

Goodrich's Ofsted Areas For Improvement & School Development Plan Mapping



Areas For Improvement		School Development Plan Link	
<p>■ What pupils need to learn from Nursery through to Year 6 has not been clearly set out in some subjects. The early years curriculum is not well focused on ensuring that children learn the knowledge and skills needed for their learning in Year 1 onwards. This means that children are entering Year 1 without the foundations of knowledge needed for their study of the national curriculum. Leaders need to work closely together to ensure that the curriculum is clearly mapped out from the early years onwards across all areas. Leaders should also develop the expertise of subject leaders so that they understand how the early years provides the starting point for learning in a subject.</p>	What pupils need to learn from Nursery through to Year 6 has not been clearly set out in some subjects.	B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
	The early years curriculum is not well focused on ensuring that children learn the knowledge and skills needed for their learning in Year 1 onwards.	C6:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to support children knowing more and remembering more as well as acquiring the fundamental skills needed for transition into Year 1
	This means that children are entering Year 1 without the foundations of knowledge needed for their study of the national curriculum.	B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
		C1:	Ensure that all activities are ambitious and that children have opportunities to write and explore mathematical concepts. Support staff in their design of activities and make sure that children can access the resources.
	Leaders need to work closely together to ensure that the curriculum is clearly mapped out from the early years onwards across all areas.	B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
	Leaders should also develop the expertise of subject leaders so that they understand how the early years provides the starting point for learning in a subject.	D3:	To embed and upskill staff across the school with the new EYFS framework.
<p>■ There are inconsistencies in the teaching of early reading. Some staff do not have the expertise to deliver the curriculum effectively. Sometimes, they select activities and resources that do not enable all pupils to progressively build up, remember and apply phonics knowledge. Additional help for weaker readers is not consistently matched to what they need to learn and practise next. Leaders need to ensure that the phonics programme is implemented consistently well and with rigour. They should provide staff with further training on how to deliver the early reading curriculum and check that training and support for staff is securing the intended improvements.</p>	There are inconsistencies in the teaching of early reading.	A1:	Review further the impact of the phonic resources in EYFS and Key Stage 1 through embedding Little Wandle's Letters & Sounds consistently therefore specifically seeing an impact on the progress through the phonic curriculum and of the lowest 20% of pupils.
	Some staff do not have the expertise to deliver the curriculum effectively.	A7:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.
	Sometimes, they select activities and resources that do not enable all pupils to progressively build up, remember and apply phonics knowledge.	A7:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.
	Additional help for weaker readers is not consistently matched to what they need to learn and practise next.	A3:	In KS2, leaders should develop further the use of home readers and the meaningful triangulation with shared reading and pupils' overall reading ability.
	Leaders need to ensure that the phonics programme is implemented consistently well and with rigour.	D12:	Staff are trained well, through carefully planned CPD programme, so that they are upskilled to deliver 'Quality First Teaching' where they use effective strategies to support children knowing more and remembering more.
	They should provide staff with further training on how to deliver the early reading curriculum and check that training and support for staff is securing the intended improvements.	A7:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.

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<p>■ In some subjects, teachers are not providing learning activities and tasks that support pupils to learn what is intended. Pupils are remembering the activities they did and not the crucial knowledge and skills that have been identified. Leaders need to support teachers to plan lessons which match the intended learning and help pupils to know more and remember more.</p>	In some subjects, teachers are not providing learning activities and tasks that support pupils to learn what is intended.	B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
	Pupils are remembering the activities they did and not the crucial knowledge and skills that have been identified.	B4:	Teacher subject knowledge especially in the direct teaching of subject specific composition goals and components.
	Leaders need to support teachers to plan lessons which match the intended learning and help pupils to know more and remember more.	D12:	Staff are trained well, through carefully planned CPD programme, so that they are upskilled to deliver 'Quality First Teaching' where they use effective strategies to support children knowing more and remembering more.
<p>■ Across the curriculum, teachers do not have consistent strategies to check what pupils know and understand. This means that they are not able to plan lessons that build effectively on what pupils do know and revisit those areas which pupils need to consolidate and practice. Leaders need to support teachers to identify and address effectively any misconceptions and gaps in learning.</p>	Across the curriculum, teachers do not have consistent strategies to check what pupils know and understand.	B2:	Develop further adults understanding of planning smaller steps for the lowest 20% of pupils and support staff to help pupils become more independent learners.
	This means that they are not able to plan lessons that build effectively on what pupils do know and revisit those areas which pupils need to consolidate and practice.	B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
	Leaders need to support teachers to identify and address effectively any misconceptions and gaps in learning.	F3:	To provide a clear framework that allows teachers to judge progress and plan for next steps in learning through regular checking of what pupils know and understand.
<p>■ Pupils with SEND are, at times, not being supported effectively in their learning. Some adults do not have the knowledge and skills needed to plan adaptations and tasks that enable pupils with SEND to learn and remember the intended curriculum. Leaders need to provide further training for all staff to ensure that they fully understand how to adapt learning effectively and meet pupils' needs.</p>	Pupils with SEND are, at times, not being supported effectively in their learning.	E4:	CPD builds and secures teachers' subject knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished.
	Some adults do not have the knowledge and skills needed to plan adaptations and tasks that enable pupils with SEND to learn and remember the intended curriculum.	E2:	To continue to address underachievement and extend personalised learning through the development of 'The Lowest 20% Toolkit' that is embedded into every lesson across the curriculum.
	Leaders need to provide further training for all staff to ensure that they fully understand how to adapt learning effectively and meet pupils' needs.	E5:	Support Staff are trained well, through carefully planned CPD programme, so that they can use effective strategies to support children knowing more and remembering therefore achieving accelerated progress.