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**Christ the King Catholic and**

**Church of England Primary School**

**Teaching and Learning Review March 2019**

**Key Messages**

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| **What was the purpose of the Teaching & Learning review?** |
| The independent, external review was undertaken to investigate progress since the Ofsted inspection of May 2018. This review was carried out over one day by three independent reviewers. Reviewers observed lessons, examined pupils’ workbooks, heard children read, interviewed the head teacher, teachers, pupils and spoke with parents. They observed behaviour in classes and the provision for children with special educational needs.  |
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| **What are the main findings of the report?**  |

**In Summary**

1. There is improvement in all the factors that impact on teaching and learning.

2. The pre-requisites for good teaching are in place.

3. The school met the criteria for ‘requires improvement’ overall, with a growing capacity for further improvement.

**Specific Achievements**

1. The pupil progress assessment data collected, across the broad range of ability, for use by leaders is more accurate and better organised.

2. The curriculum is being overhauled. New resources for teaching and learning the core skills of reading, writing and mathematics have been purchased and teachers and teaching assistants trained in their use. Those for reading and writing are proving very successful.

3. Leadership at all levels has improved, including subject leadership and broader curriculum development has begun in earnest, with history and physical education (PE) leading the way. Science is also being developed with an after-school parents’ science workshop drew in many parents with their children. Art work is of a high standard, pupils have the opportunity to play musical instruments in Years 5 and 6. There is a good range of after-school clubs.

4. Behaviour and attitudes are transformed. Throughout the school, learning begins promptly with no time wasted. The school is more orderly with clear expectations of behaviour around the school, helped by the greater visibility of senior staff. Behaviour is managed consistently, with the emphasis on praise and reward for those who behave well.

5. An inclusion team has been created and the special educational needs is more strategic, monitoring and evaluating the impact of interventions and developing a good understanding of the standards and progress of SEN pupils. In particular, disadvantaged pupils are identified more accurately and tracked as a separate group in pupil progress meetings.

6. Teaching quality in lessons continues to develop. There is a far greater consistency of teaching practice. Lessons have clear aims and interventions are purposeful and focused. Relationships are positive; in nearly all lessons pupils show respect for each other and want to please their teacher: this makes for a good ethos in the classroom.

7. Good progress has been made in Early Years, better, more focused planning is in place to tackle any shortfalls in language and communication skills, the quality of the learning environment is better, learning resources outdoors are well organised and the staff engage well with parents and the wider community. Early reading has been significantly improved by the introduction of a highly structured reading and early writing scheme that is based on phonics and that continues into key stage 1.

**Priority Areas to continue Improvement**

1. The work on curriculum development is to be embedded and continued with a planned focus on all subjects across the curriculum.

B. The school has a sound plan, to create a ‘nurture base’ for those pupils unable to cope all day in their classrooms, where they receive support and counselling until they are able to return to class. Resourcing for SEN pupils and its impact on staffing capacity remain threats to the school’s continuing improvement.

C. Higher expectations of pupils continue to be encouraged. Pupils can sometimes be more passive, and teachers are now working on more active pupil involvement.

D. Pupils’ work in their books was generally of a good standard. Marking sometimes appeared inconsistent and corrections were not always completed by pupils.