

Highcliffe St Mark Primary School

Courage Compassion Respect

Ofsted said...

- ▶ Behaviour is good, interactions and relationships are strong, warm and we all care about each other
- ▶ Safeguarding culture is strong and our whole staff knowledge, policy and procedures are robust
- ▶ EYFS - is good. Children here are supported and taught to learn how to be a learner and make a good start with their education
- ▶ Early reading intent and implementation is strong - our new scheme is working
- ▶ Reading spine (scheme) in KS2 is good, well sequenced and robust
- ▶ Maths fluency is good, and it is evident that we have focused on this recently
- ▶ Our writing curriculum is well sequenced and thought through and is already having an impact
- ▶ The intended curriculum across all subjects is well sequenced, rooted in research, ambitious in design and appropriate for our children in our school
- ▶ Leaders are passionate and knowledgeable about their subject area
- ▶ There is evidence that our children are beginning to know more, do more and understand more
- ▶ SEND provision is good, we have an inclusive ethos which is positively impacting our SEND children's wellbeing and sense of belonging
- ▶ Enrichment opportunities are good - personal development is strong

Our aim tonight is address what else Ofsted said!

Aims:

- ▶ Share the strategic developments which have been implemented by current leaders in school
- ▶ Share the emerging impact of these changes
- ▶ Answer questions, gather feedback on what else parents need and would like to know

How:

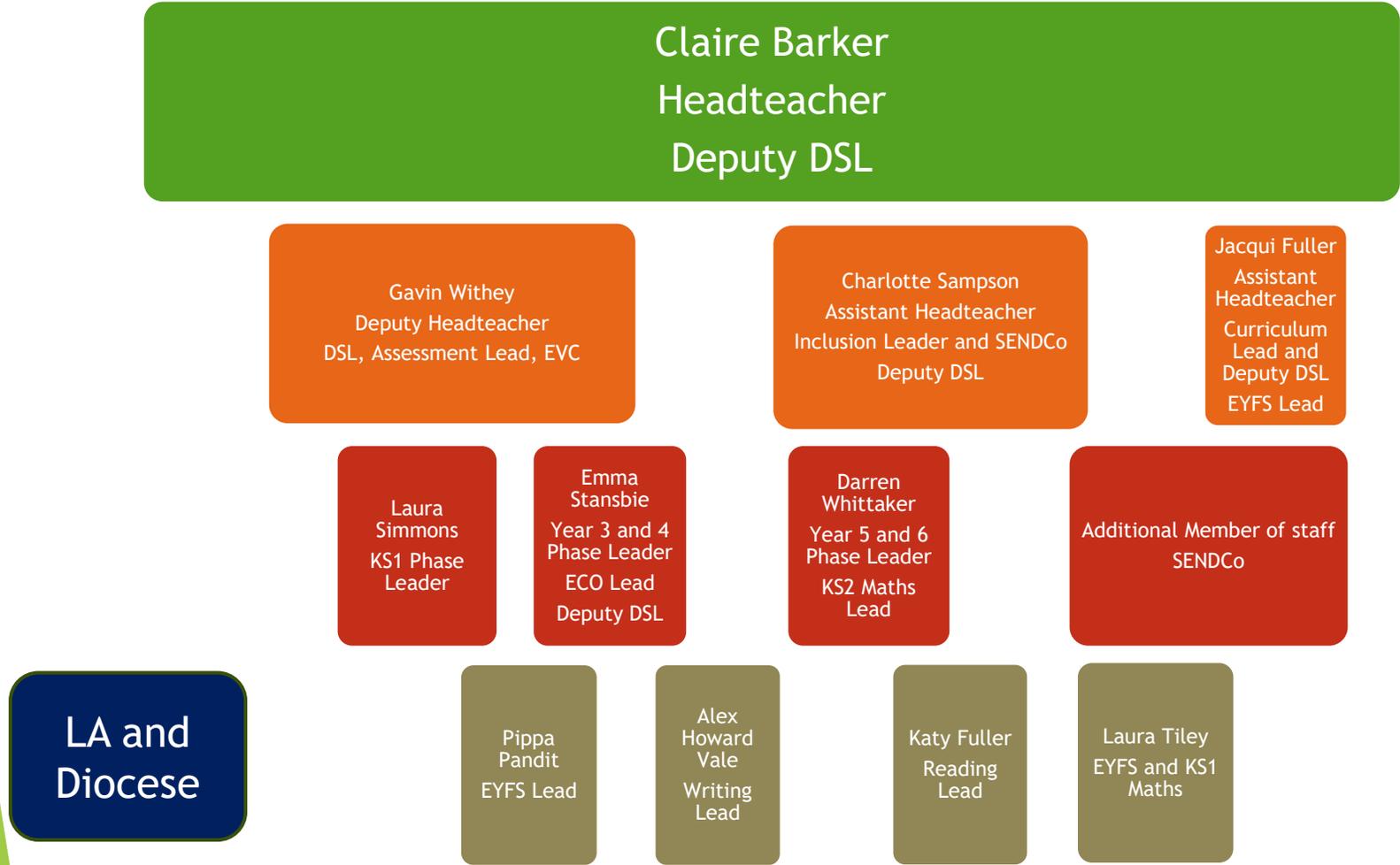
- ▶ Leaders will present recent past, present and next step pictures of the areas we have prioritised in the last 2+ years
 - ▶ Behaviour, curriculum, community, SEND provision, assessment, outcomes
- ▶ Q&A encouraged!



What significant changes have been made in the last 2 years?

- ▶ Increasing our capacity to lead and manage the school effectively and efficiently
 - ▶ Increasing and defining leadership roles to include phase leaders and distribute leadership
 - ▶ Governance - training, link governors
- ▶ Relationships and behaviour
 - ▶ Developing a strong sense of belonging for every member of the community
 - ▶ Personal development
 - ▶ Placing positive relationships as a high priority for everyone
 - ▶ Restorative approaches when things go wrong
- ▶ Curriculum
 - ▶ Both core subjects and non-core curriculum redesigned and restructured
 - ▶ Ensuring the children know more, do more and understand more
 - ▶ Teacher subject knowledge - giving teachers time to learn the content of what they will teach
- ▶ Assessing children's learning
 - ▶ accuracy, consistency and for a purpose
- ▶ SEND provision
 - ▶ Ensuring that staff have the training, understanding, knowledge and capacity to support the needs of children with SEND

Leadership Structure



Relationships and Behaviour

- ▶ “We believe that happy children behave well and aim to create an environment in which children feel safe and can learn, grow and achieve. At Highcliffe St Mark Primary we believe that the most important aspect in nurturing happy children who feel valued, safe and secure is the sense of connection and trust with our staff. Strong relationships between staff and children are vital and so our staff are approachable, compassionate and calm. In our school we have high expectations of ourselves and of others.” *HSMP Relationships and Behaviour Policy*
- ▶ *Paul Dix – When the adults change everything changes*
- ▶ <https://www.theparentpractice.com/podcast/dix>

Relationships and Behaviour

- ▶ Most significant indicator of our changed approach is the title of our policy:
 - ▶ Relationships and behaviour are closely linked. Strong, positive relationships lead to better behaviour
 - ▶ Consistent, high adult expectations leads to better behaviour
 - ▶ Clear and simple expectations lead to better behaviour
 - ▶ Taking time to talk it through when things go wrong (which they will, because we are a school full of young people) leads to improving behaviour over time
- ▶ Behaving well - learning well together!

Ready, respectful, safe



Relationships and Behaviour - what does RRS look like in school?

- ▶ Calm corridors
- ▶ Show me you are ready for...
- ▶ Waiting and expecting children to listen to each other and to the adult
- ▶ Time taken to explore why something went wrong (not safe, not ready, not respectful) and what the impact of this was on self and others. How could we react differently if faced with the same thing.
- ▶ 5 steps to response - reminder, caution, last chance, time out, repair
- ▶ For a small number of children we have additional provision to help them to work towards achieving our expectations. This provision is planned carefully using a Team Around the Child Approach and is regularly reviewed alongside parents.

What has the impact been?

- ▶ Pupils are happy and safe. They live up to the school's high expectations of their behaviour. Pupils know that any unkind words or actions will not be tolerated. They follow routines willingly and need only the occasional reminder to behave in class. As a result, the school has a calm atmosphere, and there is minimal disruption to learning. (Ofsted report, June 2024)
- ▶ A culture of respect is the hallmark of Highcliffe St Mark. It is this, that ensures a culture in which pupils and adults are treated well. Pupils behave well in class and around the school. Older pupils are effective role models for younger children at playtimes. Highcliffe St Mark is a happy school because respect, courage and compassion direct how pupils and adults treat each other. (SIAMS report, October 2023)

What are our next steps?

- ▶ Monitoring
- ▶ Pupil voice
- ▶ Review and refine
- ▶ Ensuring consistency - rizla paper!

Curriculum at HSMP



EYFS, KS1 and KS2

- ▶ English, Maths, Science, Computing, RE, PE, PSHE, MFL, History, Geography, Art, Design and Technology, Music
- ▶ Each subject is led by a teacher or team of teachers - who is responsible for developing, leading, monitoring that subject across the school or phase.
- ▶ Our curriculum takes into account our unique location, environmental concerns, pupils voice and celebrates differences.
- ▶ When children leave us at the end of year six, we want our children to be able to embrace life in a diverse and modern Britain.

EYFS

- ▶ We have developed a EYFS curriculum that supports children to be independent, whilst focusing on communication skills, relationships and the building blocks of early reading, writing and maths.

We have achieved this by:

- ▶ Investing in a phonics program and developing a reading scheme that is engaging and personalised.
- ▶ Staffing, training and whole staff awareness of the curriculum with the support of BCP
- ▶ Environment - continuous and enhanced provision
- ▶ Enrichment opportunities
- ▶ Detailed and regular assessment feeding forward into planning.

Curriculum -What have we achieved so far?

- ▶ Over the last 2 years we have been re-writing and investing in schemes that provide our children with a robust and diverse curriculum.
- ▶ Starting point - subject leader developed a vision statement for their subject.
- ▶ Using the National Curriculum, leaders mapped out the skills and knowledge progression for each strand and year group.
- ▶ Leaders created an overview for their subject to include vocabulary, assessment, SEND, enhancements and progression.
- ▶ Subject Knowledge audit - last year helps leaders to plan CPD

What has the impact been?

- ▶ "As a result of useful professional development, teachers are growing in confidence to implement the new curriculum."
- ▶ "The school has started to make improvements. For example, it has now identified and ordered what pupils should learn in almost all subjects."

"Tell me and I forget, teach me and I may remember, involve me and I learn."

-Benjamin Franklin

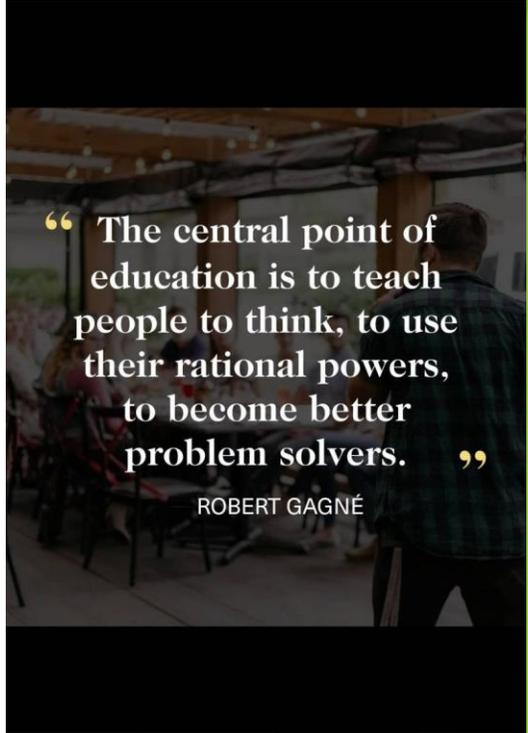
Curriculum - What are we doing now?

- ▶ Leader continuing the CPD program to enhance teacher subject knowledge across the curriculum.
- ▶ Teaching and Learning policy - reviewed, re-written and currently being embedded across the curriculum.
- ▶ New planning formats reflect the new Teaching and Learning policy and is supporting teachers to establish clear learning objectives and success criteria
- ▶ Senior Leaders are developing a robust monitoring and evaluation system
- ▶ Regular Learning Walks with a purpose. Leaders are conducting classroom observations with a focus on evaluating how effectively the curriculum is being delivered.
- ▶ Monitoring: Subject leaders have regular time slots where they can monitor and review planning, learning and pupil's voice
- ▶ Senior leaders regularly monitoring plans, moderating books and working with subject leader of their action plans.
- ▶ Training on Curriculum Implementation: training is focused on the curriculum's objectives, teaching strategies, and assessment methods. This ensures teachers are well-equipped to deliver the curriculum as intended.



What has the impact been?

- ▶ Higher quality planning, teaching and resources being used across the curriculum. This is evident in book monitoring, learning walks and BCP monitoring visit.
- ▶ Children can articulate the connections between different areas of their learning, which is deepening their understanding, improve retention, and makes learning more relevant and meaningful. Teachers valuing the time to revisit and over learn where needed to ensure links are made at the beginning and end of lessons.
- ▶ Adaptive planning for children who have misconceptions, missed learning or SEND.
- ▶ Teacher confidence in what they are teaching and how best to teach it due to the structured teaching and learning policy.



“ The central point of education is to teach people to think, to use their rational powers, to become better problem solvers. ”

ROBERT GAGNÉ

What are our next steps?

- ▶ Continue to improve writing standards across the curriculum

Setting high expectations, embedding writing skills (Every subject can support literacy by incorporating relevant writing tasks. For example, in Science, students might write lab reports, while in History, they could write persuasive essays), **focus on vocabulary development** (building subject-specific vocabulary is crucial and regularly reviewing and using new terminology in writing helps learners to articulate their ideas with precision and depth, **provide constructive feedback** and **encourage reading across subjects**).

- ▶ Leaders to continue to work through their SEFs (action plans)

Subject-specific training, mentoring offered by subject leaders, peer observations and team teaching, use of high-quality teaching resources, encourage collaboration with subject specialists within the Christchurch Learning Partnership, regular follow ups from the subject knowledge audits, lesson planning support, encouragement of independent research, incorporating subject knowledge/leadership into appraisals and creating a supportive culture of continuous improvement.

- ▶ By implementing these strategies, the school can create a supportive environment where teachers are continually building their subject expertise. This, in turn, will enhance the overall quality of learning, providing our children with better opportunities to develop and deepen their knowledge in each subject.



Assessment

'The school has strengthened how it uses assessment in some subjects. Where this is the case, it identifies gaps in pupils' knowledge and acts to remedy these. However, assessment is not used consistently well in some subjects. This means that teaching is not well informed by the identification of gaps or misconceptions in pupils' knowledge or skills. As a result, pupils do not always have a secure foundation for future learning.' OfSTED '24'

Where are we now?

2024 PROVISIONAL outcomes for groups comparison Highcliffe St Mark Primary School

Example:
2023 result

87	91
92	

2024 result

National Provisional 2024

or

Bournemouth, Christchurch & Poole LA 2024 - National 2024 not available

Group	Attainment																															
	Early Years				Phonics				Key Stage 2																							
	No. of Pupils	GLD		Average Total Points	No. of Pupils Yr 1	% WA		No. of Pupils Yr 2	% WA		Y6 A Pupil No.	EXS+ RWM	EXS+ Reading		EXS+ Writing TA	EXS+ GPS	EXS+ Maths	high RWM	HIGH Reading	GDS Writing TA	HIGH GPS	HIGH Maths										
All	80	63.3	71.3	14.1	14.2	88	77.8	87.5	90	91.0	90.0	97	45.4	67.0	71.1	81.4	62.9	75.3	66.0	77.3	56.7	78.4	2.1	11.3	22.7	38.1	4.1	20.6	18.8	33.0	13.4	22.7
		67.7		14.1		80.2			90.6				60.6	74.2	71.7	72.2	73.1	7.6	28.5	12.9	31.9	23.8										

What has the impact been?

Strengths In EYFS

- ▶ Improvement in PSED (Personal, Social, Emotional Development) in EYFS (Early Years Foundation Stage)
- ▶ Improved attainment in GLD (Good Level of Development) from previous year (+8%)

Strengths In KS1

- ▶ Phonics - The % of Year 1 achieving the of pass mark for phonics screening test has increased
- ▶ End of KS1 phonics - Only children on the SEN register or children who have an EHCP didn't meet the phonics pass mark. All made progress and three didn't take the test

Strengths In KS2

- ▶ Improvement in MTC (Multiplication Times-Table Check) average scores
- ▶ Children attaining the Expected Standard (EXS) in maths, Reading and Grammar, Punctuation and Spelling (GPS) all above national
- ▶ Greater Depth Standard above national in GPS and Reading

'The school has strengthened how it uses assessment in some subjects. Where this is the case, it identifies gaps in pupils' knowledge and acts to remedy these. However, assessment is not used consistently well in some subjects. This means that teaching is not well informed by the identification of gaps or misconceptions in pupils' knowledge or skills. As a result, pupils do not always have a secure foundation for future learning.'

What have we done about this?

- ▶ Subject leaders have developed assessment by working with others who already have well developed systems in place i.e. PSHE floor books
- ▶ Tests to support Teacher Assessment (please have a look at the materials)
- ▶ Monitoring and Review Framework - review of
- ▶ Progress meetings - How do they improve standards/progress?
- ▶ Tracking success of interventions - are they working?

What are our next steps?

EYFS

- ▶ Opportunities for writing: raising boys attainment. Focus on early fine motor development and letter formation

KS1

- ▶ Enhance opportunities for GDS in maths in year 2

KS2

- ▶ Focus on improving times table knowledge and speed of recall
- ▶ Opportunities for quality writing at length to be embedded across the curriculum
- ▶ GDS in Maths



What are our next steps?

'accuracy, consistency and for a purpose'

- ▶ Ensure that tests and other assessment informs teaching of gaps in children's learning
- ▶ Support leaders to become analytical in and solve problems through their use of data
- ▶ Non-Core data - create consistency between subject assessments. Use of data to inform teaching in Non-Core subjects
- ▶ Improve, develop and upskill teachers to ensure that judgements become automatic

SEND at HSMP

- ▶ 'At Highcliffe St Mark Primary School we have high aspirations for all children identified as having SEND in our school.'
- ▶ 'We focus on individual need and strive to ensure that the provision we provide for children with SEND is high quality and enables them to become independent successful learners.' SEND Inclusion Policy 2024.

Our picture of SEND

Total children with SEND

HSM: 13.1% National: 17.3%

Children with an EHCP:

HSM: 3% (+ 3 EHCNA) National: 4%

- ▶ 8 EHCP applications , 6 children moved to Specialist Provision.

SEND

- ▶ Improved staff understanding of identification of SEND using [pathways](#) that are available on our website for parents
- ▶ [What to do if you are worried about your child's development, learning or how their SEN needs are met within school](#)
- ▶ Worked closely with other professionals : NHS SALT, Outreach, Educational Psychology to ensure identification of SEN and provision is matched so that children are able to access learning and make progress



At Highcliffe St Mark Primary, all children receive quality first teaching from their class teacher regardless of what stage they are at.

Some children require additional intervention to secure their age related expectation (ARE) over a short period of time.

For others, they may have identified SEND needs which require a more targeted level of support.

A small percentage of children, require an Education, Health, Care Plan (EHCP) in order to have their needs met with more specialist and personalised provision.

Class teachers will discuss concerns regarding possible SEN with the SENCO and follow the pathway documents for identifying any needs.



SEND- supporting all children to make progress

- ▶ Training for staff to better understand how to meet the needs of children with Autism, Communication needs, SEMH and literacy difficulties from Linwood Outreach team
- ▶ Supporting Subject Leaders to better understand and plan for the needs of all children
- ▶ Introduced SNUG Coffee mornings to create a network of support for parents
- ▶ All children with SEND have either: SEN support plan, Pupil Passport or Relationship and Behaviour Support Plan that is shared with parents throughout the year



SEND- supporting all children to make progress

- ▶ Working with Outreach and NHS SALT improved provision for children with more complex SEN and introduced our Sunflower groups.
- ▶ EYFS, and year 1 Sunflower Group to promote communication skills, and develop classroom readiness for small group .
- ▶ Year 2 - 6 Sunflower groups include cooking, gardening and Forest Schools to develop communication and social skills
- ▶ Training to develop staff confidence to run interventions:

Speech and communication : Flexible Me, social communication skills, speech sounds

Phonics: Anima intervention (KS1) Rapid Phonics (yr 3 /4) Morph Mastery (yr 5/6)

Maths: targeted intervention Plus 1, Power of 2

Clicker computer programme to support literacy difficulties

Pastoral support: Zones of Regulation, Incredible Me

What has the impact been?

- ▶ The school has strengthened its support for pupils with special educational needs and/or disabilities (SEND). Pupils' needs are now identified and assessed accurately early on in their time at the school. The school plans suitable adaptations to the curriculum, working together with parents. As a result, most pupils' needs are met. *Ofsted report June 2024*
- ▶ The curriculum is effectively designed to meet the requirements of pupils with special educational needs and disabilities. For example, pupils are well prepared for new concepts by pre-teaching sessions that enable them to be ready to access whole class lessons. This approach grows from respect and compassion for everyone. Consequently, when pupils struggle, they are well supported academically, emotionally and socially.
- ▶ Leaders make courageous provision for pupils with complex special educational needs. *SIAMS report October 2023*

What are our next steps?

- ▶ Continued monitoring of provision to review and refine
- ▶ Ensure consistency of provision for children at SEN support

How can parents support the school?

What does parental engagement mean and why does it matter?

- ▶ Regular attendance matters
- ▶ Use the same language at home - Ready, Respectful, Safe
- ▶ Learn how to have restorative conversations with your child at home
https://www.youtube.com/watch?v=N8kCz_jzYq8
- ▶ In Y5 and 6 - Girls on Board
- ▶ Love of reading in KS2
 - ▶ Model reading for pleasure and to inform
 - ▶ Talk about the things you read
 - ▶ Encourage your child to share their LoR book with you, grandparents, other relatives, the dog and talk about whether they have enjoyed it and why
 - ▶ Explore the books section of your local charity shop or join the library
- ▶ Read regularly with your child and ask questions about what they have read to improve comprehension
- ▶ Maths fluency
 - ▶ TTRS or practise in the car, on the way to Tesco's, make flash cards and play snap/bingo games - practise number bonds and times tables in and out of order
- ▶ Ask the teacher for advice and then do all you can to follow it!



Questions, comments, feedback?



We all need people
who will give us
feedback. That's
how we improve.

Bill Gates

BrainyQuote®