

Great Kimble Review February 10th & 11th 2025

Process

Two-day review of teaching and learning with Jane Guest (independent consultant, Senior Associate LB Ealing)

The elements of the review were:

- Learning walks with the Acting HT and the Challenge and Support partner, Deputy CEO of GLT, covering lessons from Early Years through to Y6
- Meetings with all staff and postholders
- Feedback meetings with HT and Challenge and Support partner
- Meetings with pupils

Context

The OFSTED inspection in 2024 judged the school as Requiring Improvement (RI). The Quality of Education was judged as RI but all other areas were judged as good. The Acting HT has been in post for 9 months.

Following the Inspection the Acting HT has worked with the team on their curriculum with the support of the Challenge Partner from the Trust. They have worked on staff subject knowledge across all areas and support for SEND children. The HT has noticed that the least experienced teachers are now much more confident in their teaching and willing to take risks.

Key points from Ofsted for the development of the Quality of Education

- The curriculum needs further development. This means pupils' learning across different subjects, including English and mathematics, is inconsistent. The school must ensure the curriculum is taught consistently well and pupils are supported to learn and remember the most important content over time
- The support for pupils with SEND is underdeveloped. This means pupils are not achieving as well as they could across the curriculum. The school should ensure that staff adapt their teaching , so pupils are

provided with consistent high-quality support to enable them to achieve well from their starting points

Strengths in the Quality of Education, observed in Learning walks

Summary: In the learning walks we observed purposeful lessons; the children's books are well organised and they are proud of their work. Books clearly show planning and progression. The children are confident in their learning.

- The atmosphere in the school is purposeful and calm, children are engaged, they are used to listening and talking to each other and to adults
- Working walls and classroom environment in general provide a stimulating environment for children and staff to work in
- Differentiation is strong, teachers are managing their split classes extremely well with one teacher in Y3/4 successfully trialling the use of split screen on the interactive whiteboard to target questions
- Planning and progression are evident in books and there is consistency across all year groups, planning is strong enabling teachers and pupils to review what they have learnt and where they're going next. References to prior learning are explicit and built into the planning
- We observed some excellent retrieval practice; pupils use the skills they have learnt independently to support and explore their learning and make progress
- Behaviour for learning is excellent, pupils want to learn, participate well and show an enjoyment of learning. Pupils have excellent learning routines
- Relationships are excellent, pupils feel safe and are confident to engage in discussions with each other and the teachers with enthusiasm, they listen well and demonstrate good oracy skills. Pupils are used to Talk Partners
- Teachers demonstrate good questioning skills which support the pupils to develop their own answers and their understanding of the concepts being discussed

- There are some excellent examples of live marking and more able pupils, particularly in the Y5/6 are able to go to the back of the class and self-mark in their Maths lessons
- Ongoing planned assessment opportunities, including self and peer assessment ensure that teachers and the pupils are clear about the learning
- Appropriate scaffolding is evident in books, this particularly supports the learning of specific groups of pupils (early EAL, SEN) and ensures their engagement
- Excellent modelling by teachers ensures children are clear about what they have to do
- Manipulatives are easily accessible and children are used to using these tools when they need to
- Children from EYFS to Y6 are used to the *All The Time Toolkit* and can talk about what it contains and how they use it
- Reading is securely embedded in planning and there are many opportunities for pupils to read out loud and listen to adults read
- Relevant cross curricular links are being made in planning and teaching
- Sentence starters and sentence stems are being used very effectively to help scaffold learning for the pupils
- Teaching assistants work well with the pupils using good questioning skills and engaging well with the children
- The school's *All the Time Toolkit* is being used effectively in all lessons to support and develop independence in learning
- Outdoor learning is a strength, planning again is strong and purposeful. The use of Smokey Row allows the school to have a rolling nature programme which is linked to Science. On the day I was observing, pupils had seen several different animal footprints and taken a cast of a deer print

EBI for Quality of Education

- Focus on the development of stretch and challenge for the most able students
- Ensure that your most able pupils are achieving their best outcomes in all areas

Discussions with Subject leaders

- The curriculum intent for all subjects is clear, the subject leads talk passionately about their subjects and planning is well thought through
- They have made a move away from Talk for Writing but are still incorporating the best bits in their planning. The whole class texts they are using now are leading to much better pupil engagement, the pupils are able to become more immersed in the text and this is leading to more creative writing
- The move in EYFS from what children can say to how they can record learning has been really successful and children have entered Y1 in a much stronger position
- They are using Bug Club as a foundation for teaching phonics and Phonics tracker online is used to support home learning, a phonics workshop has been run for parents
- The use of the *All the Time Toolkit* is built explicitly into planning and referred to in lessons through all the years. Children are demonstrating the skills they've learnt all the time
- Staff are continually reviewing their practice and the planning to meet the needs of the specific cohorts, making necessary changes as appropriate
- Every class has Reading scrapbooks and there is a lot of talk about books in class
- The use of VIPERS in the Reading programme (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summary) is evident across the school, in EYFS the children are introduced to Vinnie The Viper
- Staff work and plan well together ensuring all the necessary links are made across the curriculum and in progression through the years
- Maths planning is working on developing Deep Reasoning skills, their SOW provides some resources to develop deeper understanding
- Pupil Progress Meetings, using PiXL strategies (Partners in Excellence) are held regularly and focus on looking for the gaps in learning, planning is then adjusted to support the learning

- British Values are threaded through planning. There is a Pupil Parliament and pupils act as Agents for Change. I observed a lovely assembly taken by a Foundation Governor who is a member of the local Free Church

SEND

The SENDCo is part time and the HT picks up on the days in between. Pupils have clear plans and the teachers know their children well. During learning walks we were not easily able to identify all the SEND pupils. They integrate well in class and respond confidently. Their needs are well met by planning and teaching strategies which include appropriate scaffolding when necessary. The pupils' books are well organised and pupils are proud of their work. They are making good progress from their starting points.

Attendance

Attendance has been a focus and is now at or above national averages. Persistent Absence is now lower. There are clear systems in place and attendance is tightly monitored. A house system has introduced an element of competition between classes and Kimble stars are awarded.

Pupil Voice

- Pupils feel safe and happy; they are keen to share their views and comfortable talking to adults
- Pupils talk well about their work and feel supported by their teachers
- They are supported in their learning by good planning, teachers break tasks down when necessary
- They are also encouraged to plan for problem solving tasks in Maths and use DAB, Decide, Assess, Back Up. They find this useful and can apply it in other subjects as well
- There are Help folders in class for every subject and these help them build independence
- They like the Kimble bank and enjoy collecting points that they can then spend
- Pupils can explain how their work has improved over time and are very clear about how much they enjoy learning and being in school. The older

pupils can see how much their learning has improved and said that “lessons are no longer boring”

- They enjoy the clubs after school and all the pupils I spoke to were engaged in at least one club
- They are enjoying the mixed classes and think that the classes work well. One Y6 pupil said that “we all learn different things from each other, Y6 have things to learn from Y5 as well as the other way”

Summary of Outcomes from this review

- This is a very happy school with strong leadership and excellent team work
- Relationships in school are excellent as is behaviour for learning and behaviour around school
- The teaching is consistently good or better
- Planning is strong and this is reflected in the pupils’ books
- There is a clear transition programme in place from year to year which ensures that no learning is lost in moving into new year groups or into new classes
- CPD has been well targeted throughout the year and the impact of the various sessions is evident in teaching, support and learning
- The team is strong with really good working strategies, enthusiastic and capable middle leaders are making an excellent contribution to support the HT and ensure the school continues to improve

Recommendations

- Review the SIP to ensure there is more challenge and incorporate milestones/targets/dates
- Rewrite the SEF, the school is at least Good and could be Outstanding
- Use the school as a hub for excellence in the Trust

To use the language of the Trust:

This is an AWESOME school