

HMI Feedback 2.5.17

Far more areas of strengths than areas for development.

Strengths

- We are a very caring school and it is clear that the children are our priority.
- We are doing very well on our journey towards outstanding.
- Clear leadership and management of a broad and balanced curriculum.
- The school is a stimulating learning environment.
- Children are polite and welcoming.
- Children are well behaved.
- Children speak with enthusiasm about their work.
- Very high teaching expectations in year six.
- Very high standard of writing in Year 3.
- Our School Improvement Plan focuses clearly upon the curriculum, especially English and Maths.
- Our curriculum development is clearly supported by Spelthorne Schools Together CPD training and by subject network and monitoring meetings.
- Highly effective distributed leadership model is established and is currently being embedded through ongoing research.
- NPQSL leaders show enthusiasm and accountability.
- The school had well-structured systems/procedures which aid progress.
- Systems/procedures are understood by all.
- The curriculum content and coverage is very good and better than HMI has seen in most schools.
- The children have pride in their work.
- Science leadership in terms of coverage is very strong.
- Progression over time in children's English work is very clear.
- Purposeful and effective learning zones in EYFS. Impressive, with clearly structured activities. Evidence of stretching vocabulary for many subjects but especially science. Better than HMI has seen in most schools.
- Acorn Centre children clearly integrated into the curriculum. Progress of SEN is good.
- Good extra-curricular provision for gifted and talented children.
- Governors know the school well and have tight procedures to monitor the curriculum. Governors well informed through strategic HT report and SIP.
- Improved parental engagement through the home-learning projects.
- SMSC across the school is strong.
- Children are able to talk about SMSC and their involvement in it across the school.
- Clear cross curricular links are evident in children's work.
- Children respond well to their marking comments.
- Maths books are neat and the layout of work is good.

Areas for development

- More progression required for vocabulary in science and other foundation subjects. Key Vocabulary to be added to pitch and progression documents (colour code previous, new) and evident in planning.
- Continuing to embed assessment systems in science and foundation subjects.
- Assessment of wider curriculum to aid planning.
- Ensuring that there is stretch and challenge for the more able and G and T children daily in lessons. Asking the 'how' and 'why' questions to develop thinking skills.
- Evidence of deeper questioning in children's books.
- More opportunities for discussion and debate in lessons and recording of this.
- Devise a system to measure how well prepared our children are for secondary education, *Inspiring a love for lifelong learning*; how they are progressing in different subjects once they have left Ashford Park e.g surveys, contact with secondary schools. *Are our ex-Y6 pupils thriving in their secondary schools?*
- In maths more reasoning and problem solving needs to be recorded. It is probably happening in lessons but we need to have more evidence of this.
- Optimise opportunities for cross-curricular maths eg. Tudor family tree – graphical representation and questions regarding longest reign, what if had more children? Etc.