

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

PROGRESS REPORT ON HYLTON RED HOUSE SCHOOL

Strategic Priority 4: Learning City

Corporate Improvement Priority: Delivering Customer Focused Services, Improving Partnership Working to Delivery 'One City'

1. Why has this report come to the Committee?

- 1.1 To update the Review Committee on activity and progress at Hylton Red House Primary School which is subject to Special Measures through an Ofsted judgement. The report specifically describes actions to address pupil progress.

2. Background

- 2.1 Hylton Red House Primary School has been in Special Measures since September 2008. Despite Intensive support from the Local Authority through the school Improvement Service the quality of the curriculum provision offered to the pupils remains unacceptably low and the last HMI report regarded progress in the school to have been unsatisfactory since the declaration of Special Measures. In response to that report the Review Committee required that progress in the School be the subject of regular report and that officers from the Local Authority attend the Children's Services Review Committee to provide regular and accurate updates on progress.

3. Current position

- 3.1 HMI Monitoring visit 4th & 5th December 2008 judged progress with three out of the four key issues to be inadequate. Whilst progress with carrying out actions is itself satisfactory, improvements and impact on pupils' learning are slight. Appendix 1 shows the movement towards targets which is still weak and requires improvement. The proportion of satisfactory teaching has not yet reached the appropriate level and continuing efforts are being made to address this important issue. Appendix 2 demonstrates the detailed work consultants are undertaking with staff.

The chart below illustrates actions which have already been taken to improve outcomes for young people.

Action	Intended outcomes
Employ a National Leader of Education to add leadership capacity for monitoring the quality of teaching and learning	<p>All teachers will have regular well-focused feedback on the improving quality of their teaching and their pupils' learning. Those with the most improvements to make will receive weekly feedback on the quality of their planning and the quality of their written feedback to pupils and fortnightly feedback on the quality of their teaching.</p> <p>Particular attention will be paid to improving:</p> <ul style="list-style-type: none"> • teachers' planning • use of time in lessons • subject expertise
Second a LA Headteacher to work with the school one day each week to lead curriculum development. The seconded Headteacher will have recent successful experience in this area.	<p>The differing needs of pupils will be better met by the curriculum</p> <p>Pupils will have opportunities to develop their special talents and interests</p>
Second a LA Deputy Headteacher to work with the school one day each week to lead on data analysis. The seconded Deputy Headteacher will have recent successful experience in this area.	Through accurate data analysis and the use of its outcomes to inform teaching, the differing needs of pupils will be better met.
'In residence' support from PNS Consultant into Year 1	The quality of teaching in Year 1 will be consistently satisfactory
'In residence' support from EYFS Support Teacher into Reception class	The quality of teaching in the Reception class will be consistently satisfactory
One to one tuition for all pupils most 'off track' regarding their progress in English and mathematics	<p>Targeted pupils are on track to attain Level 4 in 2009 Key Stage 2 SATs</p> <p>Targeted pupils are on track to attain level 2c in 2009 Key Stage 1 SATs</p>
Easter school for year 6 pupils and summer school for year 5 pupils with other age groups attending should they wish too.	<p>Targeted Yr 6 pupils are firmly on track to attain Level 4 in English and mathematics in 2009 SATs</p> <p>Targeted Yr 5 pupils move closer to being</p>

Action	Intended outcomes
	<p>on track to attain Level 4 in English and mathematics in 2010 SATs</p> <p>All pupils experience learning through highly engaging fun activities</p> <p>Pupils motivation to learn is increased</p>

5 Recommendation

- 5.1 Members are asked to note the actions described to secure improvement in the outcomes for children in the school and to agree to Receive regular progress updates on the impact of actions.

6. Background Papers

Appendix 1- Student progress towards targets for 2009

Appendix 2-consultant report on progress

Contact Officer: Margaret Ferrie
 Chief Inspector of Schools
 5535613
margaret.ferrie@sunderland.gov.uk

Hylton Red House Primary School
Standards in MATHEMATICS in December 2008

Standards in December 2008																	
	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5	Pupils on track to attain end of year national age related expectations	FFT D estimate	
Yr 2			15%		22%	44%	12%	7%							85%		
Key Stage 1 national results in 2008					level 2c+ 90% level 2b+ 74% level 3 21%												
Yr 3	2%	2%		10%	14%	20%	31%	13%	8%						72%		
Yr 4	3%			2%	10%	33%	17%	15%	15%	2%	3%				35%		
Yr 5	8%			2%		6%	14%	16%	14%	22%	20%				56%	71%	
Yr 6	3%					3%	6%	18%	16%	13%	18%	18%	5%		70%	75%	
Key Stage 2 national results in 2008											Level 4+ 78% level 5 31%						

Key:

dark shading = end of year national expectations

light shading = end of year national expectations likely to be achieved with appropriate intervention (including one to one tuition in Year 6)

Hylton Red House Primary School
Standards in READING in December 2008

Standards in December 2008																
	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5	Pupils on track to attain end of year national age related expectations	FFT D estimate
Yr 2	7%		17%	3%	24%	29%	20%								73%	
Key Stage 1 national results in 2008					level 2c+ 84% level 2b+ 71% level 3 25%											
Yr 3	2%	2%		8%	18%	25%	12%	15%	12%	6%					70%	
Yr 4				23%	13%	10%	12%	15%	10%	8%	3%	6%			42%	
Yr 5	6%			10%	6%	12%	14%	14%	14%	14%	8%		2%		38%	77%
Yr 6	3%				5%	2%	3%	11%	8%	10%	15%	16%	16%	10%	75%	81%
Key Stage 2 national results in 2008											level 4+ 86% level 5 48%					

Key:

dark shading = end of year national expectations

light shading = end of year national expectations likely to be achieved with appropriate intervention (including one to one tuition in Year 6)

Hylton Red House Primary School
Standards in WRITING in December 2008

Standards in December 2008																
	W	1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5	Pupils on track to attain end of year national age related expectations	FFT D estimate
Yr 2	11%	2%	11%	34%	29%	13%									42%	
Key Stage 1 national results in 2008					level 2c+ 80% level 2b+ 58% level 3 12%											
Yr 3	2%		2%	4%	23%	32%	32%	5%							69%	
Yr 4	3%		7%	5%	14%	34%	20%		10%	5%		2%			17%	
Yr 5	4%	2%	6%	2%	12%	12%	14%	16%	28%	2%	2%				32%	51%
Yr 6				5%	6%	11%	11%	3%	25%	10%	5%	15%	7%	2%	64%	61%
Key Stage 2 national results in 2008											level 4+ 67% level 5 20%					

Key:

dark shading = end of year national expectations

light shading = end of year national expectations likely to be achieved with appropriate intervention (including one to one tuition in Year 6)

**Primary National Strategy Support 2008-09
Support Agreement**

School: Hylton Red House Primary School	Teacher XXXXXX	Consultant XXXXX
------------------------------------------------	-----------------------	-------------------------

Objective:

To Implement sustained programme to improve learning and teaching in Year 6.

Success criteria:

- All lessons have a clear purpose and structure and are effectively differentiated to meet the needs of all pupils.
- All pupils are suitably supported and challenged by the content of the lessons and teacher has high expectations.
- Pupils have opportunities for listening, discussion, practical work, problem solving and enquiry as well as rehearsal.
- Lessons are not overly dominated by teacher talk or over reliance on textbooks or worksheets.
- Teaching Assistants are deployed effectively throughout the daily timetable and individual lessons.
- Teacher demonstrates subject-content knowledge and appropriate mathematics-specific pedagogy
- Appropriate resources are available for all.
- ICT is used to enhance teaching and learning, to motivate learners and provide effective models and images.

Timescale & extent of support	Personnel involved	Resources needed
One support session per week.	LA: XXXXXXXX School: XXXXXXXX	LA will supply: Consultant support and appropriate resources. School will supply: Cover for teacher to be released from class.

Headteacher's signature:

Consultant's / Support Teacher's / Leading Teacher's signature:

**Primary National Strategy Support 2008-09
Support Plan**

School: Hylton Red House	Teacher XXXXXX	Consultant XXXXX
---------------------------------	-----------------------	-------------------------

Overall objective:

PRIORITY 2 To raise standards of attainment and achievement by improving the quality of learning and teaching within Year 6 in mathematics

Week	Planned activity	Intended outcomes	Timescale	Progress / Impact
10/11/08 Mon 8:30am – 12pm	<p>1st Activity Co-planning for mathematics with xxx Year 6 SEN set group. Focus: differentiation for SEN, progression, pitch, expectations, pace, role of the TA, S&L, structure and sequence of lessons, subject knowledge and use of ICT.</p> <p>Include use of 'Overcoming Barriers in Mathematics Level 3 – 4 and Level 2 – 3'.</p>	<p>Future planning will begin to show:</p> <ul style="list-style-type: none"> • differentiation of LO addressing appropriate pitch and pace • role of TA considered and planned for • use of ICT to enhance T&L • structure to daily and weekly planning which structures learning • S&L as a high priority 	1 week	<p>Planning as of Nov 08 shows:</p> <ul style="list-style-type: none"> • differentiation and role and purpose for TA to support SEN children • majority of lessons pitched correctly – though a more comprehensive understanding of children's abilities is necessary • appropriate use of ICT considered (using ICT notes and resources from framework) and questioning to support it's use • clear structure to daily and weekly planning showing teacher's knowledge of the 'big picture' • S&L sometimes evident, though needs to be made more explicit on planning

Week	Planned activity	Intended outcomes	Timescale	Progress / Impact
10/11/08 Mon 8:30am – 12pm	2nd Activity Demonstrate the NCETM evaluation tool of subject knowledge to target specific areas of support for Year 6 teachers in relation to subject knowledge.	Year 6 teachers to show evidence of use of the support offered by the NCETM and how it has enhanced subject knowledge, in turn improving T&L.		Year 6 teachers are working through NCETM evaluation tool and will collate evidence of support necessary from PNS consultant to be offered in Spring Term. Teacher shows knowledge of: <ul style="list-style-type: none"> • selecting some appropriate teaching strategies and learning activities • monitoring learning and will further enhance knowledge through the use of APP
10/11/08 Mon 1pm – 2pm	3rd Activity PNS Consultant to model use of 'learning outside the classroom': using 'maths trails' to enhance T&L, ideas to provide a creative mathematics curriculum, opportunities for S&L and U&A, use of ICT. Co-planning with Year 6 team - 'maths trail' activities.	Year 6 team will collaboratively incorporate the use of 'maths trails' into their termly planning. Year 6 mathematics planning will show evidence of 'real-life' contexts to give purpose to children's learning. Year 6 team to work collaboratively to plan, organise and deliver a 'maths trail' event differentiated for 3 classes.		Impact unable to be measured at present (activity not fulfilled due to circumstances within school - Ofsted) – planned activity will continue into Spring Term.

Week	Planned activity	Intended outcomes	Timescale	Progress / Impact
17/11/08 Mon 8:30am – 12pm	<p>1st Activity Co-teach for mathematics with XXXX Year 6 SEN set group. Focus: differentiation for SEN, progression, pitch, expectations, pace, role of the TA, S&L, structure and sequence of lessons, subject knowledge and use of ICT.</p> <p>Include use of 'Overcoming Barriers in Mathematics Level 3 – 4 and Level 2 – 3'.</p>	<p>xxxxx identified the following key aspects from lesson:</p> <ul style="list-style-type: none"> • LO differentiated to suit needs of LA & SEN • role of TA considered and planned for • use of ICT to enhance T&L • S&L as a high priority <p>Xxxxxx's mathematics lessons to begin to include:</p> <ul style="list-style-type: none"> • LO differentiated to suit various levels of ability within class • Use of review lessons to accurately pitch lesson objectives • Discussion of the 'bigger picture' with children • Use of overcoming barriers materials to provide effective models and images 	1 week	<p>Xxxxx lead a comprehensive discussion following lesson taught by PNS consultant:</p> <ul style="list-style-type: none"> • use of questioning to enable simple differentiation throughout class • appropriate use of TA and the need to lead a discussion before and after lessons to ensure TA is clear of role during lessons and can offer effective feedback regarding SEN children • use of S&L to elicit key information from children • use of ICT instead of textbooks and photocopied resources to enhance teaching and learning and motivate all <p>xxxx's lesson as of Dec 2008:</p> <ul style="list-style-type: none"> • showed use of a review lesson to support the pitch of LO, however further support from PNS consultant is necessary, through a modelled session. • Demonstrated the priority of making the 'bigger picture' clear to all children – and included the use of a 'working wall' to model ideas for blocks of work.

Week	Planned activity	Intended outcomes	Timescale	Progress / Impact
17/11/08 Mon 8:30am – 12pm	<p>2nd Activity Co-planning for mathematics with xxxxx Year 6 SEN set group. Focus: differentiation for SEN, progression, pitch, expectations, pace, role of the TA, S&L, structure and sequence of lessons, subject knowledge and use of ICT.</p> <p>Include use of 'Overcoming Barriers in Mathematics Level 3 – 4 and Level 2 – 3'.</p> <p>Include features identified from previous lesson taught by PNS consultant.</p>	<p>Future planning will begin to show:</p> <ul style="list-style-type: none"> • differentiation of LO addressing appropriate pitch and pace • role of TA considered and planned for • use of ICT to enhance T&L • structure to daily and weekly planning which structures learning • S&L as a high priority • Use of Overcoming Barriers resources to support planning 	1 week	<p>Xxxxx 's planning as of Nov 2008 shows evidence of:</p> <ul style="list-style-type: none"> • needs of children considered and LO pitched appropriately • TA role considered but needs to be made explicit on planning • ICT used throughout block of work and open questions planned appropriately • Use of 'Overcoming Barriers' materials for Level 1-2, Level2-3 & Level 3-4, Springboard and WAVE 3 intervention resources highlighted on planning and effective learning activities used • S&L needs to be made explicit of planning (A/B partners, role play, hot seating, snowballing etc)
1/12/08 Mon 9am – 12pm	<p>1st Activity PNS consultant to observe xxxxx teaching 'review lesson' to Year 6 SEN children and record key features to discuss during feedback session.</p>	<p>Review lesson to demonstrate to children the 'bigger picture' for block of work and the use of a 'working wall' to model key areas.</p> <p>Use of practical resources to support the needs of less able year 6 children.</p> <p>Use of TA with small group of SEN identified children focusing on PIVATs targets.</p>	1 week	<p>Xxxx 's lesson demonstrated:</p> <ul style="list-style-type: none"> • bigger picture to children and use of working wall to build picture. • Individual resources for each child. • Some use of TA to support less able – though this needs to continue to be a focus. • Some knowledge of use of an assessment lesson – XXX needs further support.

Week	Planned activity	Intended outcomes	Timescale	Progress / Impact
1/12/08 Mon 9am – 12pm	2nd Activity Co-planning for mathematics with XXX Year 6 SEN set group. Focus on use of: TA during registration time and within lesson, resources to support learning, 'Overcoming Barriers', 'Springboard' and 'WAVE 3' materials.	Future planning will begin to show: <ul style="list-style-type: none"> • role of TA during registration time to support the needs of SEN children and their IEP targets. • Role of TA made explicit on planning during all maths lessons, including individual activities for SEN children • Use of mentioned resources to enhance teaching and learning and provide appropriate learning activities for SEN and LA children 		Xxxxx 's planning as of Dec 2008: <ul style="list-style-type: none"> • needs to show documented evidence of role of TA during registration, children and IEP targets working on and in future impact • shows clear use of mentioned resources and as a consequence lessons are appropriate to needs of all. • Begins to show consideration of 'real-life' maths and links between mathematical concepts.
12/1/09 Mon 9am – 12pm	1st Activity PNS consultant to observe xxxx teaching lesson to Year 6 SEN children and record key features to discuss during feedback session.	Lesson to continue to demonstrate to children the 'bigger picture' for block of work and the use of a 'working wall' to model key areas. Use of practical resources to support the needs of less able year 6 children. Use of individual resource packs for children. Use of TA with small group of SEN identified children focusing on PIVATs targets. Teacher fully aware of needs of children from previous assessment, therefore lesson pitched correctly. Use of ICT to motivate all and enhance T&L	1 week	Xxxx 's lesson demonstrated: <ul style="list-style-type: none"> • bigger picture to children and use of working wall to build picture. • Individual resources for each child. • Planned use of TA (PNS consultant took this role). • Some evidence of S&L strategies. • Use of ICT which motivated all and allowed for simple differentiation. xxxx still needs to consider pitch of lesson prior to teaching and make assessment integral to lesson – not necessarily an additional lesson. Ideas/resources for TA and SEN/PIVAT children needs to continue to be given focus to allow xxx to pitch lesson at needs of remainder of class.

Impact against the overall objective:

PRIORITY 2 To raise standards of attainment and achievement by improving the quality of learning and teaching within Year 6 in mathematics

- The majority of planning for mathematics shows a clear purpose and structure to daily and weekly lessons. LO are differentiated and pitched appropriately for the greater part of the class, particularly the middle, however further consideration needs to be given to the role of the TA to enable the teacher to address the needs of the 'more able' within the LA group.
- The teacher is aware of the expectations for her children, though not necessarily the specific mathematical content for children to achieve Level 3 & 4 and the pace and support needed for less able children to meet their targets at the end of Year 6. The use of APP to clearly support this need, following LA training, will be followed up by PNS consultant in the Spring term and its impact will be measured.
- Speaking and listening are seen as a priority and are used within lessons, though this needs to be made explicit in teacher's planning and further S&L activities need to be considered – PNS consultant to deliver whole school training.
- Children are encouraged to discuss and explain their reasoning, though this also needs to be a priority and modelled throughout lessons by the class teacher.
- A high proportion of lessons are still dominated by teacher talk, though there is evidence in planning and lessons of increasing opportunities for child talk.
- Lessons no longer rely on textbooks and worksheets; use of ICT resources are supporting this target.
- Teaching assistants role is beginning to be planned for in all lessons and they have been given a clear focus for registration time. However their use within pupils' individual work time needs to be given further thought.
- The teacher is demonstrating subject-knowledge and some appropriate mathematics-specific pedagogy – the needs of children with SEN need to be better catered for
- Resources have been made available to all children – though activities for their use need to be introduced. A greater range of resources in needed within the classroom (i.e. number lines, vocabulary etc.)
- ICT is used to enhance teaching and learning, to motivate learners and to provide effective models and images.