

Dr Walker's C of E Primary School



**An Exceptional  
Place to Flourish**

Though your beginning was small,  
your future will flourish indeed.  
Job 8:7

**Open meeting**

**27.03.24**

# Agenda

- **Thanks to Karen Bush**
- **Introduction to new governors**
- **School support**
- **Ofsted report**
- **PTFA**
- **Changes to classes**
- **AOB**

**How far have we come?**

**Pause and reflect...**



# Governing Body

# Governing Body

Miss Cathryn Adams	- Co-opted Governor ( <b>Chair of Governors</b> )
Rev Sam Brazier-Gibbs	- Foundation Ex-Officio Governor
Mr Joe Bianchi	- Staff Governor
Mrs Julie Cooper	- Co-opted Governor
Mrs Paulette Houghton	- Co-opted Governor
Mr Graham Laurence	- Parent Governor
Dr Llewellen Lawson	- Headteacher – Ex-Officio
Mrs Jenny McCutcheon	- Co-opted Governor
Mrs Jill Smylie	- Foundation DBE Governor ( <b>Vice-Chair</b> )
Mrs Lesley Wallis	- Foundation PCC Governor
Mrs Frances Wilson	- LA Governor

# Support

## **Ofsted report – We are supported by...**

- **Local Authority (Improvement Board)**
- **School Effectiveness Partner (SEP) – Sarah Foster**
- **Diocese of Chelmsford (C of E Advisor) – Katrina Carroll**
- **Governors (additional capacity)**
- **SEND Inclusion Partner – Mary Sanders**
- **Early Years Education Partner – Stephanie Mottram**

Ofsted



# Ofsted report

**Latest Ofsted judgement (31 January and 1 February 2024)**

**Overall Effectiveness**

**Requires Improvement**

**Quality of Education**

**Requires Improvement**

**Behaviour and attitudes**

**Good**

**Personal Development**

**Good**

**Leadership and Management**

**Requires Improvement**

**Early Years Provision**

**Good**

# Changes to Classes – benefits

The following surveys were considered by Ofsted:

- Pupil survey – 24 responses (overall positive)
- Parent view survey – 23 responses (mainly positive)
- Staff survey – 12 responses



	Strongly Agree	Agree	Disagree	Strongly disagree	Don't know
1. My child is happy at this school.	88%	8%		4%	
2. My child feels safe at this school.	88%	8%		4%	
3. The school makes sure its pupils are well behaved.	83%	13%			4%
4. My child has been bullied and the school dealt with the bullying quickly and effectively.	88%				4%
My child has not been bullied.	88%				
5. The school makes me aware of what my child will learn during the year.	75%	21%		4%	
6. When I have raised concerns with the school they have been dealt with properly.	42%			4%	
I have not raised any concerns.	42%				
7. My child has SEND, and the school gives them the support they need to succeed.	83%	17%			
8. The school has high expectations for my child.	71%	21%		4%	4%
9. My child does well at this school.	79%	13%		4%	4%
10. The school lets me know how my child is doing.	79%	17%		4%	
11. There is a good range of subjects available to my child at this school.	67%	33%			
12. My child can take part in clubs and activities at this school.	63%	38%			
13. The school supports my child's wider personal development.	67%	21%		4%	8%
14. I would recommend this school to another parent.	YES – 92% NO – 8%				

# Ofsted report – Many positives

- **Leaders have been highly resilient.**
  - **Governors are committed and supportive.**
  - **The school has a strong sense of togetherness; everyone looks after each other.**
  - **The arrangements for safeguarding are effective.**
  - **The school has made important changes to its curriculum, the school environment and to the early years provision.**
  - **The school has adopted new programmes that identify what pupils need to know and break down knowledge into clear steps.**
  - **Teachers adapt tasks to meet the needs of pupils with SEND.**
  - **Interventions are often confidently delivered by knowledgeable staff. As a result, weaker readers become more accurate and fluent.**
  - **There are many opportunities for pupils to develop their confidence and can take on leadership roles.**
  - **Pupils, and their parents, appreciate the support and encouragement that pupils receive from staff.**
- 
- **Pupils act in line with the Christian ethos of the school.**
  - **Pupils are proud to attend Dr Walker's School.**
  - **Pupils attend and behave very well.**
  - **Pupils are respectful, courteous and kind.**
  - **Pupils feel happy, safe and cared for.**
  - **Pupils are keen to learn and are ambitious to do well.**
  - **The school promotes and celebrates reading. Pupils read widely and teachers read to pupils every day.**
  - **Pupils enjoy the many visitors and events that ignite their interest in learning and broaden their knowledge of the wider world.**
  - **Children in Reception become increasingly confident and independent.**
  - **All pupils learn musical instruments such as the ukulele and try out a range of sports including rugby.**
  - **Pupils are well prepared for life in modern Britain.**
  - **Staff feel supported with their well-being and workload.**

# Ofsted report – Priority 1

- Some staff do not have the subject knowledge and skills they need to deliver the curriculum effectively. Consequently, pupils do not gain the knowledge that they need and develop gaps.
- The school should ensure that staff have the training and support that they need to deliver the curriculum **as leaders intend**.

**Embed Rosenshine's  
Principles of  
Instruction to ensure  
GOOD quality  
teaching.**

## Subject knowledge:

- About sequencing of knowledge and skills.
- Building on pre-knowledge (How does the lesson fit in with the bigger picture of sequencing of lessons?)
- Making subject matter meaningful and accessible.
- What do pupils need to know when leaving school (national curriculum)?

## Disciplinary knowledge:

- To think about future careers – inspiring pupils to use subject knowledge in future.
- For pupils to make connections between ideas.
- Explanations, demonstrations, examples, illustrations.
- Using the most appropriate teaching strategies to promote understanding.











## Pedagogy (how teaching is delivered):

- Questioning
- Responsive / Adaptive teaching (differentiation).
- Curiosity / Understanding / Independent learning.
- Assessment for learning (marking and next steps – live marking to give direction of improvements).

## Staff CPD

- Weekly (current focus on SEND and Reading).
- External trainers (e.g. Rosenshine's principles).
- Additional CPD (e.g. EFF Reading)
- School Effectiveness Partner
- National College

# Rosenshine's principles for pedagogy

<b>Strand 1:</b> <b>Sequencing concepts and Modelling</b>	2		<b>Presenting new material using small steps</b>	<ul style="list-style-type: none"> <li>• Present new material in small steps with student practice after each step.</li> <li>• Limit the amount of material students receive at one time.</li> <li>• Give clear and detailed instructions and explanations.</li> <li>• Think aloud and model steps.</li> <li>• Use more time to provide explanations.</li> <li>• Provide many examples.</li> <li>• Provide models of worked-out problems.</li> <li>• <b><i>Re-teach material when necessary.</i></b></li> </ul>
	4		<b>Provide models</b>	
	8		<b>Provide scaffolds for difficult tasks</b>	
<b>Strand 2:</b> <b>Questioning</b>	3		<b>Ask questions</b>	<ul style="list-style-type: none"> <li>• Ask a large number of questions and check for understanding.</li> <li>• Ask students to explain what they had learned.</li> <li>• Check for responses of all students.</li> <li>• Provide systematic feedback and corrections.</li> </ul>
	1		<b>Daily review</b>	
<b>Strand 3:</b> <b>Reviewing material</b>	10		<b>Weekly and monthly review</b>	<ul style="list-style-type: none"> <li>• Begin a lesson with a short review of the previous learning.</li> <li>• <b><i>Re-teach material when necessary.</i></b></li> </ul>
	1		<b>Daily review</b>	
<b>Strand 4:</b> <b>Stages of Practice</b>	5		<b>Guide student practice</b>	<ul style="list-style-type: none"> <li>• Provide a high level of active practice for all students</li> <li>• Guide students as they begin to practice.</li> <li>• Prepare student for independent practice.</li> <li>• Monitor students when they begin independent practice.</li> </ul>
	7		<b>Obtains a high success rate</b>	
	9		<b>Independent practice</b>	

## Ofsted report – Priority 2

- The reading curriculum from Years 3 to 6 is not fully planned or embedded.
  - Pupils do not yet encounter a diverse and increasingly ambitious programme of texts that help to build readers' proficiency and comprehension.
  - The school should ensure that the reading curriculum is carefully designed and fully implemented throughout the school.
- Different reading foci:
    - Phonics
    - Rapid catch-up / daily catch-up
    - Progressive Reading scheme
    - Guided Reading
    - Reading for leisure
  - Progressive Reading Scheme in place, but needs refining regarding high quality text books.
  - School to invest in additional reading books that provides diverse and increasingly ambitious texts.
  - All relevant teaching staff to have completed training in delivering phonics (EYFS/KS1) and reading progressive scheme (KS2).
  - English lead has identified areas and planned for Staff training in Summer term.
  - English Lead developing an Action Plan with School Effectiveness Advisor.

## Ofsted report – Priority 3

- The school does not identify weaknesses in the implementation of the curriculum, including its provision for pupils with SEND, rapidly or precisely enough. Consequently, the quality of pupils' education is not good.
- Governors must ensure that leaders are provided with the support and challenge required to swiftly and accurately identify where improvements are needed and to address them.
- Governors are knowledgeable, experienced and supportive.
- Additional capacity on Governing Body.
- Leaders are highly resilient and passionate about improving outcomes for pupils.
- Curriculum map in place and acknowledged by Ofsted as a strength.
- SENCO has developed an Action Plan and supported by the LA SEND Inclusion Partner.
- HT attended LA's SEND Inclusion strategy training.
- Monitoring done by subject Leaders (e.g. book looks, learning walks, pupil conferencing, etc.).
- Governor to revisit monitoring cycle to hold school to account (inclusive of delivery of quality of education and SEND).
- SEND provision under review to address adaptive learning and barriers to learning (e.g. how pupils progress over time.)
- Governors allocated link roles – to be reviewed.

# Quality of Education (School Development)



## Main points to focus on

- Curriculum map (Ofsted acknowledged: “**the school has made important changes to its curriculum.**”)
- Staff CPD
- Ensuring curriculum provides a range of learning objectives in different ways to have an excitement element (breadth of a broad and balanced curriculum).
- Checking pupils’ progress (monitoring, assessment, book looks, marking).
- To encourage pupils to think about future careers as professionals.

# School Development Plan

Dr Walker's C of E Primary School



**An Exceptional  
Place to Flourish**

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your future will flourish indeed.  
Job 8:7

**Dates reviewed:**

14.11.23

05.03.24 (following Ofsted)

## SDP Priorities 2023/24

Working together, our vision is to:

- **BELIEF** in self and the development of confidence, respect, and trust for others and an appreciation of spirituality and an understanding of faith in God. (V1)
- **ENGAGEMENT** in a love for learning by nurturing curiosity and independence. (V2)
- **EXCELLENCE** in reaching personal goals by demonstrating resilience and positive behaviour. (V3).

QUALITY OF EDUCATION	1.1	To continue to strengthen our curriculum offer, with a focus on Reading. (Vision 2 and 3)
	1.2	Embedding the 10 Roseshine's principles of pedagogy so that all teaching and learning is at least GOOD. (Vision 2 and 3)
LEADERSHIP AND MANAGEMENT	2.1	To continue to grow effective leadership and management. (Vision 1, 2 and 3)
PERSONAL DEVELOPMENT	3.1	To further develop opportunities for pupil voice. (Vision 1)
BEHAVIOUR AND ATTITUDES	4.1	To continue to rebuild strong attendance so that it is at least in line or exceeds national averages. (Vision 3)
EYFS	5.1	To provide creative, stimulating and challenging EYFS provision for all reception pupils. (Vision 1, 2 and 3)

# Self-evaluation form – Development points

- **Stabilising staffing within budget constraints.**
- **The quality of teaching to be at least GOOD.**
- **The quality of teaching to be delivery (pedagogy) as leaders intend.**
- **All staff to have strong subject knowledge and skills to deliver the curriculum effectively.**
- **CPD opportunities for staff to deliver the curriculum as leaders intend.**
- **All staff delivering SSP (phonics) and the progressive reading programme to have completed training.**
- **Staff to model learning clearly and accurately.**
- **Pupils (including those with SEND) to gain the depth and breadth knowledge they need to close the attainment gap.**
- **Staff to assess pupils effectively through questioning to check pupils' understanding and how to close gaps in knowledge.**
- **Staff to identify pupils who need greater support to access the curriculum quicker and to plan and implement adaptive lessons.**
- **The Reading curriculum from Years 3-6 to be to be carefully designed so that pupils encounter increasingly ambitious and diverse texts that build their knowledge and skills over time**
- **The Reading curriculum to be fully implemented, planned and embedded throughout the school.**
- **Pupils to encounter a diverse and increasingly ambitious programme of texts that help to build readers' proficiency and comprehension.**

**SEND**

## **Ofsted report – SEND**

- **School is supported by the Local Authority's Inclusion Partner and termly strategic meetings held.**
- **SEND Action Plan is in place.**
- **Following Ofsted, SENCO delivering bespoke staff training sessions.**
- **School is following the Graduated Approach for identifying SEND.**
- **Staff have been retrained in identifying pupils with SEND.**
- **Staff have class folders with key SEND information and teaching strategies for SEND to refer to.**
- **Staff have been trained in adaptive teaching methods .**
- **Staff have been trained in Zones of Regulation and we are starting to implement this.**
- **School implementing the Ordinarily Available provision from LA.**
- **Interventions are being reviewed to include maths as well.**
- **Lowest 20% of pupils for Reading provided with intervention.**
- **1:1 support for pupils with EHCPs**
- **Termly One Plan meetings**
- **Annual EHCP review meetings.**

# SEND Action Plan

## SEND objectives from school development plan

Objective	Action	Who?	When?	Success Criteria
Continue to embed HQT in class	<ul style="list-style-type: none"> <li>Ensure staff have clear understanding of HQT.</li> <li>Ensure that it is happening regularly in class.</li> </ul>	SLT led by SENCO	Autumn	<ul style="list-style-type: none"> <li>Staff have a sound understanding of HQT.</li> <li>Staff are implementing HQT strategies within teaching</li> <li>Staff refer to HQT when they are putting forward concerns to SENCO.</li> </ul>
Have a key list of HQT non-negotiables in class.	<ul style="list-style-type: none"> <li>Provide staff with posters to support main HQT strategies and dyslexia-friendly classrooms.</li> <li>Check these are implemented.</li> </ul>	SLT led by SENCO	Summer	<ul style="list-style-type: none"> <li>Staff have a sound understanding of HQT.</li> <li>Staff are implementing HQT strategies within teaching</li> <li>Staff refer to HQT when they are putting forward concerns to SENCO.</li> </ul>
Develop whole school regulation strategy	<ul style="list-style-type: none"> <li>Train staff in Zones Of Regulation</li> <li>Staff complete 8 lessons</li> </ul>	SLT led by SENCO	Autumn term	<ul style="list-style-type: none"> <li>ZofR embedded in classrooms</li> <li>Pupil perception is that children are confident and using it in class.</li> </ul>
Have stable 1:1 staffing	<ul style="list-style-type: none"> <li>Recruit and retain staff members</li> </ul>	HT/SENCO	Autumn term	<ul style="list-style-type: none"> <li>Staff members working with R are consistent and of a good standard.</li> </ul>
Embed interventions for this academic year	<ul style="list-style-type: none"> <li>Precision teaching up and running</li> <li>SEMH interventions happening</li> <li>SLCN interventions</li> <li>LH to screen new YR for SLCN</li> </ul>	SENCO/HLTA	Summer review	<ul style="list-style-type: none"> <li>Interventions running and evaluated according to need</li> </ul>

**PTFA**

# PTFA

- Agreed by Governing Body
- Purple Tops



- Summer events



# Changes to classes

# Changes to Classes

## Rational / Reasons for decision:

- Small village school – mixed classes
- Pupil numbers – cohorts of year groups
- Staffing
  - Mrs Radomska
  - Mr McLendon
  - Miss Seeley (maternity leave)
- Financial viability / Sustainability
- Looking at other small school structures

## Discussions with:

- Small Schools Forum
- Headteacher liaising with other small schools
- Local Authority (Improvement Board)
- Diocese of Chelmsford
- Governors

# Changes to Classes – benefits

**This is not uncommon for a small village school.**

**There are a number of reasons and benefits to this decision:**

- **ensuring viable staffing levels and stability;**
- **skilled staff to delivering the Little Wandle phonics provision;**
- **Reception and year 1 pupils will have direct teacher input and then rotate with support staff to continue with extended and continuous learning activities;**
- **streaming/setting Maths lessons into 3 groups: years 1 and 2, years 3 and 4 and years 5 and 6;**
- **younger pupils to have a wonderful experience of being exposed to rich language and interests;**
- **more able pupils in class can move on quicker with challenges and those who are struggling a bit, to have the opportunity to catch up and recap;**
- **older pupils to look after the younger ones, and the younger ones to have someone to learn the routines from;**
- **pupils playing together; supporting and taking care of each other across the age groups and thus developing social personal skills. Ofsted has noted that: “*The school has a strong sense of togetherness; everyone looks after each other.*” and**
- **supporting pupils to transition into the next learning phase.**

## Current numbers on roll

Class	BOYS	GIRLS	TOTAL	Current	Summer
Reception	4	3	7	7	13
Years 1	2	4	6	21	
Years 2	7	8	15		15
Years 3	3	7	10		
Years 4	0	5	5		
Year 5	9	3	12	18	
Year 6	3	3	6		

# Changes to Classes

Class	Teacher	Support staff
Reception and Year 1	Mrs J Dean	Mrs D Spanton
Years 2 and 3	Mrs S Toohey Mrs I Burcher	Mrs C Snow Mrs Nithiananthan Mrs C Rider
Years 4, 5 and 6	Mrs K Vorster	Mrs C Rider Mrs Nithiananthan

Maths will be set and delivered as it is currently provided:

- Years 1 & 2 by Mrs Dean;
- Years 3 & 4 by Mrs S Toohey/Mrs I Burcher (maternity cover teacher; and
- Years 5 & 6 by Mrs Vorster.

Pupils will continue to receive two PE lessons provided by SCS and regular music from Essex Music Services.

The afterschool clubs will continue as per usual.

**WE'RE ALL IN  
THE SAME BOAT!**



BY BARNEY SALTZBERG

# Future of the school

Doing it  
together

