



Batchwood School

make every day count

Name and number of school: Batchwood School 643	Date of visit: 25.02.14
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Visit made by: (Teaching & Learning Advisor)	Duration: 9 - 3
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School development priorities Action Plan for Post Ofsted For the Improvement Of Achievement At Batchwood School April 2012 1. Accelerate student's progress and raise their attainment in English and Maths - Assessments are used consistently to set students specific and challenging targets - Teachers review students progress towards these learning outcomes frequently and set them new learning outcomes once they are met 2. Improve the quality of teaching - Planned activities are consistently challenging and well matched to students' most important needs <i>HOW: Evaluate planning so pitched at appropriate levels. Use of questioning, subject knowledge. Differentiation</i> - Every opportunity is taken to develop students' writing and numeracy across all subjects

Nature and Objective of visit	Participants	Role
Review information & data available in preparation for forthcoming Ofsted visit	Advisor HT DHT	TLA Anne Spencer Matt Hillman

Overall evaluation TLA reviewed a wide range of evidence provided by the school including: <ul style="list-style-type: none">- SDP- RaiseOnline report & analysis- School SEF and supplementary information- Report on review of Key Stage 2 assessments- Staff & parent questionnaires- Pupil Progress meeting notes- Year group assessment & tracking folders- Individual case studies <p>The school has a wide range of information and data available and are monitoring the pupils in the school in many ways. The SLT are fully aware of the multiple needs of the pupils and liaise with a wide range of other schools, agencies and other organisations as needed.</p> <p>As was evident during previous visits, again the H/T, DHT and other members of staff managed the many situations that arose during the day to maximise the learning opportunities for pupils.</p> <p>HT had already added summary sentence re individual progress of pupils from their time at Batchwood, to the Year 11 case studies</p> <p>The school is using the national progressing guidance to support in tracking pupil progress due to the high level of children in the school with needs other than SEBD</p> <p>The school has evidence to support that the children's baseline on entry is decreasing which is impacting on attainment.</p>
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Systems for tracking, such as pupil progress meetings, continue to evolve and documents such as IEP's are working documents and there was evidence of how these are annotated.

Strengths identified	For
<ul style="list-style-type: none"> - HT has undertaken a wide variety of data analysis and could speak at length about the data available and tracking in the school including raiseonline tables using prior attainment at KS2. - H/T & DHT had a range of answers and evidence for questions asked by TLA - SEF section 3 provides clear information about the increasingly positive teaching profile and impact on APS scores - Questionnaire responses from staff were all agree or strongly agree 	SLT
SEF section 2 uses progression guidance as part of the school's evidence of progress	For
<ul style="list-style-type: none"> - H/T to consider updating the data section of the SEF with further detail about evidence of "good" progress by year group including the Raiseonline data shown on visit. In both the SEF and the individual cohort assessment folders : <ul style="list-style-type: none"> - tracking and predicted progress is based on raiseonline expected profile and also includes SE25 FFT estimates. 	SLT

Actions agreed		
School	Led by	By?
Consider information discussed and update documents as appropriate	HT	Easter
LA	Led by	By?
Liaise with H/T via email if required		

Date(s) of next visit
n/a

TLA support (April 2013-March 2014): 2.5 day cross team support (including initial staff meeting)	TLA days delivered to date (TLA): 2.5 days
Days remaining: n/a	