate skills to complement those on the existing governing body and to enable them to fulfil their roles as set out in the Governor's Handbook.</p>	<p>Governors actively holding school to account.</p>
<p>Governors and SLT had already identified that more needed to be done to relieve pressure from the senior leadership team to enable them to be more strategic therefore appointed TLRs in June 2016, and they have been in post since September- 8 weeks before inspection</p>	<p>Additional hours for a safeguarding role/HSCLW created for Sept 17 to allow SLT more strategic time. Headteacher will remain the DSL.</p> <p>TLR roles restructured again for Sept 17. EYFS, KS1 and KS2. All these new post holders have completed the OTSA middle leaders course. Three new middle leaders booked on to OTSA middle leaders course from Sept 17.</p>	<p>Expected less SLT time taken with safeguarding/child protection issues.</p> <p>SLT released for more strategic work.</p>

<b>Ofsted Findings</b>		
Some leaders are not as effective as they should be. They do not, yet, make a strong enough contribution to improving the school, for example, by analysing data forensically.		
<b>Prior to Ofsted visit in Nov 2016</b>	<b>Since Ofsted Visit in Nov 2016 (updated 7.6.17)</b>	<b>Impact</b>
<p>Some leaders only in place for 8 weeks and had already been enrolled on and attending middle leaders training with Oxfordshire Teaching Schools Alliance. (OTSA)</p> <p>All teachers were part of either an English team or Maths team, so all were aware of key focus areas (writing and SPaG) for whole school and where their teaching and learning fits in to the whole school picture.(as advised by SIL 2013-14)</p> <p>Each term each phase team reviewed their phase data at cohort level, then on class and the individual level- where there was little/no progress for a particular strand –this was then a target within our Raising Achievement Plan. If an individual didn't make progress, structured conversations took place with parents-or was included in a pupil profile for an SEN child.</p>	<p>Middle leaders continue their leadership training on the OTSA middle leaders course.</p> <p>Subject coordinator roles were reviewed and where necessary new coordinators in now firmly in place. SLT are now no longer Core Curriculum Coordinators to allow them more time for strategic work.</p> <p>SIL have supported the English coordinator</p> <p>These teams have been disbanded to enable phase teams to focus on their cohort's achievements and data analysis.</p> <p>This data analysis process still takes place with the new improved format of data presentation. Phase teams discuss the findings and plan further actions based on weaknesses within the data. A Post Ofsted Action plan for each phase is then written to address these weaknesses. Then individual teachers prepare their own action plan, based on the individual needs for their children (if different) for their class. These actions are then incorporated into daily teaching or appropriate interventions are put in place for groups eg Pupil Premium.</p>	<p>Middle leaders have been very proactive, applying skills learned, embracing their new roles, leading improvements and change.</p> <p>New English and Maths coordinators in place to have whole school overview with SLT. New Coords leading staff INSET at Staff meetings, ensuring high expectations and greater consistency. Coords have a more active role in data analysis and increased knowledge of strengths and weaknesses. Phase leaders and teachers can more precisely identify areas of strength and weaknesses in cohorts, vulnerable groups and within classes.</p> <p>Data analysis to be done in July 2017; to be analysed by Governors over the Summer holiday and presented to them for challenge and review at first FGB in September 2017.</p>

<p>In key stage 1, pupils attained significantly below average in 2014 and 2015. In 2016, pupils' attainment was well below national averages in phonics (the sounds that letters make) and also in key stage 1 national tests.</p>		
<p><b>Prior to Ofsted visit in Nov 2016</b></p>	<p><b>Since Ofsted Visit in Nov 2016 (updated 7.6.17)</b></p>	<p><b>Impact</b></p>
<p>We are an inclusive school and accept all children, regardless of background/attainment on entry. However, a significant number of pupils who have only been at our school a short time have impacted on our data. From Sept 2015 to Sept 2016, 27 children joined Year 1 (now current Yr 2) and 2 (now current year 3). Out of this 27, 18/27-<b>67% arrived below expected</b> and 9/27 -<b>33% at or above expected</b>.</p> <p>High number of pupils are mobile-12 joined year 1 since Sept 14 (start of their Reception year), 17 joined Year 2 since Sept 13 (start of their Reception year)</p> <p>Higher % of pupils who are SEN in 2015-16 in these cohorts were Year 1-20 %, Year 2-17%</p>	<p>Mobility is still an issue. From Sept 16 to Easter 17, 55 children have joined or left our school. Current Years 3 and 4 have been particularly impacted on. Many children have arrived with complex SEND needs and challenging family circumstances. We have involved our HSCLW to support these families and applied for additional funding to recruit additional TA support, but recruitment has been difficult. (see above)</p> <p>An Independent English consultant led training in January and February 17 on teaching phonics and grammar for all teachers and TAs. She has worked closely with and supported 3 teachers in Yr 1, 2 and 3, but build on skills and confidence.</p> <p>Independent consultant led writing moderating workshop for staff and governors in March 17</p> <p>School has committed over £10K to purchase Read, Write, Inc. scheme to teach children to read. Whole staff training on 5.6.17, with follow up in September and October 17. A development package for ongoing support has also been purchased for support in 2017-18. Whole school launch in September 17, but KS 1 will trial and introduce from June 17. Parent workshops planned from September.</p> <p>Phonics/number thermo-plastic playground markings on Lower School Playground (KS1) to enable more exposure to number and phonics through play.</p>	<p>More teacher time taken to establish base lines for new arrivals, some from outside UK. More TA time taken to provide "catch-up" programmes and impact on school budget having to fund first 15hrs support once appropriate TA recruited.</p> <p>Staff knowledge has increased as has confidence. Weaknesses in teaching identified and supported. Under performance tackled through appropriate SLT member support, with clear targets set with time scales to achieve.</p> <p>Staff very enthusiastic to launch scheme and eager to trial it. TAs who have already been using the "Fresh Start" materials from the same company supporting other staff with the rigorous/fast pace teaching methods.</p> <p>More children using phonics/number in play. Anticipated data analysis will show increased % achieving Yr 1 expected in phonics</p>

	SPAG boards and working walls in classroom with increased focus on SPAG and vocabulary in daily literacy lessons.	
<p><b>Ofsted Findings</b> Pupils' progress is inconsistent. In 2016, at key stage 1, pupils' progress was well below that of other pupils nationally. At key stage 2, some groups' progress was well below average</p> <p>In 2016 national tests and assessments, disadvantaged pupils and pupils who have special educational needs and/or disabilities made less progress than others do nationally</p>		
<b>Prior to Ofsted visit in Nov 2016</b>	<b>Since Ofsted Visit in Nov 2016 (updated 7.6.17)</b>	<b>Impact</b>
<p>Already identified by School "structured conversations" in place with parents. Of the pupils who took KS1 SATS last year, 60% were BME and 44% were EAL. Also, 10 new children in the cohort. Of the pupils who took KS2 SATS, a third were SEN, two thirds were boys and 50% were BME.</p> <p>Mobile whole school population: In last 2 years 2014-16 <b>80</b> pupils joined our school outside normal starting in Reception, by October 2016 half term, only <b>14</b> are still here-only 17%)</p> <p>Progress from KS1 to 2 broadly in-line with national, Reading was above, although the 2 tests cannot be compared.</p> <p>Majority of our Yr 6 Disadvantaged were SEN, needing significant support, but all made expected progress in reading and only 1 pupil didn't make expected progress in maths and writing. See info. above re KS1 data.</p>	<p>Very high pupil mobility -especially in Yr 3 and 4. 55 leavers and joiners since September 17 -Easter across the school Yr R to 6.</p> <p>Close monitoring of individuals in place to ensure everything is done to catch those falling behind.</p> <p>Progress across school is better than attainment still.</p> <p>Ongoing monitoring of current Yr 6 pupils taking place. Pupil Premium review found that the school was using its PP money appropriately and gave advice on further actions to trial.</p>	<p>More teacher time taken to establish base lines for new arrivals, some from outside UK. More TA time taken to provide "catch-up" programmes and impact on school budget having to fund first 15hrs support once appropriate TA recruited.</p> <p>Appropriate support in place for those who need it.</p> <p>On going; impact of new initiatives to be considered over the next school year.</p> <p>Ongoing; impact to be considered over the next school year.</p>
<p><b>Ofsted Findings</b> Teaching and assessment in writing is not effective enough to secure strong outcomes</p> <p>Teaching is too variable across core and foundation subjects. Some teachers do not plan tasks that are challenging enough, especially, but not solely, the most able.</p>		

Prior to Ofsted visit in Nov 2016	Since Ofsted Visit in Nov 2016 (updated 7.6.17)	Impact
<p>Until this year –writing was a strength, well above average compared to national until 2016.</p> <p>During 2015-2016 -writing already identified as weaker and key focus in school’s existing Raising Achievement Plan last year and this year.</p> <p>Whole staff training in SPaG already booked for January 2017, investigating a scheme eg Read, Write, Inc.</p> <p>Revised spelling scheme (Babcock) in place since Sept 16</p> <p>Increased focus on joined handwriting since Sept 15; relaunched in Sept 16. For KS1, many pupils were marked down for not producing joined up handwriting and therefore could not be given expected for Year 2</p> <p>Performance related pay &amp; challenging appraisal targets set for teachers</p> <p>Lesson observations, diagnostic learning walks, book scrutinies take place.</p> <p>External moderation by WOSP and LA for last 4 years.</p> <p>Specialist teaching eg PE/Art/Music/MFL Have lost outdoor learning in KS2 – a lot of practical science, geography was taught here previously.</p>	<p>INSET from Mandy King, Independent consultant-5.1.17, 22.2.17, 28.3.17, 5.4.17 Read, WriteInc purchased, training booked for 5.6.17</p> <p>Big Write reviewed and relaunched. Trialled initially by 4 classes and whole school relaunch from Easter 17.</p> <p>Weaker teaching of writing tackled and supported. Appropriate action taken (as described above) for improvement, through appraisal/performance management.</p> <p>Whole school training from Julie Sargent (Independent Consultant) on spelling on 7.6.17 Continuous cursive handwriting taught explicitly to children.</p> <p>Mandy King (Indep English Consultant) led staff training on writing moderation for Yr 2 and 6 expectations. Rising Stars materials purchased to improve/develop “test techniques” to inform teacher assessments and enabled staff to analyse class/cohorts for strengths and weaknesses.</p> <p>EYFS WOSP moderation meeting in April 17 to moderate standards across WOSP. KS2 Writing moderation by LA taking place on 14.6.17 Ros Wilson and interim statements used to make judgements.</p> <p>Specialist PE teaching used in Yr 5/6. Specialist used for Yr 5 and 6 MfL and Music for PPA. More able recorder group started.</p>	<p>Increased staff knowledge and confidence, therefore sharp focussed teaching</p> <p>Children receiving more focussed teaching and peer support used to help others</p> <p>Teaching and learning improves through enhanced support for teachers</p> <p>Increased staff knowledge and confidence, therefore sharp focussed teaching.</p> <p>Increased staff knowledge and confidence, therefore sharp focussed teaching</p> <p>Staff confident in making accurate judgements.</p> <p>Children accessing quality teaching.</p>

<b>Ofsted findings</b>		
Turbulence, including difficulties in recruitment, and in finance, has thwarted improvement plans. This, in turn, has meant pupils have not achieved as well as they should have		
<b>Prior to Ofsted visit in Nov 2016</b>	<b>Since Ofsted Visit in Nov 2016 (updated 7.6.17)</b>	<b>Impact</b>
<p>Constant discussions with OCC since forced expansion to 2FE and raised with Deputy Director /Organisation and Planning in 2012. Raised at least annually with OCC Finance team, impact of vacant pupil places leading to £180K less funding annually.</p> <p>Raised serious concerns with Cllr Janet Godden since 2FE expansion, as expected LA predicted numbers had not arrived.-approx 60 spare school places across school lead to approx. £180K less funding each year.</p> <p><b>Additional spending:</b>            Endless building issues during 2015-16-collapsed playground, rising mould, damp in nursery building which was extremely costly and time consuming £100k spent to correct and not covered by insurance)            Furnished /resourced 4 new classes, replaced ICT suite with 4 laptop trolleys, new library etc</p> <p>Raised serious concerns with MP Nicola Blackwood since 2FE expansion in 2010-11</p> <p>Established a revised staffing structure (2014) to manage and support the change in intake attending Botley School, (including 3 Higher Level Teaching Assistants, with responsibility for EAL, SEN and disadvantaged learners, respectively) but couldn't afford to implement it.</p>	<p>31.3.17-Meeting with Lucy Butler, Director of Education to discuss financial situation; support requested.</p> <p>In April, governors agreed a budget to meet the needs of the school – more focus on strategy (to allow for more leadership release time); appointment of a member of staff (non-teaching) to focus on safeguarding and supporting vulnerable families, enabling teaching staff to focus solely on teaching. Budget rejected by LA in current form so had to be revised. Revised budget has reduced spending in 2<sup>nd</sup> and 3<sup>rd</sup> years on staffing. LA governor to continue to investigate obtaining additional funding and support from LA .</p> <p>Fund raising group established in Feb 2017 to raise money for key areas.</p> <p>As above</p>	<p>LA awareness of budget difficulties, LA governor taking the lead to seek further funds. On-going investigations and discussions with LA re a fair allocation to reimburse the school for the £170K spending</p> <p>Leaders had identified spending to be focussed on academic achievement of all children, especially underachieving children and had planned a budget accordingly. However, actual spending may be more than actual budget accepted by LA, to keep this focus.</p> <p>Additional funds raised by the school to cover shortfalls in budget-as above</p> <p>As above</p>

<p>Staff shortages and continued difficulties in recruiting new staff.</p>	<p>As above and on-going. LA commissioned study into recruitment difficulties in Oxon. Main findings were cost of living/housing a key factor. Few applicants from outside Oxon unless they have existing connections with family already in Oxon. As new vacancies have arisen – these have been restructured to reduce spending eg full-time Bursar role split in to Bursar and Finance administrator roles, caretaker split in to caretaker and cleaner in charge.</p> <p>Full staffing re-structure to be considered and implemented if necessary from Sept 2017.</p> <p>Two teachers have resigned; new teachers appointed after three rounds of applications.</p> <p>We were initially unsuccessful in recruiting enough TAs for 1:1 roles to support children with additional needs. We now have enough TAs until the end of term but will be looking to recruit again in the next academic year to support further children with additional needs</p>	<p>On-going difficulties with recruiting quality staff. 2 quality teachers leaving in July 17. One returning to New Zealand, 1 leaving teaching profession. New teachers have been appointed for the next academic year</p> <p>Reduced spending on staffing</p> <p>On going</p> <p>New recruits to strengthen depth and quality of teaching and complement existing skills ; ongoing.</p> <p>Support staff numbers have fluctuated and the need for them has increased, due to more children with additional needs.</p>
<p>Have had a highly mobile school population, with increased numbers of pupils leaving and joining the school, due to changes in demographics locally/across Oxford City and this is continuing.</p>	<p>Additional hours for HSCLW added in to staffing structure (from Sept 17) with the closure of the Children’s Centre in March 17 and the reorganisation of Child Protection Services within the LA has dramatically increased the need for additional safeguarding role (to allow SLT to remain strategic) in school. Recruited HSCLW role for additional 2 days a week to start from Sept 17</p> <p>This continues. Between Sept 16 and Easter 17-there have been 55 leavers and joiners-particularly in Yr 3 and 4. Many of these children have arrived with</p>	<p>Ongoing</p>

	significant needs. Addition funding has been applied for to support these children. However, the school must fund the first 15 hours	Increased spending on support staff to support these children in need to allow all children to have quality first hand teaching without distraction/disturbance.
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EAL English as an additional language

BME Black and Minority Ethnic Groups

SEN(D) Special educational needs and disabilities

SENCo Special Needs Coordinator (Inclusion)

EYFS Early Years Foundation Stage (2-4 Years)

KS1 Key Stage 1 (4-7 Years)

KS2 Key Stage 2 (7-11 Years)

SPaG Spelling, Punctuation and Grammar

WOSP West Oxford Schools Partnership

PE Physical Education

MFL Modern Foreign Languages

HSCLW Home School Community Link Worker