



How do you make an impact on achievement and progress when you have children for an average of 2 years?

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Talavera Junior School, Aldershot

Achieved outstanding November
2018

Key Areas of Focus

- My journey – my leadership choices
- Talavera Junior School – the start of the journey
- Vision
- Teaching and Learning
- Team teaching
- Subject knowledge
- CPD
- LSAs
- Further closing the gap – intervention and marking process

My Journey

- Always taught in inner city schools - London
- Schools with previous weak leadership - years of RI, or at best low good
- Both journeys to outstanding
- Advanced Skills Teacher and Leading Literacy for the borough
- Always strived to be exceptional

Talavera Junior School

Low good school – which had historically been in special measures and then satisfactory for a sustained amount of time.

- Reputation locally and was not school of choice
- High percent of military - low ranking
- 50% EAL and non-white British
- Feeder school – RI year 4 entrance
- High mobility
- New arrivals and leavers throughout the academic year
- Incredibly difficult recruitment

Vision

- No substantive head – 3 interim heads and heavy LEA presence.
- No progress with new curriculum and no assessment system so a blank canvas for the journey.
- A vision needed embedding and all stakeholders needed inspiring – central to quick change.
- Personal time span given to change the school around completely – two years

Key Vision

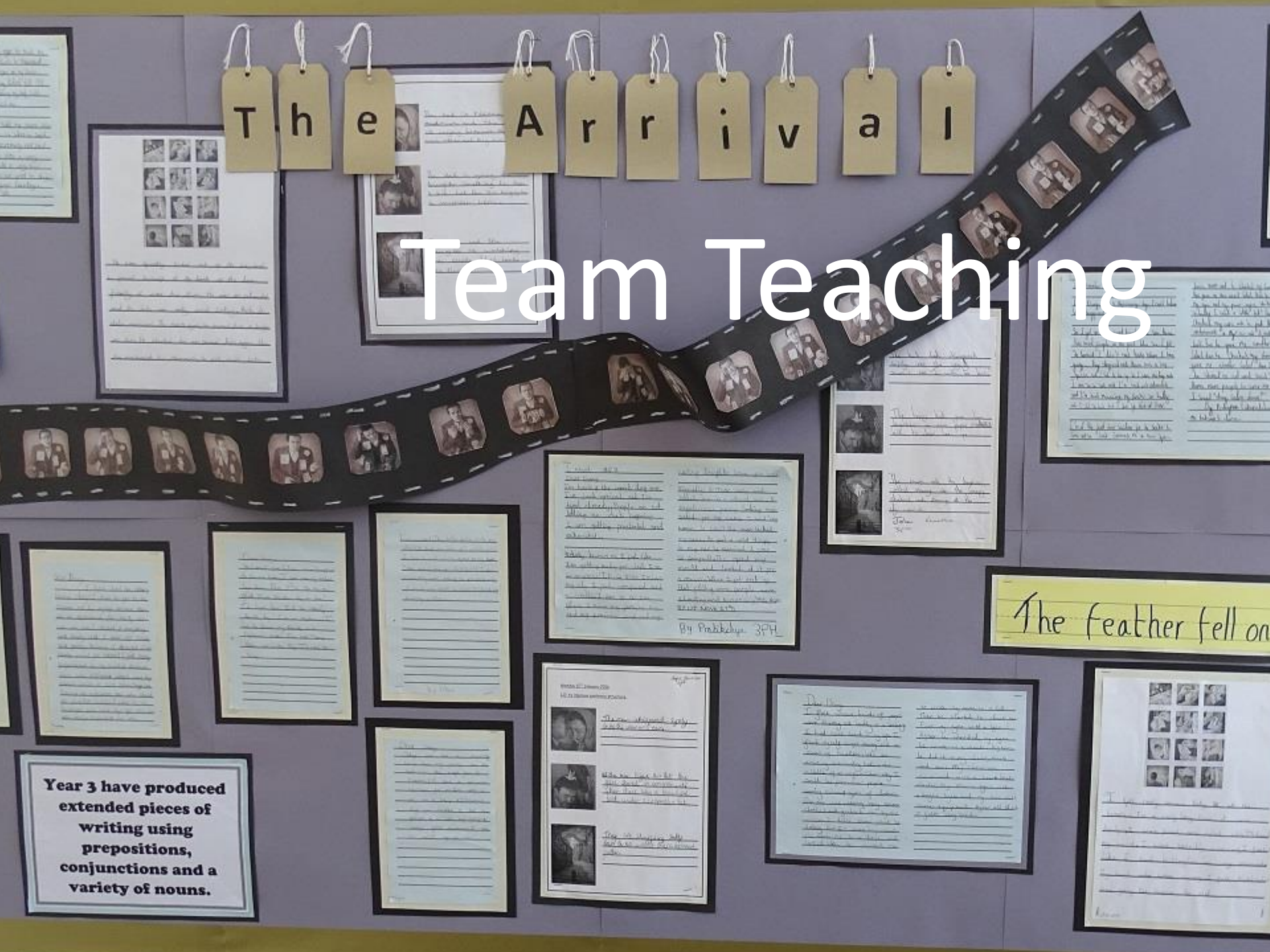
- Every Learning Minute Counts - school ethos alongside core values and house system.
- Everybody mindful of learning minutes and making the most of every minute of every lesson.
- No excuses - every child to reach full potential.
- Never apologise for high expectations.
- Never tell me why not – what are you going to do?
- Energy

Teaching and Learning

- Heart of the school – it was missing.
- Curriculum development absolute passion of mine.
- Vision had such high expectations for T and L development.
- I had to model this; significant impact.
- It is essential for quick change to be an outstanding classroom practitioner.
- My belief – T and L outstanding – the rest falls into line.

The Arrival

Team Teaching



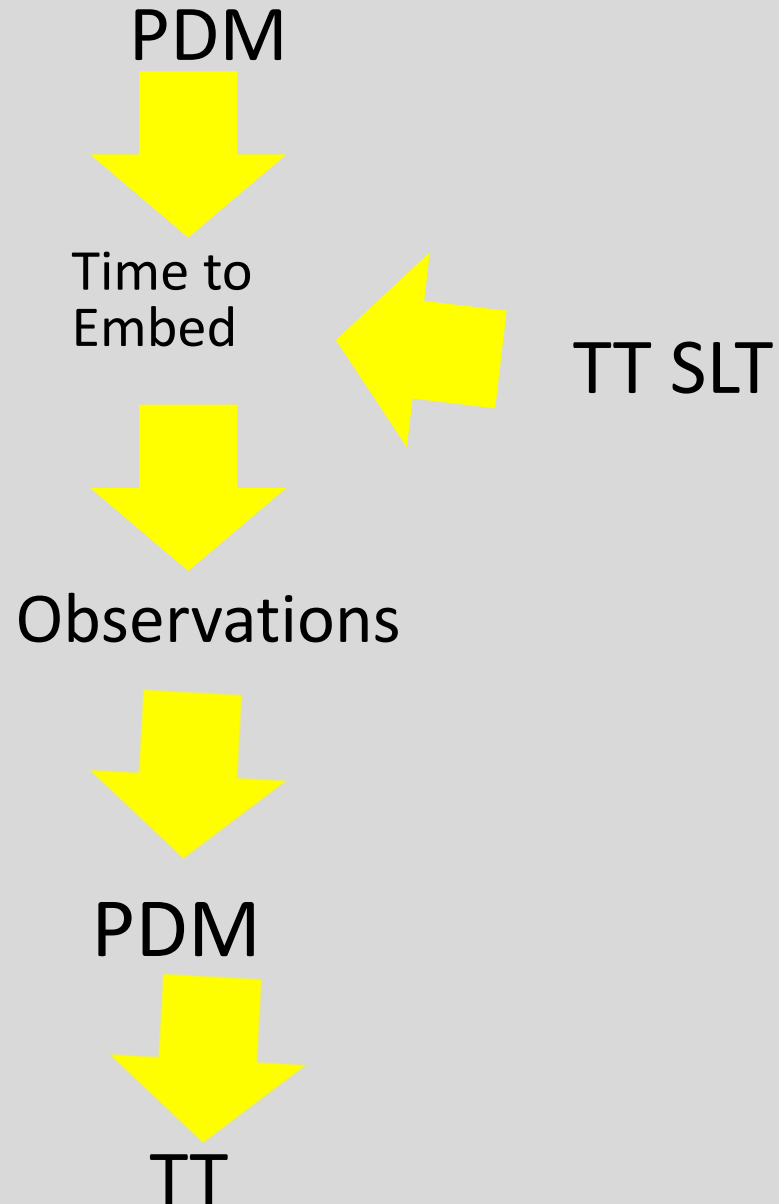
Year 3 have produced extended pieces of writing using prepositions, conjunctions and a variety of nouns.

The feather fell on

Team Teaching

- Cultivate an environment where teachers have the best possible chance of thriving.
- This is now not best practice it is daily practice.
- Sense of responsibility all teachers and LSAs
- Team teaching personally myself, then my strongest, now all teachers.
- Targeted core areas writing and maths.
- Modelled structure
- Then NQT Program, good teachers, CPD and all change and development

Model of Team Teaching



Subject Knowledge

- Need an ocean to teach a drop – key performing countries believe this and invest in it
- PDM always focused and meaningful – my teachers' time is precious
- Dialogue of the school discussing
- Quality CPD

CPD

- Ring fence funding
- For all – everybody who supports, volunteers and the caretaker
- Skilled staff who understanding progression.
- Dialogue in the staffroom, experts, amazing task design
- They have such strong subject knowledge so they can close the gaps through progression and learning journeys.
- External, now internal, and sharing best practice .
- We are an environment where continual improvement is the cultural norm.

LSAs

- Ofsted – difficult to identify the difference between teachers and LSAs – they team teach
- Worth their weight in gold if you train them.
- Often reminded lack of impact in the classroom – change that
- Ensuring recruitment is challenging!
- Trained the same CPD as teachers; if not more.
- Same expectation re subject knowledge
- PM – see them as leaders too
- Immediate intervention programs only

Performance Management

Work Scrutiny October 2018	Outstanding (10 - 12)	Good (7 - 9)	Requires Improvement (4 - 6)	Inadequate (1 - 3)
Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> Work indicates a very wide range of innovative and imaginative activities and teaching strategies that reflect our mastery approach Work reflects an enthusiasm and interest by the pupil who is clearly being challenged through the LO, teacher prompts and feedback Greater depth challenges embedded (<i>depending on group</i>) 	<ul style="list-style-type: none"> Work indicates an appropriate range of activities and teaching strategies to promote good learning that reflect our mastery approach Work indicates that there is challenge in tasks asked of them. Children are encouraged to show working out or thinking using appropriate strategies. Greater depth challenges evident (<i>depending on group</i>) 	<ul style="list-style-type: none"> Work indicates a selection of activities and teaching strategies to secure at least a minimum level of learning reflecting the mastery approach Limited evidence of challenge Greater Depth Challenges inconsistent (<i>depending on group</i>) 	<ul style="list-style-type: none"> Work indicates activities are not sufficiently well matched to the needs of pupils. Mastery not embedded No challenge evident. No greater depth challenges (<i>depending on group</i>)
Promoting good Progress and Outcomes	<ul style="list-style-type: none"> Work indicates that pupils acquire knowledge in depth and develop a wide range of skills to great effect. There is clear evidence of good progress. Excellent teaching sequence reflecting mastery approach Work indicates imagination, originality, independence and an advanced ability to reflect and evaluate their work. 	<ul style="list-style-type: none"> Work indicates that pupils are secure in their understanding e.g. misconceptions are addressed or extensions given to challenge. There is clear evidence of progress. Good teaching sequence reflecting mastery approach Work indicates imagination, independence and an ability to reflect and evaluate. 	<ul style="list-style-type: none"> Work indicates pupils are developing skills. Misconceptions are not always addressed. There is some evidence of progress. Teaching sequence allows some progression 	<ul style="list-style-type: none"> Work indicates that insufficient new knowledge is gained and/or skill development is neglected. There is very limited / no evidence of progress.
Subject Knowledge	<ul style="list-style-type: none"> Correct terminology and language is actively encouraged and evident in work by pupil Children can use mathematical language with confidence, when reasoning Children can explain their understanding and make links between concepts Tasks strongly link to learning objective and promote secure understanding. 	<ul style="list-style-type: none"> Correct use of terminology and language is used by the teacher in feedback. Children use mathematical language when reasoning Children can explain their understanding Tasks link to learning objective with some application of knowledge and skill in subject 	<ul style="list-style-type: none"> Some correct terminology and language but not consistent in teacher feedback. Children sometimes use mathematical language when reasoning Tasks have limited links to subject focus and limited opportunity to use and apply skills in that subject. 	<ul style="list-style-type: none"> Inconsistent use of terminology and language with mistakes evident
Presentation	<ul style="list-style-type: none"> Across the class, work is presented with pride. Correct formation of numbers, calculations set out correctly. All work is dated, with LO, neatly stuck in or copied with care. Work is continuous and thoughtfully set out. Lines are always drawn with a ruler. Children are given support and guidance for good presentation. 	<ul style="list-style-type: none"> Across the class there is growing evidence that work is presented with pride. Careful setting out Correct formation of numbers and calculations Work is dated Work is stuck overhanging Lines always 	<ul style="list-style-type: none"> Work is inconsistently presented. Some pages are missed or crammed to make continuous work difficult to read. 	<ul style="list-style-type: none"> Work is inconsistently presented. letters/and or numbers are repeatedly incorrectly formed

Individual Performance Tracker

TEACHER

Evidence (2/3 and explain their understanding)

Stickers are carefully planned for and address concepts/ misconceptions and secure LO understanding

Children always respond to marking using mathematical vocabulary and draw on their understanding using explanation/ jottings/ images

Teacher always addresses misconceptions and scaffolds learning where needed.

All responses ticked / marked / feedback where appropriate

The teacher comments model the handwriting, vocabulary and spelling expectations that the children are expected to show.

Verbal feedback given where appropriate – stamp

Pieces stamped for independent/ group / pair / TA/ teacher support

Aut 1

Aut 2

Spr1

Spr 2

Sum 1

Sum 2

Year Average

TEACHING

Grade

Date

Focus Type

Focus Subject

ACHIEVEMENT

Grade

Date

Focus Type

Focus Subject

MARKING/PLANNING

Grade

Date

Scrutiny By

Focus Subject

Strengths:

Criteria

Judgement

Outstanding

Grade Range

10 to 12

Key

LW

LO

ET/EOV

Activity

Learning Walk

Lesson Observation

End of Term / Year assessment

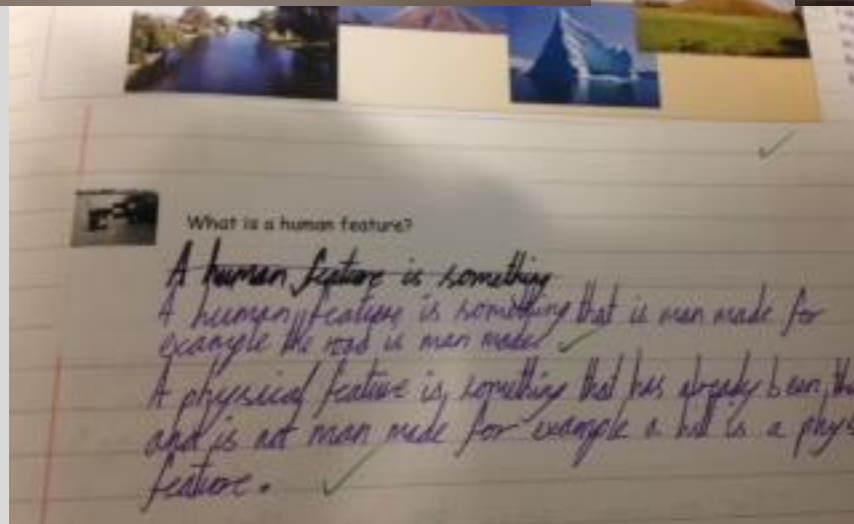
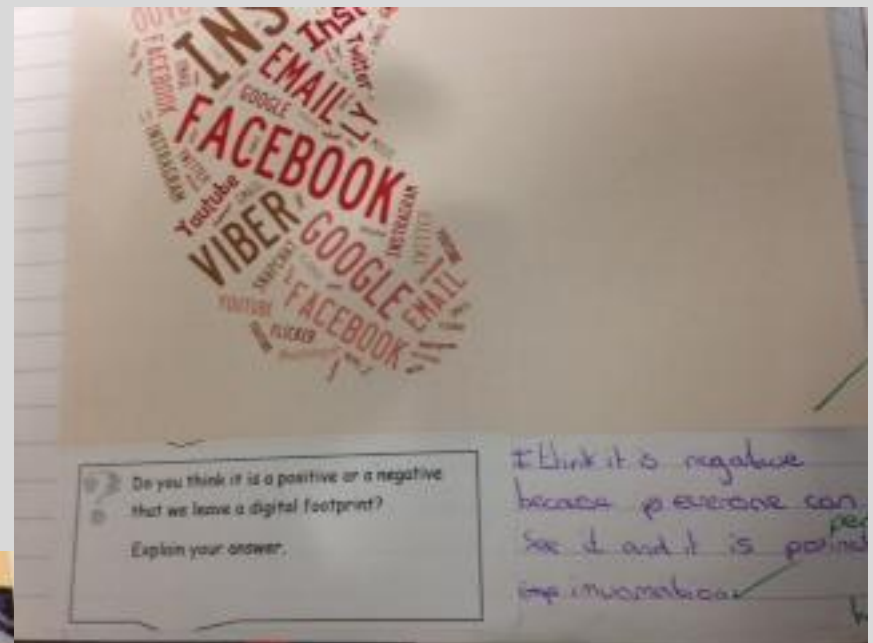
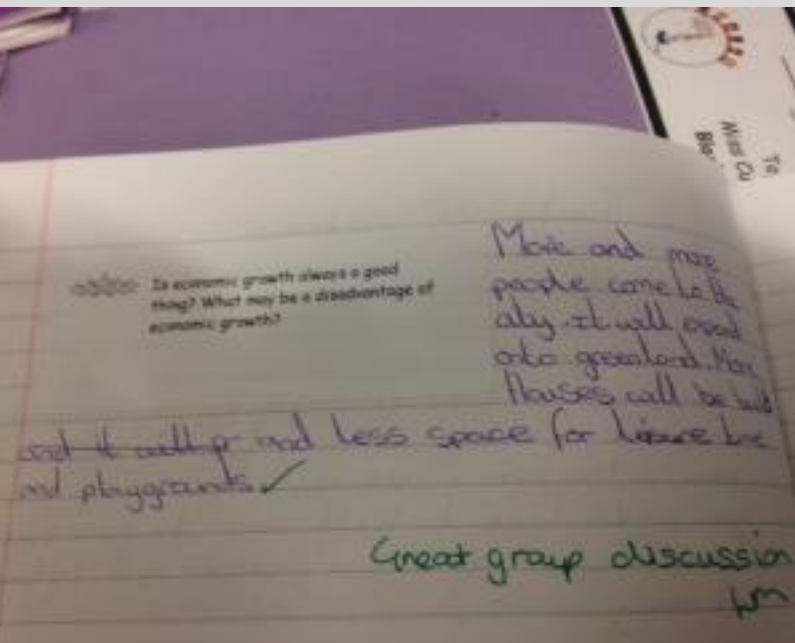
When T and L is Outstanding

- Everything else is easier
- PM very focused and rewards staff development – NOT attainment.
- Feedback to staff from book scrutinies - crystal clear with achievable next steps. We are clear what we are expecting.
- How can I reduce work load? More time in the classroom? Does it make an impact?
- Attainment and progress are product. We don't have to keep testing or assessing.

Marking and Immediate Intervention

- Closing the gap – even more to expected or greater depth.
- Missing concepts must be addressed – immediate intervention. Teachers and HLTA.
- Linked to teaching direct for maths and writing – no program.
- Marking part of the planning process.
- Marking 3 types - close the gap, challenge and explanation.
- Recap concepts through other focused stickers – grammar genie; maths flash

Marking Impact



English

English

LO: To write using an informal tone

In my writing I have used:

- Tag questions [✓]
- Fronted adverbial phrases [✓]
- Informal tone [✓]
- Range of sentence types [✓]

adverbial phrases



Add a fronted adverbial to the following sentence and tell me which type you have written.

I waved goodbye to the pirates.

* Tearfully, I waved goodbye to the pirates.

With tears filling my eyes

Write a line from yesterday's eye witness account as a direct quote, using the appropriate punctuation.

Warts, who was a little girl and the sinking of the Titanic, wept every evening. I held mother they lowered the boat into the

205

A shopkeeper only has the following coins in his till:




1p 2p 5p 10p 20p

He gave a customer £1.35 change in 8 coins. Only one of the coins was a 1 pence. What could the other coins have been?

Handwritten solutions:

20p
20p
50p

50p
50p
5p
5p
20p
1p
2p



Fill in the missing numbers in these strings of part whole

$7 + \underline{3} + 4 = 14$

$8 + 2 + \underline{5} = 15$

$\underline{9} + 1 + 6 = 16$

Mathematics

I partitioned 85 in 3 different ways:


- $60 + 20 + 5$
- $40 + 40 + 3 + 2$
- $50 + 30 + 3 + 2$

Which way would help me answer $267 + 85$? Explain why

Handwritten notes:

you could split 85 into 80 and 5
 $267 + 80 = 347$ then add 5 = 352
 or you could split 85 into 20 and 65
 $267 + 20 = 287$ then add 65 = 352
 or you could split 85 into 30 and 55
 $267 + 30 = 297$ then add 55 = 352
 all three ways give the same answer 352
 but the first way is the easiest because 60 and 20 are easy to add to 267

Here is a picture of the number of my part whole to ten:



Record the 4 number calculations you can see in this picture.

Handwritten calculations:

$7 + 3 = 10$

$3 + 7 = 10$

$6 + 4 = 10$

$4 + 6 = 10$

$10 - 6 = 4$

Handwritten notes:

Write the calculations using the numbers 10, 6, 4

★ $6 + 4 = 10$

$4 + 6 = 10$

$10 - 6 = 4$

Leadership

- Building leaders every step of the way
- Many fly the nest – be proud and grow more
- Always succession planning - key focus on the SDP
- Everybody has a leadership PM target.
- It is everybody's school
- Grow a team who can run the school
- Relationships matter and wellbeing is essential.
- Our staff feel valued.

Why proud?

- Our children make a positive impact on so many other peoples lives
- Everyday we laugh smile and debate together
- We build life long learners
- Our children are secondary ready
- Provided them with a rich and purposeful curriculum never lost depth
- Our children have amazing moral compasses and they will make the future bright with skills they can share

Moving to Outstanding 2020: Best practice from recently Outstanding Headteachers

When: Friday 12th June 2020

Where: Friends House, Euston Road, London, NW1 2BJ

<https://ukheadsup.com/events/m2o2020>