

## Progress on Ofsted Inspections that took place in November 2007

## Appendix 1

School	Inspection Outcome	Inspection Date	Presented to Review Committee	What the school should do	Specific challenge, support and interventions	General comments
Hudson Road Primary	Satisfactory (3)	07/11/2007	December 07	<p>Increase the proportion of good teaching so as to raise pupils' standards especially in literacy and science</p> <p>Develop opportunities for creativity and independence throughout the curriculum</p>	<p>LA Review of teaching and learning took place in June 2008 – provided baseline for quality of learning and teaching overall</p> <p>Well focused action plan is in place and actions are underway</p> <p>Coaching model is in place and quality of teaching and learning is improving overall</p> <p>PNS and EYFS Consultants and EAL Support Teachers giving support in line with action plan. Quality of teaching and learning is improving overall</p> <p>Sequence of CPD sessions for staff.</p> <p>Lesson observations show improvements</p>	Primary National Strategy has oversight of progress as school performance over time remains below new floor target of 55% for English and mathematics combined.
Springwell Dene School	Outstanding (1)	20/11/2007	December 07	There are no significant areas for development	The nature of the report required no specific intervention or challenge from the School Improvement Service	The school is working with staff to ensure that all lessons are as good as the best seen by Ofsted

					outside its normal pattern of SIP reporting	
Valley Road Primary School	Satisfactory (3)	20/11/2007	January 2008	<p>Ensure that school self evaluation and planning focuses rigorously on the impact on pupils' progress</p> <p>Improve attendance</p> <p>Improve assessment, marking and tracking so as to improve progress for individual pupils</p> <p>Increase the level of challenge for more able pupils</p>	<p>Tracking systems are understood by all teachers and are used to inform target setting for pupils and planning for teaching.</p> <p>School's education home visitor is developing strong links with families which should result in positive impact on attendance – unauthorised absence rate has reduced in 07/08</p> <p>CPD followed by increased monitoring by Assessment Co-ordinator is leading to significant improvements</p> <p>There is now an appropriate level of challenge for more able pupils due to:</p> <p>Each classroom has a resourced area with appropriate resources to provide challenge</p> <p>Targeted intervention for G&amp;T pupils</p> <p>Teachers planning scrutinised for appropriate differentiation</p>	

				<p>Improve the quality of writing across the school</p>	<p>Key Stage 2 English result greatly improved in 2008 due to :</p> <p>This is a key action in the school's development plan</p> <p>Whole school policy is under revision</p> <p>Teachers are planning more motivating opportunities for writing</p> <p>Regular work scrutiny is undertaken in order to monitor progress</p>	
Usworth Grange Primary School	Good (2)	21/11/2007	January 2008	<p>Ensure that the best practice in developing writing across the school improve standards in writing further.</p>	<p>The nature of the report required no specific intervention or challenge from the School Improvement Service outside its normal pattern of SIP reporting</p> <p>The "Big Writing" initiative is a major focus of the school's work. There is continuing evidence of how this is positively impacting on pupils' progress through moderated files of pupils' work and assessments which show progress in each cohort and amongst specific and vulnerable groups</p>	<p>Whilst achievement in the school is good the rising trend in standards to above government floor targets has been halted this year. The school is aware of this and is able to explain the position in detail.</p>

				<p>Improve the effectiveness of marking in mathematics so that all pupils understand what they need to improve.</p>	<p>During the course of the year the Headteacher has been able to evidence how effective practice in Assessment for Learning including oral and written feedback in mathematics have improved the quality of the guidance pupils receive in relation to their next steps in learning</p>	
Shiney Row Primary School	Satisfactory (3)	22/11/2007	January 2008	<p>Raise standards and achievement in English, maths and science</p> <p>Improve teaching so that more lessons provide interest for pupils and cater for different needs.</p> <p>Improve the provision for outdoor learning in the Foundation Stage</p> <p>Improve the curriculum so that it is more relevant and interesting to pupils</p>	<p>School had additional funding to set up coaching to help improve the quality of learning and teaching. Primary Strategy consultant support through the Improving Schools Programme. Quality of teaching and learning has improved.</p> <p>LA early years support now being accepted by school. Reception has moved into another building to enable outdoor area to be planned for. Some minor alterations already been made in layout.</p> <p>School has worked on revised curriculum plan and is beginning to implement it</p>	<p>Standards were in line with National Averages in all subjects in 2008. Quality of learning and teaching improved, particularly in years 5 and 6 where it is now outstanding. Pupils make good progress in Key Stage 2 but school aware it now needs to address attainment in Foundation Stage and Key Stage 1</p>

Grangetown Primary School	Satisfactory (3)	22/11/2007	January 2008	<p>Raise standards of boys' English at Key Stage 2</p> <p>Develop assessment in the Foundation Stage to inform planning</p> <p>Develop assessment and tracking procedures so that pupils achieve well</p>	<p>The school has engaged positively with support from PNS consultants. Boys' attainment in English in line with girls' in 2008.</p> <p>Appointment of new EYFS Leader and support from EYFS consultant has lead to significant improvement in the quality assessment and its use in planning</p> <p>Improvements made to tracking system and cycle of review of pupil progress is now in use by Subject Leaders</p> <p>The School Improvement Partner has monitored progress closely against the Ofsted report and School Action Plan</p>	The Chief Inspector and Senior School Improvement Officer are working with the school on current difficulties relating to leadership and management at senior and middle leader levels.
George Washington Primary School	Good (2)	23/11/2007	January 2008	<p>Ensure teachers make better use of</p>	<p>The nature of the report required no specific intervention or challenge from the School Improvement Service outside its normal pattern of SIP reporting</p> <p>PNS Consultant support in mathematics is leading</p>	Headteacher currently seconded to support another school in special measures

				information about pupil progress to plan effectively for higher achieving pupils	to better match of teaching to learning needs	
Venerable Bede	Inadequate (4)	28/11/2007	January 2008	<p>Improve the standards and achievement in mathematics at Key Stage 4</p> <p>Increase the proportion of consistently good teaching</p> <p>Improve the use of data and the tracking and assessment of student's progress to help ensure all are motivated, challenged and supported to achieve the best they can</p>	<p>Intensive support at departmental and individual level has lead to an improvement of 12% points</p> <p>Intensive support provided in core subjects and identified underperforming subjects at KS4 by a range of consultants and SIOs</p> <p>The percentage of lessons judged 'good' or better has risen steadily from a low of 52% to approximately 75% in core subjects and a little lower in subjects overall.</p> <p>The school was supported in developing both better systems for tracking pupil progress and the ability of all leaders to use data to make judgements about progress</p> <p>Support for greater accuracy in identifying underachievement and targeting students for intervention.</p>	Whole school data systems are much more robust and leadership have much improved knowledge of progress being made

				<p>Develop more effective mechanisms to ensure the views of students are fully taken into account</p>	<p>Support for developing use of data has been linked with support for developing effective schemes of learning with a focus AFL and differentiation</p> <p>Support provided in developing the role of the school council and training provided for them and key member staff</p> <p>Tutorial time has been used to ensure that the majority of students are more aware of the role of the council in representing their views</p> <p>Subject level focus on AFL and learner talk begun to develop the climate for learning through developing the 'articulate learner' in some subjects</p> <p>School has engaged with training/CPD for SEAL – Areas for development have been identified and action plan is developing</p>	
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