

Progress with OFSTED Recommendations May 2007

- *Lift the quality of teaching and learning in order to accelerate pupils' rate of progress.*

The quality of teaching is monitored three times a year within the formal Performance Management of teachers. Within that cycle the children's progress is discussed and measured against expectations appropriate for their age and stage of development. The children are carefully tracked each term and those falling behind expected progress are identified and their progress is monitored. In addition, the school has introduced individual target setting in which the children are involved with selecting areas in which they need to make further progress. They constantly review these targets with their class teacher who supports them with careful marking comments and suggestions for the next way forward. This has been fully implemented in Literacy and has already had an impact in terms of performance and awareness. The children are able to talk with confidence and interest in their writing and are very complimentary about the support they receive from the class teachers and LSA's. (Learning Support Assistants) This was evident when visiting Head Teachers from other school interviewed a random selection of children from each class. The children were not prepared by staff for this event to ensure that a genuine response was recorded. In the term since the shared target system was introduced, there is evidence of an improvement in the work of many children.

We now plan to introduce the targets into Maths and then in Science during the next academic year.

Develop the role of subject leaders so that they have more influence over the quality of teaching and learning in their areas of responsibility.

In the last term, the Maths manager has received training related to observing colleagues and feeding back judgements through support from the County Maths Team. This will be extended to the Literacy and Science Managers over the next academic year. As teachers become more experienced they will be able to support their colleagues by involving them in peer mentoring. In addition, all subject managers are continuing to collect work samples and moderate them with colleagues to allow them to be more aware of standards across the school, although the analysis of SATs (End of Year 2 and Year 6 tests) and QCA (Optional Tests) assessment papers at the end of each academic year is already presenting a picture in Maths, English and Science. Staff will continue to use pupil interviews to assess standards and attitudes in those subjects which do not have formal assessments. All staff continue to have responsibility for aspects of the SIP (School Improvement Plan) and are given sessions to train other staff in areas which need further development. All subject managers attend annual conferences to ensure they are familiar with up to date thinking in the County.

- *Ensure greater consistency in the quality of marking and an increased focus on areas for improvement.*

There is a focus on marking comments across the school in the core subjects (English, Maths, Science and ICT) and children already feel that they are useful in helping them understand the next step. We still feel that we need to continue to work on this area and in-service training is taking place in the summer term. Subject managers are focusing on marking when they look at work samples.

This report has been discussed at a Governors Committee.