

**GRANGE PRIMARY SCHOOL
HEADTEACHER'S MEETING FEBRUARY 15TH
DYLAN THOMAS CENTRE
Nicky Martell - Headteacher**

Something which is classed as 'outstanding' in the inspection report and clearly helps to raise standards:

Standards in the **subjects inspected and the quality of teaching** were judged as being outstanding

Grade 1 - 52% Grade 2 - 48%

Subjects inspected were:

- English
- Welsh Second Language
- IT
- Art
- Music
- P.E.

Standards in **Key Skills** also outstanding

Actual statistical data supporting judgements showed that:

- In both K.S. there had been significant improvement in the CSI over the last three years
- Results including the results of the S.T.F. showed pupils achieve in excess of the similar school group and well in excess of the figures for Swansea and Wales - this is outstanding.

What have we done to achieve this:

- **Detailed analysis of the data** which has been produced for the school over an extended period - probably about 10 years - this feeds into the targets in the SDP and individual performance management targets for the staff leading subjects
- **Sharing the data with all staff and Governors** in a way which is easy to understand and means something in practical terms - i.e. what do we actually have to do in the classroom to improve
- **Clearly identified areas for improvement** which are a clear focus on what is important in terms of whole school development - not one SDP document - a number of documents dealing with different areas is much more 'user friendly'.

- **The development of Subject Leadership** is critical encouraging true 'ownership' of developments and the pleasure to be derived for being 'responsible for having brought about improvements' - true delegation means that you can do more in the time you have because 'more brains are engaged in moving the school forward' , more energy is expended on 'what really matters' and as a Headteacher you cannot possibly lead in all aspects of the school's development - draw on the strengths of the staff who are 'leaders'.
- **Not engaging in too many projects** and making sure that the ones we are engaged in are going to impact on standards in some way
- **Time Management** - ensuring that **ADDs and INSET Days** are not seen purely as 'training days' where we organise 'events' but they are seen as 'working time' where we actively engage in looking at what is important.
- **Trying to ensure that the staff are 'given time'** to spend on developing their targets and to spend on planning, assessment and working together so that there is a coherence to our work
- **Clear focus on 'fixed deadlines' for sharing outcomes** in the ADDs programme - accountability factor - whatever we have said we are going to do the staff know that there will be a 'bring out your dead' time when we will be looking closely at the outcomes e.g. NFER scores, children's work, outcomes linked directly to schemes of work and skills based curriculum developments. Whole teaching staff sharing.
- **Major focus on developing the quality of planning** - thus impacting on the quality of teaching - development of planning sheets for Foundation Phase and K.S. 2 where everything we need to bring together has been included on one A3 sheet for each subject/area of learning
- **Major focus on developing the quality of the children's work** - agreement on our approach toward thinking skills development, use of the ToolKit, improvement in the quality of questioning, consistency in teaching of basic Literacy and Numeracy skills.
- **Balance in allocation of curriculum time ensuring 'quality time' to the teaching of Literacy and Numeracy skills** throughout the school with a consistent approach agreed by all staff
- **Balanced approach toward Foundation Phase** - cannot afford to lose sight of the significance of Literacy and Numeracy skills development

- **Training focussing on important aspects of our work arranged for Teaching and Associate Staff** - employment of 'quality staff' who are able to support the children and encourage high standards
- **Major focus on sharing children's work with the specific view of identifying what we have planned to teach, have we been successful in achieving what we set out to do, are there any aspects of their work which we feel still need to be improved**

What are we doing now to try to improve further

- **Focus on what exactly we need to do to try to 'move up to next quarter'** - very difficult, but we are looking at the specific needs of individual children in order to target our support teaching programme more accurately
- **Focus on development of our Teacher Assessment Skills** - highlight the relevance of the 'pupil data' for individual teachers - examine progress of each cohort as a whole staff and look for trends, major areas of improvement, identify areas where we can improve teaching and agree how we are going to do it.
- **Focus on the development of lesson observations** - pairing staff and beginning to focus on the quality of the learning experience offered to the child - previous focus being on the quality of teaching delivery and pupil outcomes.
- **Further development of the performance management provided for Associate Staff** with a firm focus on their ability to support the children in basic Literacy and Numeracy skills, thinking skills and key skills.
- **Link with family of schools across Wales** - share good practice and engage in dialogue which will help to raise standards
- **Never lose sight of the fact that we are educating the whole child and all the wonderful things we do as schools which contribute to the well being and enjoyment of education for the teacher and the child are vitally important.**
- **Never forget that providing a child with an outstanding educational experience is so much more than just analysing statistical data and the quest for moving up a league table!**