**GSIC Summer Report 2024:**

**Progress against Estyn recommendations 1 and 3**

Following the Spring term of ‘Reviewing progress ’ evaluation activities and improvement planning the Summer term has been designated as a period to action improvement, evaluate progress and set 2024-25 school and department priorities.

***R1: Strengthen leadership, by improving rigour and precision of self-evaluation and the effectiveness of improvement planning in particular***

Estyn 2023 Identified that**:**

* *Leaders have not secured sufficient improvements in some important aspects of the school’s work, including the quality of teaching, attendance, and provision for skills, particularly Welsh.*
* *Improvement processes do not focus consistently enough on the core aspects of their work, such as attendance or the impact of teaching on pupils’ progress, learning and skills development*
* *Quality assurance activities do not always focus precisely enough on identifying the specific strengths and areas for improvement in important aspects of its work or evaluate them with sufficient rigour.*

**Strengthen Leadership:**

Strengthening leadership has been at the core of our actions in making progress against our school priorities. Each AoLE Curriculum Leaders and Middle-leaders (wellbeing and/or curriculum) has been linked to a member of SLT and all understand their roles and responsibilities. 76% of staff agree that the school is well lead and managed (this includes all levels of leadership). Leaders (at all levels) set high expectation for staff, model and promote professional values and behaviours that are beginning to contribute positively to school and department improvement. A team ethos within departments and across curriculum areas continues to be a strength of the school. A staff survey indicates that 88% agree that leaders trust staff to innovate in ways that meets the needs of pupils (12% stated that the question was not applicable to their role) (Data taken from Staff survey Review [Appendix 5])

Professional learning and increased management time has enabled most middle-leaders to gain a greater understanding of their role and responsibilities. During the Summer term we have continued to develop a professional learning programme to support leaders to discharge their roles effectively e.g. ESO ‘Effective Self-evaluation’ training, ESO and SLT Focus workshops, NPT Middle-Leaders Meetings, NAEL middle-leadership course, Quality assurance activities e.g. collaborative observations, learning walks and speaking to pupils, etc. A middle leader’s buddy mentor programme has been established to support less effective middle-leaders to support them in their understanding and deployment of their role.

ESO, SLT and Middle-leaders carry out self-evaluation activities together as a training model to build confidence and capacity. Using this model to build capacity amongst staff has developed a nurturing, team ethos to self-evaluation that enables all staff to feel that they contribute to the school processes- In a staff survey 92% agree that they contribute meaningfully to the school’s self-evaluation processes.

**Self-evaluation and improvement planning:**

Each quality assurance activity has a clear and concise focus from our ‘How I learn? – Making Progress: Our lesson essentials’ principles (Appendix 1)

* Visible Progress in Learning
* High Level of Pace and Challenge
* Quality of Questioning
* Development of Skills
* Motivating Learning Environment

Each activity report outlines strengths, areas for improvement and action plan of next steps.

Through our improved systematic approach and increased time to middle -leaders professional dialogue and learning activities there is a growing confidence across leaders, at all levels, in their ability to gather first-hand information. 98% of staff agree that they understand their role in achieving the school’s improvement priorities (Staff Survey Appendix 5)

Following the spring term evaluation and improvement planning activities a revised summer QA calendar was published and shared with all staff. Maintaining a clear focus on the impact of its provision on pupil progress the purpose of this term activities has been to ‘Review progress’ and monitor impact of the improvement planning set during the Autumn and Spring terms in gathering robust first-hand evidence. Each activity continues to involve a broad range of leaders (at all levels), staff, pupils and school partners e.g. Local Authority Education Support Officers. As Middle-leaders have developed in their role they have taken a more active leadership role in the activities (rather than SLT), knowing their department strengths and areas for improvement and devise relevant priorities and actions for improvement.

SLT link meeting focus on department progress against school and department priorities. Meaningful professional dialogue around school and department self-evaluation activities give a clear picture of strengths and weaknesses in provision and learning across the school and at department level. School and departments adapts its approaches where necessary. However, not all action planning set specific, realistic timescales and allocates appropriate responsibility for securing improvement. This remains an areas of continued improvement of middle leader training and a focus of SLT link meetings.

In change to previous years, the school evaluation cycle runs from July – July. Middle-Leaders self-evaluation and improvement planning review meetings with SLT (held during the latter summer term) has focused upon standards of learning and teaching, leadership and setting priorities for 2024-25. This information informed school 2024-25 priorities (Appendix 2). School priorities have been shared with all staff.

From the evaluation of our current systems and procedures 2024-25 documentation will continue to focus on ‘Developing a culture for learning’ and ‘How I learn?’ principles (appendix 1). Moving forward the school has adapted its approach to the ‘3P’ model – Purpose, Progress and planning. This approach will streamline the process of evaluation and improvement planning, making the actions more timely and impactful on pupil progress. At the end of each term all leaders (SLT and HOD) will complete ‘Learning Exchanges’ that will inform their next steps for improvement. Improvement planning will be based upon milestones that are clear outcomes, measurable and linked to standards – pupil progress, teaching or leadership. SER/SIP or DER/DIP will be 1 active, responsive document that truly reflects the evaluation and improvement planning journey as a real time document. All leadershave received training in the change of format for school and department evaluation and improvement planning documentation (Appendix 3)

All quality assurance activities, self-evaluation reviews and action planning are stored collectively in the Staff Collaboration Space. This space encourages collaboration and transparency across leaders to share good practice and an accessibility to valuable resources.

**Professional Learning**

Improved self-evaluation and improvement planning have enabled leaders to create a positive culture and ethos to promote and support the professional learning of all staff that is directly linked to school and department priorities – Effective Teaching’ and Effective Assessing’ programmes. Training engages all staff in purposeful activities that support the development of their professional knowledge, understanding and teaching and leadership skills. In a recent staff survey 82% agree that the school ensures that staff access worthwhile professional learning opportunities. 80% agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching (18% stated that the question was not applicable to their role).

Whole school professional learning programmes links clearly to self-evaluation and improvement priorities. Through self-evaluation activities the impact of professional learning on the effectiveness of teaching and leadership, and on pupils’ progress and well-being is monitored, reviewed and approach adapted. E.g. based upon the previous lesson observation cycle (dated February 2024) there has been an improvement in the effectiveness of learning and assessment that supports pupils to make progress in their learning. This improvement has been driven by the AoLE leaders who have created and trained staff in effective teaching strategies such as the ‘Planning for Progress’ lesson plan (Appendix 4) and ‘Lesson Review’ sheet (Appendix 6)

PLC’s have been used effectively by many as a vehicle to lead department based action research that will impact directly in their department priorities e.g. Science Department action research on effective assessment and use of pupil feedback DIRT and PLC based activity on Effective questioning. Both projects have been identified as good practice within the school and shared across the school to ensures that other staff may benefit from it. Evidence of PLC is stored in the Staff Collaboration Space as a shared resource.

***Collaboration***

Opportunities to share good practice within the school and across departments have been identified through quality assurance activities e.g. Silent solo and DIRT. Staff across all curriculum areas are beginning to work collaboratively, learning from each other in developing pedagogy and effective teaching and assessment strategies. This continues to be an area of development that will be identified more clearly in the school and department evaluation and improvement planning to create a clear menu of good practice that exists within and across the school. (Appendix 3)

During the summer term SLT visited Newport High School. The meeting was very positive and supportive in discussing how to further develop self-evaluation. Tiers of self-evaluation from individual teachers at all levels so they are all considering what went well and even better if to improve teaching and assessment at all levels.

In addition, the school has also contributed towards Partneriaeth and NAEL programmes. Leaders have delivered session on both the SDLP and MDLP programmes as ‘Leadership Experience coaches’. The school has also delivered in sharing good practice in the ‘Aiming for Excellence’ conference with the University of Wales Trinity Saint David

In May 2024 the school were invited to present to the Student and Staff body of the Education Department about the Culture of Research Established at the school.  The feedback from this was excellent and the school have been asked to present again next year.

In addition to undertaking research as part of the National Professional Enquiry Project which contributes to a research informed culture in Wales the school are a Lead Professional Enquiry School. This requires them to support a number of schools within the Local Authority in undertaking their research and sharing best practice.

***Next Steps for further development of R1:***

**2024-25 PIAP**

* 1. ***Quality Assurance***

Milestones:

* Leaders effectively reflect on the standards of students work and the progress they make
* All QA activities are evaluated, and outcomes communicated with all stakeholders.
* Effective QA clearly identifies next steps supports positive accountability and planning
* Support impacts on the standard of QA activities across the school.
  1. ***Self-evaluation & Improvement planning***

Milestones:

* Learning exchanges effectively review progress and standards at identified points in the year
* Self-evaluation uses effective evaluative language, using effective QA to accurately judge progress.
* Next steps are milestone and action focussed and added to development planning
* Leaders expertly discuss evaluation and progress with their team and plan next steps
* Learning exchange 3 provides a summative evaluation of the standards in the area and across the school.
  1. ***Professional Learning/Developing Leadership***

Milestones:

* All staff have access to a Professional Learning
* All leaders clearly understand roles and responsibilities and contribute to continuous improvement
* Distributed leadership is well established and consistently successful in improving learning, well-being, teaching and curriculum.
* GSIC groups and Governors understand how well the school is performing and challenge any underperformance effectively.
* Worthwhile professional learning is well established and impacting positively on the quality of teaching and learning and students' progress

***R3: Improve the effectiveness of teaching and assessment***

Estyn identified that:

* *In a minority of instances, shortcomings in teaching limit the progress that pupils make (pupils are slow to start working and complete little work in their lessons over time).*
* *Where teaching is not effective enough, it is often because teachers do not have high enough expectations of what pupils can do. As a result, they:*
* *plan activities that are insufficiently demanding and,*
* *do not help pupils to develop relevant skills and their understanding of the subject*
* *In a few instances, teachers are too accepting of off-task behaviour and low levels of effort.*
* *Questioning is not used well enough to support pupils’ learning*
* *Although a minority of teachers provide pupils with written feedback that identifies clearly what pupils have done well and how they could improve, too often comments over generously praise work that is incorrect or at best mediocre.*
* *Overall, feedback does not provide pupils with sufficient guidance to help them develop their literacy skills.*
* *Pupil self-assessment activities are not always used judiciously and are often unhelpful and time-consuming.*
* *Pupils do not have enough opportunities to develop the full range of writing skills across the curriculum.*

Effective Teaching and Assessment is the foundation of all staff professional learning this academic year focusing on ‘Does teaching support pupil progress?’

Information gathered from our ‘Making sense of’ and ‘Reviewing progress’ self-evaluation activities have informed the content of our learning programmes throughout this year. Throughout the year, in response to evaluation activities, significant changes and have been made to the professional learning programmes – ‘Effective Teaching’ and ‘Effective Assessment’. A staff survey indicates that 82% agree that the school ensures that staff access worthwhile professional learning opportunities

Since the spring term evaluation and quality assurance activities e.g. Lesson observation cycle and work scrutiny evaluation (dated February 2024) there has been an improvement in the effectiveness of learning and assessment that supports pupils to make progress in their learning (Appendix 7).

This improvement has been driven by the AoLE leaders who have created and trained staff in effective teaching strategies such as the ‘Planning for Progress’ Lesson plan (Appendix 4), AoLE/Department Assessment Toolkit and professional learning programme (including PLC’s). 80% of staff agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching (18% stated that the question was not applicable to their role) (Staff survey Appendix 5). In addition, the SLT Teaching & Learning Support Programme (Including ESO 1:1 sessions, peer observations, focus workshops) and lesson review discussions (Appendix 6), has had a positive impact on individual teaching performance, providing opportunity for professional dialogue and understanding of the school’s teaching and learning vision and developing a clear understanding and consistency of school’s high expectations.

Standards of Learning:

Pupils made the most progress in lessons where there was high expectations, pace and challenge. In many lessons, pupils make sound progress in their knowledge, understanding and skills. In these lessons they recall prior learning well and apply this to new situations appropriately, could identify their strengths and next steps in learning. Many pupils are engaged and are active participants in their learning – sharing ideas and contributing within group and class discussions. Majority of lessons pupils are clear of the learning intention – in these lessons routines and systems promote good understanding of what is expected of them. However, around half of the pupils believe that assessment is the purpose of the learning activity.

Whilst many pupils are eager contributors to class discussions the majority of pupils express their opinions confidently and clearly, explaining their viewpoints sensibly and using subject specific vocabulary accurately. Many pupils listen carefully and with respect, but a few do not listen respectfully to staff or each other. When reading, many pupils select information from a range of texts appropriately. A minority of pupils (especially ks3) struggle to annotate texts appropriately and only understand basic meaning when reading. Many pupils organise their writing suitably by using paragraphs and generally write in a logical sequence. A majority of pupils are using familiar punctuation, including capital letters, full stops and question marks. However, only a minority are able to use commas, apostrophes and more advanced punctuality correctly. In subjects other than English, pupils benefit from suitable opportunities to write extended pieces, though they do not always develop the range of their writing skills well enough across the curriculum and booklets often hinder their ability to write at length. A majority of pupils have an appropriate vocabulary and write well creatively, showing awareness of the features of effective writing and how to employ writing devices.

The majority of pupils take pride in their work. In many books there was a clear or obvious improvement from the beginning of the year. However, a few books are poorly presented across all areas. Where teachers have commented on book pride pupils have not always responded or acted upon instruction. In a few books across the AoLEs, there is no or limited feedback on book pride. The majority of books have lesson titles, dates in either English or Welsh, and have relevant underlining. A few pupils are writing in pencil and not following teacher instruction. Although not all teachers are addressing this in their responses. Pupils in the higher set classes have a greater sense of book pride than in the lower sets.

Where high expectations and departmental policy is clear and are embedded, there is consistency across the department (staff and all classes). A majority of pupils are given effective feedback that helps them to make progress in their learning. However, this is not always consistent across departments and a few staff do not follow whole school/ departmental marking or assessment policies, e.g. the use of red and green pen. Where this is evident it has had a positive impact on pupil progress.

The highest quality of teacher feedback highlights pupil strengths and next steps in learning.

Pupil response to learning intentions which clearly focus on the purpose of the learning (through Head, Hands and Heart), was highly evident within the PE pupil passports. Pupils could clearly identify what they were learning and why.

Effective of Teaching:

Nearly all teaching is characterised by positive relationships between staff and pupils – offer support and encouragement. In the most effective lessons there are clear routines and systems for learning – the expectation of learning is high and consistent

In many cases teaching is effective in helping pupils to make sound progress in developing their knowledge, understanding and skills (cross-curricular, integral and subject specific). Where teaching is effective, teachers plan for progress - plan sequences of suitably demanding activities that build well on each other, engage and challenge learning. Plan and use a range of formative assessment strategies to monitor pupil progress e.g. questioning, DIRT. However, in lessons where the lesson plan was not used effectively shortcomings in teaching limit the progress that pupils make:

* The purpose of learning is not always clear – based on completion of activities/ filler tasks that are repetitive and not building on understanding or skill. As a result activities are insufficiently challenging, pace is often slow and reduces pupil engagement.
* Teachers do not plan to ask question that challenge pupils thinking and support pupils’ learning. They are often closed questions that do not allow pupils to deepen understanding, thinking and problem solving.
* In a few lessons formative assessment strategies were not used effectively to identify pupil strengths and next steps in learning. Departmental assessing toolkits were not always used consistently.

The majority of books provide pupils with sufficient guidance to make progress. Where assessment policies are embedded, pupils have clear opportunities to improve their work through feedback and feedforward activities. Regular use of DIRT activities, help children to reflect and improve on their learning, this gives the pupils an opportunity to identify their strengths and weaknesses. Where this is used most effectively, areas for development have been identified with pupils responding (teacher and peer assessment) to feedback in green pen. However, in the minority of cases, pupils do not respond to feedback. In some cases, it was unclear whether targets for progression were teacher or pupil led, however this is becoming more consistent through whole school approach (use of red (teacher) and green (pupil) pen).

***Next Steps for further development of R3:***

**2024-25 PIAP**

**Responsive Teaching:**

* 1. ***Planning for Progress***

Milestones:

* Most teachers have a clear and shared understanding of progression
* Purposeful short-term and medium term planning is effective in many areas across the school to maximise students’ progress.
* Most subject have high quality planning that builds on prior learning and demonstrates high expectations to maximise students’ progress.
* Most teachers use effective strategies to ensure all students make rapid progress.
  1. ***Challenge – differentiation, pace & engagement***

Milestone:

* Highly effective challenge is planned by many teachers to maximise students’ progress
  1. ***Cross-Curricular skill development***

Milestones:

* All subject areas identify specific reading, writing, oracy, numeracy and DCF skills.
* All teachers develop and assess specific skills using their chosen strategies.
* High quality explicit feedback is provided on specific skill for students to respond to
* Students are making strong progress and developing subject specific, literacy, numeracy and DCF skills well.

**Responsive Assessment:**

* 1. ***Assessment***

Milestones:

* Highly effective assessment is planned and used skilfully by most teachers to meet the needs of all students and maximise student progress
* Teachers use assessment effectively to adjust their short- and medium term planning.
  1. ***Questioning:***

*Milestones*

* Highly effective questions are planned and used skilfully by most teachers to develop pupils thinking and understanding
  1. ***Quality of Feedback DIRT***

*Milestones:*

* High quality feedback, using area specified strategies is consistently provided to allow students to make progress.
* Beneficial DIRT is planned to allow student to make rapid progress.
* Student respond effectively to feedback which results in improved standards.
  1. ***Tracking & Monitoring***

*Milestones:*

* Most teachers assess and track consistently which supports good levels of progress
* Most teachers use outcomes of both formative and summative assessment

**Appendix 1**



**VISIBLE PROGRESS IN LEARNING**

* Learners understand ***what*** they are learning, ***why*** they are learning it and ***how*** they can improve
* Learners use a range of skills to apply knowledge and deepen understanding
* Learners are inspired by and engaged in a range of rich learning activities
* Learning is monitored and progressed with positive reinforcement and regular feedback that informs where the learners are in their learning, where they need to go in their learning and what needs to be done for them to get there, taking into account any barriers to learning.

**HIGH LEVEL OF PACE AND CHALLENGE**

* Clear, and consistently high expectations for all our learners, in all of our classes
* Learning enablers, integral skills are key to challenge learners – allow time for problem solving, creativity and innovation and critical thinking.
* Ensure extension and challenge tasks are available along with learning mats, writing frames, chunking of tasks and other resources to support and challenge learners.

**QUALITY OF QUESTIONING**

* Questioning is differentiated to check for depth of understanding and progress
* Questions are used effectively to deepen understanding and allow learners to apply their knowledge
* Learners have the opportunity to ask and answer questions individually, in pairs and in groups

**DEVELOPMENT OF SKILLS**

* Literacy skills: reading, writing and speaking are fundamental to our lessons planning and should follow with our literacy strategies
* All opportunities for numeracy skills explored
* Digital skills are developed, extended and applied to enable learners to contribute positively to the digital world

**MOTIVATING LEARNING ENVIRONMENT**

* Learning environment promotes enquiry and curiosity to encourage independent learning
* Learners are encouraged to talk, share and learn from others

**Appendix 2**



**Appendix 3 – 3 p model and SER FORMAT**





**Appendix 4**



**Planning for Progress Lesson Plan**

**Teacher: Date: Lesson: Class:**

**Pupil considerations:**

**Learning Intention**

**Today, the aim of the lesson is:**

**We are doing this because (why/purpose):**

**Pupils are successful if they:**



**I will assess using** (Refer to department assessment toolkit):

**Key questions I will ask to assess pupil progress:**

**Subject:**

Skills

Knowledge Understanding

**Cross curricular:**

Literacy

Numeracy

DCF

**Attributes:**

Inquisitive

Collaborative

Resilient

Disciplined

Imaginative

**How?**

Starter activity – E.g. prior knowledge /stimulus material - Activate learning.

Main body of the lesson – Teaching strategies (Consider pace / challenge / high expectations,-building blocks of knowledge, understanding and skills)

Plenary / Reflection on learning intentions - has progress been made?

Breadth & Breadth

**Appendix 5**

**Estyn Staff Survey**

|  |
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| Focus: To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment |
| Monitored by: SLT |

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| Focus for Monitoring: |
| ***To help leaders gather information to form a picture of the work of the school*** |
| Monitoring will take place through: |
| Estyn Staff survey |
| Staff Feedback: |
| Staff feedback survey was mostly positive. 51 members of staff completed the survey: 7 Senior Leaders, 12 Middle-leaders, 16 Teachers, 5 Support Staff (teaching), 7 Support Staff (pastoral) and 4 Support staff (administration)  Survey Summary:  98% of staff are fully aware of the school’s procedures for safeguarding pupils and understand how to apply them  100% believe that pupils are safe at this school  76% agree that school policies and professional learning support them in dealing with incidents of poor behaviour  82% agree that the school ensures that staff access worthwhile professional learning opportunities  80% agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching.18% stated that the question was not applicable to their role.  88% agree that leaders trust staff to innovate in ways that meets the needs of pupils (12% stated that the question was not applicable to their role  76% of staff agree that the school is well lead and managed (this includes all levels of leadership)  69% of staff agree that leaders take staff workload and wellbeing into account when developing and implementing policies and procedures, and avoid placing unnecessary burden on staff.  94% of staff agree that if they experience problems at school, they can speak to leaders about them and receive appropriate support  92% agree that they contribute meaningfully to the school’s self-evaluation processes  98% of staff agree that they understand their role in achieving the school’s improvement priorities  Additional comments:  ‘Since joining mainstream in September I have felt really welcomed by staff and I was brought up to speed with all policies and procedures really quickly. I feel well supported in school’.  ‘I am very happy with the support I receive and the autonomy I am afforded as a middle leader at Cefn Saeson. I know if I ever have a concern or query I can see my SLT link or other SLT members and they will do their best to solve my problem’  ‘I am extremely well supported in both my profession and well being in Cefn Saeson. I am encouraged to be innovative with my teaching and am encouraged to interpret the new curriculum in a way which is beneficial to pupil progress’  ‘Cefn Saeson is a wonderful school that supports both staff and pupils’    ‘This school puts our pupils first, with the staff working collectively to enhance the learning experience’  ‘I am concerned about the lack of transparency and poor communication between the pastoral team as a whole and teachers. We do not need to know explicit and specific details, however I do believe that we do need to be made more aware of certain things so we can have empathy and show support to pupils who may need it. I don't believe this is happening currently. The expectation on non-core subjects should be adjusted to take into consideration we see the pupils 3 times a fortnight and not 8. Some non-core teachers also have 4-5 classes in a year group and therefore have 120+ pupils to monitor and report on. SLT presence around the school and corridors is minimal during lessons’  ‘In class behaviour is not always supported as agreed by SLT link. This is overridden by pastoral leads and results in me feeling overwhelmed in dealing with the most acute behaviours. Whilst trusted to develop new courses and opportunities for learners - facilities and transport is not always available / this is made difficult by other staff’ |
| Next Steps: |
| To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence:   * Behaviour Review systems and procedures * Monitor impact of professional learning - Estyn Survey, Post - Training surveys etc |

**Appendix 6**



**Appendix 7**

**CULTURE FOR LEARNING: Reviewing Progress**

**Formal Lesson Observations**

Week commencing 29th – 10th May 2024 26 Lessons observed

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| PIAP Focus:  **R1:To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment**   * Leaders have not secured *sufficient improvements* in some important aspects of the school’s work, including the quality of teaching, attendance and provision for skills, particularly Welsh.   ***R3. Improve the effectiveness of teaching and assessment***   1. Shortcomings in teaching limit the **progress** that pupils make 2. Teachers do not have high enough expectations of what pupils can do. As a result, they:  * plan activities that are **insufficiently demanding** and, * do not help pupils to develop relevant skills and their **understanding** of the subject  1. Questioning is not used well enough to support pupils’ learning. 2. Pupils do not have enough opportunities to develop the full range of writing skills across the curriculum. 3. Provision to develop their numeracy in other relevant subjects is at an early stage of development.   ***Assessment***   1. Although a minority (below 40%) of teachers provide pupils with written feedback that identifies clearly what pupils have done well and how they could improve, too often comments over generously praise work that is incorrect or at best mediocre. 2. Overall, feedback does not provide pupils with sufficient guidance to help them develop their literacy skills   Pupil self-assessment activities are not always used judiciously, and are often unhelpful and time-consuming. |
| Conducted by: HOD, AoLE leaders, SLT (Link) and ESO. Each lesson was observed by 2 members of staff ( including the HOD).  Quality Assured by: SLT |

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| --- |
| Focus for Monitoring: |
| **Does teaching support pupils to make progress?** |
| Monitoring activities: |
| * Scrutinise Pupil Work * Observe Teaching and Learning * Speak to pupils with their work |
| **Report Overview:** |
| Based upon the previous lesson observation cycle evaluation (dated February 2024) there has been an improvement in the effectiveness of learning and assessment that supports pupils to make progress in their learning. This improvement has been driven by the AoLE leaders who have created and trained staff in effective teaching strategies such as the ‘Planning for Progress’ Lesson plan. AoLE/Department Assessment Toolkit and professional learning programme (including PLC’s). In addition, the SLT Teaching & Learning Support Programme (Including ESO 1:1 sessions, peer observations, focus workshops) has had a positive impact on individual teaching performance and understanding of the school’s teaching and learning vision.  Leaders at all levels, and in particular middle-leaders, understand and are beginning to use the ‘How I learn Making Progress – Our Lesson essentials’ in their evaluation and improvement planning work. This is having a positive impact and developing a clear understanding of the schools expectations. |
| **Learning (IA1)**  Strengths: What is it that pupils can and cannot do? How many pupils do what and how well? (Remember to use the word **‘However’** if an area needs development) |
| In many lessons, pupils make sound progress in their knowledge, understanding and skills. In these lessons they recall prior learning well and apply this to new situations appropriately, e.g. in Music when identifying compositional techniques in film music and apply these to their own composition for example such as sequences and dischord. Many pupils are engaged and are active participants in their learning - sharing ideas and contributing within group and class discussions, e.g. in PE following thinking time pupils ‘turn and talk’ to evaluate performance collaboratively.  In the majority of lessons pupils are clear of the learning intention. In these lessons routines and systems promote good understanding of what is expected of them. However, around half of the pupils believe that assessment is the purpose of the learning activity.  Pupils made the most progress in lessons where there was high expectations, pace and challenge. During these lessons pupils could identify their strengths and next steps in learning.  When given the opportunity most pupils develop their integral skills successfully. The majority of pupils work well collaboratively in sharing ideas and giving and receiving feedback. Many show resilience in sticking with difficulty and developing their creativity through being inquisitive in science.  Literacy:  Whilst many pupils are eager contributors to class discussions the majority of pupils express their opinions confidently and clearly, explaining their viewpoints sensibly and using subject specific vocabulary accurately for example when presenting and discussing the causes of World War 1 in History. A minority of pupils are reluctant to contribute to discussions or respond to questions, or offer brief, underdeveloped answers.  Many pupils listen carefully and with respect, but a few do not listen respectfully to staff or each other.  When reading, many pupils select information from a range of texts appropriately for example in English pupils apply analysis techniques appropriately, identifying suitable evidence to support their points. A minority of pupils, especially at key stage 3 struggle to annotate texts appropriately and only understand basic meaning when reading.  Many pupils organise their writing suitably by using paragraphs and generally write in a logical sequence. A majority of pupils are using familiar punctuation, including capital letters, full stops and question marks. However, only a minority are able to use commas, apostrophes and more advanced punctuality correctly. In subjects other than English, pupils benefit from suitable opportunities to write extended pieces, though they do not always develop the range of their writing skills well enough across the curriculum and booklets often hinder their ability to write at length. A majority of pupils have an appropriate vocabulary and write well creatively, showing awareness of the features of effective writing and how to employ writing devices.  Numeracy  Although most pupils develop their numeracy skills well in mathematics lessons, they have few opportunities to practise or develop these skills across the curriculum. However, in Science pupils use the success criteria ‘SALUTE’ effectively in completing graphs. |
| **Teaching & Learning Experiences (IA3)** |
| Nearly all teaching observed is characterised by positive relationships between staff and pupils. These teachers know their pupils well and offer them support and encouragement.  In the most effective lessons there are clear routines and systems for learning. Most pupils make good progress. The expectation of learning is clear and consistent.  In the majority of cases, teaching is effective in helping pupils to make sound progress in developing their knowledge, understanding and skills (cross-curricular, integral and subject specific). Where teaching is effective, teachers plan for progress - plan sequences of suitably demanding activities that build well on each other. Using the Lesson plan format constructed by leaders (following the last cycle of observations) they carefully prepare a variety of resources that engage and challenge pupils well. These teachers provide clear explanations and model learning effectively. They plan and use a range of formative assessment strategies to monitor pupils’ progress and give pupils useful verbal and written feedback to help them improve, taking into account any barriers to learning, for example Science DIRT strategies. These teachers plan for and use skilful questioning to explore pupils’ understanding and develop their thinking, for example in PE the structured questioning routine of Silent solo.  However, in lessons where the lesson plan was not used effectively shortcomings in teaching limit the progress that pupils make:   * The purpose of learning is not always clear – based on completion of activities/ filler tasks that are repetitive and not building on understanding or skill. As a result activities are insufficiently challenging, pace is often slow and reduces pupil engagement. * Teachers do not plan to ask question that challenge pupils thinking and support pupils’ learning. They are often closed questions that do not allow pupils to deepen understanding, thinking and problem solving. * In a few lessons formative assessment strategies were not used effectively to identify pupil strengths and next steps in learning. Departmental assessing toolkits were not always used consistently.   Literacy across the curriculum:  During the observed lessons most teachers provide beneficial provision to develop pupils’ oracy skills’ In general, pupils have suitable opportunities to practise their reading and writing skills. Although there has been an improvement in the opportunities to develop the full range of writing skills this is still a priority for development within curriculum design.  Numeracy across the curriculum:  Provision to develop numeracy in other relevant subjects continues to be at an early stage of development. In departments that develop pupils’ numeracy skills effectively frameworks/success criteria have been created to support progress e.g. SALUTE in Science lesson to complete graph work. However, the use of frameworks are not consistent across the curriculum and can limit pupils’ ability to identify cross-curricular skills and links. |
| **Areas for Development:** |
| 1. To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence e.g. the consistency and impact of Department Assessment Toolkit 2. Teaching & Learning:  * Continued support for teachers to plan for progress * Challenge – differentiation, pace and engagement * Questioning – develop pupil thinking to support progress and learning |

**Effective Teaching – Reviewing progress**

Action Plan (Summer – Autumn Term 2024)

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| **Action** | **Expected Outcome** | **Lead Person** | **Resource/**  **Cost** | **Monitoring/Evaluating progress Activities** |
| Lesson Review sheet to be completed by each member of staff following an  SLT/ HOD to give detailed and honest feedback of lesson evaluation to each member of staff observed outline support if needed. | Shared understanding and professional discussion about the quality of teaching, school vision for teaching and learning and next steps  (professional learning) in developing their teaching | SLT/HOD | Meeting Time | Shared planning sessions  Peer observations  Formal Lesson Observations  Learning walk |
| Continued SLT Teaching & Learning Support Programme Including ESO 1:1 sessions, peer observations, focus workshops e.g. questioning | Improved provision and outcomes | ESO – ES & MD  SLT  HOD | Meeting Time | Focus workshops  Peer observations  Shared planning sessions  Formal lesson observations |
| AoLE Leads to review effectiveness of progress the Planning for Progress lesson plan | A bespoke planning for progress lesson planning tool that can will be used consistently across the school to plan lessons. Lesson will have clear learning intentions, challenge and assessment strategies to allow and monitor progress | SLT  AoLE Leads  HOD | Meeting Time | Peer observations  Formal Lesson Observations  Speaking to pupils |
| Continued development of the Effective Teaching and Assessment Programme:  -Purpose  -Challenge  -Development of Cross –curricular skills  -Questioning  -Effective feedback | All staff have received training on school expectations of effective teaching and planning for progress. | AoLE lead |  |  |
| Reviewing Progress – summer/Autumn term self-evaluation activities:  What is the impact of your Department Assessment Toolkit?  Teaching and Assessment – Does teaching in your department promote pupil progress?  - | First hand evidence gathered to inform the standard of provision on pupil progress across the school and in each department. Inform improvement planning school and department priorities 2024-25 | SLT  HOD | Meeting time | As outlines in school QA calendar:  Formal lesson observations  Learning walks  Book Look,  Speaking with pupils  Use of Year 11 Gained time:  Joint planning  Peer observations  Work scrutiny |

**CULTURE FOR LEARNING**

**Reviewing Progress**

**AoLE Curriculum Leaders Work Scrutiny 9th May 2024**

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**Work Scrutiny Focus**: **Does Teaching support pupils to make progress?**

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| **BOOK PRIDE** |
| * Completion and presentation of tasks |
| Evaluation:  The majority of pupils take pride in their work. In many books there was a clear or obvious improvement from the beginning of the year. However, a few books are poorly presented across all areas. Where teachers have commented on book pride pupils have not always responded or acted upon instruction.  In a few books across the AoLEs, there is no or limited feedback on book pride. The majority of books have lesson titles, dates in either English or Welsh, and have relevant underlining. A few pupils are writing in pencil and not following teacher instruction. Although not all teachers are addressing this in their responses.  Pupils in the higher set classes have a greater sense of book pride than in the lower sets.  Where high expectations and departmental policy is clear and are embedded, there is consistency across the department (staff and all classes). This was evident across the History department. |

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| **VISIBLE PROGRESS IN LEARNING** |
| * *Learners understand* ***what*** *they are learning,* ***why*** *they are learning it -* ***Learning Intention*** * *Are pupils making good progress in their knowledge, skills and deepening understanding?* * *Learners are inspired by and engaged in a range of rich learning activities* * *Learning is monitored and progressed with positive reinforcement and regular feedback that informs where the learners are in their learning, where they need to go in their learning and what needs to be done for them to get there, taking into account any barriers to learning.* |
| Evaluation:  Across the curriculum, most pupils are making sound progress across the curriculum. From the evidence seen across all higher sets, pupils are successfully making progress in their knowledge, skills and understanding, and given a range of rich learning activities in most subjects.  In too many subject areas, a lack of differentiated planning was evident and did not support pupils enough to make progress in their learning.  A majority of pupils are given effective feedback that helps them to make progress in their learning. However, this is not always consistent across departments and a few staff do not follow whole school/ departmental marking or assessment policies, e.g. the use of red and green pen. Where this is evident it has had a positive impact on pupil progress.  The highest quality of teacher feedback highlights pupil strengths and next steps in learning.  Pupil response to learning intentions which clearly focus on the purpose of the learning (through Head, Hands and Heart), was highly evident within the PE pupil passports. Pupils could clearly identify what they were learning and why. |
| **ASSESSMENT**  *Does feedback provide pupils with sufficient guidance to help them make progress (linked to learning intention)*   * Pupil strengths * Areas for development * Outline next steps in learning * Have pupils responded to feedback? |
| Evaluation:  The majority of books provide pupils with sufficient guidance to make progress. Regular use of DIRT activities, help children to reflect and improve on their learning, this gives the pupils an opportunity to identify their strengths and weaknesses. Where this is used most effectively, areas for development have been identified with pupils responding (teacher and peer assessment) to feedback in green pen.  However, in the minority of cases, pupils do not respond to feedback. In some cases, it was unclear whether targets for progression were teacher or pupil led, however this is becoming more consistent through whole school approach (use of red (teacher) and green (pupil) pen).  Where assessment policies are embedded, pupils have clear opportunities to improve their work through feedback and feedforward activities. This was evident in most science books through DIRT activities. |
| **HIGH LEVEL OF PACE AND CHALLENGE** |
| * *Clear, and consistently high expectations for all our learners* * *Learning enablers, integral skills are key to challenge learners – allow time for problem solving, creativity and innovation and critical thinking.* * *Ensure extension and challenge tasks are available along with learning mats, writing frames, chunking of tasks and other resources to support and challenge learners.* |
| Evaluation:  The majority of teachers have high expectations for all learners through book pride and learning activities provided. It was evident that a majority of teachers had unrealistic expectations of the lower learners, which lacked essential support that these pupils require, this is particularly evident in booklets.  Across the majority of the subjects, integral skills are clearly planned for to allow pupils to make progress. Rubrics are used in the minority of subjects as a vehicle to help develop these skills.  Around half of books showed evidence of extended writing that learning mats, writing frames and modelling had been used to support and challenge learners. Where this is evident, pupils have been more successful in making progress in challenging learning, for example in History. . |
| **DEVELOPMENT OF SKILLS** |
| * *Literacy skills: reading, writing and speaking are fundamental to our lessons planning and should follow with our literacy strategies* * *All opportunities for numeracy skills explored* * *Digital skills are developed, extended and applied to enable learners to contribute positively to the digital world* |
| Evaluation:  The majority of pupils and teachers are using the school literacy marking codes consistently. Around half of pupils respond to the codes and make progress in SPaG. In a minority of books, teachers are giving pupils literacy feedback, targets, topic vocabulary lists and spelling tests. A majority of departments are offering the opportunities for extended writing. However, a minority of departments are giving pupils the opportunity to edit and improve their writing. A few departments are giving to pupils an opportunity to proofread and edit their work with green pen.  The majority of pupils are using familiar punctuation, including capital letters, full stops and question marks, however only a minority are able to use commas, apostrophes and more advanced punctuality correctly.  DCF: During the topic of respiration in science, pupils have used flow diagrams to show the movement of oxygen.  In Design Technology, many pupils were given the opportunity to develop their designing skills using ICT to complete a final project and evaluate and monitor their progress collaboratively.  There is evidence of pupils developing their Numeracy skills in other subjects. There is evidence of graph work in Science, Geography and Welsh with pupils given clear success criteria. However, clear consistent guidance could improve this further. Furthermore, a range of graphs could be used. |

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| Areas for Development: |
| * Consistent approach to marking (red and green pen) - in both departments and across the school * Differentiated work and more ‘scaffolded’ support for lower ability learners (especially in booklets where there is not enough challenge for higher ability learners but too much challenge for lower ability learners. * High expectations of all learners * Literacy – range of writing * Numeracy and DCF, further consistency in approaches across the school and further opportunities sought by departments to develop these cross curricular skills. |

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| Next Steps – Action Plan | | | | |
| Action | Expected Outcome | Lead person | Resource/  Cost | *Monitoring/Evaluating progress activities* |
| Departmental consistency in implementing assessment policies | Visible progress in books that is evident in books. Effective teacher feedback and pupil response to feedback, (all feedback supports pupils to make progress in learning). | HoD |  | Book scrutiny (whole school and departmental) lessons obs and listening to learners with their books. |
| Planning for differentiation. Effective curriculum design for all learners | All pupil are challenge and engage i n their learning. Lower attaining pupils make good progress through learning activities that is suitable for their ability. | All staff  (HoD to monitor) |  | Book scrutiny (whole school and departmental) lessons obs and listening to learners with their books. |
| Timely marking that allows opportunities for pupils to make progress in their learning. | Pupils use feedback to make effective progress in their learning. |  |  | Book scrutiny (whole school and departmental) lessons obs and listening to learners with their books. |
| Further professional learning on Numeracy and DCF. | Pupils cross curricular skills are developed effectively through authentic purposeful learning | DCF & Numeracy Coordinator |  | Book scrutiny (whole school and departmental) lessons obs and listening to learners with their books. |