



**Aston Lodge
Primary School**

Show Pride • Reach for the Stars

OFSTED PROGRESS 2019

**ASTON LODGE
PRIMARY SCHOOL**

Lodge Lane, Aston, Sheffield, S26 2BL

 office@astonlodgeprimary.org  astonlodgeprimary.org

 01142 872432 **HEADTEACHER:** Mrs S Cronin



WICKERSLEY
PARTNERSHIP
TRUST.



What does the school need to do to improve further?

1. Improve the effectiveness of leadership and management by:

a) ensuring that the trust swiftly implements its plans to develop the expertise of senior leaders in improving the quality of teaching, learning and assessment

b) extending the expertise and subject knowledge of subject leaders so that they can exert a greater influence on the quality of pupils' learning and the standards in their subjects

c) improving the school's curriculum by ensuring that sequences of learning are well thought out, to develop and deepen pupil's knowledge, skills and understanding.

2. Improve the quality of teaching, learning and assessment by:

a) ensuring that teachers use assessment information effectively by planning learning that meets the needs of all pupils, including in the early years

b) setting learning activities that challenge and stretch the most-able pupils

c) making sharper use of questioning to check on misconceptions and probe pupils' clarity about tasks that have been set

d) deploying teaching assistants more effectively to promote learning and independence effectively

e) providing activities in the early years that offer a clear purpose for learning

3. Improve pupils' knowledge and understanding of British Values in order to prepare them well for life in modern Britain.



What has happened so far?

<p>a) A new headteacher and Deputy headteacher appointed in Autumn 2019, New Foundation Lead & team established in September 2020 Restructure of the Senior Leadership team and new recruitments September 2021</p> <p>b) Subject Leaders have been appointed for all subjects. Peer coaching and shadowing has been in place since January 2020 to support leaders new to role. All subjects are monitored termly & action plans with clear targets. Robust monitoring, subject leader expectations policy and consistent monitoring systems (clear infrastructure). Establishment of new Leadership Teams in line with Ofsted criteria: Team 1-Quality of Education & Early Years, Team 2- Behaviour, Attitudes & Personal development, Team 3- Removing barriers & Inclusion (EYFS)</p> <p>c) The Trust have collaborated at all levels to write an ambitious Master Curriculum and all subjects have been quality assured against the National Curriculum. (see curriculum page) Teachers use this to plan Long term and Medium plans (see class pages) to ensure a full and balanced curriculum offer. All subjects are clearly mapped out for the year so all teachers know what they are teaching and when. We use</p>	<p>a) Assessment is now an ongoing process using our Bromcom assessment system 'I can statements' and a variety of other strategies such as: low stake quizzes, SATs papers, Pira & Puma tests, accelerated reader assessments, Read Write Inc (RWI, our phonics scheme or work), mini-plenaries etc. All staff have received training over the last two years to ensure that they are making accurate judgements and know how to use assessment to inform their teaching. Staff in the Early Years have received training on the delivery of the new Reception Baselines, purposeful and meaningful observations which feed into future planning for provision and adult-led activities and assessing using Bromcom. Foundation Stage piloted the new NELI programme (national priority) to close the vocabulary gap in EY.</p> <p>b) All lessons are differentiated by task, questioning and where appropriate pupils are set. For example, we use RWI assessments to ensure that pupils are working at the correct level for them and can be challenged. Teaching Assistants are used in lessons to either extend or further support pupils.</p>	<p>3. All classes have BFVs displays which are referred to during discussions. We have daily assemblies which teach pupils about respect, tolerance and different faiths including assemblies with a focus on an aspect of BFV e.g. democracy. School's ethos 'The Lodge Ways' encourages pupils to respect and listen to each other.</p> <p>Staff value pupil voice and want pupils to feel that their opinion is listened to. The school council gives pupils the opportunity to be involved in the democratic process. The PSHE curriculum is developed to build key knowledge and skills around British Values. EYFS:</p> <p>Democracy - Staff provide children with activities which promote turn-taking and sharing. These are often promoted through Challenge Friday where FS1 and FS2 work collaboratively to form strong friendships.</p> <p>Rule of Law - Staff work with children to create classroom rules and codes of behaviour such as agreeing on the rules for tidy up time.</p>

knowledge organisers to support pupils with learning key knowledge, pre/post quizzes, to ensure that pupils are 'learning more and remembering more'. In the Summer term an external review was conducted of the curriculum to identify strengths and further areas of development at a subject level.

All lessons are differentiated by colour coded Star Learners (learning objectives for each lesson) Pupils are directed and given the opportunity to choose a Star Learner that matches their ability. Pupils can then be extended by choosing another Star Learner. This approach allows for flexibility and a fluid approach to differentiation so pupils can be challenged further in the moment.

c) All lessons start with checking on prior learning and where appropriate making links of what has come before, and sharing the learning objective with pupils at the beginning of the lesson ensures pupils have clarity about the tasks that have been set. Mini plenaries throughout the lesson and class discussions are used to address misconceptions along with active marking where possible.

d) Decisions made on the deployment of teaching assistants (TAs) are based on pupils' needs and TAs are directed by this and not simply allocated a class. TAs are involved in planning, addressing misconceptions in lessons, interventions and where appropriate team teaching. Teachers share planning before a lesson to ensure TAs know how and who they will support in a lesson.

e) An experienced FS team is now in place who have implemented a complete restructure of the foundation stage. Which has involved running collaboratively as a unit in response to Covid. This enables flexible staffing, nursery children to form positive relationships with their peers and adults and allow for a more cohesive delivery of the curriculum and nurturing experience for young pupils.

Individual Liberty - Staff provide opportunities for children to develop their self-esteem, self-knowledge and increase their confidence by planning for activities that allow children to take risks and problem solve, ensuring children are reaching all areas of their CoL.

Mutual respect and tolerance - Staff promote a love for reading. They share stories that reflect and value the diversity of children's experiences. They plan trips effectively to promote engagement with the wider community.

Additionally, there has also been a complete refurbishment of the indoor and outdoor learning environment. Staff plan from the master curriculum which for the foundation stage has been quality assured against the New development Matters. (Please see website for planning)

f) providing activities in the early years that offer a clear purpose for learning

A new trim trail for EYFS has been ordered and will be fitted this term.

A new sandpit and mud kitchen area has been ordered and has been installed over the Easter holidays.

Additional materials and resources have been ordered to make use of all outside space in the foundation unit.

Parent consultation meetings have been held twice for FS parents.

A phonics meeting was held for FS and KS1 parents to share phonics practice in school.

Stay and play sessions have been organised in the FS unit for the morning sessions.

Plods have been completed by parents to ensure that planning reflects children's interests.

F1 parents have been informed of places early this year.

FS staff have all completed 'I can' training



What is planned next?

Further embed the Master curriculum, identify any gaps in knowledge.

Subject audits and action plans in place for every subject, with clear areas for development. Rigorous monitoring cycle for all subjects across the curriculum.

Delivery of weekly training (CPD) for all staff focussing on curriculum areas and personal targets identified e.g. computer coding

After school clubs which are linked to the curriculum and pupil voice.

Lots of extra-curricular activities to make up for lost time e.g. Ulley events, competitions, school trips, workshops etc.

a) Implementation of the Assessment and Feedback plan which gives a clear framework for assessment for each subject. The Bromcom assessment system has now been extended to further subjects so and very strong picture of strengths and areas of development can be made for each and every pupil and subject knowledge including Foundation Stage.

b) Further embed the 'Star Learner' approach and ensure that it is being used effectively to support challenge

c) Time has been set aside to deliver further training on effective questioning techniques. Following training a working party will be set up to monitor questioning and how it is used across the curriculum.

d) Continue to ensure that TA deployment is child focussed, deployment will be flexible and fluid to meet the emerging needs of pupils. A skills audit will be conducted TAs appraisals will have a developmental focus to develop subject knowledge

e) As a school we piloted the new EYFS framework and staff feel confident to deliver an ambitious curriculum that meets the needs of all pupils and is purposeful. Baselines have been used to identify early intervention for pupils to ensure all pupils assess a broad and balanced curriculum so all needs have been met.

3. Teachers to further embed the curriculum which incorporates aspects of BFV. Pupils will be given opportunities to be involved in assemblies, fundraising, the democratic process of voting for student council, visits to the town hall, first aid training to continue to develop their understanding of BFV. The School's behaviour policy has been updated to incorporate 'Aston Lodge Ways' in line with the class dojo system so pupils understand Rule of Law and make the right choices.

EYFS

Democracy - Following the new reading framework, children are provided with the opportunity to vote for their end of the day story.