

Leadership and management

Leadership and management is good

Evidence that supports this judgement:

- The head teacher has a clear vision of school improvement, which is shared and supported by staff and governors and implemented successfully.
- Actions implemented have improved attainment of pupils in school so that it is now broadly in line or above averages by the end of K.S. 2 in reading, writing and maths.
- Pupil progress across in K.S. 1 is at least in line with national expectations, whilst in K.S. 2 pupil progress was above the national average for reading and maths and in line for writing.
- The S.D.P. (which is completed in January 2020) has a clear strategy to raise standards based around a robust performance management system, high teacher expectations and in-depth pupil progress data analysis. This is overseen annually by Governors and senior leaders.
- There is an assessment and monitoring system in place that ensures teachers identify, provide interventions and opportunities and monitor children making insufficient progress (termly) and this has helped in the continuous and consistent drive to raise standards since the previous inspection in 2013. A senior member of staff has been recently appointed to a position that will endeavour to raise the profile of A.f.L. across the school.
- Regular observations of teaching and pupils 'work, with personal feedback on strengths and areas for development have raised standards of teaching and subsequent pupil outcomes.
- N.Q.T.s, apprentices and students are appropriately supported by experienced members of staff.
- The S.L.T. and governors use performance management as a tool to set improvement targets for teachers. Progress against the targets is reviewed regularly and adjustments made where necessary. At the end of the annual cycle measurable targets are used to judge the effectiveness of teacher's actions to improve pupil attainment and progress, these are directly related to pay progression and leadership status.
- Feedback from monitoring and scrutiny schedule has informed the SDP and classroom practice and has to translated into good teaching that meets the needs of more pupils.
- There are clearly laid standards based upon the national curriculum expectation that each child in each year should achieve and teachers aware of their accountability (to ask and answer questions); however evidence needs to show increased impact on raising standards, particularly for vulnerable groups in some key stage 2 year groups.
- School leaders have developed good relationships with parents, which has resulted in high levels of confidence in the school. As illustrated by October 2018 Parental survey results. (to be repeated November 2019).
- The school's curriculum, currently being reviewed as a key aspect of the S.D.P., is broad and balanced and supports the academic progress of pupils and their personal and social development.
- Extra-curricular opportunities extend pupils' learning and skills development. This was exemplified by the 2017, 2018, 2019 R.H.S. award for School Grounds.
- The school uses its financial resources more effectively to raise standards in education as shown by the impact on the attainment of most groups of children across the school.
- Governors are skilled and know the school strengths and weaknesses well. New Governors have been given the opportunity through online training and Governor-Space to understand the school's requirements. They are not afraid to challenge the school with regard to pupil attainment and progress. They also monitor spending on pupil premium and sport funding to ensure that they lead to good outcomes for pupils and provide value for money.

Why leadership and management is not yet outstanding:

- The structure and responsibilities of the S.L.T., although significantly improved, does not allow for relentless focus on Teaching and Learning and outcomes.
- School leaders need to use the data from monitoring and evaluation more incisively to bring about further improvement, especially through A.f.L. techniques.
- Pupil attainment in writing remains just below national expectations both at K.S. 1 and 2.
- Whilst the curriculum is being revised it does not as yet meet the 3I's requirements of Ofsted.

Why leadership and management is not R.I.:

- The school's system of monitoring and feedback ensure that inconsistencies in practice are drawn to the attention of the S.L.T. so that effective and speedy actions can be taken.
- Standards have risen due to the actions of the S.L.T., middle managers and governors.

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- The S.D.P. identifies areas for improvements and is working towards them, demonstrating that the S.L.T. of the school have a capacity to continue improving the school.
- The school is sharing good practice and moderation with local schools; this has helped to make teaching and learning more effective.

Main priorities for 2019-20:

- To ensure standards remain on or above national expectations for all pupil groups.
- To enable all members of staff to impact directly on the quality of teaching and learning and subject development across the whole school. This is especially the case with the newly re-structured S.L.T. and the newly appointed D.H.T.s and maths lead. The use of NPQSL and Master in Ed. Will support this.
- To ensure effective decisions are made about the future of the school and how changes will be managed successfully e.g. M.A.T. status.

Teaching, learning and assessment

Teaching, learning and assessment is good

Evidence that supports this judgement:

- The majority of pupils make at least good progress from their starting points; the most vulnerable pupils are well supported by staff. Where children do not make progress they are supported and reasons why e.g. poor attendance are addressed.
- There has been higher outcomes to that of those of the previous inspection and pupils are now making better progress.
- Relationships between pupils and adults are very positive, with clear and high expectations.
- Teachers use questioning techniques with increasing clarity to probe the understanding of pupils and assess their progress.
- Lessons are lively, pupil-orientated and exciting and because of this they engage pupils well in their learning.
- The use of tablets and other I.T. advances enable pupils to extend their curiosity, support their independence and become prepared for the next stages of education.
- Phonics is taught well in the early years and because of this there are better outcomes in the phonics screening tests in year 1 and pupils say they enjoy reading.
- The quality of the teaching of number facts and the opportunities to apply this knowledge across problem-solving situations is due to improved teaching of maths and well differentiated tasks.
- Writing is much improved for most year groups, with an increased emphasis on handwriting, grammar, punctuation and cross-curricular work. This is due to ongoing school training and external moderation of outcomes as well as high expectations in presentation for teachers.
- The use of teaching assistants in class is well managed leading to high-quality support for pupils. These more vulnerable pupils are now making better progress. This use is deliberately flexible across the school.
- For most groups, tasks are well matched because of the good use of ongoing assessment that all teachers employ.
- Consistency of approach in the teaching of all subjects is good and the training received by staff ensures that clarity of expectations is understood by all staff. This consistency is reviewed regularly as needs arise.
- Conduct in lessons is good and pupils are well-engaged because of the planning and delivery of lessons by staff; this in turn leads to opportunities to re-shape lessons when appropriate, pupils being able to assess their own progress and positive attitudes being established.
- Homework is specific to each cohort and is clearly understood by pupils and parents alike. Homework extends pupils' learning in the classroom to home. Parents are encouraged to be involved and to support their children's home learning. Homework however is being reviewed.
- Parents express extremely high levels of confidence in the school. (October 2018)

Why Teaching, learning and assessment is not yet outstanding:

- More needs to be expected of the most able pupils and these pupils need to be pushed more to achieve their full potential. This is particularly the case in writing.
- The changed role of the S.L.T. is moving towards a relentless focus on Teaching and Learning and outcomes.

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- School leaders do not use the outcomes of monitoring and evaluation incisively enough to bring about further improvement.
- Pupils need to have an even greater understanding of how their work can be improved in all year groups.

Why teaching, learning and assessment and welfare is not R.I.:

- Phonics is effectively taught which enables pupils to make good progress in reading and encourages a “love of reading”.
- The school’s assessment policy and procedures highlight children who need extra support and this support is effective in meeting those needs.
- Teachers’ expectations on attitudes, learning behaviour and outcomes are high and children aspire to reach these.
- There is a strong promotion of equality of opportunity and diversity in teaching and learning.

Main priorities for 2019-20:

- Improve the provision for the most able pupils in school.
- Continue to develop the current formal assessment processes further to meet the requirements of both internal and external expectations.
- Increase the “creative curriculum” elements of the education provision for all pupils, in line with the review of the overall curriculum.
- Address the lower levels of comprehension skills of pupils in their reading to meet expected age related expectations for every year group. Word Aware will be a key element of this improvement.

Personal development, behaviour and welfare

Personal development, behaviour and welfare is good

Evidence that supports this judgement:

- The high expectations engendered in the school leads to pupils showing very positive attitudes to work, taking pride in their work and generally taking homework seriously. They are focused on their work and their good behaviour is a strong support to their learning.
- The uniform policy is administered securely and when combined with the pride-based curriculum ensures pupils are self-assured, confident and independent around school.
- Pupils are polite, caring and friendly to one another and this is enhanced by staff consistently applying policies to all children.
- Due to the nurturing nature of the school’s ethos, the pupils demonstrate positive attitudes to learning, accountability and responsibility and show respect for one another in all aspects of school life.
- Bullying is dealt with quickly and parental input is a crucial element of the process. This ensures that pupils feel safe in school and are confident in the school’s behavioural systems.
- Safeguarding is good and there are well-known and robust systems in place to both teach pupils and protect them from issues. Governors and school leaders give a high priority to safeguarding.
- Individual pupils e.g. L.A.C. have shown significant improvements in their behaviour over time; these are well documented and evidenced.
- There are opportunities for older children and the very youngest to take-on specific responsibilities in keeping both themselves and others safe e.g. water, walks to church and Forest Schools.
- Attendance is roughly in-line with national averages. The school utilizes support mechanisms such as free breakfast clubs to encourage good attendance. Those children identified as persistent absentees are regularly met with and attendance issues discussed. There has been a stricter regime in place in identifying, chasing up and improving poor attenders.
- Pupils are developing a strong understanding of their roles as citizens within British society.
- S.M.S.C. is well taught both explicitly and implicitly to all children with an emphasis being placed on “everyone being an individual”. This enables children to conduct themselves in an orderly manner, the school to have a calm environment and parents to have no well-founded concerns about personal development.
- Parents recognise and appreciate the care and support that all staff give to their children.

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Why Personal development, behaviour and welfare is not yet outstanding:

- There is a small, and decreasing, minority of pupils who regularly are not punctual for school.
- Younger pupils are not confident in how to develop and debate an issue.
- Pupils need further support in understanding their options beyond school and how to aspire to better things.
- Attitudes to learning, whilst being very good are not excellent for all pupils.

Why Personal development, behaviour and welfare is not R.I.:

- Pupils feel safe.
- Safeguarding is good.
- Behaviour is consistently good.
- Attitudes to learning and self-management are good.

Main priorities for 2019-20:

- Develop pupils' aspirational beliefs further in becoming more positive influential citizens and achieving higher than previous generations.
- Closely monitor pupil attendance and punctuality, particularly for persistent absentees. Develop in-school systems to effectively address issues of attendance.
- Ensure children have regular opportunities to confidently debate, have considered discussions and share points.
- Extend the curriculum so as to develop personal accountability and responsibility.

Outcomes

Outcomes are good

Evidence that supports this judgement:

Key Stage 2 (2019 data)

- Progress in reading 1.8 (above average)
- Progress in writing -0.5 (average)
- Progress in maths 1.0 (above average)
- Reading, writing and maths combined 67% (Disad. 12.5%) (national 64%) (L.A. 64%)
- Reading, writing and maths combined higher standard 5% (Disad. 12.5%) (national 10%)
- Average scaled score reading 104 (national 104)
- Average scaled score maths 105 (national 105)
- Attainment in G.P.S. 100+ (79%) (n. 78%), higher (30%) (n. 36%)
- Disadvantaged progress reading 1.22 (national -0.80)
- Disadvantage progress writing 1.41 (national -0.71)
- Disadvantaged progress maths -2.62 (national -0.95)
- **Combined %ages:**
 - Boys 76.7% national 60.1%
 - Girls 55.6% national 69.8%
- **3 year averages**

Indicator	School
Reading Exp+	76.3%
Writing Exp+	74%
Maths Exp+	82%
RWM Exp. +	70%
Reading Ave points	104.7
Maths Average points	105.3
Reading ave. progress	2.14
Writing ave. progress	-0.57
Maths ave. progress	2.25

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Key Stage 1

- Achieving at least expected reading: 70% (national 75%)
- Achieving at least expected writing: 62% (national 69%)
- Achieving at least expected maths: 70% (national 75%)
- Achieving at least expected in R.W.M.: 52% (national 65%)
- Higher in reading: 25% (25%)
- Higher in writing: 10% (15%)
- Higher in maths: 17% (22%)

Groups	Reading		Writing		Maths		R.W.M.	
All (expected)	70	75	62	69	70	75	52	65
Boys (expected)	70	71	60	66	78	75	57	60
Girls (expected)	70	79	65	76	57	77	44	70

Phonics Screening:

- 84.1% attained phonics (national 81.9%)
- Average score 33.4 (national 33.8)
- Boys 78.3% (78.5%)
- Girls 90.5% (85.4%)
- SEN 57.1% (43.2%)
- EAL 89% (82%)
- Three year average 82.4% (81.9%)
- Year 2 phonics: 61.5% (55.9%)

EYFS:

- G.L.D.: 72.4% (71.8%)
- Literacy: 72.4% (73.4%)
- Maths: 86.2% (78.5%)
- Prime Areas: 79.3% (79.2%)

Why Outcomes are not yet outstanding:

- Most pupils are making progress but specific sections of cohort in K.S. 2 are underperforming...middle ability and some higher ability in writing pre-dominantly.
- There appears to be a gender gap at K.S. 1 & 2 but this through school analysis and professional judgement is cohort specific.
- Maths data indicates a levelling off in both attainment and progress and this is being monitored as a main action point of newly appointed maths lead.

Why Outcomes are not R.I.:

- Outcomes at end of K.S. 2 were on or above national statistics for all measures.
- Progress measures from K.S. 1 to 2 are significantly above national expectations in reading and maths.
- Performance of school over a 3 year period has continued to improve in most areas.
- Attendance is in line with national average 2018.
- Phonetical attainment in Key Stage 1 is roughly in line with national average.
- EYFS is in-line or above for most areas in 2019.

Main priorities for 2018-19:

- Continue the improvements of G.P.S. skills and knowledge for all pupils at Key Stage 2.
- Improve progress and attainment of middle ability pupils (girls) in Key Stage 2.
- Ensure all children meet potential irrespective of gender across all key stages.
- Monitor attainment and progress of female pupils.

E.Y.F.S.

E.Y.F.S. are good

Evidence that supports this judgement:

- Early Years Deputy Head Teacher clearly identifies weaknesses and strengths in learning and provides strong direction for improvement e.g. physical skills through the development of Forest Schools. This ensures groups make better progress.
- The Early Years leader has worked successfully with advisors and colleagues from other schools to improve learning opportunities for children.
- Safeguarding and child protection systems are robust and ensure pupils feel happy and safe.
- Staff provide a range of interesting activities, both indoors and outdoors, for children to choose from and this improves the skills, practices and independence of children's learning.
- Children in the early years settle in quickly at school and make good progress.
- Teachers and other staff plan activities that are very well matched to the children's interests and abilities.
- The proportion of children achieving the expected standard in the national Year 1 phonics check has risen over the past three years and is now above national averages.
- Children rapidly become self-confident learners who are excited by the activities they undertake, in both the indoor and the outdoor classrooms.
- The teaching of early reading skills is a strength.
- Staff are accurate in their teaching of phonics and this helps children to make good progress in this area.
- There are strong links with parents from day 1 and parents are encouraged to become directly involved in their child's learning e.g. working alongside children at the start of the day.
- Children are resilient and enjoy a challenge, for example high standard art work.
- Children enter school with skills and knowledge that are often below those that are typical for their age. Currently a large proportion of children are well prepared for when they start in Year 1. However, as a result of good teaching they make good progress from their starting points. Staff are skilled in assessing pupil attainment and progress and adjusting plans accordingly.
- All statutory policies and practices are in place to safeguard children. E.g. Paediatric first aid and policies about the use of cameras and mobile phones.
- There is a good balance of indoor and outdoor activities and teacher led and child-choice activities.
- Team work is strong.
- Children's behaviour is good and they get along well with each other and with adults, they can take turns, listen and respond appropriately.

Why E.Y.F.S. are not yet outstanding:

- The evaluation of the impact of staff's practice is not incisive enough and needs to focus more clearly on the quality of teaching.
- Not enough is made of parental involvement to enhance pupils' learning at home e.g. boys and writing.
- Gaps are closing for most groups but for a minority of pupils these gaps remain obvious e.g. Girls, S.E.N.

Why E.Y.F.S. are not R.I.:

- Teaching is good.
- Safeguarding is robust and effective.
- There are no breaches in statutory welfare requirements.

Main priorities for 2019-20:

- Increase parental involvement so they can develop the skills to support their child through family learning and the development of monthly drop-in sessions and specific workshops.
- Continue to develop all learning areas, both indoors and outdoors, with a specific focus on children developing their skills through independent practice.
- Provide suitable support to ensure all groups of pupils make good progress, with specific focus on writing and boys progression.

