

PRINCE OF WALES PRIMARY SCHOOL



Listening Excellence Attitude Respect Negotiate Enjoy Responsible Support

1. OFSTED July 2016
2. Vision & School Improvement Plan for 2016 - 2017
3. Parents – A Partnership with Expectations

OFSTED 2016

Summary of key findings for parents and pupils

This is a good school

- The headteacher knows his school and the community well. Since the previous inspection, he has been unstinting in his commitment to drive improvement across all areas.
- Governors understand their responsibilities well. They are committed to training and open to change. They are passionate about the school and determined to continue supporting and challenging leaders in order to improve it further.
- There has been a significant improvement in the quality of teaching, learning and assessment. Teachers have high expectations, and key leaders have an accurate understanding of strengths and areas for further development.
- Standards have risen across the school in reading and mathematics, but most significantly in writing. Methodical teaching routines and a relentless focus on consistency by the subject leader have driven this improvement.
- The school has a deep-rooted focus on its values. As a result, it is a happy and harmonious community. Pupils enjoy school and spoke with confidence about the importance of their education.
- The early years provision is highly effective. It ensures that children make strong progress from their starting points and leave the early years well prepared for key stage 1.
- Teachers are positive about the initiatives that have been introduced. They are committed to the broad curriculum and create many extra opportunities that enable pupils to thrive.

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - providing opportunities to develop the expertise of less effective leaders in raising standards so that the best practice that exists in most areas runs through the whole school.
- Consolidate the work with parents and the wider community to improve the attendance of pupils who are persistently absent from school.

Outcomes for pupils

are good

- Strong key stage 2 outcomes have been maintained in the unvalidated results for 2016. Outcomes in writing are particularly high relative to the national figure.
- The proportion of Year 1 pupils passing the phonics test is lower than the national figure, but it is increasing and half of the pupils scored very highly in this test in 2016.
- The school's tracking information indicates that current pupils are making strong progress. This is supported by work in lessons and in books.
- Most-able pupils perform particularly well in writing and mathematics.
- Showing pupils what a good answer looks like, the use of detailed plans or 'scaffolding' and small group work, all help pupils for whom English is a new language to catch up effectively.
- There are gaps between the attainment and progress of disadvantaged pupils and those of other pupils in some subjects and year groups. However, these gaps are closing steadily. Where there are gaps, government funding for this group is being used to provide effective intervention work, often in small groups or one-to-one sessions.
- Reading has a high profile in the school. There are two well-equipped libraries and a number of reading programmes to develop reading skills. The school aims to engender a love of reading, and pupils were happy to show their current reading books and their reading records for the year.
- Pupils are well prepared for the next stage of their education. Well thought-out transition sessions prepare the oldest pupils for secondary school and, equally, for the pupils moving on from key stage 1.
- High mobility is a challenge for the school. Leaders track the number and progress of pupils who join the school after reception in order to provide effective additional support where it is needed.

- The broad curriculum provides rich opportunities for pupils to enjoy a variety of engaging activities. Running through all of the subjects is a focus on developing writing so that the skills taught in literacy classes are reinforced in other subjects. Pupils enjoy recording their achievements in science and humanities, using big class books of pictures and annotation.
- The school makes full use of its extensive outdoor spaces to teach the pupils about growing vegetables and fruit and caring for animals, such as chickens, so that they understand more about the environment and where food comes from.
- Leaders describe the school as 'value-led'. They ensure that pupils' spiritual, moral, social and cultural development is fostered strongly. Pupils celebrate the different cultures and backgrounds in the school and wider community through assemblies and a wealth of different events. For example, a local rabbi was talking to pupils at the school on the first day of the inspection.
- Pupils' caring attitudes are reinforced, and each month has a clearly explained and high-profile value. In June, it was good manners and in July friendship. Pupils engage in showing these values and are eager to win the 'baton', which is given each week to recognise and celebrate success in these areas.

School Mission Statement

Our values-based school nurtures curiosity and creativity through a broad and inspiring curriculum, where learning together is at the heart of all that we do.

Our children learn to become resilient and self-assured in a safe and stimulating environment. Everyone is challenged and encouraged to become successful learners, preparing them for their role as caring and active citizens in Britain today.

School Vision

We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of their learning.

School Motto

Learning Together, Growing Together

A Shared Responsibility

■ A quick maths sum:

How many hours is a child at school?

(7 hours in a 190 day academic year is $7 \times 190 = 1330$ hrs)

A full calendar year is how many hours?

(24 hours x 365 days = 8760 hours)

Time spend at school is 1330

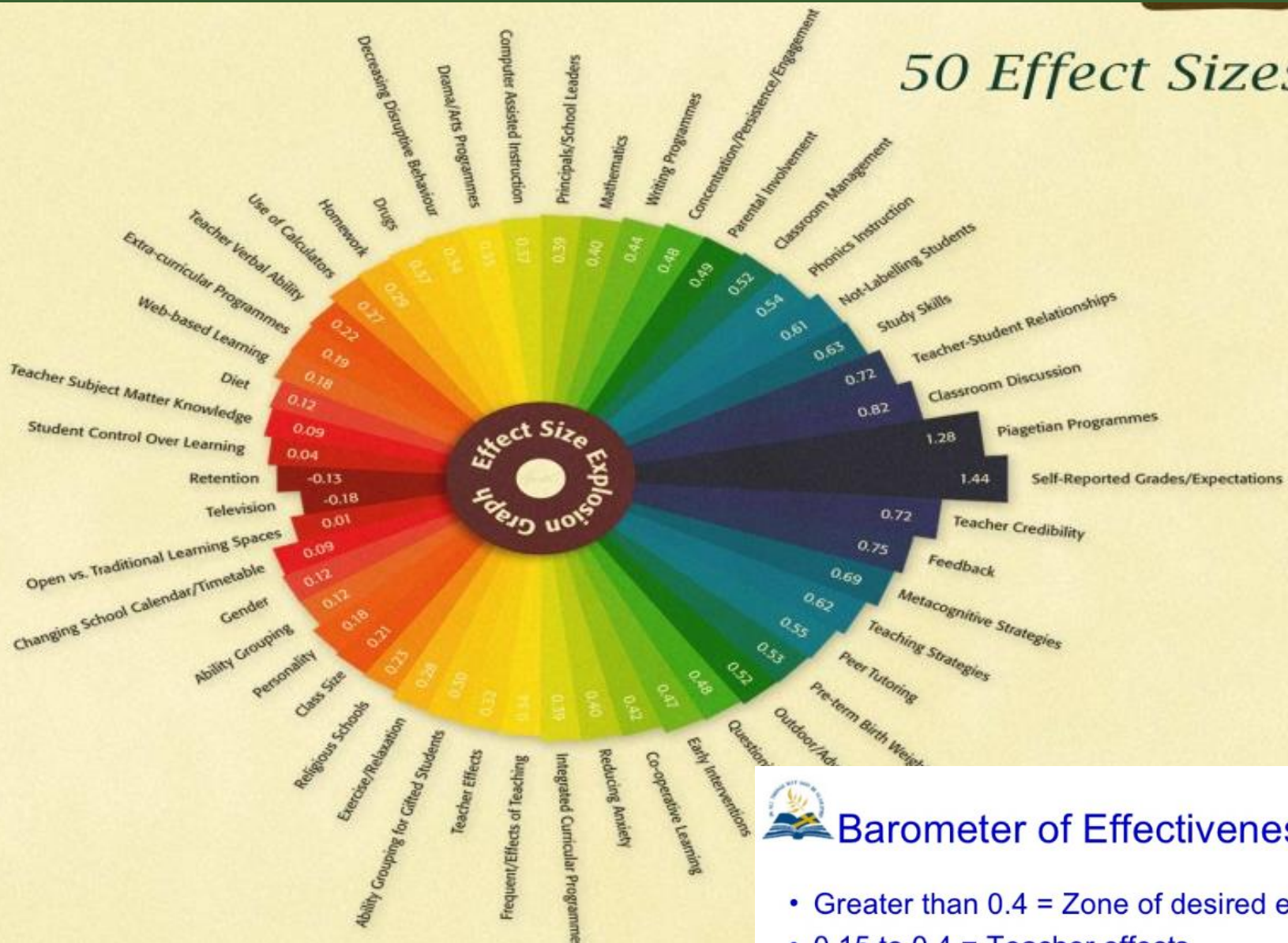
$\frac{1330}{8760} = 0.15$ or 15%

Time not spend at school:



85%

50 Effect Sizes



Barometer of Effectiveness

- Greater than 0.4 = Zone of desired effects
- 0.15 to 0.4 = Teacher effects
- 0 to 0.15 = Developmental effects
- Less than 0 = Reverse effects



The Disasters

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The Well Belows

Clip slide



Close to Average

Clip slide



Average

Clip slide



Getting There

Clip slide



Let's Have Them

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The Winners

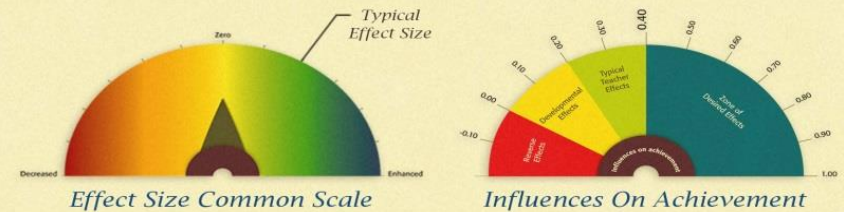
- Self-report grades 0.44
- Quality of teaching 0.77
- Prior achievement 0.73
- Teacher-student relationships 0.72
- Feedback 0.72
- Creativity programs 0.70

How to have an effect on student achievement

Based on the research by Professor John Hattie and Visible Learning^{plus} team

The Research Scope

1000^{plus} meta-analyses 50,000^{plus} studies 240,000,000^{plus} students



7 Top Effects and why they work



Self-reported grades / student expectations

Students predict or self-report their own grades. This means they are more likely to be successful than other learners as they will be the active element in their learning.



Teacher credibility



Students are perceptive to which teachers can make a difference to their learning. Teachers who command this credibility are more likely to make a difference.



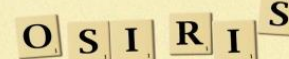
Feedback

Speed of learning doubles following effective feedback. Praise, punishment and rewards are the least effective forms of feedback. Feedback should be just in time, 'just for me' information and delivered when and where it has the best benefit.

Phonics instruction



Teaching reading and writing by developing learners' phonemic awareness.



Classroom management

Teachers who have well managed classrooms can identify and respond quickly to potential issues and are emotionally objective.



Parental involvement



Active and positive parents who help students to have high expectations have a positive impact on student achievement. Surveillance or supervision can have a detrimental effect.



Cooperative learning

Students learn better cooperatively than alone or competitively. This form of learning also increases interest and the ability to problem solve through interacting with peers.

