

REPORT TO GOVERNORS – JUNE 2015

TEACHING AND LEARNING.

TEACHING OBSERVATIONS

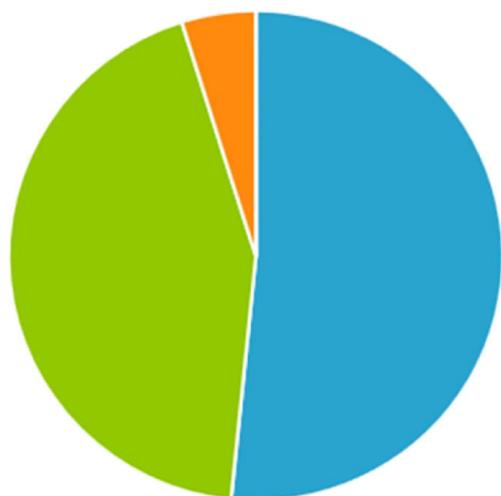
Since September the school has prioritised storytelling as a strategy to increase engagement in the classroom and in turn increase reading, writing and communication skills for the pupils. PMLD/SLD teaching has also been a priority and high levels of support from middle and senior leaders have been provided for teachers teaching this cohort.

Independent learning and problem solving has been another major focus and CPD has been focused on teaching assistants particularly to equip them with the skills to facilitate learning rather than continually directing the pupils.

Observations to date have focused on all 5 SDP priorities with the main focus on Storytelling and Independent Learning and Problem solving

Out of a total of **65** observations, **25**(39%) were focused on ***engagement through story telling*** of which **11** (44%) were rated Outstanding, **12** (48%) Good and **2** (8%) Requires Improvement. This shows the amount of outstanding lessons in English has almost doubled since last year when only 24% were Outstanding.

Overall rating



	No of observations	% of observations
Outstanding	32	52%
Good	27	44%
Requires Improvement	3	5%
Inadequate	0	0%
No Rating	0	0%

(3 Observations are missing from the pie chart that were carried out after running the report)

The other **40** observations have focused on our other 4 priorities:

Pathways to Employment – 4 observations, **2** (50%) outstanding, **1** (25%) good and **1** (25%) RI

Integrated Therapies – 4 observations **2**(50%) outstanding and **2** (50%) good

Independent Learning and Problem Solving -**24** observations, **16** outstanding (66%) and **8** good (33%)

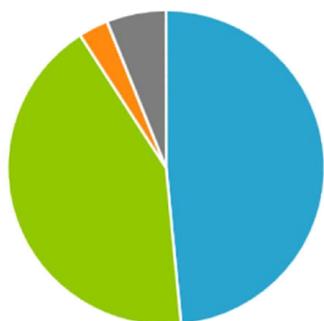
PMLD/SLD Teaching and learning – **8** observations **4**(50%) outstanding and **4**(50%) good

We are extremely pleased with these results and can say with certainty that teaching at Brookfields is outstanding due to the robust and rigorous monitoring procedures in place.

The pie charts below show that Assessment for Learning remains an area for development and this will be addressed in next year's SDP. However in April we introduced a far more consistent marking and feedback

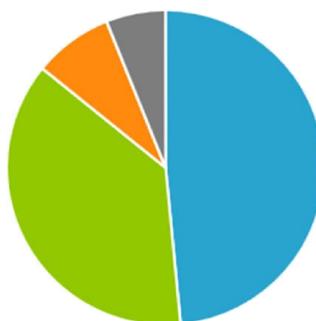
policy across the whole school to improve formative assessment. This is yet to be embedded but an immediate improvement in marking has been seen during class observations, when examining pupil's books.

Teaching



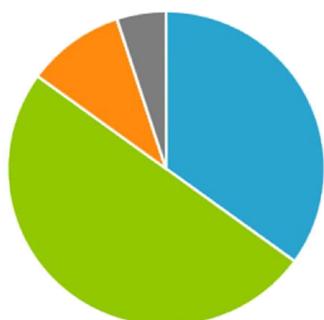
30 Outstanding
 26 Good
 2 Requires Improvement
 0 Inadequate
 4 No Rating

Learning



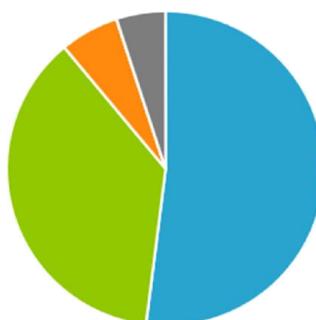
30 Outstanding
 23 Good
 5 Requires Improvement
 0 Inadequate
 4 No Rating

Assessment for Learning



22 Outstanding
 31 Good
 6 Requires Improvement
 0 Inadequate
 3 No Rating

Achievement



32 Outstanding
 23 Good
 4 Requires Improvement
 0 Inadequate
 3 No Rating

CURRICULUM INNOVATIONS

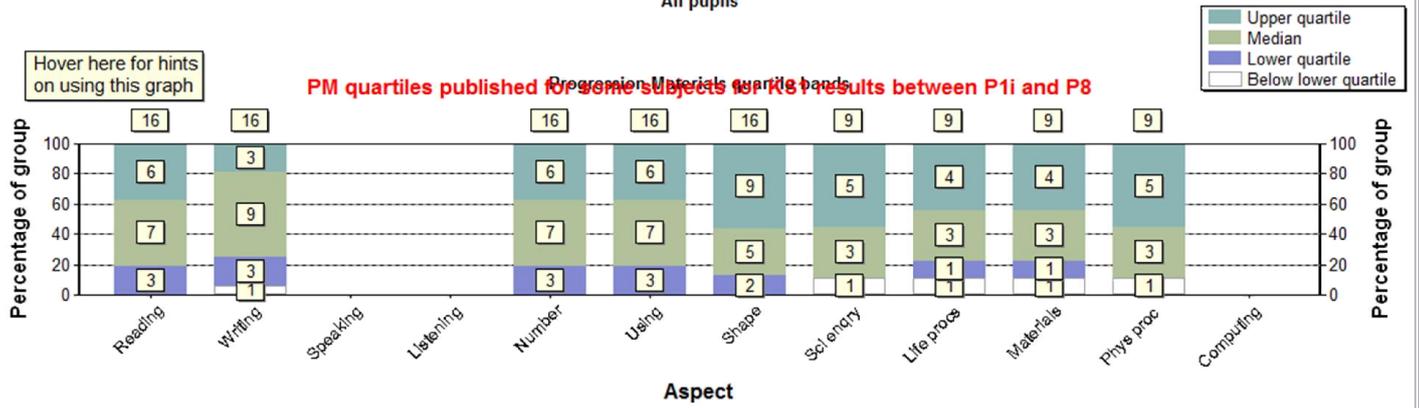
- Arts Mark
- Arts Award
- European Anti-bullying project
- Early Years Characteristics of Effective Learning
- MAPP for SLD pupils (A new formative assessment)
- A series of meetings on curriculum and assessment design ready for next year's SDP target of reviewing Curriculum and assessment across the school

ACHIEVEMENT

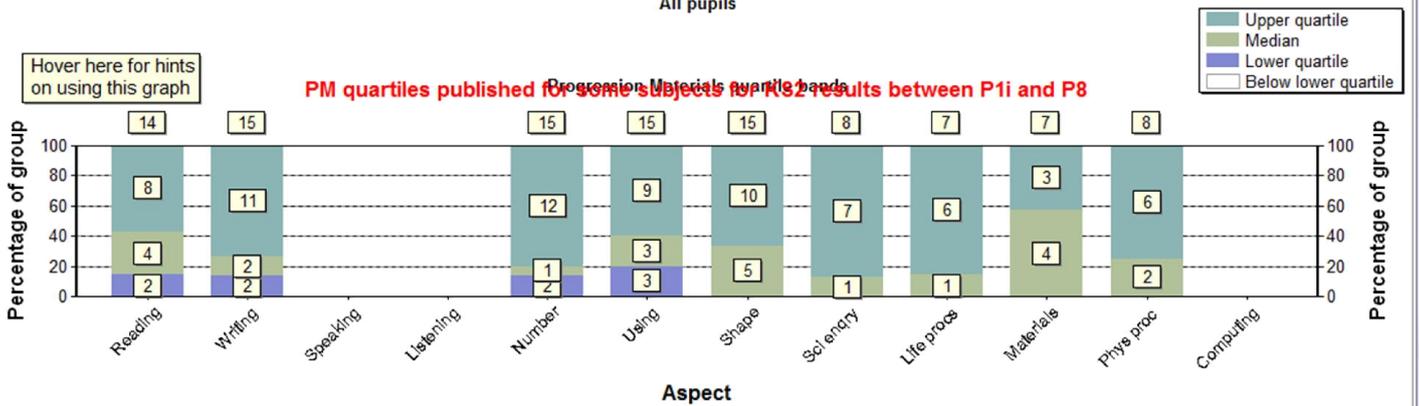
At the time of writing, the last data collection of the year is due in by teachers so I may be able to bring some to the governors meeting if it is processed in time! However, data provided in April was used in Pupil Progress meetings to discuss pupils in danger of missing their targets and focused particularly on those pupils in Year 2, 6, 9 and 11 who were unlikely to reach the Upper Quartile in English and Maths.

The two tables below show how many pupils were in each quartile in April and the following table is a reminder of our End of Year Targets and progress towards them by April.

Key Stage 1 to Key Stage 2 for current NC Year Y06 - Summer 2011 (Result) to current result for 2014/2015
All pupils



Key Stage 2 to Key Stage 3 for current NC Year Y09 - Summer 2012 (Result) to current result for 2014/2015
All pupils



END OF KEY STAGE TARGETS SET AGAINST PROGRESSION GUIDANCE 2014-15

April Progress towards target KS2-4 Progression Guidance Quartiles

KEY STAGE	No in COHORT	ENGLISH		MATHS	
		% MEDIAN	% UPPER	% MEDIAN	% UPPER
2	17	60	35	30	50
3	16	20 25	70 63	20 44	70 50
4	16	0	30	44	25

EARLY YEARS/KS1

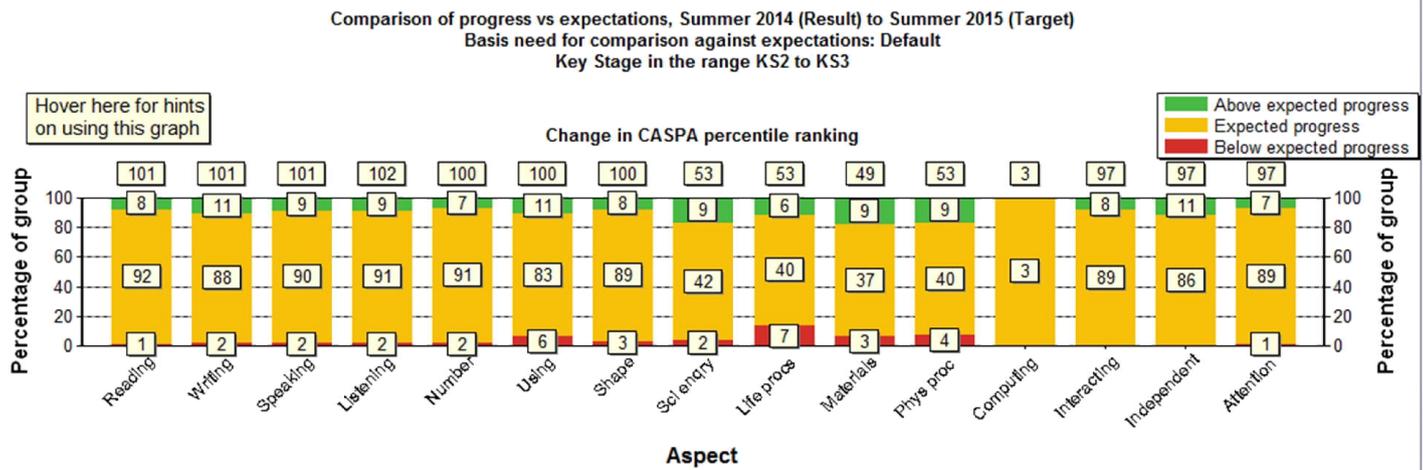
10 in Cohort of which only 8 started in Yr 1

Key Stage	No in Cohort	% expected progress or above in ENGLISH	% expected progress or above in MATHS
1	8	87	75

As the above tables show, all key Stages are on course to hit their end of year Progression Guidance targets and we have detailed information on interventions for those pupils that were showing slower progress in April.

By April there was a gap between non free school meal pupils and free school meal pupils in English, specifically Reading and Maths, specifically In Using and Applying and Shape Space and Measure

In KS2 and a gap between the same group in writing in KS3. There were no significant gaps across any other vulnerable groups. There continues to be no discernable gaps in any vulnerable groups, degree of learning difficulty or Key Stage in the rate of progress in English, Maths or PSD in term 1.



Last year the school reported on **expected progress** for all pupils, which in CASPA means they achieved within **+5 or -5** of their targeted percentile. This is illustrated in the grapg above for April

This year we are also looking at whether pupils can achieve their target **exactly** so would expect the majority of pupils to have achieved **66%** of their end of year target by the end of Term 1. Progress towards their target percentage wise, is much better than it was in December, so our hypothesis that pupils make slower rates of progress in the new Autumn term appears to be correct.

