

Autumn Term Core Visit Report

School/Setting: Louth St Michael's CE School (3128)

LA: Lincolnshire

Date: 25/09/2023, 09:00

Adviser: Anna Coney

Term: Autumn : 06/09/2023 - 22/12/2023

Focus: Autumn Term Core Visit

Reference: Autumn Core Visit

Advisers:

Headteacher/Manager: Sarah Addison

Attendees: Headteacher, Deputy Headteacher, Chair of Governors, Locality Lead

Overall commentary

Leaders have worked hard to ensure a smooth start to the academic year. Many systems and structures have been reviewed and are now much tighter. As a result, leaders are already seeing a positive impact in the work of the pastoral team and in phonics, reading and speech & language support. Leaders have appointed new posts in school, which has only strengthened their offer further, particularly around attendance and parent liaison.

Leaders have responded effectively to the poor 2023 outcomes in Maths, which were significantly below national. They have used these data outcomes and evaluation of recent monitoring to identify and analyse barriers, and set accurate priority areas for improvement.

There is a robust strategic plan in place, with measured milestones, which outlines appropriate evidence informed strategies for improvement and leaders are benefitting from the support and guidance from external expertise, such as the English Hub and the Virtual School. Leaders are working effectively to support and challenge middle leaders to ensure ambition for all across the curriculum.

Areas for Improvement

Are there any areas for improvement	Some
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School Progress

The school's progress towards maintaining and improving standards is	Strong
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Additional and External factors

A 0.6FTE Family Support Worker has been appointed from September 2023.

A non-teaching 0.8FTE phonics / reading / speech & language lead has been appointed from September 2023 for 1 year.

There are 3 ECT's in school - 1 in their first year and 2 in their second.

Monitoring Activity

What	Who	Why	When	Progress
SEND Formalise the identification of SEND pupils system so that there is absolute clarity about: * What to do when there are concerns about a child. * What the thresholds are for moving onto the SEN register. Review the SEND policy	SENCO	To ensure that there is an evidence base to know that a child has SEN needs rather than other needs that can be addressed through Quality First Teaching.	By 30 th June 2023	<i>Still in process of formalising identification has not yet been completed</i> Policy review complete
SEND Ensure that there is an evidence base of discussion with parents at each review meeting	SENCO	Currently teachers have regular review meetings with parents, which are signed but there is not always clear evidence to show whether the pupils have met, partially met or not met their IEP targets.	By 30 th June 2023	Completed September 2023
SEND Ensure that there is an evidence base of 'what's good' and 'even better if' in all planned monitoring activities	SENCO	Although the SENCO regularly monitors following the schedule in place, there is a limited evidence base to show the outcome of this.	By 30 th June 2023	Completed September 2023

Actions

Focus	Leadership and Management: Evaluation and improvement planning	
	School leaders at all levels:	• have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. • focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. • are taking effective action to stem the 2022-2023 decline in Maths attainment and progress. • make use of effective and proportional processes of evaluation to identify and analyse barriers which limit school effectiveness and identify accurate priority areas for improvement as a result.

	However, leaders at all levels should do more to:	ensure careful and effective implementation of improvement strategies / intervention, which lead to sustained school improvement over time (1)		
Next Steps:	Who:	What:	By:	So that:
	Headteacher Y6 Teaching Team Maths Leader	1 Increase frequency of pupil progress meetings, particularly in Y6 maths (use of Venn diagrams to inform rapid and impactful intervention)	To implement at least 6 meetings per year.	Impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
Progress at 14/11/2023				

Focus:	Quality of Education:			
	School leaders at all levels ensure that:	- there is a coherently planned and sequenced Maths curriculum in place, which is broken down into granular detail of what will be taught when. - the Maths curriculum has been adapted and developed to meet the needs of the school and pupil context. - teaching is adapted for the bottom 20% of pupils so that misconceptions are addressed quickly in order for them to apply what they know and can do with increasing fluency and independence.		
	However, leaders at all levels should do more to ensure that:	- the implementation of the expectations set out for Maths are consistently applied across school (1) - the work given to more able pupils enables them to achieve the ambitious expectations within the Maths curriculum (2) - teachers create an environment and culture that focuses on pupils (1/3) - the Maths leaders can articulate with conviction and an evidence base, how pupils in Reception are prepared for Y1 (4)		
	Who:	What:	By:	So that:
	Maths Leaders	1 Ensure the expectations in place for Maths are consistency implemented in all year groups.	14 th November 2023	Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
		2		

Next Steps:	Maths Leaders	Ensure that teachers adapt learning for the more able pupils so that they can make the progress they are capable of.	14 th November 2023	The curriculum is successfully implemented so that all groups of pupils, and not just the SEN pupils, achieve the ambitious expectations of the curriculum.
	Maths Leaders	3 Ensure that there is a consistency of expectation for working walls / subject displays for Maths.	14 th November 2023	Teachers create an environment that focuses on pupils and helps them to know more and remember more.
	Maths Leaders	4 Assure yourself, as leaders, that the Maths curriculum in EY is well-planned and sequenced, and that it prepares pupils effectively for Y1.	14 th November 2023	The Maths curriculum for EY is well-planned and sequenced so that the end points that it is building towards are clear, so that children are able to access Y1 content.
Progress at 14/11/2023				

Summary of Activity

Meeting with Headteacher, Deputy Headteacher and Chair of Governors to discuss school improvement priorities set for the forthcoming year.

Meeting with Maths Leaders to discuss curriculum plans.

Maths lesson visits to include book looks (KS1 & KS2).