

Barlows Primary School

Spring LSIP Visit – Note of Visit – Tuesday 19th March 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 19th March when I had the pleasure of speaking with yourself and your DHT, Miss Stacey Feenan.

As per my Autumn 2018 visit, 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...

175 Safeguarding Audit

This had been completed and submitted to School Improvement Liverpool; the document had also been signed by the relevant parties.

You told me that you had engaged a former HMI, Julian Sorsby, to look at Safeguarding practices in Barlows, towards the end of the Summer term. (Julian had looked at Safeguarding in the previous academic year). Julian will be spending two days at Barlows, Safeguarding on Day One, followed on Day Two by working with the school's SLT to write its new Self Evaluation document.

Curriculum

Prior to the visit, you were kind enough to send me a copy of your updated Curriculum Development Plan – updated in the sense that Autumn Term actions had been evaluated and achievements/milestones recorded.

LSIP commented that this is a very helpful document. HT will send the Spring update once the Spring Term actions had been reviewed.

- There are now Vocabulary Working Walls in every classroom – Wow Words as well as ambitious vocabulary.
- New Guided Reading scheme Parents Workshop in the autumn term was positive. School is considering the potential of filming future parental workshops so parents who are unable to attend the sessions can view them on the school website.

- Library – new furniture has recently arrived, and the school has secured an additional £1000 of funding for book stock from the Liverpool Learning Partnership.
- Stacey reported on a recent Book Look regarding the new English SOW, Wordsmith. Lots of positives. Stronger progress in classes where staff have adapted/tweaked the Wordsmith resources to meet the needs of specific children/groups of children.
- In Maths, Lauren Foy has led on several Multiplication Bingo sessions for children and parents.
- MEP Maths is beginning to become embedded – a conceptual approach to maths rather than a mastery approach.
- David’s most recent assignment as part of his MA has been on the theme of Maths Mastery – LSIP suggested that he should endeavour to visit Banks Road Primary School where they use Maths Mastery – the HT of Banks Road is Linda Gibson, a former National Lead for the Numeracy Strategy. LSIP is happy to make the introductions.

There is a good feedback loop between the HT and Teachers in respect of the new curriculum model. There is a sense that whilst each launch event for the half termly learning project demands high workload from staff, the impact has been very positive.

There are plans in place to introduce an open-ended Foundation Subjects assessment task at the end of each project – a cooperative project undertaken by groups of children in each class – these will be used as “data drop” opportunities.

A new Religious Education scheme of work was introduced at the beginning of Spring 2, “Discovery RE”; this is an enquiry approach to RE.

The first year of the Children’s University programme has been going well. Ciara is currently looking for a venue for the graduation ceremony; it is anticipated that between 40 and 50 children will have accumulated enough credits to attain Bronze certification.

LSAs have accessed Phonics Training from School Improvement Officer, Margi Harrison.

Pupil Premium

On the day of this visit, the Pupil Premium Strategy for 2018-19 had not been uploaded to the school’s website but I am pleased to report that at the time of writing this report, the information is now on the school’s website and compliant with DFE’s statutory regulations.

Fifteen parents responded to the PP Online Questionnaire during the Autumn term, covering issues such as “What helps your child to learn?” and “learning experiences beyond the school gate”.

Spring Data – Y6 and Y2

Miss Feenan kindly supplied the data sets for Y2 and Y6, as well as for Y1 Phonics – these are based on assessments carried out in the Spring Term. Data indicates that children are on track to meet the aspirational targets set out for them in the Curriculum Development Plan.

Current Y2		Reading			Writing			Mathematics			Combined		
		EYFS %			EYFS %			EYFS %			GLD %		
	Numbers	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut	Spr %	Expectation	Aut %	Spr %	Expectation
All Exp			82			93			85			81	
All GD			47			31			23			21	
Boys			84			89			91			84	
Girls			81			96			81			78	
Dis			75			75			75			75	
NON			83			95			86			82	
SEN			0			0			100			0	
EAL			67			100			67			100	

Current Y6	Reading % KS1 2b+			Writing % KS1 2b+			Mathematics % KS1 2b+			Combined			EGSP			
	Number	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation	Aut %	Spr %	Expectation
All EXP+			82			92			87			55			55	
High Score			16			23			23			8			8	
Boys			72			91			82			47			447	
Girls			92			92			96			63			63	
Dis			100			86			71			22			22	
Non			79			93			90			61			61	
SEN			58			86			67			29			29	
EAL			N/a			N/a			N/a			N/a			N/a	

Phonics Current Y1	EYFS profile Reading Exp + For current Y1	Current position Aut [date]	Current position Spr [date]	2019 predicted results	Actual outcomes (Summer 19)
All			85		
Boys			78		
Girls			91		
Dis			78		
Non Dis			86		
SEND			75		
EAL			N/a		

Attendance

The school's new EWO has met with the parents of 50 children during the Spring Term to discuss attendance matters (as well as health and CP issues). These have taken place on Wednesdays in the Conference Room.

Governor Development

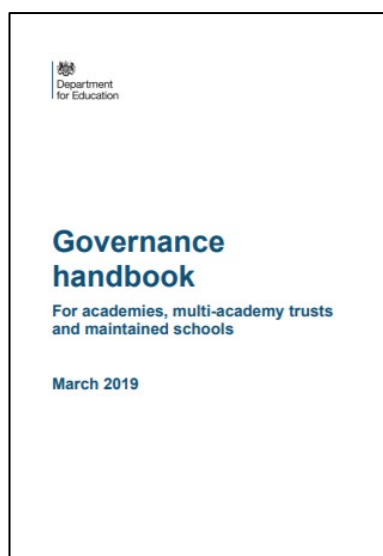
New parent governor, Jessica O'Rourke, had completed a comprehensive review of the school's website and has made suggestions for improvement – David was kind enough to share her record of visit (14/01/19 and 17/01/19)– this is the new template that has been introduced for all governor visits to Barlows. Jessica is the English Governor.

Kevin Cairns, also a new parent governor, will be visiting the school in his capacity as Maths Governor. (Another new parent governor, Kate Whitney is the Science Governor).

The Curriculum Committee, interestingly, is comprised of all parent governors.

Ratification of Policies – governors have been ratifying by email. School has just 2 more policies to update – Accessibility Plan and Equality Plan respectively.

LSIP recommended that HT make governors aware of the following documents (click on the document to hyperlink to the full version)



Other matters

LSIP and HT agreed that the school would remain at **Level 3** of School Improvement Liverpool's Graduated Approach.

Challenge Board meeting with SIL's Principal Officer to take place on **Monday 1st April at 10 am.**

Reminder of Summer Visit date – **Wednesday 17th July at 1.15 pm**

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 of our meeting.

Best regards,
Paul

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

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Challenge Board follow-up from 1st April

Principal Officer, Alison Green, has agreed to discontinue the Challenge Board provided that outcomes for children, in July 2019, are in the direction of travel of the forecasted results for 2019, shown in Barlows Curriculum Development Plan.

	2017	2018	2019
<u>EYFS</u>			
GLD>2 for Reading	77%	68%	73%
GLD>2 for Writing	72%	68%	72%
GLD>2 for Maths	82%	75%	76%
<u>KS1 -EXP</u>			
Reading	54%	61%	74%
Writing	58%	53%	68%
Maths	67%	68%	75%
<u>KS2 - EXP</u>			
Reading	78%	68%	74%

Writing	64%	77%	78%
Maths	72%	70%	76%

Progress 2018 - 2019 comparators

Reading: moving from -3.8 to -1.2

Writing: moving from -1.4 to -0.8

Maths: - moving from 3.0 to -1.0

Phonics current position Y1 – 85% of children are on track to reach the required standard.

Prior to the sit-down part of the Challenge Board, David, Stacey and Clare took the Principal Officer, LSIP and Chair of Governors for a walk around the school. We visited every class and the Nurture Base. It was very pleasing to see all of the children purposefully engaged in a range of learning activities, being led effectively by both teachers and LSAs.