



Inclusive Improvement Visit Notes

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Date of Visit: Monday 29th September 2025

Context and Purpose of Visit

xxxxxx is a member of xxxxxxxx. The visit to xxxxxx Primary School involved a series of lesson visits and discussions with leaders, including the headteacher and deputy headteacher. The visit focused primarily on phonics, early reading, early years provision and mathematics, with an opportunity to explore wider aspects of behaviour, personal development and the school's overall learning culture.

The headteacher provided a clear and confident overview of the school's priorities and there was strong alignment between her commentary and what was observed in practice. Leadership demonstrated both awareness of the school's strengths and honesty about the areas requiring further consistency and development. There was a clear sense of drive, belief in the community and a commitment to ensuring the best possible outcomes for pupils.

Phonics and Early Reading

Phonics is clearly being prioritised across the school and is given significant emphasis in the curriculum. The use of the Read Write Inc. (RWI) scheme is embedded, with timetabling and resourcing organised to maximise opportunities for targeted small-group teaching. Leaders have invested heavily in staff training and high-quality resources and this was evident in practice. The school also makes effective use of space and staffing to ensure that as many groups as possible can access provision that meets their needs.

Pupil outcomes are strong with phonics results in line with national averages (80% in 2025). Children across the school are able to access phonics teaching where required, which supports progress and early reading development.

During observations, there were some examples of strong practice, including accurate modelling of pure sounds and staff ensuring pupils had the physical space to engage in learning effectively. There were also some inconsistencies, particularly in the use of agreed RWI language, especially the sparsity of language for clarity, and in the use of

resources to support learning. For the scheme to have maximum impact, consistency across all groups and teachers will be essential. The next step will be to harness pockets of excellent practice and ensure this is shared systematically so that the fidelity to the programme is strengthened across the school. The use of the RWI lesson blueprints and CPD videos will enable staff to fully maximise the progress possible using the RWI scheme.

When considering learning during phonics, the effective positioning of children to ensure engagement and to support inclusion could make a significant impact on learning progress seen. Careful attention to the focus children, including the use of any available additional adults, can ensure that children keep up with their peers.

Alongside phonics, in Key Stage 2 guided reading sessions using the VIPERS approach were observed. While classroom environments were generally well presented and organised, there were occasions where they lacked a sense of purpose and did not feel fully supportive of learning. At times, sessions appeared to focus more on the process rather than the impact of teaching on pupil progress. Engagement varied and while behaviour was exemplary, the proportion of children actively involved in learning was sometimes too small.

Missed opportunities were noted for staff to model key reading strategies explicitly, whether through the use of whiteboards, visualisers, or small-group interventions. Teachers should also ensure all pupils are actively engaged before moving on and consider how teacher time is best used for one-to-one or group feedback. With refinement in pedagogy and subject-specific approaches, there is clear potential for further impact in reading outcomes.

Early Years Foundation Stage (EYFS)

Phonics provision within EYFS is reflected above. EYFS was revisited without a phonics focus. The provision in Nursery and Reception is a real strength of xxxxxx Primary. The quality of interactions observed was consistently high, with staff demonstrating a strong understanding of early years pedagogy. Environments were purposeful, engaging and well resourced, supporting both independent and adult-led learning. Children were engaged in activities that were clearly aligned with developmental priorities and routines were well established.

The balance of structured teacher-led learning alongside continuous provision was strong, and there was evidence of well-considered planning to maximise learning opportunities. The practice observed was effective and gives an excellent starting point for children to their time at xxxxxx. The EYFS leader was able to articulate rationale for decision making, curriculum decision and the areas of learning.

Mathematics

Across the school, mathematics is taught using the **White Rose** scheme. The Deputy Headteacher explained positively that as a school they refer to White Rose +. White Rose is recognised as not being enough for their children and are working on how to enhance impact. In several classes, staff showed good understanding of the processes and routines associated with the programme and there were positive examples of pupils engaging with practical resources to support conceptual understanding.

Children were motivated by the use of the Forest School space during a maths lesson. The next step for this practice will be ensuring that the enthusiasm and engagement from the opening to these sessions translates into secure, recorded learning and sustained progress, making adaptive choices to meet the needs of learners.

Assessment for learning (AfL) opportunities in maths were sometimes missed and there were occasions where the use of additional adults to support and extend learning was underutilised. At times, this was reflected with the teacher also. Whole-class engagement, while improved from reading, remained inconsistent, with some pupils not fully participating during teacher input. Nevertheless, the potential for strong practice is evident and building on the good examples already in place will help raise consistency across the school.

Behaviour and Personal Development

Pupil behaviour across the school is exemplary. Children were consistently polite, respectful and self-regulated, both in lessons and around the school site. Transitions were smooth, and children demonstrated strong independence.

Personal development is clearly a priority. An effective, engaging assembly was observed utilising members of the local community providing pupils with a sense of belonging and connection beyond the school. Relationships between staff and pupils were positive and respectful. Staff were consistently welcoming and warm, although at times interactions risked becoming overly passive rather than actively driving learning forward.

Overall, the school has established a culture where children feel valued, safe and motivated to behave well. Children demonstrate their commitment to this ethos in the way that they interact with visitors, including speaking confidently and with pride about their learning and work.

Summary and Next Steps

Xxxxxxx Primary School demonstrated clear strengths. Leadership has a strong understanding of the school's current position and is committed to addressing areas requiring greater consistency. Leaders must analyse impact and understand the impact that is occurring from home compared to the impact being received from school. The curriculum in place is bespoke and effective.

Key developmental priorities include:

- Ensuring consistent fidelity to the RWI programme, particularly in language and resource use.
- Strengthening the impact of guided reading in KS2 by focusing on active engagement, explicit modelling and purposeful environments.
- Embedding AfL and the strategic use of adults within maths lessons to maximise learning.
- Continuing to share pockets of excellence across staff to ensure strong practice is replicated consistently.

There is a strong platform on which to build and with the evident commitment of leaders and staff, the school is well placed to make the next steps in its journey of improvement.

Adam Gatrad

Oliver Wilson

Date of next visit: Tuesday 4th November 2025

Focus of next visit: Alongside core subject leaders, to focus on developing use of teacher and adult time and maximising learning opportunities.