



5<sup>th</sup> April 2019

Dear Parents

**School Improvement Update**

We have recently had our annual monitoring visit from Hampshire County Council almost two years on from our Ofsted grading of requires improvement. Both Martyn Beales, our Learning Leadership Partner and Andy Heyes, the Test Valley District Manager spent the day in school to carry out this monitoring. We have now received this report and are very pleased to tell you that they are confident that we remain on the trajectory to achieve good at our next Ofsted inspection.

I would like to take this opportunity to thank you all for the support you have given the staff on this journey over the last two years. We are expecting our Ofsted visit during the summer term. Please continue to let us know when things are going well and when there are areas you feel we could improve. I am usually at the front of school in the mornings and afternoons and would actively encourage you to come and talk to me. Alternatively book an appointment with the school office. I know that parents who have done this have been reassured and have also given further ideas which the school has taken on board.

There have been a couple of questions regarding our stopping of the school newsletter and replacement with our Facebook and Twitter feeds. This was a result of a lot of feedback from parents, who fed back that we were communicating in too many different ways. We know that the majority of you use Facebook for the closed class groups and so felt this was the best option going forward. Please give us a like or a positive comment. If you do not use Facebook or Twitter the feed goes directly onto our website front page as well. Because of your feedback we are also endeavoring to give more detail in the diary dates which you receive weekly to your email account.

I thought you might find it useful to see how over the last two years we have made progress in the areas that Ofsted identified with us.

**Progress in meeting the previous Ofsted inspection key issues**

Ofsted Action	Summary	Impact/Data
Improve teaching by making sure that teachers maintain an accurate understanding of pupils' previous achievement, setting work of suitable challenge for pupils with differing starting points and the most able and those with	Improvement in outcomes due to: Focused school improvement work linked to the quality of teaching and learning has impacted across the school. There is a consistent approach across the school enabling leaders to closely evaluate impact and adjust accordingly. Teachers now have a greater understanding of the required standard enabling both the teacher and TA to focus closely on the key knowledge and skills required.	At KS2, the proportion of pupils who achieved the EXS in combined RWM measure was above national and rose by 5% when compared to 2017.  LLPR Report October 2018 said, "Recorded work in books (Year 6) shows that prior attainment information is being used to plan more bespoke learning journeys. The coach reports (March 2019) that learning journeys in English and Maths have shown increasing awareness of when and how to adapt work/tasks to provide appropriate challenge for a range of different pupils. Teaching is consistently pitched well for all learners and this is supported by AFL (assessment for learning) informed planning.

**We are walking in the Footsteps of Jesus with Love Trust and Forgiveness**

Romsey Abbey Primary School, Church Lane, Romsey. SO51 8EP 01794 512047 adminoffice@romseyabbey.hants.sch.uk

<p>low starting points in particular.</p>	<p>A teaching and learning coach has been appointed to work with staff.</p>	<p>Predicted GDS (greater depth standard) for writing at the end of Year 6 is now 17% rather than 4% at start of the year.</p> <p>January 2019 Monitoring visit by HCC, "The head teacher continues to implement a rigorous approach to the evaluation of teaching and learning.</p>
<p>Improve teaching ensuring that teachers routinely check how well pupils are grasping lesson content and provide guidance, which helps pupils overcome misconceptions and deepen their learning.</p>	<p>Pupil Progress meetings forensically identify gaps in learning which are then closely monitored to ensure pupils remain on track.</p> <p>Established Progress Checker project as vehicle for staff monitoring children's progress within and across lessons. Discussions around use of D to denote discussions where learning is being moved forward and misconceptions are being tackled.</p> <p>This led to subsequent INSET day workshop 25/2/2019 centred around research within article 'What should teachers be doing when children are working?'</p>	<p>10.1.19 Learning Walk on lower ability children Misconceptions were swiftly addressed as soon as they were seen.</p> <p>Increasing evidence in books as denoted by D for discussion to the point where this is consistent across the school. There remains a feeling among staff that they don't capture all these moments with a D.</p> <p>Pink highlighter greatly reduced since start of the year and last year as a result of teachers intervening more proactively within the lesson to support understanding and provide guidance on next steps.</p>
<p>Improve teaching making sure that all teachers set high expectations for how work is presented and teach pupils effective ways to record their learning.</p>	<p>Whole school approach for this and included in induction of new staff. Progress Checker books established.</p>	<p>LLPR Report October 2018 said, "The potential vulnerability linked to changes to teaching staff has been managed effectively to mitigate the impact on pupils. A comprehensive induction for new staff, including support from the Teaching and Learning Coach, has been used to ensure that these staff are well supported. As a result, the teaching and learning observed largely reflected the expectations of senior leaders."</p> <p>LLPR Report October 2018 said, "the evidence obtained during the learning walk would suggest that the teaching and learning in Year 6 is at least good. The new teacher has already established high expectations and pupils appear to be responding positively to this change."</p> <p>The progress checker staff meetings held every 6 weeks are showing sustained improvements in the presentation and recording of work.</p>
<p>Improve teaching making sure that pupils who find reading difficult receive the support needed to gain the phonics and</p>	<p>Follow Letters and Sounds progression, daily teaching. Children falling behind picked up at Pupil Progress meetings and additional support put in place. Daily guided reading from Year 1-6. Accelerated Reader used to develop comprehension.</p>	<p><b>Summer 2018</b> Year 1 Phonic Screening 97% Year 2 retakes 100%</p> <p>KS1 Reading ARE (age related expectation) 82%</p> <p>KS2 Reading ARE 83%</p> <p>Taught by DH teacher through a systematic and cohesive approach.</p>

comprehension skills required to make good progress.	Development of a text rich curriculum with links to the wider curriculum.	Dec 2018 check on current Year 1 showed 38% at pass, 34% on track to pass and 24% needing further support.
Further develop leadership and management by developing the way leaders check and evaluate the school's performance, so leaders have an accurate understanding of strengths and areas for attention.	<p>At least fortnightly learning walks and feedback. These are now carried out by an increasing number of different leaders not just the HT.</p> <p>Use of data to make necessary changes to teaching staff, ie Teaching and Learning Coach to move to teach in Year 2 from Sept 2018. Good subject knowledge and moderator for LA.</p> <p>Use of data - Boys writing is vulnerable and therefore additional plan in place to mitigate this.</p> <p>Attainment in maths still below national. The attainment of girls and the disadvantaged pupils impacted on this.</p>	<p>LLPR Report October 2018 said, "the headteacher uses the information obtained through established monitoring and evaluation activity to continue to drive improvement. She has a clear evidence based view of the strength of the school and areas that require further development; these key priorities have been implemented in to a revised school improvement plan."</p> <p>Girls was a cohort issue. Continue to closely monitor.</p> <p>LLPR Report October 2018 said, "the headteacher currently draws upon a range of evidence to support her self-evaluation. She has established robust systems which continue to provide her with the necessary information to be able to evidence these judgements. Self-evaluation is aligned to the key Ofsted areas and all areas are currently judged to be good. The effectiveness of EYFS is judged to be on the boundary between good and outstanding: the headteacher is clear as to the rationale for this self-evaluation.</p> <p>January 2019 Monitoring visit by HCC, "The increased leadership capacity of the school has enabled the headteacher to become increasingly evaluative."</p>
Further develop leadership and management by ensuring that all staff are held tightly to account for securing improvements in the areas they are responsible for.	<p>Business manager now holding SENDCo to account.</p> <p>Edukey provision maps completed by teachers for all children with SEND.</p> <p>SEND Mentor review in school</p> <p>Middle leaders take responsibility for the progress and standards within their subject.</p>	<p>All children requiring EHCP's have been submitted.</p> <p>All briefing meetings contain a SEND update.</p> <p>All middle leaders have written actions plans. Governors visits indicate that key middle leaders English, maths and science are in a strong position in understanding the progress and attainment within these subjects.</p> <p>January 2019 Monitoring visit by HCC, "Regular meetings with governors and senior leaders are ensuring that she (SENDCo) is robustly held to account.</p> <p>January 2019 Monitoring visit by HCC, "the maths leader has a good understanding of her role." As a result of this and other leadership and management opportunities, "the approach to planning in maths has been adjusted to enable deeper learning within key concepts."</p> <p>Rob Sanders (Deputy Education Officer for Winchester Diocese) March 2019. "Middle leaders were all clear on the position of their subject and knew their data well."</p>
Further develop leadership and management by making sure that	Governor questioning evidenced on minutes of meetings. Governor visits.	Governors are able to talk confidently about the areas they are responsible for.

<p>governors have the information needed to hold leaders tightly to account for improving teaching, pupils' achievement and behaviour.</p>	<p>Visit from Rob Sanders (Deputy Education Officer for Winchester Diocese) March 2019.</p>	<p>Flat Governance has meant that all governors have a voice and are expected to feed back on their work. An increased number of governors participate in these meetings.</p> <p>Governor courses are well-attended.</p> <p>January 2019 Monitoring visit by HCC, "Governors continue to provide effective challenge and support for senior leaders." As a result of monitoring and visits the "governors have a good understanding of the strengths of the school and areas that require further improvement. They are also able to draw upon information gathered from their visits to triangulate information in order to hold leaders to account."</p>
<p>Further develop leadership and management by defining clearly the impact that additional funding should have on pupils' achievement and well-being, so the extent to which this funding is used successfully can be evaluated sharply and adjustments made when needed.</p>	<p>PP Review – external and put into practice all areas identified.</p> <p>Sport Grant strategy written by PE leader who is held to account by the Business Manager.</p>	<p>The gap internally between attainment of PP and non is closing year on year slowly.</p> <p>An increased number of pupils are participating in an increased number of competitions. A higher percentage of children reached ARE in swimming at the end of Year 6. The teaching of PE is sustainable using our own staff. We have been contacted by HCC PE Adviser with regard to our "excellent swimming programme" to present at the PE Conference in February.</p> <p>January 2019 Monitoring visit by HCC, " the SENDCo's attendance at pupil progress review meetings has enabled her to swiftly identify additional intervention or changes to classroom practice which can then be actioned quickly based on discussion with class teachers"</p>
<p>Further develop leadership and management by making sure that there is a consistently sound approach in place for identifying pupils who have special educational needs and that provision for these pupils is effective.</p>	<p>Provision Map set up and CPD for all staff 10.9.18</p> <p>All weekly briefing meeting consist of a SEN slot</p> <p>SENDCo now held to account by the Business Manager for both funding/spend and ensuring work is completed on time.</p> <p>External audit completed with SENDCo following work with a mentor to raise the capacity and understanding of the SENDCo around her work.</p> <p>SWOT analysis identified what is going well – identification of pupils is accurate and there are a range of strategies we can draw upon and evaluate the impact of. Development areas include: are the needs of SEND children being met in the classroom by the teacher?</p> <p>Establish who SENDCo is accountable to</p>	<p>SLT and Governors are holding SLT to account and this is no longer the whole responsibility of the HT</p> <p>Learning Walk 10.1.19 showed they are</p> <p>New SEND Governor identified and SENDCo now accountable to Business Manager.</p> <p>In partnership with Business Manager this has happened and the SENDCo now feels more on top of the workload for SEND</p> <p>5 children have been added to SEND register and meetings held with parents. An improved relationship with parents of children with SEND 93% turn out at parents evening increased from 18% a year ago.</p> <p>Children with SEND are having both pastoral and learning needs met more consistently which is leading to accelerated progress as evidence in the books of these children.</p>

	<p>What do our parents of children with SEND think? Develop time management for SENDCo SEND Mentor has been working with the SENDCo How are Year 1 children managing the transition? SENDCo to meet with parents of identified children with teacher to offer support. Reviewed effectiveness of provision for children with SEND at 6 weekly Pupil Progress meetings, provision amended as necessary – establish a pastoral team and learning team among the TA's. Establish SEND strategy meeting to be held every 6 weeks to make changes.</p> <p>Have literature available for staff to read around SEN</p>	<p>The profile around children with SEN has been raised and all staff are beginning to see it is their responsibility.</p> <p>January 2019 Monitoring visit by HCC, "Joint monitoring with other leaders enables her (the SENDCo) to evaluate the impact of actions on pupils with special educational needs and disabilities.</p> <p>January 2019 Monitoring visit by HCC, "The SENDCo has also been proactive at ensuring effective communication with parents. In addition to a meeting with the class teacher, parents of pupils with SEND also meet with the SENDCo in order that they are well-informed in relation to any additional support being provided."</p> <p>Internal data suggests pupils with SEND are making good progress relative to differing starting points. January 2019 Monitoring visit by HCC, "During the learning walk, the learning needs of pupils with SEND were well met through inclusive classroom practice."</p>
<p>Further develop leadership and management by checking that each subject is covered well enough to ensure a broad and balanced curriculum which promotes good progress across the board.</p>	<p>Curriculum has been rewritten following evaluation taking into account the needs of our children and the community which we serve. Curriculum statement on school website fully reflect the current context in relation to the curriculum. Facebook and Twitter is now the way in which we share this learning with our families.</p>	<p>LLPR Report October 2018 said, "The head teacher and DH can articulate their intentions for the curriculum which includes school specific habits of mind that are clearly evident in recorded work in books, social and emotional aspects and faith specific elements." Improved academic outcomes. Improved attendance for all groups of children which show children enjoy coming to school. We have high levels of Child Protection but low levels of exclusion. The website twitter feed. January 2019 Monitoring visit by HCC, "The head teacher has a clear vision for the curriculum. Careful consideration has been given to the purpose of the curriculum and time has been spent developing a long-term overview."</p> <p>Governor monitoring suggests pupils have a good understanding of the Habits of Mind.</p>
<p>Further develop leadership and management by ensuring that the curriculum helps pupils develop a broad understanding of diversity in modern Britain and the nature of discrimination and</p>	<p>Through worship paying explicit attention to mutual respect and tolerance of those with different faiths and beliefs. Autumn 2 PHSE focus on Celebrating Difference. Democracy through establishment of School Council each year and election of Head Boy and Head Girl from Year 6. Paired and collaborative work encouraged.</p>	<p>Children are challenged by staff over stereotypical comments and those that are discriminatory. All books contain evidence of children celebrating difference in Autumn 2. Children are able to take turns and respect the views of others. Children are able to show independence in learning and to think for themselves through the development of the Habits of Mind, particularly curiosity and self-management. Year 5 girls held a fund raising day for the Piam Brown Ward at Southampton General Hospital.</p>

<p>how they might challenge it.</p>	<p>Visits from local police. School rules are embedded in our behaviour policy. Children debate and discuss laws and rules in RE lessons (Living Difference 3). Autumn 1 Being Me in my World ensures children know they have a right to their own thoughts and evidence based views. Children are consulted on many aspects of school life and demonstrate independence of thought and action. Set up Eco Warrior group through a democratic system. Promotion of visits and visitors to help pupils understand diversity eg. Southampton Mosque.</p>	<p>January 2019 Monitoring visit by HCC, "Displays highlight the wider curriculum and enrichment opportunities and internal monitoring suggest that pupils have a good understanding of the diversity of modern Britain."</p>
<p>Ensure that all adults share high expectations for pupils' behaviour so that pupils behave consistently well in lessons, paying attention and focusing on the task at hand.</p>	<p>Develop Habits of Mind as a focus for learning to learn. Link to lessons and worship. Introduction of 3 Rules, ready, responsible and safe. One TA spends each day ensuring children are kept on track where needed through conversations and rewards.</p>	<p>11.1.19 Tour of the school (impromptu) all children were working well in all lessons across the school. Children keenly aware of habits of mind. Children applying and reflecting upon habits of mind on a daily basis in and out of the classroom. Children are positive about their learning. Improved learning behaviours within lessons leading to improved progress each lesson. Progress in Year 6 and across school improved and gaps being closed – Target Tracker.</p>
<p>Ensure that all adults share high expectations for pupils' behaviour so that pupils consistently conduct themselves in a calm and orderly manner as they move around the school.</p>	<p>Change of ethos to one of calm.  Establish teams of pastoral and learning within the TA's based on their strengths to ensure all children are fully supported around their behaviour needs at all times.  Work closely with external support – Primary Behaviour Services for children with additional needs in this area.  Reduced instances of low level disruption are visible in class.  Introduce homework club and inside lunchtime activity club to ensure the high standards of behaviour are at lunchtime as well.</p>	<p>There have been a reduced number of behaviour incidents recorded on CPOMS. The behaviour in lessons and corridors is spilling over to other areas. 30.11.18 School Discos 2 parents reported how polite, well-mannered and calm the children were this year. External visit by School Matters detailed, "the dining hall is busy and lively but not excessively noisy when compared to other school visited." "Behaviour in the queue is good." Parent tour of the school 10.1.19 said it is so calm.</p>
<p>An external review of governance should be undertaken in order to assess how</p>	<p>Review completed and actions developed.</p>	<p>Monitoring report Sept 2019 indicated that Governance is now good within the school.</p>

this aspect of leadership and management may be improved.	Chair of Governors set up roles for all governors, moved to flat governance to ensure all feel responsible for an area.	
An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.	<p>End of KS data 2018 identified that a higher than typical proportion of pupils who join the school are disadvantaged. (9 pupils out of 9 who joined the school in July or September 2018 plus 5 in EY's)</p> <p>External Review completed and actions carried out. Now into 2<sup>nd</sup> year of this cycle.</p>	<p>LLPR Report October 2018 said, "Systems and processes to monitor the progress and attainment of disadvantaged pupils are effective. The head teacher has implemented strong approaches to accountability measures including the use of a regular Pupil Premium Strategy group which includes a governor with specific responsibilities. Outcomes for these pupils in Year R and 1 were strong."</p> <p>The gap between PP and other children for us was 24% at the end of KS2 (2018). This was the same as Hampshire but better than Test Valley (31%) and national (30%).</p> <p>94% of parents of children in receipt of PP funding attended parents evening March 2018 an increase of 22% from 72% in November 2017.</p>

I hope you find this helpful. Please do not hesitate to ask should you require further clarification on any of these areas.

Happy Easter

Julie-Anne Palfrey  
Head teacher