**Ofsted – What the school needs to do to improve further**

 **(being actioned in spring term but unable to progress due to Covid-19; success evidenced)**

* **Improve the quality of teaching** so that it is consistently good or better by making sure that:

– teachers are equipped with the necessary skills and acquire secure subject knowledge that will support them in delivering high-quality learning for all groups of pupils

– all teachers plan a coherent teaching sequence over time, which enables pupils to deepen and develop their skills and knowledge, building on prior learning

– all teachers have consistently high expectations of what pupils can do and achieve through setting challenging tasks for pupils of all abilities across the curriculum

– all adults insist on the highest standards of presentation, spelling and punctuation in pupils’ work across the curriculum.

* Improve the effectiveness of leadership and management by ensuring that: – leaders at all levels have the knowledge, skills and understanding to hold teachers to account more effectively

– the weaker teaching which continues to inhibit pupils’ progress is tackled quickly, systematically and effectively

– the governing body holds leaders to account more and, through rigorous monitoring, develops an accurate view of the strengths and weaknesses of the school.

* **Raise pupils’ achievements in reading, writing and mathematics** by making sure that:

– pupils in the early years and key stage 1 have access to a high-quality systematic phonics lessons to support their progress in reading

– reading books are appropriately matched to pupils’ abilities

– pupils have frequent opportunities to develop and deepen their skills in writing in a range of subjects and genres so that the improvements in writing continue to be built on

– pupils develop their fluency in mathematics and use their knowledge of number facts to reason and solve ever more complex problems.

* **Improve the quality of the early years by:**
* continue to train staff so that they fully understand the early years curriculum and how to teach it

– developing effective assessment systems so that teachers make accurate checks of children’s progress

* ensuring that assessment information is used effectively to plan learning that stimulates and challenges children of varying needs and abilities and that expectations are consistently high
* planning effective, continuous provision across the early years that enables children to make better progress from their different starting points.
* Support all pupils to develop greater independence in their learning so that they challenge themselves in their work to do the best that they can consistently.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Evidence that substantiates the claims above

School’s evaluation of teaching, leadership and curriculum has been externally validated by **bep’s Teaching and Learning Whole School Review** (30 & 31.01.2020) where initial feedback identified many strengths:

* The school is well organised, calm and purposeful, with many supportive structures.
* Leadership and staff are keen to improve and have bought into the journey.
* A key and really strong area is the personal development of pupils which enables them to learn successfully. We nurture our children and give them ‘life support’; which matches our vision of: ‘At Osborne, we nurture our children so they believe they can make a positive difference.’
* Strong focus on reading, writing and maths which equips them to be successful adults.
* Leaders know the strengths and weaknesses in teaching. Actions taken are making a positive difference as there is evidence of regular monitoring, feedback and follow up.
* Support for teachers enables them to make positive change and staff are willing to ask for help.
* Teaching is at Age Related Expectations
* Middle leaders are developing but all leaders and staff buy into the rationale
* Osborne is an outward facing school, looking for things that can be adapted to meet the needs of our children
* Huge amount of change in phonics and KS1/EY reading; this is then used (as seen) in children’s writing
* Children are articulate and talk extremely positively re reading, writing, maths and new vocabulary.
* They are provided with challenging, rich range of texts.
* This is not an inadequate school any longer.

**Next Steps:**

* **Feedback identifies gaps in children’s learning, scaffolding matches the needs of the child and is responded to.**
* **All foundation subjects are covered equally ensuring a broader curriculum.**
* **Children can articulate their love of reading by a wider variety of authors.**

**EYFS Review**

**Services for Education EYFS Consultant 15.10.19**

* EYFS lead is being lead and supported by the Head teacher to ensure that key improvements are made to ensure that practice and provision is being moved forward to impact positively on children’s outcomes.
* Newly appointed Reception NQT is extremely responsive to guidance and support and working well with the EYFS lead to drive improvement.
* Reception teachers were consistent with routines, expectations and behaviour.
* All children are extremely well settled, happy to be in school and have made good relationships with adults and children.
* Children have been provided with routines that enable them to access all seven areas of learning within the indoor and outdoor provision.
* Key improvements have been made to ensure that children are being taught systematic phonics teaching. Staff have had CPD for phonics teaching and children have the opportunity to apply their phonics during guided reading in small groups with TA’s on a daily basis.
* From triangulation with children – observation and interactions, evidence in books and data the assessments were accurate.

**Next steps:**

* **Staff to add the add bands and areas of learning that the children are working in to assessments in their books.**
* **Ensure that evidence is being collected systemically so that it informs planning and provision.**

**Early Years Lead from an outstanding provider 15.11.20**

There have been clear changes since my first visit in March. There is a positive ethos which allows children to choose activities and move freely around the unit. The layout of the rooms now allow for focused, purposeful activities both inside and outside. The children can access resources and have clearly labelled areas.

The adult led activities are well set in the unit which now allows the adult to support independent learning. The adult facilitating independent learning inside, supports and questions the children well across their chosen activities. The unit inside offers opportunities for reading, writing, maths, fine motor skills, malleable area, construction and role play.

The outside provision offers opportunities for the children to learn with carefully planned for activities and an adult facilitating the children’s learning well with interaction and questions. Outdoor provision offers a bike area, hill and tunnel that is currently a police station, sand area, water area, writing table, reading area, maths area using bricks and large stepping stones, investigation area, music area, painting easels and fine motor threading area.

Teachers planning includes the LO, SC and the Characteristics of Effective Learning. Continuous provision links to Literacy, Maths and topic, plus the development matters statements are identified. The continuous provision activities observed were purposeful.

**Next steps:**

* **Planning to include sustained shared thinking questions to further develop adult interaction and questioning for both indoor and outdoor areas.**
* **Use table signs at independent activities to show differentiation and intended outcomes.**

bep school review on 30.01 and 31.01.2020 compared practice from a visit in October 19, referencing:

* A ‘transformation’ was seen in the Early Years.
* Expectations have been raised significantly.
* A highly accomplished new member of staff in reception is impacting positively.
* The Early Years lead has worked with external partners who have provided effective support.
* The moderation of the school’s baseline assessments were validated and judged as accurate.
* There is compelling evidence that the tracking is rigorous and robust.