



6<sup>th</sup> July 2015

Dear Parents/Carers

## Teaching and Learning Review

We are absolutely delighted to share with you the findings from our recent Teaching and Learning review.

As a leadership team, we recognise the enormous effort that has gone into developing the standards of teaching and learning across the school. This was recognised by OFSTED in the last academic year and further positive changes have taken place since then. Moving into our new building in September and finding our feet within our new environment was exciting, but it wasn't without its challenges. Our team of dedicated staff and our fabulous children have worked incredibly hard all year and the outcome from this review could not be more deserved.

Debbie Hunton, a consultant who has worked with our school for many years (and who was previously in a senior role with the Local Authority) carried out a two-day review of teaching and learning across Key Stages 1 and 2 and Hayley Wynne, an external Early Years consultant, carried out a review of our EYFS unit during a one-day visit. Both Debbie and Hayley worked alongside the Senior Leadership Team and our Phase Leaders to observe teaching and learning, examine data and books and to talk with our children. They provided external verification of our judgements and acknowledged the strong position of the school.

Please find attached the written report from the Key Stage 1 and 2 review, together with pupil, staff and governor voice about the event. We will share the EYFS report with you as soon as it is received. Both inspections were extremely positive and we are very proud of our achievements as a school.

We would like to take this opportunity to thank our wonderful team of staff for their continued commitment to our school and to your children. A great deal of work goes into making sure that all of the children at Oswald Road are engaged, happy and enabled to reach their full potential and we feel that the outcomes of this review accurately reflect what we know happens here on a day-to-day basis. We couldn't be more proud.

All of our children were absolutely fantastic. They demonstrated the highest standard of behaviour and impressed both of our visitors with their brilliant attitude to learning. We see this every day and didn't expect anything less.

We hope that you are as proud of the children as we are and we would like to thank you for your continued support. It has been a great year and this has been a truly wonderful way to end the summer term.

Kind regards

The Senior Leadership Team



**Inspiration & Success**





## Teaching and Learning Review Key Stages 1 and 2 Oswald Road Primary School 9<sup>th</sup> and 10<sup>th</sup> June 2015

Review conducted by Debbie Hunton (Education Consultancy)

### Scope of the Review

The review took place over two days. All classes in KS1 and KS2 were seen. Progress data for all classes was available, as was the recent QA report. All lessons were either Literacy or Numeracy, with one music lesson. Observations were of 20 minutes duration. Books were also scrutinised, from a range of abilities from all classes and covering all subjects. Pupil Voice sessions took place with individual pupils whose books had been scrutinised.

The aim of the review was to:

- Quality Assure leaders' judgments of the quality of teaching over time.
- Identify the strengths in teaching across both key stages.
- Identify areas for improvement.

### Main Findings

The vast majority of teaching across both key stages is at least 'Good' with some 'Outstanding'. In looking at the school's progress data, the evidence of the impact of teaching on the Good and better progress of pupils was confirmed. There is a direct correlation between progress and teaching.

Behaviour for Learning (BfL) is a strength. Pupils' behaviour is exemplary. There are many instances where pupils are given opportunities to work independently of the teacher and collaboratively with peers. In many instances the pupils' abilities to work effectively as a group were of the highest level. In Year 1 in particular, one group worked at a very sophisticated level, each taking turns and each listening to others.

Pupil engagement in learning was very evident; for example, when observers enter the room, the pupils are not distracted at all but remain fully engaged in learning. In Good or better lessons the pupils' BfL was Outstanding.

In Good or better lessons, the deployment of support staff and the quality of impact on learning was significant. Teaching Assistants demonstrated a high level of skill when working with groups of children and often there was a high level of effective questioning.

It was clear that challenge for all learners, especially the higher ability children, was an embedded practice across the school and that progress for the children within most sessions was evident.



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# Oswald Road Primary School

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Children are very able to articulate their learning. This was also true in the Pupil Voice sessions where pupils discussed how they are helped to make progress.

The quality of writing across the school is very strong, reflecting the very many and varied opportunities and experiences the curriculum offers children on a regular basis to stimulate the creative writing processes.

There was a clear level of confidence around maths and, through pupil voice, this was a subject that the children talked about most in terms of enjoyment. There are many opportunities for children to use and apply their skills and maths is clearly embedded within the creative curriculum.

There is clear evidence that the majority of teaching is making a difference to children's outcomes on a daily basis.

## Areas for development

Ensuring all teaching is at least Good and that the percentage of Outstanding teaching is even higher. At the moment, a small percentage of teaching is more often Requiring Improvement than Good, but it is a small minority with the capacity to improve.

Marking – ensuring that there is a clear purpose for marking and that both the staff and children have clarity around this and understand how this can be used to move learning on. Currently, children are not always clear that marking relates to their learning. There needs to be a very clear and consistent approach to identifying what the pupil has achieved and what they need to do to deepen their understanding; for example, a challenge question or an additional piece of improvement. There needs to be reflection time to ensure that both pupils and teachers make this a priority. This will give greater importance to marking in relation to learning for both pupils and staff.

## Overall conclusions

The school's data indicates that progress is at least Good with better than national percentages of Outstanding progress. This links directly with the proportions of Good and Outstanding teaching seen. If the school can ensure consistently Good or better written feedback, whose purpose is understood by pupils and staff alike, then both progress and teaching will move to a much higher percentage of Outstanding.

Debbie Hunton  
Education Consultancy



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## Teaching and Learning Review Pupil, Staff & Governor Voice

### Pupils

I was excited to be chosen to talk about my work. We looked at my literacy and maths books and I talked about why I was proud of my work. Then we had a chat about how my teacher's marking can help me make my work better in the future.

#### **Jessica (Year 4)**

Our visitor looked at my books and told me how hard I have been working. She also told me some things I can improve on and I have already started doing these things.

#### **Hari (Year 3)**

### Staff

It was important for the Senior Leadership Team (SLT), staff and children of Oswald Road to have the support of Debbie Hunton and for her to come in and see all of the hard work that we continue to put in on our journey towards being an Outstanding school.

#### **Kathryn Whalley (Year 2 Teacher)**

Our Teaching and Learning review was a really positive experience. Debbie Hunton was able to support me in my role as Phase Leader by exploring the many elements of amazing teaching that are happening in our school and constructively guiding me on how we can develop and move forward in the future. It was reassuring to know that, as a team, we know our strengths and are on the right track for making Oswald Road the best it can possibly be for our children.

#### **Hayley Craven (Year 1 Teacher)**

### Governors

I am delighted that the external reviewer confirmed just how well our children are doing at Oswald Road. The teaching and support staff have been working exceptionally hard to ensure that all children have a wonderful learning experience. As a governor, I was also particularly pleased to read about how well maths has been embedded within the creative curriculum and that learners of all abilities are being challenged and stretched. These are two key priorities that the staff at school identified for this year.

#### **Ellie Russell (Chair of Teaching and Learning Committee)**



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