



St Mary & All Saints CE Primary School

Ofsted Information Evening

Agenda

- Context & Inspection Framework
- The Inspection
- Findings
- School's Response
- Action Plan
- Questions

Context & Inspection Framework

- All schools are inspected by Ofsted. Usually every 4 years
- Last inspected in 2008 (Interim 2011). The framework has changed a number of times since then
- School has doubled in size since the last inspection
- Full (Section 5) inspection over two days

The Inspection

- Four Inspectors (including one in a QA role) - Over two days
- Met with:
 - Senior Leadership Team
 - School Governors
 - Oxford Diocese representative officer
 - Buckinghamshire Council Officer
- Feedback from
 - Staff
 - Parents
 - Pupils

Findings

What the school does well

- The school is a welcoming and inclusive community where pupils feel safe and happy
- There is a robust culture of safeguarding
- There are high expectations of pupils' behavior
- Themed weeks and planned events contribute towards children's wider personal development
- The school is ambitious for every pupil to thrive and succeed
- There is a wide range of opportunities for pupils to develop their creative, sporting and leadership skills both within school and through extra-curricular activities
- Teachers have strong subject knowledge and use it to check and adapt lessons to help all pupils
- Staff are skilled at identifying and providing for the pastoral and wider needs of pupils with SEND
- Governors are skilled and knowledgeable in many aspects of their role
- The school promotes and nurtures pupils' love of reading
- Children in Early Years work enthusiastically with their friends

What the school needs to do to improve

- Embed a consistent approach to the teaching of phonics
- Ensure there is a coherently sequenced curriculum for all subjects
- Leaders, including governors should sharpen up their monitoring of the quality of education

School's Response

- We had planned to implement a new Systematic Synthetic Phonics Program as part of our School Development Plan.
- Our current approach to the teaching of phonics, whilst not showing fidelity to any one scheme, has served our children well over many years as evidenced by our results.

	2019			2020			2021			2022		
	School	Bucks	National	School	Bucks	National	School	Bucks	National	School	Bucks	National
Year 1 Phonics	89.7%	82%	82%	*			95%			87%		**
Year 2 Phonics	98.3%	92%	91%							97%		
KS1 Reading	88.3%	78%	75%				88.3%	76%	67%	88%		
KS2 Reading	83.3%	77%	73%				94.9%	83%	76%	80%		

* No data available due to C-19 and national lockdown

** Awaiting validated data for 2022

	2019			2020			2021			2022		
	School	Bucks	National	School	Bucks	National	School	Bucks	National	School	Bucks	National
KS1 Reading	88.3% <i>GD</i> 35%	78% <i>GD</i> 28%	75% <i>GD</i> 25%	*			88.3% <i>GD</i> 40%	76% <i>GD</i> 29%	67% <i>GD</i> 19%	88% <i>GD</i> 36%		**
KS1 Writing	80% <i>GD</i> 23.3%	71% <i>GD</i> 15%	70% <i>GD</i> 25%				80% <i>GD</i> 27%	62% <i>GD</i> 13%	58% <i>GD</i> 10%	82% <i>GD</i> 21%		
KS1 Maths	86.7% <i>GD</i> 33.3%	76% <i>GD</i> 23%	76% <i>GD</i> 22%				83.3% <i>GD</i> 30%	73% <i>GD</i> 20%	67% <i>GD</i> 15%	84% <i>GD</i> 29%		

*No data available due to C-19 and national lockdown

**Awaiting validated data for 2022

	2019			2020			2021			2022		
	School	Bucks	National	School	Bucks	National	School	Bucks	National	School	Bucks	National
KS2 Reading	83.3% <i>GD</i> 51.7%	77% <i>GD</i> 33.7%	75% <i>GD</i> 27%	*			94.9% <i>GD</i> 54%	83% <i>GD</i> 46%	76% <i>GD</i> 28%	80% <i>GD</i> 32%		**
KS2 Writing	90% <i>GD</i> 16.7%	78% <i>GD</i> 17.9%	78% <i>GD</i> 20%				79.7% <i>GD</i> 27%	74% <i>GD</i> 18%	70% <i>GD</i> 16%	72% <i>GD</i> 19%		
KS2 Maths	90% <i>GD</i> 48.3%	78% <i>GD</i> 31.1%	76% <i>GD</i> 27%				93.2% <i>GD</i> 47%	76% <i>GD</i> 34%	73% <i>GD</i> 22%	75% <i>GD</i> 32%		
KS2 SPAG	87% <i>GD</i> 60%	80.3% <i>GD</i> 39.9%	78% <i>GD</i> 36%				*			85% <i>GD</i> 47%		

* No data available due to C-19 and national lockdown

** Awaiting validated data for 2022

- Another area on our SDP was the development of our curriculum. This is something that we have worked on over recent years and is constantly under review to ensure the curriculum remains current and appropriate for the children in our care.
- The inspectors identified that *some* of our subjects are not as fully developed as others
- We do however believe that children in our school have access to a wide ranging curriculum, that enables them to develop the key knowledge and skills they require, and are making progress and achieving across all areas.

Action Plan

Target	Actions
1. Embed a consistent approach to the teaching of phonics	<ul style="list-style-type: none">• Implement new SSP (Unlocking Letters & Sounds) in Autumn 1 across the school• Staff training for new scheme to ensure consistency of approach• Training for Phonics lead• Establish new phonics reading pathway• Undertake baseline assessment of phonics across Reception & KS1• Establish continued phonics teaching through interventions in LKS2 for identified individuals• Deliver interventions for children who need additional support in a timely way• Regular assessment of phonics throughout the year to track progress in Reception and KS1• Review outcomes at the end of the year to ensure standards have not fallen

2. Ensure there is a coherently sequenced curriculum for all subjects

- Continued training for subject Leaders
- Invest in external support linked to curriculum design
- Focus on identified subject areas (Music, History)
- Refine curriculum provision and progression in identified subjects
- Share knowledge with staff across the school to ensure all teachers have an understanding of how each subject builds in a coherently sequenced way
- Update Curriculum maps and amend teaching where necessary
- Ensure all subjects are adequately resourced

3. Leaders, including governors should sharpen up their monitoring of the quality of education

- Undertake a review of Governance to develop and improve how the Governing Body functions
- Ensure a balance of skills and experience across governors
- Clarify roles and responsibilities of governors
- Monitor implementation of new phonics scheme to ensure fidelity to scheme throughout the school
- With Phonics lead observe phonics lessons to ensure consistency of approach
- Phonics lead to monitor implementation of SSP interventions for children in KS2
- Evaluate impact of phonics interventions alongside SENCO and Phonics lead
- Evaluate impact of SSP termly and review at the end of the year
- Identify further training needs for staff
- Meet with curriculum lead (half termly) to assess progress in respect of curriculum design for identified subjects
- Ensure staff understanding of the reasons for curriculum design and intent
- Through observations ensure teachers implement the newly designed curriculum
- Evaluate the impact of the refined design on children's learning
- Review curriculum content annually to ensure it remains current and appropriate for our context

Thank you all for listening.

As disappointed as we are, we have returned to school ready and determined to implement our action plan and continue to drive the school forward, embracing challenge for growth and continual improvement.

Thank you for your continued support. Together we make this school the fantastic place it is - was before the inspection and will continue to be, as we collaborate and strive to always do the best for every child at SMAS.

Questions