

# West Moors Middle School



School Self Evaluation Report

## School Context

### Description of school

- West Moors Middle School is considerably smaller than the average-sized secondary school. The school roll had fallen in recent years, but in the last year it has started to grow again. The NOR currently stands at 192
- The current headteacher has been appointed since the last inspection.
- The school currently experiences financial challenges due to a falling roll. There have been forced redundancies at SLT and TA level during the last 12 months.
- The school does not offer any alternative provision; all students on roll are educated on the school site.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress.
- Support has been given to the school by the Local Authority Challenge Advisor. The headteacher is also supported by a Self-Evaluation Partner
- The headteacher performs LLE work for two local TSAs

### Learning environment

- West Moors Middle School site is 40 years old in 2017. It presents very well, being managed by an experienced site manager.
- The school could accommodate 400+ pupils, so it appears spacious to visitors, considering the 192 NOR.
- The middle school boasts several secondary standard practical teaching rooms such as a laboratory, DT areas and music studio.
- All teaching rooms are equipped with smart boards and there are two PC suites and a half class set of tablet computers. Teachers are able to use tablet computers to enhance learning.
- There is a fully functional canteen to prepare hot school meals on site.

### Pupil characteristics

- Attainment of outgoing Y6 cohort is broadly in-line with national data set, including slightly elevated more able pupils in R/W/M.
- Almost all students are of White British heritage. Very few students do not speak English as their first language. A very small proportion of students are of Gypsy or Romany heritage, or are from Traveller families.

- The proportion of students known to be supported by the pupil premium funding is in line with the national average.
- The proportion of disabled students and those with special educational needs is above the national average.

## Outcomes for pupils

### National tests for Year 6

- The proportion of pupils overall reaching the expected standard in R/W/M is significantly below national performance ▮
- The proportion of girls reaching the expected standard in R/W/M is significantly below national performance ▮
- The proportion of pupils overall reaching the expected standard in GPS is significantly below national performance ▮
- The proportion of girls reaching the expected standard in GPS is significantly below national performance ▮
- The proportion of pupils overall reaching the expected standard in maths is significantly below national performance ▮
- The proportion of girls reaching the expected standard in maths is significantly below national performance ▮
- Not enough middle ability (KS1) boys converted to expected standards in mathematics ▮
- Progress in R/W/M was below national norms considering pupils with similar KS1 attainment. The progress gap was most significant in terms of gains made in maths ▮
- The proportion of boys reaching the expected standard in reading is significantly high compared to national performance +
- The proportion of boys working at a greater depth within the expected at writing is significantly above national performance +
- The progress made by more able pupils in writing was above the national average +
- Internal tracking (Y5 baseline to Y6 SATs) shows greater than 8 points progress for all pupil groups in R/W/M +

### Summative tests for Year 8

- Overall attainment has declined in R/W/M/S compared to 2015/16 ▮
- Girls attainment trails boys in almost all areas with the exception of writing ▮
- Expected progress from KS2 has been achieved for 85%, 85% and 79% of pupils in Reading, Writing and Mathematics respectively +
- Gap between PP and Non PP is narrowed or reversed in all core subjects +

- Internal tracking (Y5 baseline to Y8) shows greater than 16 points progress for all pupil groups in R/W/M + (exception SEND pupils in maths) +

#### **On-going assessment**

- *N/A at point of writing*

#### **Outcomes for pupils are not yet outstanding because...**

- Attendance, particularly of girls, has impacted on achievement
- A lack of ambition linked to cultural and ethnic origins has not been tackled
- Maths teaching in some areas has not changed sufficiently with respect to the new KS2 curriculum
- Interventions towards Y6 and Y5 middle ability pupils (KS1) has not been effective with respect to new curriculum expectations
- Interventions towards Y6 and Y5 pupil premium pupils has not been effective with respect to new curriculum expectations

#### **Priorities for improvement**

- Change grouping arrangements for mathematics in year 6 (now delivered as two broadly mixed ability groups)
- Introduce INSPIRE text book and Singapore maths approach
- Strengthen training and collaboration for maths teachers, incorporating lesson study methodology
- Deliver spelling programme and interventions to strengthen understanding of spelling rules
- Strengthen collaboration for English teachers to ensure consistent approach to teaching reading and writing
- Implement morning Growth sessions to deliver interventions in English and maths by subject teachers
- Regular moderation to ensure teacher assessments in maths and English, particularly writing, are consistent

#### **Impact of actions taken so far**

- *N/A at point of writing*

## The quality of teaching, learning and assessment

### Most recent evidence from monitoring

- Effective assessment strategies were evident in lessons: pupils used curriculum tracking grids to assess their own progress in maths; teachers used strategies to direct questioning; working walls showed how pupils have progressed over time +
- Pupils are able to use their knowledge and understanding to good effect to justify their responses and give developed answers +
- Pupils learning behaviour is positive and there are very good teacher-pupil relationships in evidence +
- Teachers should consider strategies that will maximise engagement of pupils, reducing 'teacher talk' and ensuring that pupils do not become 'passive' during lessons. This was evident in some lessons and a resulting fall in pace led to some pupils being insufficiently challenged ▮
- Teachers must focus upon the quality of their questioning during lessons more consistently - achieving a balance between closed and higher order questions ▮
- Formative feedback needs to be applied more consistently across the school, particularly with respect to marking and written feedback ▮

### The quality of teaching, learning and assessment is not yet outstanding because...

- All pupils are not yet challenged to achieve age related expectations or work at greater depth within ARE
- Questions are not planned and delivered strategically to promote progress
- Formative feedback needs to be applied more consistently across the school, particularly with respect to marking and written feedback

### Priorities for improvement

- Use and develop assessment beyond levels progress descriptors that accurately describe learning outcomes within Age Related Expectations
- Adopt a Growth Mindset and refer to 'The Learning Pit' to underpin required resilience and perseverance
- Use working walls and iPad snapshots to capture progress towards learning intentions
- Ensure '12 aspects of Outstanding pedagogy' underpin training and monitoring of teaching and learning
- Encourage collaboration and moderation with respect to teacher assessment, including written feedback

**Impact of actions taken so far**

- *N/A at point of writing*

**Personal development, behaviour and welfare****Most recent evidence**

- Attendance overall for the school is in the bottom 10% of schools
- The most significant poor attendance rate is linked to the following groups: KS1 low prior attainment; ethnic minorities; females
- It has been observed by the SEP and visiting headteachers on learning walks that positive behaviour for learning is prevalent around the school: the environment is calm
- Revised rewards systems are having an impact on motivation and tracking rewards and sanctions is being used effectively to intervene with poor behaviour and reward positive behaviour
- Peer supporters have been well received by pupils in terms of resolving friendship issues and ensuring pupils are not alone at break-times
- The school has identified 12 values which are regularly referred to during collective worship and as part of our reporting systems
- The school is adopting a Growth Mindset: weekly assemblies are used to promote this learning attitude and it has been linked to a new expectation for behaviour L4, to run alongside P4 and T4
- Strategies such as positive behaviour reports, daily trackers and Pastoral Support Plans have been, following advice from the Behaviour Support Service, to limit impact of SEMH issues

**Personal development, behaviour and welfare is not yet outstanding because...**

- Overall attendance is in the bottom 10% of schools nationally, which impacts particularly on the attainment of girls, ethnic minorities and low ability (KS1 attainment) pupils.

**Priorities for improvement**

- More robust approach to attendance management

- Revise behaviour policy to accommodate recent changes in practice

#### **Impact of actions taken so far**

- N/A at point of writing

### **The effectiveness of leadership and management**

#### **Recent actions on outcomes for pupils**

- Revised intervention programme to include more use of wave 2 intervention with TAs
- Revised intervention programme to allow teachers to support pupils during assembly time (Growth Sessions)
- Implementation a new assessment and reporting policy to embrace life without levels
- SEF/Appraisal and calendar
- Established Pupil Premium Champion on expanded SLT

#### **Actions on teaching, learning and assessment**

- Revised teaching and learning policy with training on outstanding pedagogy
- Rewritten appraisal policy through consultation with all stakeholders
- Revised SEF policy and corresponding assessment calendar
- Established pyramid moderation event for writing at KS2 and KS3
- Arranged peer observations within local TSAs
- Specific assemblies on Growth Mindset and pupil progress
- Changes INSET to maximise time available in Autumn term to embed changes to assessment

#### **Actions on pupils' personal development, behaviour and welfare (including safeguarding)**

- HT to assume attendance responsibility to drive home LA policy and practice
- Pastoral Meetings to enhance role of tutor in relation to attendance, behaviour management and multi-agency work
- Train new DSL to replace HT in role
- Specific assemblies on attendance with regular rewards
- Established Pupil Well-Being lead on expanded SLT

**Leadership and management is not yet outstanding because...**

- Time for new SLT structure to embed new roles and responsibilities
- Recent flux within governing body: training and systems need to be established to garner a full understanding of the school

**Priorities for improvement**

- Enable tutors to take greater leadership on behaviour and attendance
- Further promote use of shared planning/curriculum time to develop pedagogical approaches and allow for moderation on assessment
- Deliver appraisal practice to ensure keen focus on at least good progress for all pupils
- Promote peer-to-peer collaboration through 'lesson study: focusing on evidence of pupil progress of key groups and sharing good practice
- Ensure all stakeholders understand new attainment and progress measures, within the context of assessment without levels

**Impact of actions taken so far**

- N/A at the time of writing

## Overall effectiveness

### Evaluative summary

Despite excellent results in the academic year 2014/15 and the school's emergence to a 'Good in all areas' Ofsted category, there have been significant changes in the past 12 months that have stalled the school's ambition to become outstanding. Significantly, the recent KS2 national test performance has revealed that there is a need to modernise pedagogy and the medium- to short- term preparation of pupils for national tests. Notwithstanding the caveats surrounding the changes to national assessment, the leadership of the school must recognise the clear mandate for a strategic school improvement plan which addresses pedagogy and interventions to secure better pupil progress. The continuing decline of attendance is now clearly affecting the future prosperity of the school and it is vital that methods are used to reverse the trend. Furthermore, there have been obvious changes in leadership at all levels. Clear accountability, communication and purpose is now needed to build on the clear strengths in place.

### Key priorities for improvement

- Improve KS2 pupils' progress in core subjects, particularly mathematics
- Narrow gap between girls' and boys' attainment and progress
- Adopt a more strategic approach to intervention to minimise or reverse progress gap for disadvantaged pupils
- Reverse falling trend in attendance, particularly of key groups
- Ensure accountability, communication and purpose so that new leadership is fostered at all levels