



Highfield Community Primary School

Preparation for Inspection

Action
Progress
Impact

Ofsted Report January 2012:

Raise pupils' attainment and accelerate their progress in speaking, reading and writing by ensuring that:

- there is a greater depth of challenge in the writing tasks given to more-able pupils
- pupils have more chances to improve their speaking skills and to respond to probing questions
- more frequent opportunities are provided for pupils to read
- teachers always provide enough time for pupils to consolidate their learning independently and in groups
- marking in writing consistently matches the quality of the best practice.

Impact since last inspection:

- Increase in outcomes at the end of EYFS - the percentage of children achieving a GLD increasing from 57% in 2014, to 61% in 2015 and 73% in 2016.
- Phonics screening check above national attainment for the last four years.
- Accreditation as a Dyslexia Friendly School.
- Number of pupils achieving KS2 Writing 15% higher than national in 2016.
- Number of pupils achieving KS2 GPS 13% higher than national in 2016.
- Overall progress score in KS2 Writing in 2016 is 2.4.
- Overall progress score in KS2 Reading in 2016 is -0.7.
- KS2 APS Scores in Reading higher than national in 2014 and 2015.
- Attainment in KS1 Reading and Writing above national in 2014 and 2015.
- Pupils using a wider range of reading and writing strategies across the curriculum.
- Quality marking and responding to marking is embedded in all classes and consistent with policy.

School Actions:

- Talk for Writing.
- Philosophy for Children – Level One accreditation.
- Revised marking policy and monitoring of responding to marking.
- Staff training on effective questioning,
- New library.
- Drama and Narrative Immersion.
- Private SALT in EYFS.
- Lunch and break-time access to books and story-telling.
- Buddy Readers.
- Family Workshops.
- Creative displays celebrating reading, writing and speaking achievements.
- Increased whole school themed weeks.
- Vertical grouping for projects to foster and model language development.
- Writer's Workshops and visits and speeches from writers.
- Vulnerable pupils are identified from the first home visit and provided with early language and communication intervention to accelerate progress.
- Application to the British Dyslexia Association to become a Dyslexia Friendly School.
- Writer's journals.
- External audit of reading.
- Target Tracker Assessment Tool.

How are we making it even better?

1. Employing a full time Speech and Language Therapist in Nursery.
2. Assessing KS1 and KS2 against statements for speaking and listening to track progress and attainment.
3. Strengthened subject leadership in Key Stage One English.
4. Subject lead training in reciprocal reading.