



St Lawrence's CE Primary School

OFSTED update

It has now been nearly 3 years since we had our OFSTED in 2020. The report reflected everything that we knew we were doing well, and where we still needed to make further progress. We have worked incredibly hard to show progress in the areas they identified - even through a pandemic! We hope that when they next return, they will see all the amazing work that has taken place in moving the school forward.

OFSTED 2020 said...	So we...	Which meant that...
The teaching of phonics is not fully effective	<ul style="list-style-type: none"> Introduced a new whole school approach to phonics through Little Wandle Trained every member of staff in the new scheme Bought new phonetically plausible books for shared and guided reading as well as home readers Tracked phonics across all key stages and quickly identified gaps in learning – leading to swift interventions Tracked fluency across all key stages 	<ul style="list-style-type: none"> Children are much more secure in their phonic knowledge and can read and understand more Gaps in learning caused by lockdown were quickly filled! Staff are more confident in teaching and assessing phonics – this includes Teachers and TAs Children are more confident in their reading There is a consistent approach to the teaching of phonics
The curriculum needed to be better planned in the Foundation Subjects, including the Early Years	<ul style="list-style-type: none"> Developed and introduced progression documents that have clear outcomes for all children Built on knowledge and skills from the children in Nursery through to Year 6 Identified key knowledge to be taught Identified key skills to be taught Supported staff with planning Introduced templates and a consistent learning journey for all staff through our LEARN approach Regularly monitored Learning Journeys to ensure this consistency was reflected in the books Supported staff with regular CPD Continued to look for ways to improve learning 	<ul style="list-style-type: none"> Children know and remember more Teachers subject knowledge has improved Children are excited about the topics that they are taught Children can see where their learning fits into the whole school learning Teachers work together and understand what comes before and after their learning Children know the steps to their learning
Increase opportunities to practise and consolidate their reading, writing and maths knowledge	<ul style="list-style-type: none"> Improved quality first teaching in all areas through research culminating in our LEARN approach Further developed Teaching Assistants' skills Increased opportunities in Areas of Provision Redesigned the layout of the Early Years Unit to ensure that it reflected our ethos and values and that it supported learning opportunities 	<ul style="list-style-type: none"> Progress from starting points has improved Children are... more confident readers, writers and mathematicians – they have a go! Progress at the end of KS2 is consistently positive Children know what is expected of them Protocols are in place for the curriculum
Too many people are persistently absent from school	<ul style="list-style-type: none"> Track persistent absentees and liaise, support and work with parents to improve attendance Redeveloped our attendance protocol Contact parents early if their child's attendance begins to drop Contact parents as soon as they are late 	<ul style="list-style-type: none"> Parents are fully informed of the absences of their children and the reasons for this Parents understand the attendance procedures and when we would move to the next stage of the process All staff know the attendance data of their children