



West Melton Primary 2018-19

'Striving for Success with Pride and Happiness'

*The Ofsted Inspection Outcomes and
Our plans for School Improvement.*

**IF YOU ARE
PERSISTENT,
YOU WILL GET IT.**

**IF YOU ARE
CONSISTENT,
YOU WILL KEEP IT.**

A vulnerable situation before Ofsted arrived

- ▶ **Third R.I in last Ofsted 2016.**
- ▶ **All results are below national averages – including progress measures.**
- ▶ **Attendance is below average with higher than average percentage of Children classed as Persistently absent.**
- ▶ **Past inconsistencies in teaching and learning and use of support were observed during both internal and external monitoring last year – this has had a negative impact on progress.**
- ▶ **Many unavoidable and needed staff changes .**
- ▶ **Sudden and recent change of external support from Wickersley Trust . This ceased in October, due to being to lack of their capacity and funding to continue supporting us.**

Strengths identified during Inspection

This is an inclusive and caring school.

There are good procedures to ensure the safety and well-being of pupils.

Pupils feel safe in school.



Strengths identified during Inspection

There is some strong teaching in all parts of the school. The provision for pupils with special educational needs and/or disabilities (SEND) is good and so this group of pupils make good progress.

Strengths identified during Inspection

The school successfully places a strong emphasis on tolerance and respect for each other, which effectively develops pupils' spiritual, moral, social and cultural awareness.



Strengths identified during Inspection

Children in the early years are confident in school. A focus on developing children's literacy and mathematical skills means they are well prepared for Year 1.



What does the school need to do to improve further?

Improve the quality of teaching, particularly in key stages 1 and 2, so that it is consistently good or better in order to raise pupils' attainment in reading and mathematics by:

- ▶ – having high expectations of all pupils
- ▶ – planning mathematics lessons so that pupils' work is pitched at the right level of difficulty and provides appropriate challenge
- ▶ – ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills
- ▶ – checking that pupils are reading books at a suitable level to help them become fluent and confident readers
- ▶ – developing pupils' reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers
- ▶ – using assessment more effectively in the early years to identify what children need to learn next and plan more challenging activities.

What does the school need to do to improve further?

Improve the effectiveness of leadership and management by:

- ▶ – swiftly addressing the weaknesses in teaching
- ▶ – developing the skills and expertise of leaders so they improve their areas of responsibility and accurately measure the impact of the actions they take
- ▶ – establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- ▶ – ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects.



What does the school need to do to improve further?

Improve the standards of behaviour for pupils by: –

- ▶ establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- ▶ ensuring that all pupils respect and follow the school's rules for acceptable conduct.



What actions have been taken since?

- ▶ Reviewed behaviour policy with all staff and use of dojos.
- ▶ Set up a new approach to nurture provision and pastoral care to support SEMH behavioural needs.
- ▶ Appointed a new Learning mentor, safeguarding Officer , Attendance Officer forming a new Inclusion team.
- ▶ Recently had an evaluation visit by the Local Authority based on Ofsted Judgements setting specific targets for teaching & learning development.
- ▶ Whole school reading priority - new action plan, Led by Mrs Bettison
- ▶ New Reading ambassadors, new resources, further training for staff on teaching reading identified and organised in schools where this is a strength.
- ▶ SLT have visited good/outstanding schools to look at environments/books/
- ▶ T & L in order to further support and improve standards in school.
- ▶ Pupil progress meetings have been held with all teachers and SLT in order to use assessments to identify and plan for additional and specific support and intervention needed.
- ▶ SEN & Pupil Reviews by LA.

How Parents can support the school to move to Good.

- ▶ Encouraging good attendance
- ▶ Getting your child to school on time.
- ▶ Supporting with good behaviour models and working with staff and inclusion team. to support any behaviour concerns
- ▶ Reading with your child at home as often as possible. Every day is ideal.
- ▶ Talking to your child about their learning,
- ▶ Practicing key skills - X tables, spellings regularly.
- ▶ Talking to school if there are concerns or issues so they can be supported/solved.
- ▶ Attending school meetings, parent events, curriculum showcase events, assemblies and performances.
- ▶ Weekly newsletters – filling the comment box in with any ideas/suggestions.



Thankyou for coming. Your support is important and appreciated.

No school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests

— Dorothy H Cohen —

AZ QUOTES



