

Visiting Governors Report

Teaching, Learning & Assessment Summer 2017

Visiting Governors: Steve Longley & Jean Hall

The Head presented the current self evaluation of the Teaching, Learning and Assessment within the school. We were able to question the Head teacher on aspects of the report and he was able to give detailed responses and clarifications along the way.

Teaching & Learning is obviously at the heart of everything the school does and so it is important that the view on the school's performance is clear and accurate. The school develops its view of teaching and learning through regular lesson observations as well as frequent book trawls to enable the leadership to see the learning journey the children are going through. Regular assessment helps teachers to check progress along this journey and are swiftly able to adjust a students programme of support to meet their needs. Excellent subject knowledge of the staff also enables the lessons to be delivered in a way that is engaging for pupils and challenges their thinking. Use of learning partners that change regularly enables students to talk through problems with their peers before answering and also gets them used to working with a wide variety of people with little fuss. This has also had wider implications outside of the classroom giving the pupils the social skills to work and interact with others, regardless of friendship groups.

Use of a thematic curriculum has enabled the deliver of learning in a way that is coherent and also promotes cross curricular skills. For example this can strengthen the links between English and history when covering the World War II topic, by giving context and subject material to write about in their written projects.

The school has a well developed as well as widely adopted tracking system. This not only enables staff to track student progress internally and enabling them to see issues and respond to them quickly but also compare the pupils progress in the country. Moderation occurs regularly so that standards are maintained. The cross moderation among schools locally also helps make sure that standards are secure.

Behaviour management is supported by clear rules, reward systems and behaviour management strategies, supported by individual learning plans and support strategies when needed. Staff are quick to respond to stereotypes and diversity and equal opportunities are promoted throughout the curriculum and in school assemblies.

Parents are regularly kept up to date with their child's progress through detailed information each term covering reading, writing and maths in relation to age related expectations.

Pupils enjoy learning, are engaged in class and are stretched and challenged and are properly praised for their efforts. A wide range of extracurricular activities widen their horizons and provide opportunities to learn outside the normal structure of the day.

The report states that the school feels that it is a grade 1 in the OFSTED framework and talking with the headteacher and scrutinising the evidence we feel that the grade is sound. This does not mean there is not room for improvement and there are some areas that are focus for development in the future. These areas seem sound and a reflection of the continuing development of the school and the curriculum.