

FINAL FEEDBACK & SUMMARY EVALUATION - S8 SHORT INSPECTIONS

Inspection N ^o	Inspector's OIN	Date	Time of day	EF N ^o	
10031814		07/11/2017	4.50pm – 5.10pm		8

Present at final meeting. LI – Head – Leadership team x 2 – Diocese rep – LA rep – governors including chair.
 Asked at the start if any concerns over the conduct of the inspection.

Informed everyone that the school remains Good and that safeguarding is effective.

Key lines of enquiry.

KLofEs:	Rationale for key lines of enquiry drawn from pre-inspection preparation and evidence provided by the headteacher/senior leaders
KLE 1 How are school leaders raising standards in EYFS for disadvantaged pupils.	<p>Dashboard 2016 showed GLD 72% overall and for disadvantaged 50%.</p> <p>October 2017 showed school GLD 76% and national 71%.</p> <p>Disadvantaged data not available.</p> <p>Previous years also showed variations in outcomes for disadvantaged.</p> <p>In November what assessments have been made and what strategies put in place to support DA pupils</p> <p>Strengths:</p> <ul style="list-style-type: none"> • • DA pupils doing better than Non-Da and 2017 outcomes also showed that there was now no difference between the two groups • Good start in the Nursery as well very well laid out environment for young children • Teachers know their children well • Good tracking and assessment systems on entry NFER etc <p>Weaknesses:</p> <ul style="list-style-type: none"> • Outside play area is small and could do with a bit more attention.
KLE 2 What action are school leaders taking in key stage 1 to support emerging pupils in mathematics?	<p>Cohort of 8 emerging pupils in 2016.</p> <p>25% school – 36% national overall</p> <p>33% school – 40% national disadvantaged</p> <p>0% school – 34% national girls.</p> <p>Looks like similar cohort in 2017 based on previous GLD outcomes.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Good support from teaching assistants and other adults present in classes. • • Very thorough assessment and moderation of mathematics. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Standards in year 2. • Even the middle ability groups were struggling with simple inverse numbers. • Outcomes in mathematics in year 2.

<p>KLE 3 How effective are leaders in improving outcomes in reading for pupils @ key stage 2.</p>	<p>EGPS very strong the last 2 years 2016 and 2017. Wider curriculum appears strong so why are reading standards lower than writing and maths @ key stage 2 ? Need to look at how reading and comprehension skills are being applied in other subjects humanities, science etc.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Teaching in upper key stage 2 is strong. • Challenging questions in year 6 which stretch pupils vocabulary. • Use of Shakespeare in year 5 to enrich the curriculum and the enthusiasm of the pupils learning Macbeth. • Analysis of both poetry, plays and fantasy stories in years 5 and 6. • EAL pupils are being well supported and making good progress <p>Weaknesses:</p> <ul style="list-style-type: none"> • The new "Reciprocal Reading" scheme needs further development and embedding in the school. Not fully understood by some staff. • Further training required 	
<p>KLE 4 Safeguarding - its culture and effectiveness within the school. Key focus on how leaders including governors monitor and check all areas to ensure safety.</p>	<p>Wandsworth is an Inadequate LA overall so need to check implications of that and levels of support received. School culture of safeguarding and how aware pupils are of policies and e-safety etc to keep them safe in all environments.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Safeguarding is effective. • SCR well maintained and fit for purpose • Safeguarding team work well together and take appropriate action where necessary. Very experienced teachers in this field. <p>Weaknesses:</p> <ul style="list-style-type: none"> • There are no weaknesses. 	
<p>KLE 5 Attendance - what are the school leadership doing to raise levels of attendance and especially reduce persistent absence for almost all key groups within the school?</p>	<p>Attendance was below national for the last 3 years. Absence and PA was above national for all pupils over the last 3 years. Key focus of attendance on those with SEN support and EHC /statement, FSM and girls. Persistent absence 2016 highest 10% @ 20% SEN support. What actions are the school taking to address this key issue.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Role of the Inclusion and Wellbeing Lead [REDACTED] clearly having an impact. • Half termly school attendance panels clearly impacting on overall attendance. • Rigorous monitoring and again good record keeping. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Still some work to do to improve attendance. 	

Areas for development

Improve the standards in reading in key stage 2 especially comprehension skills. Embed the new reading scheme and provide further staff training.
Improve attendance further towards the national average.

Spoke about confidentiality, publishing dates, surveys, feedback and the QA process etc.

No comments from the panel but did receive thanks on behalf of the governors, followed by the diocese and also the local authority.



Meeting closed 5.10pm