



## OFSTED AREAS FOR IMPROVEMENT – ST. JAMES' CE PRIMARY SCHOOL

### Improve the quality of education by ensuring that:

- the school's validated phonics programme is delivered effectively; pupils' reading books closely match the letters and sounds they have learned and know; and, every adult has the knowledge and expertise to teach the programme;
- the Early Years Curriculum is mapped across the seven areas of learning coherently;
- the planned curriculum is being taught effectively, developing teachers' subject knowledge and teaching expertise as well as putting into place processes to make sure the curriculum is being implemented consistently;
- there is a continued focus on ensuring all pupils with SEND have their needs identified consistently and accurately and that teaching staff are equipped with the necessary expertise to ensure pupils with SEND achieve well.

Area for improvement	Existing strengths	Current and future actions
<p>The school's validated phonics programme to be delivered effectively.</p> <p>Pupils' reading books should closely match the letters and sounds they have learned and know.</p> <p>Every adult has the knowledge and expertise to teach the programme.</p>	<p>A well-sequenced phonics programme is consistently used across the school (Read, Write, Inc) and planning shows that it is delivered daily.</p> <p>An experienced practitioner is in place as Early Reading Lead, well-trained in and proficiently using Read, Write, Inc.</p> <p>All staff have received specific Read, Write, Inc training, either at an INSET Day provided by Read, Write, Inc or in-house from the Early Reading Lead.</p> <p>Many children are fluent readers, confidently and expressively reading a wide range of texts matched to their ability.</p>	<p><b>Current actions</b></p> <ul style="list-style-type: none"> <li>• New resources have been purchased to facilitate the delivery of phonics.</li> <li>• Early Reading Lead has organised a clear and consistent structure for delivering phonics across EYFS and Key Stage 1.</li> <li>• Assessments have taken place of all EYFS and Key Stage 1 children to ascertain accurate current ability.</li> <li>• Children have been grouped appropriately for teaching and learning.</li> <li>• Assessments have taken place of Key Stage 2 children who need further intervention with phonics; an experienced TA with phonics training will deliver these interventions.</li> </ul> <p><b>Future actions</b></p> <ul style="list-style-type: none"> <li>• Books to be matched to the sounds children are being/have been taught to enable learning to be embedded; teaching staff to supervise book selection.</li> <li>• Early Reading Lead to work regularly with teachers to review groupings to ensure targeted and accurate teaching.</li> <li>• Early Reading Lead to work with English Lead to ensure phonics learning supports wider reading curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>• With Executive Headteacher (EHT), Early Reading Lead to observe phonics teaching of all teaching staff.</li> <li>• Continued Professional Development (CPD) opportunities for all staff teaching phonics, either through in-house, online or wider training.</li> </ul>
<p>To ensure the Early Years Curriculum is mapped across the seven areas of learning coherently enabling children to gain the knowledge and skills they need to move forward with their education in Key Stage 1.</p>	<p>Early Years provision is led by an experienced practitioner.</p> <p>Learning in Early Years is child-led and uses the children's interests are used well within planning.</p> <p>Short-term planning is well-thought out and effectively implemented.</p> <p>Development of language is prioritised and regular opportunities are given for story-telling and talking.</p> <p>The Early Year Lead's decision to move to White Rose learning for Maths has been successful, with children accessing independent learning confidently.</p> <p>Continuous provision enables children to access activities to support their learning and physical development.</p>	<p><b>Current actions</b></p> <ul style="list-style-type: none"> <li>• Early Year Adviser from Local Authority led an INSET Day to train teachers in how to use Early Years Foundation Stage (EYFS) planning to inform curriculum progression from Year 1 to Year 6.</li> <li>• Early Years Curriculum has started to be mapped across the seven areas of learning.</li> <li>• Release time arranged for Early Years teacher to meet with counterpart within the Federation to complete Early Years long-term plan.</li> <li>• Early Years Adviser booked to review and advise on long-term plan.</li> <li>• Progress Review from Local Authority booked to monitor provision within Early Years.</li> </ul> <p><b>Future actions</b></p> <ul style="list-style-type: none"> <li>• Outdoor provision to be developed through purchase of carefully chosen resources to support learning.</li> <li>• EHT to plan an appropriate monitoring and scrutiny arrangement to enable accurate assessment of impact.</li> </ul>
<p>The planned curriculum is being taught effectively, developing teachers' subject knowledge and teaching expertise as well as putting into place processes to make sure the curriculum is being implemented consistently.</p>	<p>A long-term curriculum plan is in place with a clear intent.</p> <p>The curriculum reflects a clear and ambitious vision with leaders setting high expectations for teaching and learning.</p>	<p><b>Current actions</b></p> <ul style="list-style-type: none"> <li>• A programme for subject leader development has been put in place, with training on subject leadership from the Local Authority and Staff Development Meetings (SDMs) held on subject action plans, collecting evidence across subjects and training on book scrutiny.</li> <li>• SDMs are currently focused on the curriculum, with clear skills and knowledge being identified for each subject and the</li> </ul>

	<p>Top-level thoughtful sequencing of planning can be seen, taking into account the mixed-year group structure of the school.</p> <p>Children are well-engaged with learning and take pride in their work.</p> <p>Clear investment from Senior Leadership in developing subject leadership (middle leadership) across the school; teachers feel invested in and part of teaching and learning development.</p>	<p>progression from Early Years to Key Stage 1 to Key Stage 2 being mapped accurately.</p> <ul style="list-style-type: none"> <li>• Outside expertise has been sought to inform teachers' subject knowledge and expertise – a Religious Education (RE) INSET Day, Early Years Advisers' visits.</li> <li>• Informal observations already taken place.</li> <li>• <b>Future actions</b></li> <li>• Performance management will take place by the end of October, with objectives targeted specifically at subject expertise to support teachers.</li> <li>• A robust monitoring plan is ready to be initiated, ensuring the curriculum is being implemented consistently (including Learning Walks, book scrutiny, observations, etc.)</li> </ul>
<p>There is a continued focus on ensuring all pupils with SEND have their needs identified consistently and accurately and that teaching staff are equipped with the necessary expertise to ensure pupils with SEND achieve well.</p>	<p>SEND provision is a priority within the school and there have been strong improvements made throughout the previous academic year.</p> <p>Strong relationships are built between children with SEND and their families.</p> <p>The school is highly ambitious about the SEND provision that it wants to achieve and have plans in place.</p> <p>The school is an inclusive environment where the aim is for all children to achieve their potential.</p> <p>Inclusion Manager has been in regular contact with Local Authority SEND advisers and an experienced SEND mentor.</p>	<p><b>Current actions</b></p> <ul style="list-style-type: none"> <li>• West Sussex 'Ordinarily Available Inclusive Practice' is being implemented and used as a base for planning teaching and learning to ensure quality first teaching and accessibility to learning for all children.</li> <li>• Targeted interventions are already underway for identified children.</li> <li>• Tracking the progression of SEND/disadvantaged/vulnerable children is being reviewed to enable specific analysis of learning progress to be made.</li> <li>• Inclusion Manager working with SEND mentor to identify diagnostic assessments to gain deeper understanding of children's specific needs.</li> </ul> <p><b>Future actions</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss specific needs of children with class teachers to identify CPD needed both for teachers and support staff.</li> <li>• Organise CPD opportunities for class teachers and teaching assistants, for example, SDMs, online training, support from outside agencies, etc.</li> </ul>

	Regular communication between the school and specific external agencies to advise on strategies, e.g. ASCT, LBAT, School Nurse, CAMHS, etc.	<ul style="list-style-type: none"><li>• Trial new West Sussex Individual Learning Plan format to enable closer tracking of impact of strategies and interventions.</li><li>• Resources to be identified and purchased to enable access to and support learning.</li></ul>
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