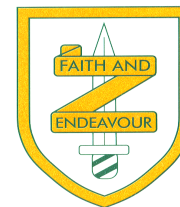


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### TT Education

#### St Martin's Church of England Primary School, Folkestone

In April 2013 St Martin's CEP School was graded as Requires Improvement by Ofsted and our actions were:

1. Improve the quality of teaching so that it is consistently good or better by:
  - ensuring lessons run at the right pace with fully effective use of time
  - setting more challenging learning tasks for those pupils who are capable of doing harder work
  - sharing the stronger practice evident in some classes as a model for others.
2. Raise attainment and accelerate progress in mathematics and in writing by making sure:
  - pupils have more opportunities in lessons to practise and extend their knowledge and understanding of mathematics so that they can apply and extend their skills in problem-solving and investigations
  - more occasions are provided for pupils to develop writing skills across all subjects
  - teachers model the genre of writing they are teaching so that pupils are clear about the expectations when they write.
3. Improve the effectiveness of leadership and management by ensuring that senior leaders:
  - check teaching regularly and systematically to see that all pupils are making good progress
  - develop more effective skills, knowledge and understanding of checking how well pupils are performing
  - provide opportunities for middle leaders to be more actively involved in the checking and reporting of pupils' performance
  - encourage teachers to reflect better on how well they are helping their pupils learn.

As a school we work closely with another local primary school which is graded as Outstanding. In the summer of 2014 we approached TT Education to ask whether they would consider working across the two schools; this was agreed and we embarked on a yearlong customised solutions programme to develop Talking for Teaching and Learning within both schools with a focus on improving standards in writing.

The programme, which provided training and support for all levels of leadership, class teachers and teaching assistants, included consultancy days, twilights, workshops, demonstration lessons, Shakespeare workshops and a visit to a Centre of Excellence. These sessions were relevant, practical and ran at a swift pace; they provided staff with a wealth of ideas and materials to implement within the classroom. David and Emma facilitated much of the programme and developed a real rapport with staff. However, other consultants facilitated specific sessions which provided further ideas and expertise.

The senior leadership team were provided with a common focus for school improvement which was the starting point for many discussions and professional debates within school and across the two schools. As a result of

this, the programme was adapted to meet the differing needs of each school with individual as well as joint sessions.

After the very first session it was evident that staff were enthused and in turn the children quickly developed a love of writing. In December 2014 during Pupil Conferencing the following comments were made:

*"I can't wait until Friday because we are going to write an explanation text about the Vikings!"*

*"I like the quick games because they give me ideas for my writing."*

*"I love writing!"*

The benefit of two school working together provide a focus for validated moderation across the school for quality of teaching, assessment and work scrutiny; but perhaps the greatest benefit was the opportunities for staff at all levels across the two schools to work collaboratively with a common purpose; something we plan to continue.

As the year went on we saw the positive impact of the programme in many ways including:

- increased staff confidence
- improved pupil perception of writing
- improved quality and quantity of pupils' writing across the school improve
- accelerated pupil progress
- faster pace of lessons
- improved profile of teaching
- effective and well used Working Walls
- increased cross curricular writing
- a love of Shakespeare
- improved effectiveness of subject/phase leadership

As a result of our involvement in the programme the following have happened:

- we are in the process of reviewing our long term plan with a focus on writing genres and quality texts
- we are reviewing our Teaching for Learning Policy
- we have reviewed our Marking Policy to reduce workload and increase impact (yes, that is right!)

Obviously we are judged not just on pupil engagement but also by the scores on the doors so we were delighted with impact the project had on our progress and attainment data in writing across the school, for example

	<b>2014</b>	<b>2015</b>
<b>EYFS % exceeding ELG</b>	0%	10%
<b>KS1 APS</b>	16.2	16.6
<b>KS1 % Level 3</b>	16.7%	22.6%
<b>KS2 APS</b>	28.7	29.1
<b>KS1 % Level 5</b>	35.7%	41.4%

The most significant impact has to be the outcome of our Ofsted inspection in April 2015 where the school was graded as Outstanding in every category and the report included the following references to our investment in our CPD with TT Education:

- *Writing has been a focus for the school. All staff have undertaken training so there is a consistent and highly effective approach to the teaching of writing across the school. As a result, there has been a marked improvement in the quality of teaching and achievement in writing since the previous inspection.*
- *Pupils have many opportunities to talk and rehearse their writing and they are very clear about what makes successful pieces of writing. Teachers expect pupils to apply their writing skills in all subjects and for all types of writing.*

The development point identified by the inspection team was a true endorsement of the positive impact of our work with TT Education, it reads:

*“Provide more opportunities for pupils to develop and use mathematical skills across the curriculum and implement plans to use more of the highly successful writing approaches in the mathematics curriculum.”*

So, what next? Well, this year the two schools are commissioning another customised solution from TT Education this time with a focus on use of talk to develop teaching and learning in Maths. We are hoping to be accredited as a Centre of Excellence and some members of the staff are hoping to be trained as consultants so that they can support others on the same journey.

Personally, I am looking forward to seeing the good practice embedded and cascaded to new staff, watching the positive impact of our next project spread throughout the school and seeing the school maintain its outstanding Ofsted grading at the next inspection!

So, it is no surprise that I would whole heartily recommend TT Education to any school who are looking to invest in high quality CPD which will have a positive impact on pupils and staff. TT Education hold the children at the heart of what they do; their consultants are professional and approachable and the team sensitively adapted the programme to the specific and sometimes varying needs of the two schools involved.

Kate Love

Headteacher