

Name	Adam Williams		
Date of Visit	23/07/2024		
SDP Focus	ESP, Maths, Writing		
Ofsted Key Issues	-		
Points for improvement identified at last monitoring of this area:	-		
Classes/staff visited	Head, Starlings, Magpies, Eagles, Administration, Kernow English Hub		
Safeguarding issues noted?		No	

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources

Extensive meeting with Rob Argall (RA), HT, covering the development of curriculum for 24/25 onwards as well as:

- ReadWriteInc particulars.
- Maths. Discussed preferred resources and general strategy, including Maths plan as referenced in Curriculum. KIRFs.
- ESP progress.

Observing classrooms across the schools.

- All three classrooms visited.
- Aimed to speak to at least one group of pupils within school, depending on availability and suitability of disturbance.

Talking to staff across all facets of the school operation (Leadership, Administration, Teaching).

Reviewing resources.

- All three classrooms were visited to review.

Non – Negotiables – look at the learning environment.

All three classrooms were visited.

I spoke to a small group of pupils in Magpies (Y2/Y3), who were able to explain the owl artwork that they were working on at this point, as well as the reasoning/path behind the work. They appeared especially confident in explaining this – Voice 21 oracy is clearly being embedded.

I was able to review and browse workbooks and materials across all three classrooms (EYFS, KS1, KS2).

RWI (writing) resources and workbooks were seen/reviewed in Starlings.

KIRFs materials/resources were seen in both Magpies and Eagles (KS1/KS2). High expectations felt apparent.

KS1/KS2 maths resources and workbooks were reviewed in Magpies.

Books appeared consistent throughout.

All children were accessing lessons during my visit – no children were out of classes or in corridors.

Positive comments about the visit:

Despite this visit taking place on the day before the end of term, pupils appeared engaged and the environment calm and welcoming.

Staff in differing roles appeared positive on the progress made at the school this term and were encouraged by the work being put into the curriculum.

In detail:

- Datasets and SIP, agreed with the Trust's School Improvement Team were discussed at prior LGB meetings and by Leadership. The curriculum has been strengthened, especially in writing and maths. Today's session was predominantly to discuss progress on this front and to review materials.
- The school and trust school improvement team are investing considerable time/resources into this. The curriculum was shared and discussed. Preparing our children for their future in modern Britain is the core pillar of what we aim to achieve. The curriculum for 24/25 appears varied and relevant to achieving this goal.
- Discussed ReadWriteInc. Challenged RA on how often reviews are undertaken for pupils. Confirmed that individual reviews are completed termly (so individual progress is not stifled), Holly Lewis from Kernow English Hub provides support, and every session is checked. Holly happened to be visiting during my visit and was conducting a curriculum review alongside Jade Wheeler. It was great to see the support of our trust in action and in line with that we're discussing in LGB meetings and in SIP reports.
- Maths. Discussed preferred resources – White Rose Maths is used. Asked to see resources and was shown textbooks; taken through use examples. Group progression is important to the school. Catch-up plans are put in place should someone be struggling. Assessments are undertaken at a distance with the question of 'has the child met expectations vs plan?'. (RA showed assessed workbooks as an example). Will look to see progress in this being embedded during the next monitoring session.

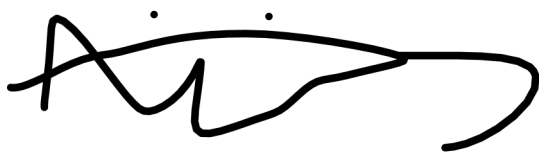
Aspects I would like clarified / questions I have. (Questions in red, response from HT in blue)

With regards to the trips that are built into the curriculum...

Have we/do we ever perform pupil's voice research on field trips? Are they of value – were they of value and enjoyed by the pupils? Can they understand the purpose of the trip? Are they well thought out to align with curriculum topics?

How are we ensuring they are accessible to all children? Do we focus on opportunities for disadvantaged children?

Any other comments.

A handwritten signature in black ink, appearing to be 'A Williams', with two dots above the letters 'i' and 'i'.

Signed

A Williams

Date 24/07/2024