



Elliott Park School

Ofsted Inspection Improvement Plan

November 2017

Updated October 2018

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Statements from the Report	Actions
<p>Leaders' evaluations of the school's strengths and weaknesses are not sufficiently focused on teaching, learning and progress. As a result, priorities for improvement are not identified sharply enough.</p>	<ul style="list-style-type: none"> • Pupil Progress Meetings (PPM) to be held termly to discuss individual pupil's wellbeing, progress and interventions will be arranged if required. • PPM's are held termly and have identified pupil's individual needs. Interventions have been put in place where and when necessary. • Staff Appraisal process to be continued and be documented accordingly. • Appraisals have been carried out and is an ongoing process. Staff have been booked on training courses to develop areas highlighted in appraisals. • Points Actioned: <ul style="list-style-type: none"> ○ CH - to attend leadership training day 22 March 2018- Attended. ○ CH attended Swale Head teachers meeting and is booked on business leadership course and the Education Show. ○ DH - NQT Conference Jan 2018- Attended
<p>Leaders do not check carefully the quality of teaching within the school. Teachers are not held firmly to account for the difference their work makes to pupils' achievement.</p>	<ul style="list-style-type: none"> • Teacher & class observations by Key Stage Leaders in accordance with the appraisal process. - Key Stage meetings are now held bi-weekly and Early years meetings weekly. Curriculum is discussed along with learning objectives and marking.
<p>Pupils do not make consistently good progress throughout their time at the school. While most achieve at least age-related expectations by the end of Year 6, they do not always achieve the high standards of which they are capable, especially in reading and writing.</p>	<ul style="list-style-type: none"> • PPM's will highlight any pupil's needs and termly interventions will follow. - Interventions have had a positive effect on children's progress. • Staff timetables to be reviewed to account for extra interventions available in specialist area.

	<ul style="list-style-type: none"> • Whole school phonics (streamed groups timetabled every day) • Assessment/Entry exam for all new pupils to take place upon application and needs highlighted accordingly. This enables interventions to start immediately once identified. - New pupils are now assessed and placed in appropriate streamed groups for phonics and maths. This also gives a baseline marker for subsequent tracking of progress
<p>The quality of teaching across the school, including across the early years foundation stage, is variable. Opportunities to develop staff expertise through training and support are underdeveloped.</p>	<ul style="list-style-type: none"> • Appraisal process - As detailed above and ongoing • Training / Staff Development Policy - As detailed above and ongoing
<p>Although children are typically well prepared physically, socially and emotionally for key stage 1 learning, their literacy and numeracy skills are less well developed by the end of the early years foundation stage.</p>	<ul style="list-style-type: none"> • PPM's to highlight any areas of interventions between the Nursery & Reception. - Acquisition of new teacher in Reception has improved progress of children moving to year 1. • AEN Register to be reviewed (Additional Educational Need) - Additional support assistant employed to work with small groups of children.
<p>Use systematic and regular training to ensure the quality of teaching across the school becomes routinely as effective as it already is in some areas of the school.</p>	<ul style="list-style-type: none"> • Appraisal process • Cross training teacher to teacher • KS Leaders mentoring • All areas have improved by KS meetings, moderation and teacher to teacher support.
<p>Raise standards further, by ensuring pupils make consistently rapid progress throughout their time at the school.</p>	<ul style="list-style-type: none"> • PPMs & Interventions - as above • Assessment/Entry exam - as above • Interventions if required - in place
<p>Leaders, including the proprietor, do not have a clear understanding of the strengths and weaknesses of the academic standards in the school. They have not been sufficiently aware of raised national expectations put in place</p>	<ul style="list-style-type: none"> • National expectations to be reviewed regularly by KS Leaders. • Staff Appraisal process ongoing

<p>since the last inspection, and so have not responded to them rapidly enough.</p>	
<p>Leaders do not have the training or opportunity to take the actions needed to maintain the highest standards in the school. Training to improve and develop the quality of teaching across the school is limited and lacks structure. As a result, good practice evident in some parts of the school is not shared and developed effectively across the board.</p> <p>The quality of teaching is too variable across the school. Consequently, although pupils typically achieve at least in line with expectations by the end of Year 6, they do not make the consistently good progress across the school that would enable them to fulfil their potential.</p>	<ul style="list-style-type: none"> • Timetables to be reviewed to allow the Leaders the opportunity to ensure standards are met, improved upon and maintained. - Additional Nursery staff employed to give leader time to address standards. • Staff training to be highlighted during appraisals process - ongoing • PPMs and observations to be undertaken. - PPM's ongoing and any action needed is put in place immediately.
<p>Leaders communicate well with parents. A clear and detailed website supports them in sharing a wealth of useful information. However, sometimes policy documents on the website are not checked carefully enough, so appear to be out of date or give conflicting information about the school's expectations or processes.</p>	<ul style="list-style-type: none"> • Policies to be reviewed and to reflect current expectations and processes. • New admin staff will address the policy reviews.
<p>The Headteacher is deeply committed to the school and its pupils. She has plans to help it to continue to improve and is receptive to the limited support and advice that is available to her. Parents typically have confidence in her leadership and the ethos of developing the whole child that is evident across the school.</p>	<ul style="list-style-type: none"> • Headteacher to seek extra support & advice for Independent School Standards. - Contact and advice has been sought from King's School Rochester to help maintain independent school standards.
<p>Pupils report that they feel safe in school. Staff overwhelmingly support this view, as do the vast majority of parents who shared their opinions via the Parent View survey or through talking to inspectors. Some parents and pupils report that, while staff deal with any concerns they may raise, this does not always result in the issue being dealt with effectively.</p>	<ul style="list-style-type: none"> • Policy available for parents/pupils & staff with a clear process of how to deal with any such issues that may arise to be reviewed. - the incident log has been updated to include 'outcome' so that issues are followed up. Parents are contacted at the first sign of disharmony that could escalate and measures are put in place to overcome potential problems.

	<ul style="list-style-type: none"> • Any issues raised by parents/pupils either verbally/email/letter to be logged with an outcome in more detail for Ofsted satisfaction.
<p>Where teaching is less effective, learning activities do not build precisely on pupils' prior knowledge and understanding. Pupils do not always understand the purpose of the activities they are undertaking, and therefore find it difficult to apply what they have learned to a different context.</p>	<ul style="list-style-type: none"> • Teachers plans to clearly relate to prior learning. • PPM information for new teachers. • Transition information handed over Monday 4 June staff training day before the end of the academic year. • Every Monday after Half Term is a Staff Training Day as standard. - ongoing
<p>Pupils do not routinely have the opportunity to develop as independent learners. Some are heavily reliant on the adults that support them. As a result, their progress is not as rapid as it could be.</p>	<ul style="list-style-type: none"> • Stream pupils for ability not age group for core subjects - Streamed groups across the school for maths and phonics. • KS Leaders to identify those pupils from PPMs and group them with coordinators for individual strengths. ongoing • Introduce peer to peer support for the more knowledgeable other to scaffold learning. Reading groups for peer to peer support in place.
<p>Pupils do not transfer their skills accurately from subject to subject consistently well. They do not typically write as well across their wider curriculum as they are seen to do in English.</p>	<ul style="list-style-type: none"> • Coherent and consistent handwriting policy to be reviewed - To be reviewed at next curriculum/whole school staff meeting
<p>Although pupils receive helpful feedback about their work, in line with the school's policy, this does not necessarily lead to improvements in learning over time. Mistakes, particularly in the grammatical accuracy of written work, remain in subsequent pieces of work, because pupils have not acted effectively on the feedback they have been given.</p>	<ul style="list-style-type: none"> • Marking policy to be reviewed - different colour pens/notes to be used/feedback for the child from the teachers and vice versa. To be reviewed at next curriculum/whole school staff meeting • Learning objectives to be visual to each pupil and child's input included. To be reviewed at next curriculum/whole school staff meeting
<p>Teachers know pupils well as individuals, and</p>	<ul style="list-style-type: none"> • Independent learners linked peer to

<p>help them sensitively with their learning. However, this careful support is not always directed at those who most need to accelerate their progress.</p> <p><i>As a result, pupils who are working at lower levels do not catch up quickly enough with their peers in school.</i></p>	<p>peer support - in place and ongoing</p> <ul style="list-style-type: none"> • PPMs & Interventions - in place and ongoing <p><i>EPS feel this is a contradiction to the point below in green!</i></p>
<p>Where teaching is most effective, teachers use questioning well to probe pupils' understanding and embed key learning skills. <i>Individual support is closely tailored to learning needs, and is effective in moving pupils forward rapidly with their learning.</i></p>	
<p>Leaders have established a successful approach to assessment, which links closely to the curriculum. This enables teachers to know pupils' next steps in learning, and to share this information effectively with parents.</p>	<ul style="list-style-type: none"> • PPM information transferred to next teacher. • Staff transition information. • Good tracking/transition in place from EY through to yr6
<p>Pupils report a more variable picture of standards of behaviour than was evident during the inspection. Leaders' careful records support inspectors' and most parents' views that behaviour is good, and show incidents to be typically low-level and resolved by staff. It is not clear to what extent leaders use these records to inform future actions that might prevent, rather than react to, subsequent behavioural concerns.</p>	<ul style="list-style-type: none"> • Behaviour Policy/Restorative Justice policies to be linked together and reviewed. • New staff to have Restorative Justice training. • Restorative Justice training updated for all staff
<p>Pupils do not make routinely good progress from their broadly average starting points.</p>	<ul style="list-style-type: none"> • Admission / Entrance exam and report for new starter from previous school. • PPM's & Interventions if required. • Teacher training, exploit strengths with subject coordinators. • Stream pupils in ability groups with specific teacher. All as detailed above
<p>Consequently, they do not always achieve as well as they could in reading, writing and mathematics by the end of key stage 2.</p>	
<p>A notable proportion of pupils do not meet at least age-related expectations consistently throughout their time at the school.</p>	
<p>Those pupils who most need to catch up make limited progress as a result of extra help, particularly in literacy.</p>	
<p>Leaders' performance information suggests that some pupils made no measurable progress over the course of a year in reading and writing,</p>	

<p>despite the additional support they had received.</p>	<p>assessments as effective starting point markers</p>
<p>Work in pupils' books across a range of subjects supports the erratic progress over time that is demonstrated in the school's performance information. Improvements in grammatical and technical accuracy in writing are not sustained over time and across the wider curriculum.</p>	<ul style="list-style-type: none"> • To be highlighted in PPM's
<p>Leaders discuss pupils' progress regularly with teachers, to identify gaps in learning and establish where extra help is needed within and beyond the classroom. However, these discussions tend to be informal, which limits the impact on rates of progress for those pupils who most need to catch up.</p>	<ul style="list-style-type: none"> • PPM's to be held termly and recorded appropriately - ongoing
<p>Teachers are supported well by the assessment systems in place that help them to identify what individual pupils can and cannot do. Leaders and teachers do not typically have an overview of where learning is less successful. Consequently, future learning activities and additional help are not targeted as closely on secure previous learning as it needs to be. Leaders reflected on this during the inspection, and have taken prompt action to begin to address this issue, looking more widely at patterns in progress information to identify where progress most needs to accelerate.</p>	<ul style="list-style-type: none"> • PPMs to identify pupil's needs. • Streaming ability groups - ongoing
<p>Pupils typically make more rapid progress in mathematics than in literacy during their time at the school. The proportion of pupils who achieve above age-related expectations in mathematics is high. Extra help is more effective in enabling pupils to catch up in mathematics than it is for literacy. Pupils build securely on their mathematical understanding over time.</p>	<ul style="list-style-type: none"> • Interventions for literacy to be highlighted in PPM's with teacher's strength. Streamed groups and interventions in place.
<p>Leaders recognise that pupils who join the school during the Reception Year make less secure progress and are not as well prepared for key stage 1 as those who join the school in the Nursery class. This is because of the variation in the quality of experience they receive across the two years of the early years foundation stage.</p>	<ul style="list-style-type: none"> • Appraisal process • Teachers strengths coordinated with Key Stage Leaders • New Early Years teacher and regular (weekly) moderation/curriculum meetings in Early Years

<p>The quality of the learning environment is variable across the early years foundation stage. Opportunities to explore the outside world are not as readily available in the Reception class as they are in the Nursery class, where children have regular access to a safe and inviting outside area. Consequently, opportunities for children to learn about the world around them are not consistently rich.</p>	<ul style="list-style-type: none"> • Reception class to make full use of early years provision. Refurbished reception class with new equipment installed plus access to nursery resources in place.
<p>Where learning is most effective, staff work closely together to support learning across their classes. Clearly defined roles enable adults to maximise how their time is used in class to stimulate and develop individual children's learning. Leaders recognise that this does not happen routinely across the whole of the early years foundation stage.</p>	<ul style="list-style-type: none"> • Learning objectives and PPM's to follow on from Nursery to Reception. In place and ongoing
<p>Children typically interact well together only when their interest wanes do they become more fractious and need further support to manage their behaviour. During the inspection, this was more evident in the Reception class than in the Nursery class.</p>	<ul style="list-style-type: none"> • Teacher/Teaching Assistant deployed effectively within Reception - ongoing • Early Years Staff to rotate between two classes. Monitor and support relevant staff and pupils and understanding. Nursery staff spend time in reception with support of reception teacher.