

Date Valley School



DATE VALLEY
SCHOOL TRUST

RESPECTFUL • REFLECTIVE • RESILIENT



NURTURING



**THE WHOLE
CHILD**



*“There is no beauty
better than
Intellect”*

Prophet Muhammad (PBUH)

www.MuslimMeme.com

Post Action Summary

What are the strengths of the school?

Ofsted Report March 2019

- The Headteacher's expert and skilled leadership has started to improve the school and raise standards.
- The Chair of Trustees continues to play an active and very direct role in quality assuring the work of leaders.
- All the independent school standards are met.
- The school's ethos of 'respectful, reflective, resilient' has a positive impact on pupils' personal development and welfare.
- Pupils collaborate well in lessons and at playtime. They are kind and helpful to each other.
- Pupils' behaviour around the school is orderly and polite.
- Pupils make strong progress in some classes in Key Stage 2
- Pupils develop strong problem-solving and reasoning skills in mathematics by the end of Key Stage 2, particularly in number.
- Leaders communicate very effectively with parents and carers and involve them in school life.
- Safeguarding is effective. Pupils are well cared for.

*Neena Lone
Headteacher*



Our Journey of Improvement

The Ofsted report provided us with a confirmation of what we already knew we had to work on. This year we have implemented clear and rigorous systems that will provide us with the change and improvement we require along our journey. Here are some of the changes we have made since September 2018.

Improving the Consistency of Teaching and Learning

Each term there is a cycle of observations for all teachers. Teachers receive feedback and targets to meet. Observations are closely linked to ensuring that the training provided is being implemented effectively and showing an impact. In addition, the Headteacher regularly conducts no-notice lesson observations to ensure that the quality of lessons are secure at all times, providing a picture of the ability and progress of the children in each class.

Teacher Support and Continuous Professional Development (CPD)

The CPD provided to all teachers is well planned, highly effective and research-based. Weekly staff meetings are packed with valuable information about assessment, feedback, marking, differentiation and what makes a good lesson. Termly INSETS consist of layering and building upon the understanding and implementation of our new initiatives such as Guided Reading, Story Telling in English and positive behaviour management. Teachers have the opportunity to conduct peer observations, both within Date Valley and in other schools, to see examples of good quality teaching linked to our new initiatives. There is an NQT programme for our newly qualified teachers with weekly meetings and one to one coaching to support them in the classroom.

Book Sampling

We conduct 2-weekly book sampling. We look at key areas such as presentation, marking, reflection, pitch and expectation as well as aspects linked to the subject. Teachers receive feedback and are required to make the necessary changes. Foundation subjects are also monitored in the same way on a termly basis.

Assessment

Each teacher attends a tracking meeting every 6 to 8 weeks to discuss the progress of each child. We track to see if each child is on target to meet their end of year age-related expectations. We discuss how best to support the child in their area of development or need. These are then reviewed at the following tracking meeting.

Behaviour and pupil voice

Our three core values of 'Respect, Reflective and Resilience' has become a permanent feature of our school. The children are able to share examples of these values and what they mean. They implement them in their daily lives at Date Valley through their speech and actions. These values provide the scaffolding for all children to develop conscientious work ethics as well as good character.

Our Pupil Voice team are excellent role models in demonstrating these values within the various roles they have such as Peer Mediators and School Council Leaders. They play a key role in developing the school in ways that they feel are important such as play time games.

Attendance

Since September 2018, a clear system of monitoring attendance has been embedded. There are set procedures for dealing with holiday requests, persistent absences and sickness. The Headteacher regularly meets with the Attendance Officer to ensure that attendance is being carefully tracked and appropriate actions are taken for those children whose attendance is less than expected. The Headteacher will meet with families to offer support and create a contract of agreed actions to improve attendance. We have various reward systems such as cups, certificates and prizes for the class with the best attendance of the week and term. Our 'Date Valley Attendance Tree' provides information about each class' attendance on a weekly basis.

Post Ofsted Action Plan

Ofsted Recommendations provided us with a clear foundation of what we needed to cement further to contribute to our journey of change.

During our April INSET we addressed the following areas. We will continue to revisit and enhance these areas as the year progresses:

Teachers questioning

We provided the teachers with a range of practical ideas of questioning that would lead to deeper thinking for the children. Teachers were given sentence starters to practise and they role-played question scenarios.

Well planned lessons with a flow and sequence

We have dedicated some staff meetings to ensuring that well planned medium-term plans are devised with the support of senior leaders. Weekly planning support is provided to individual teachers to ensure that pitch and expectation of all abilities are being planned for.

Behaviour for learning

We provided a clear overview of what 'behaviour for learning' is and what constitutes as good learning behaviour. As a school each week we will be focusing on a particular learning behaviour that we would like to improve within the class. Each class will display their target and success criteria in their 'Reflection Area.' After a period of four weeks, our Year 5 and 6 'Lead Learners' will go into class to assess and observe the impact of this. They will provide class targets and recommendations.



'At Date Valley we are respectful, reflective and resilient learners'