

Barlows Primary School

Autumn LSIP Visit – Note of Visit – Tuesday 20th November 2018 (1.15 pm – 3.20 pm)

FAO: Mr David Robinson, Headteacher

Dear David,

Please find below, my notes following the visit I made to Barlows on 20th November when I had the pleasure of speaking with yourself and your DHT, Miss Stacey Feenan.

As per my Spring and Summer visits, I have written this up as a Note of Visit rather than including it in the standard proforma we use as part of School Improvement Liverpool's termly visits. This is because you are still embedding systems and processes.

During my visit we discussed a range of themes...

Curriculum

There were launch events for Barlows' new curriculum during the first week of Autumn 2.

Reception – went digging in their outdoor area only to find a collection of bones – this launched their focus on the Funny Bones stories.

Year 1 – dug up a time capsule from 1955 – linked to their topic of “What was life like for our parents when they were young”

Year 2 received a letter from the Mayor telling them that the Liver building is to be knocked down and replaced by a car park – starting point for persuasive writing activities.

Year 3 entered a crime scene to find the body of Tutankhamun, launching their Egyptian topic

Year 4 had to gather all their belongings as they headed to Rwanda!

Year 5 found a mysterious box guarded by mystical creatures – Greek Myths

Year 6 found their classrooms littered with man-made materials – the jumping off point for their topic on “Are we damaging our world?”

All staff planned these events together – a collegiate approach as part of an INSET Day in October.

Barlows now has a topic-based approach to its curriculum – based in part on thinking from “Curriculum Design”, edited by Mike Golby (c.1975) – synthesizing learning from a starting point of memorable, engaging experiences.

At Barlows children will be able to apply knowledge and skills from across different subject areas, which will culminate in a final half-termly mini-project. Medium term plans have been changed to reflect this approach (LSIP provided with a template).

The HT has been very pleased with how staff have come on board with curriculum development - a nice piece of evidence of change since his arrival in January 2018.

The HT had already provided the LSIP with a copy of the school's comprehensive **Curriculum Development Plan (Autumn 2018 – Autumn 2020)**, which sets out the school's rationale for its curriculum design, intent and implementation at the Challenge Board meeting in October 2018.

This Plan also features in the right-hand column of each page ambitious success criteria and evidence for improved attainment in Reading, Writing and Mathematics for children from EYFS through to Y6.

Miss Feenan also produced and shared Attainment and Progress Projections for 2019 and 2020, for all year groups and encompassing Reading, Writing and Mathematics, respectively, which the LSIP has filed as an Appendix to the Autumn Visit. **Governors have already been presented with this data.**

Attendance

Mr Robinson, HT, will be leading on Attendance from the start of the Spring Term, and the school's EWO will be working one day per week for one term, commencing in January.

The HT stated that more work needs to be done with regards to improving attendance.

The data for attendance for this academic up to Friday 16th November is as follows:

Y1 – Y6 = 95.4%

If Reception is factored in, this rises to 95.5% (Reception for the same period is 96.1%)

Nursery attendance stands at 93.5 %, compared to 88% this time last year. HT paid tribute to Miss Jennie Smith, the Nurse teacher, who has been key to securing this uplift.

Reminder – AFI from Ofsted (June 2017):

LSIP will have a detailed conversation with HT about attendance during the Spring Visit

- **Increase steps to set and enforce high expectations for pupil's attendance at school**

LSIP will have a detailed conversation with HT about attendance during the Spring Visit, 19/03/19.

Pupil Premium

Miss Feenan, DHT, has been leading on Pupil Premium since September.

Miss Feenan confirmed that the PP budgets for 2017/18 and for 2018/19 as...

2017/18 was £81,840 for 75 pupils

2018/19 projected is £81,840 (76 PP Pupils made up of 47 FSM, 12 Ever 6 FSM (not current FSM), 5 post looked after, 4 looked after, 2 Service pupils – ever5 service)

A range of strategies are being employed to assist in developing children's achievement who are in receipt of the Pupil Premium. DHT consented, and with the agreement of the HT, to sharing her notes on PP with LSIP.

Pupil Premium	Barriers	Strategies	Impact
Total Budget 2017-18 £81, 840		Catch Up Literacy Success at Arithmetic	For the 10 Y4 pupils who received this intervention over 1.5 terms, they made on average 8.4 months progress. the biggest gain was 2 years and 3 months. For the 6 Y3 pupils who received this intervention, they made on average 2 months progress over 1 term. the largest gain was 5 months. For the Y3 pupils who received this intervention over 1.5 terms, all pupils percentage of understanding improved. one pupil made a gain of 1year and 9 months, while 2 others gained by 3 months and 5 months. For the Y5 pupils who received this intervention 5 out of the 6 pupils gained a total of 2 years 8 months progress with the biggest gain of 1 year 6 months.
Total Budget 2018-19 £81, 840	Barriers to learning include: Low basic maths and English including gaps in learning Low levels of aspiration lack of resources / knowledge to support home learning Attendance and punctuality Gaps in vocabulary	Children's University Catch Up Literacy Success at Arithmetic Breakfast (similar to Magic Breakfast) One to one verbal feedback	Promote high aspirations, additional curriculum provision and learning destinations. Measured through the Burden Learner Scale. Expected to diminish the difference in word reading and comprehension reading by an additional 4-6 months. Expected to diminish the difference for individuals by an additional 4 months. Improve punctuality for some pupils and access to additional pre school learning intervention in addition to a healthy start to the day.

		<p>One to one additional reading</p> <p>Morning pre school boosters (Year 6)</p> <p>Reading Wise</p> <p>Welfare – Counselling provision</p> <p>Provision Mapping Software</p> <p>Attendance and punctuality</p> <p>Vocabulary gap teaching – quality first teaching</p> <p>Focused and targeted parent ‘how to sessions’ focused on maths, reading, writing, spelling and EGP</p>	<p>Verbal feedback at the end of Maths and English units of work, one to one with the teacher. Expected gains +8 months.</p> <p>One to one reading focuses on word reading and comprehension, particularly for pupils who do not read at home.</p> <p>Pre school boosters provide opportunities for gap teaching prior to the school day. Target to increase summative for R, W, M by 6.3 across the year.</p> <p>Online based literacy intervention focused on decoding and comprehension. expected gains = 9 months in 20 hours.</p> <p>Emotional support for pupils in need. Improved attitudes to learning.</p> <p>Provision mapping software ensures all PP pupils are catered for.</p> <p>Additional EWO time allocated to pupils in need improves attendance of PP pupils.</p> <p>Staff CPD in closing the vocabulary gap, supports the development of quality first teaching for all pupils.</p> <p>Increase in parental engagement and support at home (measured through pupil and parent questionnaire responses)</p>

The school website is **NOT** currently compliant with providing the Pupil Premium information set out by the Department for Education, as set out in their guidance, “What maintained schools must publish online” - <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

This will be updated on the website following agreement at the full Governing Body Meeting on 14/01/18.

This will be addressed by the school in the Spring term – the data is available, it has just not been uploaded.

All PP parents had been asked to take part in an online questionnaire – this survey was ending at the end of w/c 19th November.

Both the parent and pupil survey have helped to inform:

- ***how we target parent workshops to support pupils with their learning,***
- ***how we target learning opportunities through Children's University Clubs,***
- ***how appropriate the offer of a free breakfast would be to our PP pupils,***
- ***how we select learning activities and methods .***

The pupil survey helped to also identify improved ways of communicating information around attainment and progress at parents' evening appointments and the impact this has on pupils' understanding of their achievements (in particular progress).

The information collated in both the parent survey and pupil focus group survey has helped to inform the activities PP is spent on.

All PP children have been invited to attend Breakfast Club.

This has initially been offered on an individual basis during the Autumn Term, as Breakfast Club was a new initiative introduced during Autumn 1. Currently 4 PP pupils attend breakfast club and 15 PP pupils attend Morning Club.

DHT and SENCo are now using provision mapping software to help target appropriate interventions for children.

(Lexia reading skills has been abandoned)

Reading Wise has been introduced as part of a SSIF bid which focuses on "Closing the attainment gap by increasing the effectiveness of teaching assistants".

Governor Development

The Governing Body has been re-constituted to include three parent governors (2 newly elected, Mrs Jessica O'Rourke, Mr Kevin Cairns) and an associate governor, Mrs Kate Whitney (who is also a parent). These appointments were ratified on 1st November.

Both the HT and the Chair of Governors still feel the governing body is too small and will seek to add more members in 2019.

One of the Governors, Reverend Mike Hindley (who is responsible for PP) visited the school on 1st November to:

- gain a greater understanding of the School Development Plan and how it addresses the key areas for improvement identified in the Previous Inspection Report.
- Oversee developments that have taken place since September 2018 with how PP children are tracked and supported in school (This includes the more able disadvantaged children).

Mike kindly completed a **Governor Visit Monitoring and evaluation Record**, a copy of which was shared with the LSIP; this proforma will be used by all governors going forward.

Mike reported on *“seeing the excitement from the teachers and gaining feedback from pupils on the new creative approach to learning”*.

LSIP reminded HT to share with FGB a copy of the school's latest **Inspection Dashboard Summary Report** (IDSR) and the latest copy of **Analysing School Performance** (ASP) documents.

Key priorities for this academic year:

- Curriculum
- Reading, Writing and Mathematics
- Implementation of Children's University (over 70 activities).

Other matters

Both NQTs, Miss Eimear Long (Y4) and Miss Sophie Craig (Y1) are settling in well and have been provided with a schedule of personalised CPD opportunities – the schedule was shared with the LSIP.

Maths Lead, Lauren Williams, has been observing Maths lessons across the school this term with the HT. Maths book scrutinies have been marrying up with lesson observations – conceptual Maths is beginning to have an impact – MEP, Mathematics Enhancement Programme.

The HT also provided the LSIP with some sample Maths books to peruse, drawn from children in Y2 and Y6.

Mr Robinson asked two questions with regard to School Improvement Liverpool support –

1. Adapting LCC's pay policy – LSIP recommend contacting the Barlows' SIL HR Adviser – Liz Dodd liz.dodd@si.liverpool.gov.uk
2. Recommendation for an RE Scheme of Work – LSIP would email Gil Lawson at SIL, who has oversight of RE to ask her to make contact with HT. gill.lawson@si.liverpool.gov.uk

Barlows Children's Centre will be taking over the running of both Stoneycroft and Knotty Ash Children's Centres

The new HT of Broad Square Primary School, Mrs Victoria Corbett, had visited Barlows at the beginning of November.

Dates for the rest of the 2018/19 Academic Year agreed:

Spring Visit – **Tuesday 19th March at 1.15 pm**

Challenge Board – **Monday 1st April at 10 am**

Summer Visit – **Wednesday 17th July at 1.15 pm**

The LSIP thanked the HT for all of his hard and determined work over the past three terms; a lot had been achieved during this time and it was evident that the school was now firmly secure on its journey to achieving a Good outcome at its next Ofsted inspection – likely to be in the academic year 2019-20, when there will be a new Education Inspection Framework in place (consultations begin on this new framework in January 2019).

LSIP and HT agreed that the school would remain at **Level 3** of School Improvement Liverpool's Graduated Approach and still be subject to a further Challenge Board meeting with SIL's Principal Officer, in Spring 2019.

Once the content of this report is agreed by HT and LSIP, HT to share with the Chair of Governors, Fiona Chambers.

I trust this is an accurate reflection and summary of our meeting and may I take this opportunity to wish you and your family a very Happy Christmas.

Best regards,
Paul

Paul Bradshaw
Senior School Improvement Officer – New Technologies & Online Safety
Liverpool School Improvement Partner

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Appendix – Historical Data Sets – Summer 2018

KS2 Evaluation of Standards																														
	GPS %						Reading %						Writing %						Maths %						RWM %					
	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat		
At ARE +	72.9%	74.1%	75.0%	77.7%	57.6%	75.9%	68.3%	75.3%	84.7%	63.8%	76.7%	78.3%	72.9%	72.4%	71.7%	75.6%	47.5%	56.9%	61.7%	64.4%	56.9%	56.9%	56.9%	61.7%	56.9%	56.9%	61.7%	64.4%		
High Score	16.9%	19.0%	35.0%	34.0%	11.9%	15.5%	25.0%	28.1%	11.9%	13.8%	23.3%	19.9%	10.2%	20.7%	16.7%	23.6%	5.1%	5.2%	8.3%	9.9%	5.2%	5.2%	8.3%	8.3%	5.2%	5.2%	8.3%	9.9%		
Boys	65.7%	69.0%	64.0%	73.3%	54.3%	69.0%	60.0%	71.6%	82.9%	58.6%	72.0%	72.4%	68.6%	69.0%	72.0%	75.1%	42.9%	48.3%	56.0%	60.5%	48.3%	48.3%	56.0%	56.0%	48.3%	48.3%	56.0%	60.5%		
WBB	65.7%	69.2%	64.0%	71.6%	54.3%	69.2%	60.0%	71.8%	82.9%	57.7%	72.0%	71.8%	68.6%	65.4%	72.0%	74.4%	42.9%	46.2%	56.0%	59.9%	46.2%	46.2%	56.0%	56.0%	46.2%	46.2%	56.0%	59.9%		
Girls	83.3%	79.3%	82.9%	82.2%	62.5%	82.8%	74.3%	79.2%	87.5%	69.0%	80.0%	84.4%	79.2%	75.9%	71.4%	76.0%	54.2%	65.3%	65.7%	68.4%	65.3%	65.3%	65.7%	65.3%	65.3%	65.3%	65.7%	68.4%		
Disadvantaged	50.0%	45.5%	66.7%	66.8%	30.0%	45.5%	58.3%	64.2%	60.0%	36.4%	66.7%	67.5%	60.0%	63.6%	66.7%	63.8%	20.0%	36.4%	58.3%	50.7%	36.4%	36.4%	58.3%	58.3%	36.4%	36.4%	58.3%	50.7%		
SEND	44.4%	11.1%	26.7%	34.9%	44.4%	22.2%	40.0%	38.0%	44.4%	11.1%	40.0%	33.0%	33.3%	22.2%	53.3%	36.8%	22.2%	11.1%	33.3%	21.0%	22.2%	11.1%	33.3%	33.3%	22.2%	11.1%	33.3%	21.0%		
EAL	0.0%	50.0%	100.0%	79.0%	0.0%	50.0%	100.0%	70.7%	0.0%	25.0%	100.0%	76.9%	0.0%	75.0%	100.0%	77.5%	0.0%	25.0%	100.0%	63.2%	0.0%	25.0%	100.0%	25.0%	0.0%	25.0%	100.0%	63.2%		
High	0.0%	100.0%	100.0%	98.8%	0.0%	100.0%	92.9%	97.7%	0.0%	100.0%	96.4%	98.8%	0.0%	95.7%	96.4%	97.9%	0.0%	95.7%	96.4%	89.3%	0.0%	95.7%	96.4%	95.7%	0.0%	95.7%	96.4%	89.3%		
Middle	0.0%	62.5%	58.6%	77.5%	0.0%	65.6%	51.7%	74.0%	0.0%	43.8%	65.5%	79.1%	0.0%	62.5%	55.2%	73.8%	0.0%	62.5%	55.2%	58.5%	0.0%	62.5%	55.2%	34.4%	0.0%	62.5%	58.5%	58.5%		
Low	0.0%	0.0%	0.0%	17.8%	0.0%	0.0%	0.0%	19.5%	0.0%	0.0%	0.0%	17.1%	0.0%	0.0%	0.0%	18.4%	0.0%	0.0%	0.0%	7.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.4%		
Sufficient Progress					27.6%	32.8%	35.0%	50.9%	53.4%	27.6%	45.0%	53.1%	27.6%	31.0%	25.0%	51.8%		31.0%	25.0%		27.6%	31.0%	25.0%	51.8%		31.0%	25.0%			
Confidence Interval					±1.6	±1.6	±2.1	±0.0	±1.6	±1.6	±2.1	±0.0	±1.4	±1.4	±2.0	±0.0		±1.4	±2.0		±1.4	±1.4	±2.0	±0.0		±1.4	±2.0			
Compared to National																														

	Reading						Writing						Maths														
	2016	2017	2018	Nat	Ave scaled score	2016	2017	2018	Nat	Sch	%EXS	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat
All	-3.9	-2.1	-3.8	105.1	105.1	-1	-3.5	-1.3	76.7%	76.7%	76.3%	-2	-1.9	-3.0	102.7	104.4	104.4	104.4	104.4	102.7	102.7	104.4	104.4	102.7	102.7	104.4	104.4
Boys	-5.0	-3.0	-3.6	104.2	104.2	-1.6	-5.1	-2.1	72.0	72.0	72.4%	-1.7	-2.8	-2.2	103.1	104.6	104.6	104.6	104.6	103.1	103.1	104.6	104.6	103.1	103.1	104.6	104.6
Girls	-2.3	-1.2	-3.9	105.9	105.9	-0.1	-1.9	-0.9	80.0	80.0	84.4%	-2.4	-1.0	-3.5	102.4	104.1	104.1	104.1	104.1	102.4	102.4	104.1	104.1	102.4	102.4	104.1	104.1
Dis	-4.0	-2.8	-4.2	99.0	102.6	-4.2	-5.5	-0.7	66.7	66.7	67.5%	-2.6	-1.0	-3.1	100.0	101.9	101.9	101.9	101.9	100.0	100.0	101.9	101.9	100.0	100.0	101.9	101.9
Non Dis (Other)	-3.9	-1.7	-3.6	106.1	106.1	-0.3	-3.1	-1.5	27.1	27.1	83.0%	-1.9	-1.8	-3.0	103.3	105.4	105.4	105.4	105.4	103.3	103.3	105.4	105.4	103.3	103.3	105.4	105.4
SEN	-0.4	-2.8	-6.3	98.2	98.2	-6.0	-7.9	-2.5	40.0	40.0	33.0%	-2.3	-5.5	-1.8	98.1	97.6	97.6	97.6	97.6	98.1	98.1	97.6	97.6	98.1	98.1	97.6	97.6
EAL	0.0	-6.0	2.3	104.1	104.1	0.0	-4.6	5.1	100.0	100.0	76.8%	0.0	1.0	5.4	109.5	105.2	105.2	105.2	105.2	109.5	109.5	105.2	105.2	109.5	109.5	105.2	105.2

KS1 Evaluation of Standards																
	Reading % Expected +				Writing % Expected +				Mathematics % Expected +				Combined % Expected +			
	2016	2017	2018	Net	2016	2017	2018	Net	2016	2017	2018	Net	2016	2017	2018	Net
All Exp	63.2%	54.4%	61.0%	75.4%	61.4%	57.9%	52.5%	69.9%	78.9%	66.7%	66.1%	76.1%	57.9%	52.6%	50.8%	65.3%
All GD	19.3%	14.0%	18.6%	25.6%	7.0%	5.3%	11.9%	15.9%	21.1%	10.5%	10.2%	21.8%	7.0%	1.8%	5.1%	11.7%
Boys	45.8%	48.4%	50.0%	71.2%	50.0%	58.1%	50.0%	63.4%	75.0%	71.0%	61.5%	74.9%	41.7%	48.4%	50.0%	60.2%
Girls	75.8%	61.5%	69.7%	79.8%	69.7%	57.7%	54.5%	76.8%	81.8%	61.5%	69.7%	77.3%	69.7%	57.7%	51.5%	70.6%
Dis	66.7%	27.3%	30.0%	62.5%	58.3%	27.3%	20.0%	55.4%	75.0%	45.5%	40.0%	62.8%	58.3%	27.3%	20.0%	50.2%
SEND	50.0%	22.2%	12.5%	30.3%	33.3%	22.2%	12.5%	22.4%	50.0%	33.3%	12.5%	32.7%	33.3%	22.2%	12.5%	18.7%
EAL	100.0%	66.7%	100.0%	72.3%	100.0%	100.0%	100.0%	68.7%	100.0%	100.0%	100.0%	75.1%	100.0%	66.7%	100.0%	64.1%

Phonics Evaluation of Standards										
	Year 1 % Expected					Outcome 2018				
	2016		2017			2018		Average Mark 2018		
No. Pupils	School	National	School	National	School	National	School	National	School	National
All	60	81.0%	81.0%	80.0%	81.0%	85.0%	82.5%	85.0%	34.3	33.9
Boys	28	88.6%	77.0%	71.4%	78.0%	78.6%	79.2%	79.2%	34.1	33.2
Girls	32	92.0%	84.0%	87.5%	85.0%	90.6%	86.0%	86.0%	34.5	34.6
Disadvantaged	4	71.4%	70.0%	50.0%	70.0%	75.0%	71.7%	71.7%	33.3	31.2
(Non Dis (Other)	56	92.5%	83.0%	83.3%	84.0%	85.7%	85.0%	85.0%	34.4	34.5
SEND	3	37.5%	42.0%	25.0%	43.0%	0.0%	43.9%	43.9%	17.3	24.5
EAL	5	0.0%	80.0%	0.0%	81.0%	100.0%	82.2%	82.2%	39.2	33.9

No. Pupils	EYFS Evaluation of Standards												GILD %				
	Reading % Expected				Writing % Expected				Mathematics (Numbers) % Expected				2016	2017	2018	Nat	
	2016	2017	2018	Nat	2016	2017	2018	Nat	2016	2017	2018	Nat					
All	73.3%	76.7%	68.3%	77.0%	70.0%	71.7%	68.3%	73.6%	78.3%	81.7%	81.7%	73.3%	79.6%	68.3%	71.7%	68.3%	71.5%
Boys	60.7%	63.0%	63.0%	71.9%	57.1%	59.3%	63.0%	67.4%	67.9%	74.1%	74.1%	74.1%	76.1%	53.6%	59.3%	63.0%	64.9%
Girls	84.4%	87.9%	72.7%	82.4%	81.3%	81.8%	72.7%	80.2%	87.5%	87.9%	87.9%	75.8%	83.3%	81.3%	81.8%	72.7%	78.4%
Dis	42.9%	66.7%	28.6%	63.0%	57.1%	66.7%	28.6%	59.3%	57.1%	66.7%	66.7%	42.9%	66.9%	50.0%	66.7%	28.6%	57.2%
Non Dis (Other)	77.4%	77.2%	73.6%	79.5%	71.7%	71.9%	73.6%	76.2%	81.1%	82.5%	79.2%	81.9%	81.9%	70.4%	71.9%	73.6%	74.1%
SEND	25.0%	0.0%	0.0%	34.6%	25.0%	0.0%	0.0%	29.2%	50.0%	0.0%	0.0%	0.0%	39.7%	25.0%	0.0%	0.0%	23.9%
EAL	66.7%	100.0%	100.0%	71.5%	66.7%	80.0%	100.0%	68.8%	100.0%	100.0%	100.0%	100.0%	74.6%	0.0%	0.0%	100.0%	66.3%