



## **TRANSFORM TRUST SCHOOL MONITORING VISIT**

<b>DATE:</b> 24 <sup>TH</sup> June 2019	<b>SCHOOL:</b> Pear Tree Junior School
<b>HEADTEACHER:</b> Andrew Sharp	<b>REVIEWER:</b> Sally Manz

### **Purpose of the visit:**

- To evaluate progress against the identified actions following the last visit in December 2018

### **During the review the following activities were undertaken:**

- A learning walk to sample teaching and learning across Years 3 to 6, dipping into all classes and reviewing a small sample of books
- A visit to the Communication and Language (C&L) hub
- Meetings with the headteacher and the deputy headteacher in order to receive an update on progress since the last visit in December
- To meet with the SENDCo and maths subject leads to evaluate progress since the last visit

### **Teaching, learning & assessment:**

#### **Next steps following the December visit:**

- Further develop teachers' understanding of the sequencing of lessons so that it is consistent across all year groups and learning builds effectively from one day to the next
- Ensure teachers are focusing their input and their questions on the key learning point of the lesson and not on the lesson content; maximise teaching time when working with the whole class and when children are working independently or in groups; work with focus groups to support their understanding of the learning not the vehicle
- Support teachers to make efficient use of their time and choose the most appropriate pedagogy; where appropriate, use direct teaching rather than discussion and speculation when a new piece of information is introduced for example, what you need to know about multiples and factors or how to use sub-headings in a non-fiction text
- Continue the work to support teachers' subject knowledge so that reasoning and problem solving in maths and the choice and impact of linguistic and grammatical devices in English are explored at a deeper level
- Build on the emerging strong practice so that it is consistent across all classes
- Ensure all learning environments and books are of a consistently high standard

#### **Strengths from this visit:**

- In maths lessons, there is consistency in all year groups about the sequence and the structure of lessons and this is well understood by the pupils
- The 'model 1; practice; model 2; practice; independent application' approach to lessons was clearly making a difference to the clarity of the delivery in maths and to pupils' understanding
- Additionally, children are clear about the 'seed, grow, flourish' approach to the differentiated independent tasks and in all years children were seen making good choices about their entry levels
- Maths lessons were well resourced and teachers provided materials that effectively scaffolded learning for children from all starting points

- Learning support assistants were well deployed to support target groups and as a result, in the strongest lessons, children from all starting points were making progress
- These approaches are now embedded in routine practice and in the best lessons teachers effectively chose the appropriate approach and groupings
- New learning was effectively modelled by teachers, for example in Year 3 the team made good use of visualisers and the interactive board to demonstrate accurate measuring
- This was also reflected in the maths teaching in Year 5 where new learning was well modelled by the teachers and then applied independently by the children
- Prompts and earlier steps in the learning were captured on the washing lines in both maths and English; teachers and children were seen referring to these to support progress in the lessons
- In the English lessons observed, links with the class novel and with the wider curriculum were effectively made; in Year 6 for example, the comprehension questions were linked with the class novel, 'Holes', and in Year 4, the new learning was clearly modelled by the teachers and effectively linked with the class topic on the Egyptians
- Teachers' input did focus more explicitly on the subject specific element of the lesson rather than the context; additionally there were improvements in subject knowledge with subject specific, technical vocabulary being better used by many of the children and the adults in both English and maths
- Learning environments are more consistently positive across all year groups

**To consider next:**

- Additional challenges for the faster graspers needs to be introduced at an earlier stage more consistently in the lesson; in some classes, the effective deployment of adults was apparent and children were suitably supported or stretched but in several lessons, quite able pupils sat for too long through input that was pitched at an insufficiently challenging level
- Maintain the focus on developing teachers' confidence and subject knowledge in English; this is not yet consistent across all classes
- As identified by the school, continue the work to develop a robust sequence of learning in both reading and writing to support teachers' focused delivery, in the same way as maths
- Ensure the quality of delivery in the C&L Hub is consistently strong across all groups
- For future years, ensure the opportunities for post SATs learning in Year 6 is maximised and that is it contextualised, enriching, engaging and fun

**Leadership:**

**Next steps following the December visit:**

- Further work is needed to develop staff subject knowledge and expertise and ensure provision is consistently good or better in all classes
- Over the next two terms, review the impact of the support for teaching and learning from the lead practitioners and the associates from the Trust; ensure they are deployed in a way that gives maximum impact and build further capacity
- Maintain the focus on end of KS2 outcomes; forecasts for 2019 are still very low
- Continue the work to develop leaders at all levels; although there are improvements, much work is still needed here. The deputy, the assistant headteachers and subject leads need further support to develop as leaders as well as effective managers in order that they can more effectively support the head teacher to drive improvements.
- Continue with the work to support EAL and SEND pupils in class; policies and approaches are developing but there is limited evidence of this routinely impacting on classroom practice

**Strengths from this visit:**

- Evidence from the visit confirms that provision continues to develop across the school and is increasingly consistent
- There is evidence from the learning walk of positive impact to improve the quality of teaching and learning, following the work of the school's leadership team and the targeted support of the lead practitioners and the associates from the Transform Trust
- The school forecasts 40% of pupils will reach the combined standard in RWM at the end of KS2 which is a significant improvement on the 18% of 2018
- Learning walks and discussions with the pupils confirm that the children's current levels of language development and understanding, particularly those in upper KS2, is still well below what would be expected for their age and the improvement journey is a long term vision
- Since January, the Deputy headteacher has continued to work on embedding the book led curriculum
- This was evident in some year groups, for example in Year 4, where the learning linked well with the topic on Egyptians
- The focus remains on ensuring teachers understand why topics and units are being chosen and how learning fits together; learning driving planning, rather than activities, has been a priority and there is evidence from the learning walks of this now being more consistently the case
- The end of term training day will provide the opportunity to create an over view of the four years and links will be explicitly identified
- Work on developing vocabulary and the 'word of the day' was clearly evident in all classes
- The SENDCo has continued to work to develop the systems for early identification
- The priority has been to ensure all teachers are aware of the interventions at the school and how these might be used in class
- Monitoring has started, supported by the deputy headteacher. The main findings to date suggest there is insufficient differentiation for the identified SEND pupils
- A staff meeting has taken place to develop teachers' understanding of how to better support pupils with SEND
- The maths subject leader demonstrates a secure understanding of her role and has capacity for even further development
- A clear, consistent and well thought through approach to the teaching of maths has been introduced and can be seen in lesson observations and in books across all year groups
- The structure is embedded and children are able to explain and demonstrate how the approach now works
- The approach enables all children to challenge themselves
- The lead is clear about the next steps and accurately identifies that embedding reasoning at all levels is a priority, as currently this only happens after the final level meaning some children are not getting reasoning practice
- The training that has taken place in modelling and in effective use of resources was seen impacting on delivery during the visit
- Times table rock stars has also been introduced to develop number fluency
- The maths subject lead is clear about the actions taken and how they have impacted; she is very clear about the next steps needed and correctly identified the priorities
- The subject lead has a secure handle on the data and is optimistic that the school may reach 52% for maths at the end of year 6 in 2019 with 8% at GD

- Using puma data, the current Year 5 suggests around 50% of the cohort already at ARE so encouraging developments look to be coming through

**To consider next:**

- As identified by the school, further work is needed to develop the curriculum and ensure learning links are effectively identified and maximised
- Work on leadership in the foundation subjects needs development
- Phonics training for staff, particularly those teaching in the C&L Hub remains a priority
- Further improvements to the quality of teaching through coaching; pairings to be identified by the SLT, to develop and spread best practice
- Adding rigour and pace to the work on SEND, particularly actions to be taken following monitoring of SEND; this must lead to decisive and consistent approaches and impact for these learners
- Identify who will work as SENDco from September 2019 when the post holder goes on maternity leave
- As identified by the school, formalise the link between the C&L Hub and class teachers so that there is smooth transition of learning; currently the work of the hub is insufficiently linked with the children's ongoing work in class
- Develop the sequence of learning for reading and writing so that it matches the approach to the teaching of maths

Many thanks to all of the staff, the pupils and the governors at Pear Tree Junior School for their support and their co-operation during this review. It was a pleasure to visit your school.

Sally Manz  
24.06.2019