



14th May 2018

Dear Parents

School Improvement Update

Just before Easter we had our monitoring visit from Hampshire County Council one year 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 it says we remain on a secure trajectory to good.

We continue to take feedback from yourselves both when things are going well and when there are areas you feel we could improve in. In order for us to sustain these strong improvements in school it is vital that you talk to us rather than discuss concerns on social media. I am usually at the front of school in the mornings and afternoons and would actively encourage you to come and talk to me with your concerns. 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.

For this update I have used statements from the monitoring report to summarise the impact of our work.

PRIORITY 1: To train and develop leaders in order for them to become empowered to hold others to account and be accountable for raising standards.

Action	Impact
<p>To develop the way leaders check and evaluate the school’s performance.</p>	<p>The headteacher continues to provide effective leadership and the systems and processes that she has established remain effective. The headteacher has developed a comprehensive monitoring and evaluation schedule which she has used to create the school self-evaluation summary which has been used to inform the school improvement plan. The use of termly milestones enables governors to hold leaders to account and parents are provided with regular updates. School leaders know the school well.</p>
<p>All staff will be held to account for the areas they are responsible for.</p>	<p>The internal leadership capacity continues to strengthen and the establishment and implementation of a dedicated role linked to the development of teaching and learning is effective. The role has been clearly defined and the impact is captured through monitoring and evaluation completed by senior leaders, ensuring appropriate accountability.</p>

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

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Governors will hold leaders to account	Governance continues to strengthen and leaders are effectively held to account for progress against identified actions. The Chair of Governors has ensured that the quality of education for all pupils is the key driver in decision making. She also continues to ensure all governors contribute fully to the drive for continued improvement. The current group of governors provides effective challenge and support for school leaders. The Pupil Premium governor is increasingly effective at holding the Inclusion Leader to account. Governors have continued to carry out a range of monitoring visits linked to the school improvement which has enabled them to have an objective led view of how well the school is doing.
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PRIORITY 2: Improve teaching so that it consistently promotes strong progress for all pupil groups across years and subjects.

Action	Impact
To ensure teachers have an accurate understanding of pupils previous achievement and set work of a suitable challenge for all	Leader's actions to improve the quality of teaching and learning are increasingly evident, both in terms of practice and learning environments. The teaching and learning coach is impacting positively on teaching and learning and pupil outcomes. Key elements across the school that have been established as part of teaching and learning include; focused teaching using current assessment information, effective questioning, additional challenges for the more able pupils, the use of appropriate variation including flexible groupings, the systematic checking on learning throughout the lesson and a focus on school defined habits of mind. Where these expectations are evident is where teaching and learning is most effective. At a recent moderation visit from Hampshire County Council the Year R teacher was noted as having excellent knowledge of the children in the cohort and extensive evidence of their learning.
Ensure pupils who find reading difficult receive support in phonics and comprehension	
Ensure teachers routinely check how pupils are grasping lesson content and provide guidance on next steps accordingly	
Ensure good progress is made across the breadth of curriculum subjects	

PRIORITY 3: Raise expectations of staff and pupils in order that there are high standards both in and out of the classroom which promote the School's Christian ethos and British Values.

To develop a consistent whole school approach for learning to learn (Habits of Mind)	This continues to be introduced term by term across the school. Interviews with children demonstrate they have an increasing understanding of this as the year goes on. Each habit has begun with a staff meeting for teachers to consider how it will be taught and
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	used across the curriculum. The children have been introduced to each habit through a focus during collective worship and then a launch day; where the habit was fully explored. During the rest of the term the development of it has been during usual class lessons. These habits are used in Year R to concretely embed the Characteristics of Effective Learning. Children demonstrate their understanding through the use of puppets in their play and are praised for showing these learning characteristics in the classroom.
To tighten and further develop aspects of safeguarding	The half-termly group meetings, including DSL's and the Safeguarding Governor, are proving to be effective. Any issues arising from these meetings have been actioned and the school continues to show best practice.
To firmly establish routines and expectations for pupil conduct	Behaviour across the school is largely positive. Expectations of behaviour are consistent and the school has an orderly and productive ethos. Work to improve circulation areas was clearly evident and the displays were used to reflect the many positive aspects of the school.
Develop opportunities for pupils to learn about diversity and equality in modern Britain	Diversity can now be demonstrated through our text-rich English curriculum. They have enabled children this year to explore different perspectives, different places and different cultures. There have been many opportunities during collective worship for children to consider people who have achieved great and long lasting things in the name of equality and diversity.
Raise the standards of presentation through high expectations	Books are presented well across school with learning objectives and success criteria consistently used.

PRIORITY 4: Ensure progress is consistently good across year groups and subjects for all children with a specific focus on disadvantaged and the more able.

Action	Impact
Define clearly the impact of all additional funding	The Inclusion Manager has identified the main barriers to learning for pupils who are in receipt of the Pupil Premium funding and these needs are being addressed through classroom practice and specific interventions. The impact of these interventions can now be measured and where the intervention has not been fully effective, further analysis is undertaken and the provision is adjusted as required.
Ensure pupils with SEN are accurately identified and provision for them is effective	The Inclusion Leader has begun to undertake a range of specific monitoring activities which has

	enabled her to identify further developments and lead INSET linked to meeting the needs of pupils through effective classroom practice. Additional funding has been successfully sought to enable more pupils to be fully supported. Additional funding from the Primary Behaviour Service has been appropriately sought to support the 3% of children who sit outside of the school behaviour policy.
Make sharp use of assessment information	The predicted outcomes for the end of Key Stage 2 would continue the trend for improvement over time. Current data, when considered alongside classroom practice, suggests that these predictions are likely to be achieved. The predicted increase in the outcomes of higher attaining pupils is also positive. The assessment leader has developed a comprehensive data review document that summarises whole school picture for reading, writing and maths. The document is shared with governors and contains information relating to the performance of groups of pupils alongside the data for the whole cohort. The current assessment practices are now robust and provide reliable data which can be used to inform action.
The most able pupils in Early Years will be challenged further	The Year R teacher has focussed relentlessly on ensuring that all children are being challenged in their learning. This has resulted in a significant increase on the number of exceeding judgements during this academic year.

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

Best wishes

Julie-Anne Palfrey
Headteacher