



## VNET REPORT

<b>School:</b>	Garvestone Primary School as part of Unity Education Trust
<b>Headteacher:</b>	Michelle Farnan
<b>Date of visit:</b>	14 February 2019
<b>VNET Rep:</b>	Clare Jones
<b>Focus of visit:</b>	SIP visit

### During the visit I:

- Carried out a learning walk with the headteacher
- Spoke to key members of staff
- Spoke to children in classrooms while they were learning and looked at their books
- Looked through the SEF with the headteacher
- Discussed the SIDP with the headteacher.

### Key findings:

- The headteacher clearly understands her school very well. She knows the staff and children; their strengths and weaknesses
- The Headteacher has a good understanding of current trends around marking/feedback, differentiation and education as a whole
- Although the KS2 maths results were down last year the intervention that has been put in is already having a positive impact with this year's percentage looking to be in the high 70's
- There is a good team approach to working in the school from all members of staff with the children at the centre of all they do
- They use a bought-in curriculum to good effect which can be seen around the classrooms in displays
- Teachers' strengths are utilised well regarding especially around teaching English and topic.

### What's working well:

- The Power of Reading is having a positive impact on reading scores and an enjoyment of books. One Year 4 child begged the headteacher to read another story in the book they had been reading
- Displays are varied and interesting demonstrating a broad and balanced curriculum
- Reading Intervention has had a positive impact on reading scores and end of ks results.
- The current split of classes and teachers ensures a good ratio of children to adult in each of the three classes.

**It would be even better if:**

- There is consistency of expectations (including presentation) between job share teachers
- The EYFS GLD predictions are accurate and not erring either on the side of caution or the opposite
- The local governors have training and support from the headteacher and the Trust to enable the leadership and management grade to become a solid Good
- Strong subject leadership is embedded, perhaps across the Trust.

**Next steps:**

- Move to good in every area of the SEF including overall effectiveness
- Need to develop the role of mathematics leader
- Ensure plans for staffing EYFS create an environment which can be outstanding
- Over-all develop an effective staffing structure that meets the educational and specific needs of the children whilst delivering value for money
- Children need to know and understand their next steps following feedback (written and/or oral)
- Ensure local governors are trained to ask the critical questions that will give them all the information they need to know about the school and its development and improvement – especially if they are expected to meet with Ofsted inspectors.
- Review the marking policy, with UET, with reference to the DFE marking policy review group  
<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>
- And also the Reducing Workload in Your School  
<https://www.gov.uk/guidance/reducing-workload-in-your-school>
- To look at the possibility of Trust-wide Best Practice Groups where the key aim would be the identification, development, adoption and sharing of good practice across the Trust (all schools – especially around subject leadership/development).