



## Rookery SEF Overview

Our current priorities for development are:

Improving progress in Reading in Key Stage 2

Developing quality of teaching for all pupils by using dialogical teaching and learning approaches,

Developing quality of teaching for all pupils by the use of concrete, pictorial and abstract support.

Improving progress and attainment for boys and pupil premium pupils

### **Leadership and Management : Grade 2**

#### **Strengths**

The Partner Headteachers are well - established and provide clear direction for all teams. They are establishing a collegiate approach to school improvement based on sound educational principles. The retention of experienced teachers and leaders is due to a culture of consultation, collaboration and regard for effective procedures which result in improved work- life balance.

The appointment of the Deputy Headteacher has strengthened the leadership of the school. Consequently, the capacity in Key Stage 1 is improved and has resulted in improved outcomes for pupils in 2017.

Leadership teams are well -established and ensure high quality teaching, learning and safeguarding. The school secured substantial improvement in progress for disadvantaged pupils at Key Stage 2 in 2016. Teams collaborate well to share specialisms in order to improve and develop subject knowledge across a broad and balanced curriculum which inspires children to learn. Leaders are experienced in curriculum design and assessment. This promotes learning of knowledge, skills and understanding across a wide range of disciplines including a considerably rich cultural offer. The school is values led and community minded so that pupil's spiritual and cultural development are at the heart of the school's work. Pupils' horizons are broadened so that they understand their place in the world and responsibilities as citizens. The school's curriculum leadership is given high priority with a designated Curriculum Leader, a director for Sports and Arts and a Specialist Art Teacher.

Safeguarding is effective. Leaders and managers in all teams collaborate to create a vigilant culture through systematic monitoring, training and communication. We are tenacious in our work with outside agencies. Skills of all leaders, staff and governors are developed through robust audit and monitoring and responsive professional development. We work in effective teams to develop bespoke programmes focussed on clearly communicated school improvement priorities. This is evidenced by consistency of approach at all levels in the school.

Monitoring programmes ensure on-going analysis and evaluation of pupil outcomes and teacher subject knowledge. The work of leaders is externally monitored and validated. Leaders effectively focus appraisal and CPD on the main school improvement priorities.

The Partner Headteachers have successfully recruited new governors and created an effective team. Governors have an excellent understanding of school data and ask challenging questions of leaders as demonstrated by Governor Minutes. They understand the positive impact of the Pupil Premium spend on the rapid progress of disadvantaged pupils and how the effective deployment of staff and resources was instrumental to this improvement. DP progress is now identified as a school strength. Presentations and training around both data and the use of the sports premium have been well attended. Governors know where the school has performed well and where improvements are required. They understand the positive impact of actions undertaken by the Headteachers to raise attainment in Maths and are now holding leaders to account around raising attainment and progress in KS1 and reading. They take an active part in the work of the school, conducting learning walks with leaders and understand the richness of the school curriculum. Governors meet regularly with staff to monitor safeguarding, health and safety, premises, SEN, the ASC Base, curriculum and the Foundation Stage.

#### **Development Points**

Further improvement of evaluative responses by leaders through individual leadership coaching

## **Teaching, Learning and Assessment: Grade 2**

### **Strengths**

Innovative approaches to curriculum design, including the school's teaching and learning process are embedded. The teaching and learning process encourages learners to use what they have learned to make a difference to their own lives and the lives of others. Curriculum breadth and balance has been achieved by continual evaluation and review by the Curriculum Leader. Teachers are supported to reflect on the scope and quality of provision in all subjects by the curriculum leader. The importance of describing the journey of children across the broad curriculum is captured by pupils and teachers in half- termly reviews against key skills for each subject and in pupil portfolios which qualitatively exemplify the story of the whole learner.

The school's curriculum offer is enhanced by sustained partnerships. These collaborations result in new learning approaches and published resources which are used by Rookery pupils, other schools, Higher education Institutions as well as the local and wider community.

Rookery has been involved in a series of research projects funded by the Educational Endowment Fund; including Response to Intervention (inference), Dialogical Teaching and is currently involved in the Unlocked Project. Teachers research barriers to learning in their own classrooms using a pupil engagement tool , peer observation and coaching.

Teachers analyse the needs of individuals and groups at all levels through skilled formative and summative assessment. Effective pupil feedback through school's assessment and feedback policy leads to timely interventions and good pupil progress. Pupils understand that teachers are determined they will do well. Individual coaching sessions with their teachers clarify specific targets which will improve progress and attainment. Staff are skilled in involving of parents in their children's learning; both formative and summative. Following pupil coaching, pupils share their successes and targets for the next steps in learning. Through an online application teachers communicate children's successes and challenges daily. Workshops for parents led by teachers and special "curriculum events" led by pupils model how parents can support.

Teachers are improving at intervening effectively during lessons. There has been successful development in the teaching of reasoning and rapid recall of facts in maths and the development of language in EYFS and Key Stage 1 for pupils who need to make accelerated progress.

### **Development Points**

Continued development of English and Maths subject knowledge through the exploration of concrete, pictorial and abstract support

Establish dialogical teaching as a means of better assessing children's true understanding and promoting independent learning.

Increase the number of outcomes across the curriculum

## **Pupil Welfare and Behaviour: Grade 1**

### **Strengths:**

Pupils are confident, self- assured learners. This is because there is a whole school community ethos of participation and resilience. Pupils are extremely well- behaved and engaged in lessons. At Rookery we use an assertive mentoring approach which supports pupil-adults relationships and ensures consistent messages around behaviour. It also promotes pupils understanding of how education equips them with behaviours and attitudes necessary for their next stages of education.

Pupils articulate and demonstrate these values in their learning, in their relationships with each other and in presentations or conversations with visitors to the school and members of the community. The school's PHSE scheme, as well as structured peer mentoring opportunities, promote the discussion of a range of issues in a way which develops respect for the views of others. PHSE themes result in pupils learning how to stay safe from abuse and exploitation are reinforced in assemblies and discussion of themes in literature and the humanities. The external review of social, moral cultural development and the teaching of RE was very positive.

Leaders and teachers focus the considerable expertise and resources within school to ensure sustained improvement for pupils with particular needs. Personalised, responsive and imaginative interventions and an open culture at Rookery ensure that pupils feel safe and know how to keep themselves safe. They trust leaders to resolve any concerns they have.

The strong pastoral team's processes ensure outstanding safeguarding based on highly effective information sharing and signposting. Pupils know how to raise concerns about bullying and trust adults to resolve issues promptly.

Where necessary school works highly effectively and tenaciously with outside agencies to safeguard and promote pupil well-being

The use of the Primary Sports premium to train play leaders and young sports leaders at lunchtimes has led to increased levels of activity. The school's pastoral manager provides a continuing programme of education in term – time and in holidays which supports children and families in making healthy choices. School works with children and parents to raise awareness of appropriate use of mobile technology and e-safety.

#### **Development Points**

Improve attendance by continuing to discourage term- time holidays.

### **Outcomes for Pupils: Grade 2**

#### **Strengths**

Across almost all year groups and in a wide range of subjects, including English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. The wide range of outcomes is typified by the success of the 2016 Y6 whole class cello lessons. Many children have reached a very high standard of cello playing and were visited by Julian Lloyd Webber.

Children move quickly towards national expectations across KS2 as evidenced by the GL standardised testing.

There has been significant increases in the percentage of children reaching national expectations in 2017, in both Y2 and Y6.

<b>Y6 2017</b>	<b>%</b>	<b>2016</b>	<b>2017</b>	<b>Y2 2017</b>	<b>%</b>	<b>2016</b>	<b>2017</b>
<b>Reading</b>		<b>53</b>	<b>66</b>	<b>Reading</b>		<b>62</b>	<b>79</b>
<b>Writing</b>		<b>66</b>	<b>75</b>	<b>Writing</b>		<b>55</b>	<b>64</b>
<b>Maths</b>		<b>65</b>	<b>73</b>	<b>Maths</b>		<b>62</b>	<b>80</b>

For the last Y6 cohort it was evidenced through positive national progress scores, Reading 1.2 and in the top 10% of schools for Maths 3.4 and Writing 2.5.

The progress across the curriculum of disadvantaged pupils DP and pupils who have special educational needs SEN (K) currently on roll matches that of other pupils with the same starting points. Progress of DP was noted as a strength in the 2017 Data Dashboard.

From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils, in maths and writing, was a strength in the KS2 test 2016.

In 2017 DP pupils had higher attainment than other pupils. DP pupils made more progress than other pupils nationally.

<b>Progress</b>			<b>Attainment</b>		
<b>Y6 DP</b>	<b>2016</b>	<b>2017</b>	<b>Y6 %</b>	<b>DP</b>	<b>All Pupils</b>
<b>Reading</b>	<b>0.8</b>	<b>0.8</b>	<b>Reading</b>	<b>70</b>	<b>66</b>
<b>Writing</b>	<b>2.4</b>	<b>0.5</b>	<b>Writing</b>	<b>77</b>	<b>75</b>
<b>Maths</b>	<b>2.6</b>	<b>0.3</b>	<b>Maths</b>	<b>83</b>	<b>73</b>

In the standardised GL reading tests 47 % of Y6 DP children were exceeding  
Children with SEN make progress in line with their peers.

Pupils in all years hold thoughtful conversations about their learning with adults as part of the Assertive Mentoring Process.

Most pupils read widely and often, with fluency appropriate to their age. Developing inference and reasoning skills for all pupils is a key school focus. Following an extensive programme of training and support for staff in the Read Write Inc programme there has been a significant rise in phonics attainment over the last 4 years. A majority of pupils in Year 1 achieved the expected standard in the national phonics check in 2017 79%.

The attainment of most groups of pupils is broadly in line with national averages in KS2.

In KS1 2017 there has been a significant rise in children attaining greater depth which is now in line with national.

Following a school focus on boys' progress and attainment their progress at KS2 was significant in the case of maths (2.2) Boys attainment was a strength in KS1.

Children at Rookery produce unique outcomes across the whole curriculum in Speaking and Listening, Music, Art and Citizenship as part of our curriculum events programme. Rookery children have won the Handsworth Schools' Citizenship Award for two out of the last three years.

## **Development Points**

### **Raise attainment and progress in reading at KS2**

#### **Focus groups:**

Boys (including Higher Achieving boys)

Disadvantaged

SEN children especially with an Education, Health and Care Plan (EHCP)

Newly arrived children

Eastern European children

Progress since last inspection:

*“In a few lessons, pupils’ progress slows because the pace of the lesson is too slow. This results in pupils not always being challenged effectively.”*

The school used the opportunity of the introduction of “assessment without levels” to plan and teach lessons focussed on all children successfully engaging with knowledge and skills at national expectations and ensuring that children are moved quickly onto more challenging learning. This has been supported by improved subject knowledge in maths, better understanding of inference in reading and rigorous teaching of grammar. In foundation subjects, clear skills progression for each, ensures planning with challenge. Specialist sports, arts and music teaching promotes the nurturing of pupils’ talents.

*“Teachers do not consistently provide work which matches the needs and abilities of the pupils.”*

*“Pupils’ targets are not sufficiently taken into account either in teachers’ planning and/or during lessons.”*

An introduction of a new maths scheme has resulted in lessons which use concrete and pictorial experiences to develop conceptual understanding. Class novels which are linked to half- termly themes support understanding in reading and across the curriculum. Learning for pupil premium children on visits is supported by pre- tutoring and work with parents. Teachers are exploring how to improve the understanding of poor comprehenders in reading by using cohesive and bridging inference. The development of a “working towards” folder which focuses on individual needs is improving the provision for children with special educational needs.

*“Marking of books does not always help pupils know and understand how to improve their work.”*

Book scrutinies demonstrate that teachers use the school’s marking and feedback policy to encourage children to extend and clarify their learning. Teachers peer- review children’s of books a process which is then supported by subject leaders.

*“Insufficient opportunities are provided for pupils to express their views and be more involved in their own learning.”*

The school has embedded an “Assertive Mentoring “ approach which links all aspects of pupils’ learning through personal coaching sessions to individualised target which they share with their parents three time a year. Through curriculum events, citizenship and enterprise projects and the school’s mindfulness programme, pupils are empowered to express their views and direct their own learning.