



School Self Evaluation Report Spring 2019

School Context

NOR: 209	6% EHCP	16% SEND Register	39% Disadvantaged	2% EAL	51% Boy	49% Girl
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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 3 years it has risen by 16%. The NOR currently stands at 209.
- The current headteacher has been in role since September 2015
- The leadership team consists of the Headteacher; Deputy Headteacher who is also the maths lead, the Head of English, the SENDCo and the CCN Base Lead.
- There are 13 teachers (12.6 FTE) and 13 TAs (10.4 FTE) supporting academic and pastoral outcomes.
- The school has amassed a significant deficit budget due to a falling roll in recent years. There have been forced redundancies at SLT, teacher and TA level during the last 36 months.
- The school now hosts a base for Complex Communication Needs (from September 2018). 5 students have initially been accepted to the base, rising to 10 in 12 months' time.
- There is currently one pupil who is attending a learning centre due to medical needs.

Standards

- The school is above the floor standards for progress based on provisional analysis (see below), though it is well below the required standard of 65% R/W/M ARE
- Support has been identified as a category 3 school by the local authority. An LA senior advisor meets with the Headteacher on a termly basis as well as support being received by an LA SEN advisor, working with the SENDCo.
- The school liaises closely with a local TSA with respect to the improvement of maths learning, being part of an SSIF bid to improve mastery approach in maths, and moderation of assessment in all core subjects.

Pupil characteristics

- Almost all students are of White British heritage. Very few students do not speak English as their first language. A small proportion of students are of Gypsy or Romany heritage, or are from Traveller families (4%). A larger proportion of pupils are from services families (6%)
- The proportion of students known to be currently eligible for free school meals is well above the national average of 14% (Source DFE statistics 2016) being at 28%. Furthermore, 38% of pupils are identified as disadvantaged (FSM6)
- The proportion of disabled students and those with special educational needs is above the national average of 14.6% (Source DFE statistics 2016) being at 16%, with a significant and rising number of pupils with an EHCP.
- The proportion of mobile pupils is 11.5%
- Attainment at KS1 for the most recent Y6 cohort is broadly in line with national data.

Outcomes for pupils		
Headlines	Impact of recent actions	Priorities for further improvement
<p><i>“Over a number of years, pupils’ progress at the end of key stage 2 has been lower than that seen nationally. While this is not atypical for middle schools nationwide, investigations were undertaken to examine the progress of pupils currently in the school.” Ofsted Dec 2018</i></p> <p>Final attainment and progress for Y8 pupils is good in reading and mathematics, compared with national data sets.</p> <p>Attainment at KS2 has fallen compared with last year, though the school is above floor targets.</p> <p>From KS2 national tests, writing progress was in the bottom quintile (20%) for at least two years for middle prior attainers.</p> <p>From KS2 national tests, mathematics progress was in the bottom quintile (20%) for at least two years for all pupils and middle prior attainers.</p> <p>The progress of disadvantaged pupils is favourable in reading and maths compared to non-disadvantaged pupils, but this is not the case with writing.</p> <p>Writing progress was significantly below the national for other pupils for at least two years for the following groups: disadvantaged middle.</p>	<p>88% of pupils receiving wave 1/2/3 interventions in English have partly or fully achieved short-term targets in the summer term.</p> <p>In maths, 82% of pupils receiving interventions in the summer term have made progress towards short-term goals.</p> <p>KS3 tracking data is more stable and generally on or close to target levels. Whereas, KS2 tracking indicates gaps in pupils meeting targets which have been checked using FFT estimates.</p>	<p>School improvement of teaching and learning to focus on planning for: Challenge and support for all pupils; engaged and purposeful behaviour; Development of conceptual understanding rather than task completion; frequent, extended written work.</p> <p>Make assessment/planning/feedback more timely and impactful so that the performance of key pupils and identification of misconceptions is clear.</p> <p>HHTSA SLE to work with two KS2 teachers and HoD to improve planning and understanding of mastery mathematics pedagogy. Also, team teaching, observation and analysis of learning outcomes.</p> <p>Train senior TAs in maths and English who deliver W3 interventions.</p> <p>Train teachers to set SMARTer targets for pupils identified for interventions, which will be closely evaluated by SLT.</p> <p>Carry out further moderation and peer-to-peer support within school and with local TSA partners, for formative assessment in reading, writing and maths so that ARE and GD judgements are accurate.</p>

Progress for SEND pupils is better than non-SEND pupils in reading, but this is not the case with writing and maths.

Girls once again make significantly better progress in writing but less progress in mathematics, compared to boys, which is similar to national trends.

Outcomes for pupils - key evidence and commentary

Progress

- Value added between KS1 and Y8 in Reading and maths is good and better than national averages, according to GL data sets
- Value added between KS2 and Y8 in Reading and maths is good and better than national averages, according to GL data sets
- Overall, KS2 progress in reading is below average (-2.3)
- Overall, KS2 progress in writing is average (-0.6) though this has improved by 0.2 points from last year, in a year where LA moderation occurred
- Overall, KS2 progress in maths is below average (-3.9)
- Disadvantaged pupils make better progress in reading and writing compared with non-disadvantaged pupils in the school. Indeed, a large negative gap between disadvantaged and non-disadvantaged pupils in writing has been overturned this year. There is a progress gap for disadvantaged pupils studying maths of 1.2 pts.
- Progress made by SEND pupils falls behind the progress of pupils not on the SEND register in Maths and writing. However, disadvantaged pupils made better progress in reading compared to non-disadvantaged
- Progress made according to gender is once again variable with girls again making by far better progress in writing, boys make slightly better progress in maths. Whereas, progress in reading is fairly even. This is broadly in line with national trends.
- The progress made by middle ability pupils in writing is considerably behind higher ability pupils.
- The progress made by the small proportion of low ability pupils has improved.

Attainment

- The proportion of Y8 pupils achieving 5+ stanine in their summative GL maths tests was 59% which is in-line with national data (60%)
- The proportion of Y8 pupils achieving 7+ stanine in their summative GL maths tests was 37% which is above national data (23%)
- The proportion of Y8 pupils achieving 5+ stanine in their summative GL reading tests was 85% which is significantly above national data (60%)
- The proportion of Y8 pupils achieving 7+ stanine in their summative GL reading tests was 57% which is significantly above national data (23%)
- The proportion of Y6 pupils overall reaching the expected standard in R/W/M is 49% which is below national figures (64%).
- The proportion of Y6 pupils reaching the expected standard in reading is 69%.
- The proportion of pupils reaching the expected standard in writing is 70%.

- The proportion of Y6 pupils reaching the expected standard in maths is 61%.
- The proportion of Y6 pupils reaching the expected standard in GPS is 67%.

Progress to GCSEs

- Tracked pupils moving to FUS achieved a progress 8 score of 0.25 in their GCSEs.
- 80% of tracked pupils moving achieved Grade 4+ English and Maths, which is above national as is the English and Maths 5+ at 47%.

The quality of teaching, learning and assessment

Headlines	Impact of recent actions	Priorities for further improvement
<p><i>“Teaching and pupils’ progress in mathematics are too variable. Too few current pupils have the skills and knowledge that are expected for their age because teaching does not build on what pupils know, can do and understand well enough. Some work on offer is too hard for pupils and for others it is too easy. The most able pupils are not challenged sufficiently. As pupils travel up through the school, some pupils catch up in key stage 3. However, pupils’ underachievement in mathematics remains prevalent. Leaders’ actions are not yet remedying the weaknesses identified in mathematics quickly enough.” Ofsted Dec 2018</i></p> <p><i>“The pupil premium is used to provide a range of pastoral and academic support. Disadvantaged pupils make better progress in writing and reading than they do in mathematics. There is no discernible difference between the attainment and progress of disadvantaged pupils and others in the school. However, too few</i></p>	<p>Several lesson observations have revealed inconsistencies with respect to teaching practice. Particularly in terms of challenge, pace and differentiation. Often, pupils are purposeful and engaged but the quality of instruction and subject knowledge can lead to a lack of clarity and focus. Teachers have been asked to document their professional development successes, as a result of lesson study trios, via a Google doc.</p> <p>Weekly book looks have revealed some good practice as regards planning feedback lessons and encouraging pupils to complete response/NOW tasks. However, this practice is inconsistent and there are issues over compliance which are being addressed by SLT and governors.</p> <p>Curriculum map and intent have been developed by all teachers.</p>	<p>Ensure that teachers have available daily planning for all lessons (5 minute plan), to be seen during weekly learning walks, emphasising planning for: Challenge and support for all pupils; engaged and purposeful behaviour; Development of conceptual understanding rather than task completion; frequent, extended written work.</p> <p>Ratify new appraisal and disciplinary policy to ensure compliance as regards weekly monitoring of books.</p> <p><i>“To ensure that teachers have consistently high expectations of what pupils can achieve in key stage 2, and particularly in mathematics, so that ‘catch up’ in key stage 3 is not required.” Ofsted Dec 2018</i></p> <p>Use regular SLT meetings to evaluate learning walk/book scrutiny/feedback form evidence. Ensuring that generic feedback is made available via Google docs and highlighted at meetings and that individual advice/feedback is given as necessary.</p> <p>Improve teacher compliance and accountability at pupil progress meetings across the year to rigorously monitor the impact interventions.</p>

disadvantaged pupils catch up to attain the skills and knowledge in line with their age.”
Ofsted Dec 2018

“The curriculum is not demanding enough in some year groups. Some pupils get distracted in lessons when they do not receive work that is closely matched to their needs. Teachers do not pick this up quickly enough.” Ofsted Dec 2018

Use teacher improvement plans and SLT coaching in a timely way to develop teaching and learning practice.

The quality of teaching, learning and assessment - key evidence and commentary

Evidence of impact, from learning walks and work scrutiny carried out in 2018:

- More strategic use of ‘In-class booster’ (Wave 1) interventions for targeted pupils.
- No ‘glass ceilings’ placed on pupils in terms of differentiation.
- DUMTUMLO used consistently throughout pupil books.
- Better phrasing/unambiguous NOW tasks.
- Improved presentation and pride in books.
- Generally, ticks used effectively against LO which is a good indicator of progress and attainment.

Areas still to improve, from learning walks and work scrutiny carried out in 2018:

- There is a need for a more consistent approach to planning and teaching with respect to:
 - ✓ Conveying key skills and concepts over task completion
 - ✓ Intelligent differentiation of tasks which makes use of TAs (where available), is not driven by supplementary worksheets
 - ✓ Better planning to include pupils (SEMH) who may disrupt lessons
 - ✓ More consistent use of rewards and sanctions
- There is a need for greater consistency in terms of pupils’ books:
 - ✓ Pupils making progress as a result of teacher feedback
 - ✓ More opportunities for extended writing
 - ✓ Correcting GPS issues
- There is a need for greater consistency in terms of curriculum delivery and assessment:
 - ✓ Development of learning and community values

✓ Adherence to curriculum map and intent

Personal development, behaviour and welfare

Headlines	Impact of recent actions	Priorities for further improvement
<p><i>“Pupils’ absence has been too high over a number of years. One fifth of pupils have been persistently absent in the recent past. Your determined work with key staff in the school and external agencies is impressive. Persistent absence is now reducing quickly as a result of the extensive checks and support you provide. Pupils’ overall attendance is still below the national average but is improving steadily. Rates of pupils’ exclusions remain too high.” Ofsted Dec 18</i></p> <p>At the end of 2017/18, overall absence and that for specific groups is generally improving. (down 1.1% comparing July 2018 to July 2017)</p> <p>At the end of 2017/18, overall absence and that for specific groups is in the bottom 10% of schools, with FSM and SEN supported groups being of most concern.</p> <p>At the end of last year, the number of fixed term exclusions as a percentage of the</p>	<p>90% of pupils (10) receiving wave 2 interventions (PSO) for attendance have improved their rate and met their targets.</p> <p>63% of pupils (16) receiving tutor-led interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>All of the nine pupils being seen by the Pastoral Support Officer for behaviour issues are still being support and remain on green or amber reports.</p> <p>Current (Dec 2018) absence levels are 6.5% (adjusted 4.4%). Or as follows for key groups:</p> <ul style="list-style-type: none"> • Disadvantaged 10.8% (6.0%) • Non disadvantaged 3.6% (3.4%) • SEN (EHCP) 15.7% (4.0%) • SEN (K) 12.3% (8.5) • Girl 5.9% (4.2%) • Boy 7.1% (4.6%) <p>This represents a decrease for all groups except SEN (K).</p>	<p>Continue to use SIMS interventions and pupil progress meetings to measure success rates of tutor and PSO interventions with respect to attendance and behaviour.</p> <p>Implement new, therapeutic behaviour policy, in line with other CCN resourced provision schools. Train colleagues on Dorset Steps approach which underpins behaviour policy.</p> <p>Further establish Marvellous Me as a vehicle for rewards and parent communication.</p> <p>Ensure bi-weekly meetings with PSO, Office Manager and HT to monitor impact of on-going actions to improve attendance, tracking short-term trends.</p> <p>Invite LA Safeguarding officer to advise re SCR and carry out shared safeguarding audit.</p>

<p>school population is up and elevated compared to national figures</p> <p>40% of parents, surveyed in October 2018, identified low-level disruptive behaviour in lessons as problem for their child's learning.</p> <p>A majority of pupils in year 6 and year 8 are uncertain about how the school tackles bullying.</p>	<p>75% of pupils (16) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow.</p> <p>There have been 7 FTEs, including on repeat FTE since the start of the school year. Unfortunately, there has also been one permanent exclusion also.</p> <p>Fixed period exclusion school percentage is currently 3.3%, compared with 13.94% for the whole of last year.</p>	
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Personal development, behaviour and welfare - key evidence and commentary

Summary of 2017/18 Absence (*adjusted figures)

Overall: 6.3% (5.0%)	Disadvantaged: 10% (7.1%)	Non FSM: 4.1% (4.0%)	Boys: 6.1% (4.8%)	Girls: 6.4% (5.3%)	No SEN: 5.3% (4.8%)	EHC: 26.2% (7.7%)	SEN Sup: 8.8 (6.5%)
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Commentary on 2017/18 attendance

- Overall attendance (absence) is in the bottom 10% of schools
- There are unacceptable discrepancies for vulnerable groups such as SEND and FSM
- Attendance is influenced by a small but significant GRT population who feel they are exercising a cultural right to allow their children to absent from school, particularly at KS3.
- Once adjusted for extenuating pupils (GRT/Dual Registered/Significant multi-agency support including CAMHS), there are improvements on the previous year; regular attendance assemblies, rewards and parent communication has had an impact.
- 75% of pupils targeted for tutor-led interventions to improve their attendance have achieved or partially achieving their short term improvement targets in the spring term.

- A Pastoral Support Officer has recently been employed to improve attendance. She has achieved a 90% success rate in terms of PA pupils receiving an upward swing in their individual attendance.

Commentary on behaviour

- The behaviour policy has been completely rewritten so that it follows the Dorset STEPS approach which is underpinned by a therapeutic approach to teaching behaviour and a more sustainable approach to rewards and consequences. There are enhanced roles for tutors (wave 1 interventions) and an extra role for the pastoral support officer (wave 2 interventions). There has been an emphasis on all teachers planning for 'reasonable provision' to ensure pupils with pastoral support plans are included in lessons. A RAG system of behaviour reports has now been adopted along with the move away from reflection room towards 'parking' pupils exited from lessons within mini reflection spaces in all classrooms.
- Parent voice (Oct 2018) reveals that only around 60% of parents feel that there is a good standard of behaviour in school and that their child's learning is not disrupted by poor behaviour.
- Student voice (Oct 2018) revealed that KS3 pupils feel that behaviour in lessons was a concern.

Commentary on safeguarding

- *"Leaders have ensured that safeguarding arrangements are fit for purpose. Leaders with designated responsibility for safeguarding work with a variety of external agencies to minimise pupils' risk of serious harm. Staff know how to apply the school's safeguarding practices to make referrals, should they have concerns about pupils' well-being. However, the school has been slow to update its safeguarding policy in line with changes to legislation this term. Staff training is up to date with current guidance."* Ofsted Dec 2018
- *"Pupils say they feel safe and that they know what to do if they have concerns. Statutory safeguarding requirements are met."* Ofsted Dec 2018

The effectiveness of leadership and management

Headlines	Impact of recent actions	Priorities for further improvement
<p><i>“Leaders have ensured that safeguarding arrangements are fit for purpose. Leaders with designated responsibility for safeguarding work with a variety of external agencies to minimise pupils’ risk of serious harm. Staff know how to apply the school’s safeguarding practices to make referrals, should they have concerns about pupils’ well-being” Ofsted Dec 2018</i></p> <p><i>“Leaders’ management systems to support pupils with SEND are detailed and individual pupils have targets to work through. However, some of these targets are too broad or are not followed up in classwork. This is not picked up quickly enough because the teaching these pupils receive is not checked closely enough.” Ofsted Dec 2018</i></p> <p><i>“Some aspects of school-wide improvement work have not been fully effective in the past because leaders and governors did not check the implementation of improvement initiatives well enough. As a result, planned improvements to ensure that teaching is closely matched to pupils’ needs are not yet sustained in mathematics and some pupils’ underachievement continues in key stage 2.” Ofsted Dec 2018</i></p>	<p><i>“SLT are refining whole-school systems so that they are beginning to have a positive impact on pupils’ well-being and learning. You have worked hard with staff to introduce a new behaviour system that gets to the core of teaching effective behaviour management. This is a positive step forward. However, its implementation is very recent and it is not yet used consistently across the school.” Ofsted Dec 2018</i></p> <p><i>“Over several years, pupils’ progress at the end of key stage 2 has been lower than that seen nationally, particularly in mathematics. By the time pupils leave the school, many pupils have caught up. However, it takes time for this to happen because inconsistencies in the quality of teaching, learning and assessment remain from class to class. Very recently, leaders and governors have shifted the emphasis of their work. As a result, you are all working determinedly on the right aspects for improvement to pupils’ outcomes.” Ofsted Dec 2018</i></p> <p><i>“Very recently, you have strengthened the plans in place to make the required improvements. However, in the past there has been too little focus on measuring the impact of leaders’ work. Across this term,</i></p>	<p>Redesign leadership structure to improve lines of accountability.</p> <p>Continue to work with LA senior advisor to hold school leaders and governors to account on school improvement priorities, including systems for monitoring, evaluating impact and driving change.</p> <p>Be proactively involved in TSA/SLE package of school-to-school improvement, focussing on a mastery teaching approach in mathematics.</p> <p>Ensure that one-to-one feedback is given to teachers in a timely manner to allow them to address improvement areas. Furthermore, that informal improvement plans and coaching support is used quickly to address underperformance.</p> <p><i>“Governors to hold leaders to account stringently so that disadvantaged pupils, pupils with SEND and the most able pupils receive teaching that is closely matched to their needs, so that their progress is consistently good.” Ofsted Dec 2018</i></p> <p><i>“Ensure that leaders’ checks on teaching and pupils’ progress are robust so that pupils’ prior underachievement in reading, writing and mathematics is eradicated quickly.” Ofsted Dec 2018</i></p>

<p>The school is identified as a category 3 support school by the LA, receiving half termly visits from a senior advisor.</p>	<p><i>additional external support from the local authority is already paying dividends. As a result, improvements to leaders' systems for checking pupils' progress are improving quickly. However, staff do not yet get the specific feedback they need to ensure that pupils make strong progress over time."</i></p> <p>Ofsted Dec 2018</p>	
<p>The effectiveness of leadership and management - Key evidence and commentary</p>		
<p>Recent actions</p> <ul style="list-style-type: none"> • Improved emphasis on planning feedback lessons (new feedback policy) so that pupils receive timely oral feedback and are allowed opportunities to act on this advice. This is monitored weekly through Book Looks and teacher feedback sheets/ • Revised tracking and intervention procedures to encourage greater accountability on behalf of teachers. • SLT to meet weekly (chaired by governor once per half term) and follow a 'single conversation' agenda, underpinned by SDP and SEF evidence. • Revised Google Docs to highlight where key pupil groups are making progress and teacher actions are having an impact. 		

Overall effectiveness

	Headlines	Impact of recent actions	Priorities for further improvement
Outcomes for pupils	<p><i>“Over a number of years, pupils’ progress at the end of key stage 2 has been lower than that seen nationally. While this is not atypical for middle schools nationwide, investigations were undertaken to examine the progress of pupils currently in the school.” Ofsted Dec 2018</i></p> <p>Final attainment and progress for Y8 pupils is good in reading and mathematics, compared with national data sets.</p> <p>Attainment at KS2 has fallen compared with last year.</p> <p>From KS2 national tests, writing progress was in the bottom quintile (20%) for at least two years for middle prior attainers.</p> <p>From KS2 national tests, mathematics progress was in the bottom quintile (20%) for at least two years for all pupils and middle prior attainers.</p> <p>The progress of disadvantaged pupils is favourable in reading and maths compared to non-disadvantaged pupils, but this is not the case with writing.</p> <p>Writing progress was significantly below the national for at least two years for disadvantaged middle ability pupils.</p> <p>Progress for SEND pupils is better than non-SEND pupils in reading, but this is not the case with writing and maths.</p>	<p>88% of pupils receiving wave 1/2/3 interventions in English have partly or fully achieved short-term targets in the summer term.</p> <p>In maths, 82% of pupils receiving interventions in the summer term have made progress towards short-term goals.</p> <p>KS3 tracking data is more stable and generally on or close to target levels. Whereas, KS2 tracking indicates gaps in pupils meeting targets which have been checked using FFT estimates.</p>	<p>School improvement of teaching and learning to focus on planning for: Challenge and support for all pupils; engaged and purposeful behaviour; Development of conceptual understanding rather than task completion; frequent, extended written work.</p> <p>Make assessment/planning/feedback more timely and impactful so that the performance of key pupils and identification of misconceptions is clear.</p> <p>HHTSA SLE to work with two KS2 teachers and HoD to improve planning and understanding of mastery mathematics pedagogy. Also, team teaching, observation and analysis of learning outcomes.</p> <p>Train senior TAs in maths and English who deliver W3 interventions.</p> <p>Train teachers to set SMARTer targets for pupils identified for interventions, which will be closely evaluated by SLT.</p> <p>Carry out further moderation and peer-to-peer support within school and with local TSA partners, for formative assessment in reading, writing and maths so that ARE and GD judgements are accurate.</p>
Teaching, learning and assessment	<p><i>“Teaching and pupils’ progress in mathematics are too variable. Too few current pupils have the skills and knowledge that are expected for their age because teaching does not build on what pupils know, can do and understand well enough. Some work on offer is too hard for pupils and for others it is too easy. The most able pupils are not challenged sufficiently. As pupils travel up through the school, some pupils catch up in key stage 3. However, pupils’ underachievement in mathematics remains prevalent. Leaders’ actions are not yet remedying the weaknesses identified in mathematics quickly enough.” Ofsted Dec 2018</i></p> <p><i>“The pupil premium is used to provide a range of pastoral and academic support. Disadvantaged pupils make better progress in writing and reading than they do in mathematics. There is no discernible difference between the attainment and progress of disadvantaged pupils and others in the school. However, too few disadvantaged pupils catch up to attain the skills and knowledge in line with their age.” Ofsted Dec 2018</i></p> <p><i>“The curriculum is not demanding enough in some year groups. Some pupils get distracted in lessons when they do not receive work that is closely matched to their needs. Teachers do not pick this up quickly enough.” Ofsted Dec 2018</i></p>	<p>Several lesson observations have revealed inconsistencies with respect to teaching practice. Particularly in terms of challenge, pace and differentiation. Often, pupils are purposeful and engaged but the quality of instruction and subject knowledge can lead to a lack of clarity and focus. Teachers have been asked to document their professional development successes, as a result of lesson study trios, via a Google doc.</p> <p>Weekly book looks have revealed some good practice as regards planning feedback lessons and encouraging pupils to complete response/NOW tasks. However, this practice is inconsistent and there are issues over compliance which are being addressed by SLT and governors.</p> <p>Curriculum map and intent have been developed by all teachers.</p>	<p>Ensure that teachers have available daily planning for all lessons (5 minute plan), to be seen during weekly learning walks, emphasising planning for: Challenge and support for all pupils; engaged and purposeful behaviour; Development of conceptual understanding rather than task completion; frequent, extended written work.</p> <p>Ratify new appraisal and disciplinary policy to ensure compliance as regards weekly monitoring of books.</p> <p><i>“To ensure that teachers have consistently high expectations of what pupils can achieve in key stage 2, and particularly in mathematics, so that ‘catch up’ in key stage 3 is not required.” Ofsted Dec 2018</i></p> <p>Use regular SLT meetings to evaluate learning walk/book scrutiny/feedback form evidence. Ensuring that generic feedback is made available via Google docs and highlighted at meetings and that individual advice/feedback is given as necessary.</p> <p>Improve teacher compliance and accountability at pupil progress meetings across the year to rigorously monitor the impact interventions.</p> <p>Use teacher improvement plans and SLT coaching in a timely way to develop teaching and learning practice.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal development, behaviour and welfare</p>	<p><i>"Pupils' absence has been too high over a number of years. One fifth of pupils have been persistently absent in the recent past. Your determined work with key staff in the school and external agencies is impressive. Persistent absence is now reducing quickly as a result of the extensive checks and support you provide. Pupils' overall attendance is still below the national average but is improving steadily. Rates of pupils' exclusions remain too high." Ofsted Dec 18</i></p> <p>At the end of 2017/18, overall absence and that for specific groups is generally improving. (down 1.1% comparing July 2018 to July 2017)</p> <p>At the end of 2017/18, overall absence and that for specific groups is in the bottom 10% of schools, with FSM and SEN supported groups being of most concern.</p> <p>At the end of last year, the number of fixed term exclusions as a percentage of the school population is up and elevated compared to national figures</p> <p>40% of parents, surveyed in October 2018, identified low-level disruptive behaviour in lessons as problem for their child's learning.</p> <p>A majority of pupils in year 6 and year 8 are uncertain about how the school tackles bullying.</p>	<p>90% of pupils (10) receiving wave 2 interventions (PSO) for attendance have improved their rate and met their targets.</p> <p>63% of pupils (16) receiving tutor-led interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>All of the nine pupils being seen by the Pastoral Support Officer for behaviour issues are still being support and remain on green or amber reports.</p> <p>Current (Dec 2018) absence levels are 6.5% (adjusted 4.4%). Or as follows for key groups:</p> <ul style="list-style-type: none"> • Disadvantaged 10.8% (6.0%) • Non disadvantaged 3.6% (3.4%) • SEN (EHCP) 15.7% (4.0%) • SEN (K) 12.3% (8.5) • Girl 5.9% (4.2%) • Boy 7.1% (4.6%) <p>This represents a decrease for all groups except SEN (K).</p> <p>75% of pupils (16) receiving assembly time interventions from their tutor have achieved or partially achieved short-term attendance targets.</p> <p>Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow.</p> <p>There have been 7 FTEs, including on repeat FTE since the start of the school year. Unfortunately, there has also been one permanent exclusion also.</p> <p>Fixed period exclusion school percentage is currently 3.3%, compared with 13.94% for the whole of last year.</p>	<p>Continue to use SIMS interventions and pupil progress meetings to measure success rates of tutor and PSO interventions with respect to attendance and behaviour.</p> <p>Implement new, therapeutic behaviour policy, in line with other CCN resourced provision schools. Train colleagues on Dorset Steps approach which underpins behaviour policy.</p> <p>Further establish Marvellous Me as a vehicle for rewards and parent communication.</p> <p>Ensure bi-weekly meetings with PSO, Office Manager and HT to monitor impact of on-going actions to improve attendance, tracking short-term trends.</p> <p>Invite LA Safeguarding officer to advise re SCR and carry out shared safeguarding audit.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership</p>	<p><i>"Leaders have ensured that safeguarding arrangements are fit for purpose. Leaders with designated responsibility for safeguarding work with a variety of external agencies to minimise pupils' risk of serious harm. Staff know how to apply the school's safeguarding practices to make referrals, should they have concerns about pupils' well-being" Ofsted Dec 2018</i></p> <p><i>"Leaders' management systems to support pupils with SEND are detailed and individual pupils have targets to work through. However, some of these targets are too broad or are not followed up in classwork. This is not picked up quickly enough because the teaching these pupils receive is not checked closely enough." Ofsted Dec 2018</i></p> <p><i>"Some aspects of school-wide improvement work have not been fully effective in the past because leaders and governors did not check the implementation of improvement initiatives well enough. As a result, planned improvements to ensure that teaching is closely matched to pupils' needs are not yet sustained in mathematics and some pupils' underachievement continues in key stage 2." Ofsted Dec 2018</i></p> <p>The school is identified as a category 3 support school by the LA, receiving half termly visits from a senior advisor.</p>	<p><i>"SLT are refining whole-school systems so that they are beginning to have a positive impact on pupils' well-being and learning. You have worked hard with staff to introduce a new behaviour system that gets to the core of teaching effective behaviour management. This is a positive step forward. However, its implementation is very recent and it is not yet used consistently across the school." Ofsted Dec 2018</i></p> <p><i>"Over several years, pupils' progress at the end of key stage 2 has been lower than that seen nationally, particularly in mathematics. By the time pupils leave the school, many pupils have caught up. However, it takes time for this to happen because inconsistencies in the quality of teaching, learning and assessment remain from class to class. Very recently, leaders and governors have shifted the emphasis of their work. As a result, you are all working determinedly on the right aspects for improvement to pupils' outcomes." Ofsted Dec 2018</i></p> <p><i>"Very recently, you have strengthened the plans in place to make the required improvements. However, in the past there has been too little focus on measuring the impact of leaders' work. Across this term, additional external support from the local authority is already paying dividends. As a result, improvements to leaders' systems for checking pupils' progress are improving quickly. However, staff do not yet get the specific feedback they need to ensure that pupils make strong progress over time." Ofsted Dec 2018</i></p>	<p>Redesign leadership structure to improve lines of accountability.</p> <p>Continue to work with LA senior advisor to hold school leaders and governors to account on school improvement priorities, including systems for monitoring, evaluating impact and driving change.</p> <p>Be proactively involved in TSA/SLE package of school-to-school improvement, focussing on a mastery teaching approach in mathematics.</p> <p>Ensure that one-to-one feedback is given to teachers in a timely manner to allow them to address improvement areas. Furthermore, that informal improvement plans and coaching support is used quickly to address underperformance.</p> <p><i>"Governors to hold leaders to account stringently so that disadvantaged pupils, pupils with SEND and the most able pupils receive teaching that is closely matched to their needs, so that their progress is consistently good." Ofsted Dec 2018</i></p> <p><i>"Ensure that leaders' checks on teaching and pupils' progress are robust so that pupils' prior underachievement in reading, writing and mathematics is eradicated quickly." Ofsted Dec 2018</i></p>

Key and glossary:

ARE	Age Related Expectations
BSS	Behaviour Support Service
DH	Deputy Headteacher
DSL	Designated Safeguarding Lead
DUMTUMLO	Date/Underlined/Miss a line/Title/Underlined/Miss a line/Learning Objective
GPS	Grammar, Punctuation and Spelling
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
LLE	Local Leader of Education
NOR	Number on roll
R/W/M	Reading, Writing and Maths
RI	Requires Improvement
SEF	Self-evaluation form
SEND	Special Educational Needs and Disabled (pupils)
SEP	School Evaluation Partner
SLT	Senior Leadership Team
TA	Teaching assistant
TSA	Teaching School Alliance