

# Scissett CE Academy

## SELF- EVALUATION SUMMARY (SES)

“A place where all succeed”



### Context of the School

#### General:

- We are a CE Academy within the Learning Accord Multi Academy Trust for pupils aged 4-10.
- Pupils leave at the end of Y5. Christian ethos and values are at the heart of the school.
- School aims are rooted in “Excellence for the whole child’ and encompass high standards and high expectations, a ‘children come first’ philosophy, with an emphasis on provision of high quality learning experiences.
- High emphasis is placed on developing positive relationships where everyone is valued in a climate of mutual trust and respect.
- We have strong links with our local community, church and parish which enrich pupils’ religious, spiritual, moral and social education.
- The Academy is part of the Church Schools Partnership, a group of 11 church aided schools and academies from across Kirklees, working together to preserve distinctive context and strengthen church links.
- NOR April 2018:182; this is higher than at the last inspection. Pupil numbers have risen due to housing developments locally.
- The Academy is 1 form entry, 6 classes, and standard admission number of 30. PAN for KS2 is 32.
- Pupil mobility is increasing, with children entering school at both KS1 and KS2 mid-year. Increasingly pupils who leave school tend to be higher attainers and those who replace them are often pupils with additional needs.
- Many parents actively seek out the school due to its distinctive context and Christian values.
- Section 48 inspection 2014 judged predecessor school Outstanding for overall effectiveness (all 4 areas). Ofsted Inspection April 2014 judged the predecessor school Outstanding.
- The school serves a semi-rural community: the children come from a mix of different socio-economic backgrounds, living in private and social priority housing.
- Pupils are drawn from the Denby Dale Ward, mainly from local area, in Scissett village (between Huddersfield & Wakefield).
- Deprivation Indicator 0.1%, below National (0.2%) (ASP 2017). 3 pupils in worst 10-20% deprivation area, 1 pupil in worst 30-40% deprivation areas 5 pupils in worst 30-50% deprivation areas (LA School Profile 2017/18).
- Low nos. of pupils 11% on free school meals, below National (24%).
- Ethnicity – 93.44% White British (School Profile 2017-2018); Minority Ethnic Groups 6.01%, below National (32.10% ASP 2017); EAL pupils: 0% below national 21%(ASP 2017). 3 children are bilingual. Traditionally, all EAL pupils function well in English.
- Pupils at SEN Support 9.8% in 2017-2018, below National (12.2%). Pupils with EHC/Statement of SEN 3.3%; above National 1.3%. Trend for Pupils with EHC/Statements rising.
- Executive Head Teacher (also CEO of the Learning Accord MAT) has been in post for 15 years and is a National Leader of Education, School Improvement Partner, Professional Partner and Ofsted Inspector.
- Leadership structure- Executive Headteacher, Head of School (substantive Deputy), Assistant Headteacher & Business Manager (CSBM).
- School was designated as a National Support School by NCTL in 2009 and as a National Teaching School in September 2014.
- Currently 2 looked after pupils under care of Wakefield.
- School has a large Teaching School Alliance- Yorkshire Anglican Teaching School Alliance working with key Strategic Partner and Associate Member schools to focus on school to school support, ITT and CPD.

## Overall Effectiveness

### Judgement on the Overall Effectiveness of the School

**Grade 1-Outstanding**

Strong and effective leadership provided by the Executive Head teacher, leadership team and governing body ensures that pupils benefit from at least good teaching, learning and assessment. It ensures that pupil achievement is good and that they make substantial and sustained progress from their starting points. The leadership takes swift action to enable most pupils to reach their potential. Very effective leadership ensures that almost all children behave well and that pupils are safe in school. SMSC and physical wellbeing has a high priority. This is a very effective school which uses all its resources efficiently, effectively and economically to provide a very good education for all its pupils.

### Overall Judgement on the Effectiveness of Leadership and Management

**Grade 1-Outstanding**

The Executive Head Teacher supported by an effective Head of School and Leadership Team, works hard and successfully provides the school with strong and effective leadership based on a clear vision for the future and a strong learning culture which enables pupils to excel. Leaders are highly ambitious for the school and lead by example. They are committed to securing the highest standards and to continuous improvement in all areas. This results in high expectations and the setting of challenging targets at all levels. The school's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.

### Overall Judgement on Quality of Teaching, Learning and Assessment

**Grade 1-Outstanding**

All teaching in EYFS, KS1 and KS2 is good or outstanding; The high quality of teaching is a significant strength of the school and it makes an excellent contribution to standards of achievement and pupils' progress. The teaching of reading, writing, communication and mathematics is effective.

### Overall Judgement on Personal Development, Behaviour and Welfare

**Grade 1-Outstanding**

The overwhelming majority of pupils' behaviour is outstanding and it is a great strength of the school that makes an excellent contribution to the excellent ethos for learning. Pupil engagement in lessons is high. For individuals and groups with particular needs, there is sustained improvement in their behaviour. The school's inclusive culture actively promotes pupil welfare with senior leaders taking rapid action to resolve concerns and ensure safety.

### Overall Judgement on Outcomes for Pupils

**Grade 1-Outstanding**

Outcomes for almost all pupils are outstanding by the time they leave school. During their time in the Early Years Foundation Stage and in both Key Stages, almost all pupils, including those with special educational needs, make sustained progress in most subjects given their starting points. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.

### Overall Judgement on the Effectiveness of Early Years Provision

**Grade 1-Outstanding**

All teaching in EYFS is good to outstanding. The EYFS environment is stimulating and children are highly engaged. Planning is thorough and detailed including planning of play provision. Children make very good progress from their starting points across all areas of learning. Almost all pupils make substantial and sustained progress.

## The Effectiveness of Leadership and Management

- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example.
- Within our aided context, we have excellent staff relationships - staff are hardworking, committed and conscientious.
- We have been able to sustain high standards across all aspects of our work and functions (SIP and LA TQIO reports).
- The Executive Headteacher is an inclusive leader who uses delegation as a key leadership strategy to create efficient and effective leadership teams. This is further endorsed by our Executive Head Teacher's status as a National Leader of Education and School Improvement Partner and our school's status as a National Support School & National Teaching School, which reflects our leadership capacity.
- Head of School is non-class based and is a Specialist Leader of Education and SENDCo. School Business Manager is a Specialist Leader of Education. Assistant Headteacher is a SATs Moderator for LA.
- Executive Head Teacher acts as mentor for new Headteacher colleagues and is a trained Professional Partner.
- Strong, efficient, effective leadership is provided by the SLT who have a proactive team approach.
- Executive Headteacher provides clear vision, sense of purpose, sets and demands high standards and high expectations, (shared and supported by the SLT, Governors and staff - see Mission Statement in Prospectus)
- Executive Head Teacher promotes staff development and values and encourages the opinions and ideas of all staff. Thus morale is very high and belief in our school's success runs through all levels of staff.

- Rigorous and extensive monitoring (see data analysis, monitoring reports) searching analysis and self-challenge enables us to devise well focused, clearly targeted plans in line with our whole school priorities to move the school forward (see School Development Plans, CPD). Headteacher/leadership team/governors have clear aims.
- The Executive Head Teacher, leadership team and governors set out a detailed School Development Plan that is based on the outcomes of the self-evaluation process and it sets out clearly, the educational priorities for bringing about improvement.
- Budget setting funds the implementation of the strategic plan and consideration is given to future planning and provision to maintain standards and ensure progress and continuity.
- The four principles of 'best value' are applied to all aspects of management ie. Comparative data used, consultations with key stake holders, competitive tenders obtained for contracts, challenging targets set each year in performance management).
- Challenging targets are set each year for pupils' attainment and these are informed by pupil progress reviews Pupil targets are carefully monitored and attainment is used as an important measure of the school's success.
- Leaders and managers at all levels are taking highly effective steps to drive up the quality of teaching still further. Our capacity to do this and our effectiveness in improving the quality of teaching and learning, has been recognised by the National College, LA and local Pyramid of schools.
- Focused whole school monitoring and self-evaluation is carried out by the senior leadership team to ensure that improvements in teaching learning and progress are on track. Lesson observation, interviews with pupils and scrutiny of work are key strategies that are used effectively to do this.
- The Executive Head Teacher, leadership team and governors are committed to continuous improvement and they seek to establish very good strategies to raise standards and improve progress including identifying the key educational priorities for improvement based on evidence and performance.
- The SLT continually drive for excellence in all of the Academies activities to maintain and build on the outstanding performance of the predecessor school.
- Leaders and managers embed ambition and drive and secure improvement highly effectively. The SLT regularly review and revise the curriculum to take account of childrens' needs and the Academy philosophy is based on provision of a rich, broad, balanced, differentiated approach.

## Teaching, Learning and Assessment

- Lesson observations 2017-18 consistently judged good/outstanding across school - no lessons observed judged inadequate or requiring improvement).
- Teachers have excellent subject knowledge and challenge, enthuse and inspire pupils, as evidenced in lesson observations, work and planning scrutinies, pupil questionnaires and pupil interviews. The quality of our teaching has been recognised through the NCTL, which has awarded us National Support School & National Teaching School status.
- Effective teaching and planning ensures that all lessons are well founded on pupils' previous learning to ensure very good progress and continuity of learning.
- The teaching and support of pupils with SEND is an outstanding strength of the school and enables pupils with special needs to learn well and make good progress.
- Resources, including technology, make a significant contribution to the quality of teaching and learning, as identified in planning, children's involvement in the school environment and the quality of pupils' work.
- Pupil surveys tell us that in KS2 a very large majority of pupils expressed highly positive responses about their curriculum. Differentiated and skilful questioning is used effectively to challenge pupils of all abilities including those with special needs.
- Teaching and learning is enriched throughout the school by effective use of visitors and specialists, creative cross curricular links, theme days, and off site visits. First-hand experiences, an investigative approach and experiential learning are key strategies that are promoted throughout school.
- Throughout school pupils are given appropriate responsibility for their own learning and are involved in self and peer assessment and target setting.
- 95% of parents surveyed agreed or strongly agreed that their child makes good progress at the Academy.
- Assessment is carefully mapped across the year; use of standardised tests and assessment criteria lead to accurate, moderated assessments. Support and intervention strategies are used to accelerate progress for identified, vulnerable pupils.
- SATs are analysed in depth and reports produced - findings are used to inform planning, target setting and identification of vulnerable pupils.
- Termly pupil-progress reviews and meticulous tracking systems are used to improve teachers' understanding of progress and attainment, and inform target setting. (Quality time for individual teachers to discuss pupil progress with Head Teacher and Senior Leadership Team. See Monitoring and Evaluation folder, review of pupil progress and assessment).

- Pupils' targets are shared with parents and pupils are given constructive feedback.
- A clear marking policy is in place, with appropriate emphasis on next steps, ensuring all pupils (including those with SEN) are given regular constructive feedback about what they have done well and what they need to work on next to improve.
- A broad, balanced curriculum is in place, providing pupils with their full entitlement, with an emphasis on cross curricular approach, carefully designed and regularly revisited to ensure it meets the changing needs of individuals and groups, and current initiatives.
- Throughout the school, teaching is successfully centred on meeting the needs of pupils as individuals. A range of intervention programmes are utilised to enable pupils with significant needs to develop and make progress appropriate to their potential (e.g. boosters, 1 to 1 tuition, SEN intervention programmes etc.)
- Highly skilled ETAs work well with teachers to make a significant contribution in lessons and provide differentiated support for groups and individuals, impacting on standards and attainment.
- 92% of parents agree or strongly agree that their child is taught well.
- Within our Church Academy ethos, collective worship is central to the school's life and through it pupils are given excellent opportunities to grow spiritually with time for prayer and reflection; collective worship is regularly used to reiterate key values.
- Children take full and active participation in Collective Worship, present as articulate speakers in class, and confidently talk to visitors, expressing pride in their school.
- A carefully constructed RE curriculum makes a strong contribution to pupils' spiritual development, reinforced in other areas of the curriculum and school life as children are given time and space to reflect on what they experience.
- The development of an appropriate range of social skills is given great importance in all aspects of teaching, learning, curriculum and school life. The acquisition and application of these skills contributes to the high quality of teaching and learning and the ethos of the school.
- Pupils display high levels of confidence. School Council ensures all a 'pupil voice' and involvement in key decision making.
- Pupils develop a good understanding of their own and other's cultures and they develop positive attitudes to a wide range of different ethnic and faith groups including those not represented in the wider community e.g. twinning projects, child sponsorship etc.

## Personal Development, Behaviour and Welfare

- The school is a harmonious, Christian community where people get on well together, care for one another and learn well to respect differences.
- Children concentrate well, have excellent, enthusiastic attitudes and application and have a very strong work ethic. This has been evidenced through previous inspections, SIP/Kirklees Learning Partner reports, class observations and comments from outside agencies and visitors. Therefore, our pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos.
- Throughout the school, and as a result of effective strategies, pupils get on very well together in lessons and at social times and these good relationships underpin learners' achievement and progress; they support each other and show high levels of concern and care for others.
- School has a very strong positive behaviour policy in place, which impacts on and ensures that behaviour for all groups around our school is exemplary. They understand the school rules and abide by them. Our effective teaching and appropriateness of our curriculum ensures that pupils encourage others to conduct themselves well. Individual behaviour contracts are put in place where appropriate.
- A very high proportion of lessons have no or minimal disruptions to learning through poor behaviour. Incidences which do occur are well managed and strategies are in place to ensure behaviour does not detract from pupil learning.
- There have been no exclusions since Autumn 2016. Incidents involving the use of 'team teach' and exclusions have significantly reduced as a result of external agency support, EHCP processes, ongoing assessment and liaison with external agencies to manage pupil needs (CAMHS, Autism Outreach, Primary Pupil Referral Service, Ed. Psych, Family Support Worker, Social care, MASH). Currently 2 pupils present with complex behavioural needs, strategies are in place to meet pupil needs. Support staffing is carefully targeted towards individual pupils where appropriate.
- Incidences of bullying or harassment are extremely rare.
- 2 members of support staff have behaviour support worker training which has significantly reduced incidences of poor behaviour at lunchtimes as well as in class. Whole staff Team Teach training spring 2016.
- Pupils are polite, kind, well-mannered and cheerful; they take pride in their school and they take good care of the building, its grounds and the resources and materials they use. The overwhelming majority of pupils are consistently punctual in arriving at school. Instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare.

- The Executive Head Teacher and Leadership Team deal effectively with any incidents quickly and records are kept. Parent questionnaires and informal discussions show that 100% of parents agree or strongly agree that our school keeps pupils safe.
- 95% of parents agree that their child is happy at school and 93% agree that their child is well looked after.
- 91% of parents agree or strongly agree that the school ensures that pupils are well behaved.
- 36% of parents agree or strongly agree that the school deals effectively with bullying, 47% have no opinion (because their child has never experienced bullying.)
- Parents are welcomed into school to discuss their child's education, behaviour and wellbeing and are involved at an early stage if there is an issue; 93% of parents felt that the school was welcoming and open; and a large majority (88%) felt that school respond well to any concern raised.

#### **Attendance:**

- Attendance 97.3% (ASP 2017)- above National 2016 96%. 5.1% Persistent absence (ASP 2017). National 2016 8.4%).
- Figures have risen as a result of tightening the attendance policy.
- Some term time holiday absence, despite communications, sharing of attendance policy, etc. School working in line with LA and local Pyramid Attendance policy to reduce holiday absence, and liaising with ESWs where appropriate and this is impacting positively.
- Authorised absence 2016-2017 2.5% (Below National figure 3.0%) – Absence figures have continued to fall over last 5 years as a result of strategies.
- Almost all pupils arrive in school in good time and they are punctual for lessons.
- Half termly analysis of individual absences. Trigger letters sent when absence falls below 95% along with consultation with parents where appropriate.

## **Outcomes**

### **EYFS**

The standard of attainment at the end of EYFS is at least in line with the national averages for all pupils with a significant proportion of learners exceeding these.

- School based assessment, work scrutiny and analysis, and the pupils' current work, indicate that attainment is above average and there is a pattern of sustained improvement.
- Trends over time show attainment well above LA and National figures for the vast majority of assessment scales.
- In 2017, 78.6% pupils achieving a minimum of 2 in all scale points, a slight decrease from 2016 (80%) Good level of development (LA 68.2%).
- Average Points Score 36.6%, a 0.6 increase from 2016- above LA and National (LA 34.1). APS rising over the last 3 years.
- Gender difference with boys' attainment lower in the prime areas (boys 78.6%, Girls 85.7%) but higher in the specific areas (boys 85.7%, girls 78.6%). However, GLD is the same for both boys and girls at 78.6. In 2016 boys GLD was higher than girls.
- Trend of achievement for EY is high over a five year period.
- School scoring higher than LA for Idaci 30-100%, 77.8% (LA 72%). 1 pupil in 0-30& Idaci band met GLD.
- In the Prime Areas of Learning 82.1% of pupils performed at the expected level (LA 76.7%).
- Early Learning Goal Summary at 2+ points shows attainment at 2+ points above LA averages across all scales in 2017 for 'All pupils'. Boys attainment was above LA and National at 2+ points in all areas. Girls attainment was above LA and National at 2+ points with the exception of 'Understanding', where 2 out of 14 girls did not meet ELG.
- Attainment at 3+ points was positive and was above LA averages across all of the 17 ELGs for All pupils in 2017. Attainment at 3+ points for both boys and girls was above LA & National figures.

### **KS1**

- The standard of attainment of the vast majority of pupils in KS1 is significantly above the national averages.
- The trend of attainment over the last five years is above national for all subjects and above for reading, writing and maths.
- Reading 87% expected or better, National 76%. 50% Greater depth, National 25%. Boys 88% expected, 38% Greater depth above National. Girls 86% expected, 64% greater depth, above National.
- Writing 77% expected or better, National 68%. Greater depth 33%, National 16%. Boys 75% expected, 19% Greater depth above National. Girls 79% expected, 50% greater depth, above National.
- Maths 83% expected or better, National 75%. Greater depth 40%, National 21%. Boys 88% expected, 44% Greater depth, above National. Girls 79% expected, 36% greater depth, above National.
- R, W, M 73%, National 64%. Greater depth 23%, National 11% a 12% difference. Boys 75% expected, 19% Greater depth above National. Girls 71% expected, 29% greater depth, above National.
- IDSR 2017 KS1 summary shows conversion from EYFSP is higher than national averages: reading 6.5% difference at expected; writing 8.5% difference at expected; Maths- 3.5% difference at expected

### Progress of Groups:

- Boys progress above National for Reading, Writing & Maths at expected (+7%) and Greater Depth (+11%)
- Girls progress below National for Reading, Writing and Maths combined at expected (-3%), but above National at Greater Depth (+5%)
- Progress of 6 disadvantaged pupils below National in 2017 for R, W, M (SEND, LAC, PP, FSM). Analysis shows these pupils were below expectation in R, W, M at EYFS
- Performance of disadvantaged/FSM pupils was higher than National in 2016.
- Gender: Boys performed better than girls in Reading and Maths. Girls performed better than boys in writing.
- The trend for performance of disadvantaged pupils and FSM has been better than national in previous years. Of the six disadvantaged pupils who did not meet expectations in Y2 in 2017, in all cases, children presented with complex needs; including child protection issues, SEND, medical needs and difficult family circumstances, including two CLA. Three of the six now have EHC's in place, for a further pupil, EHC application is in progress.
- Performance in the Year 1 phonics test 2017 was high with 96.6% of pupils achieving the required standard (LA 78.7%, National 81%). Average Points score 37.4 (LA 33.5). An increase from 2016. 1 pupil did not meet the standard. Boys 90.9%, Girls 100%. Disadvantaged 100% compared to 68% Nationally. FSM 100% (National 68%), SEN Support 75%.
- In 2017 97% Y2 pupils achieved the expected standard. 1 Y2 re-sit. The pupil did not meet the standard but doubled the score from Y1.

### KS2

- Internal tracking shows majority of pupils' attainment is in line or above age related expected levels in all subjects by the time they leave.
- Analysis over last 5 years confirms average levels of attainment are in line/above expectations for the year group.
- In 2017 attainment levels have either remained stable or risen.
- Work scrutiny confirms that the standards of attainment of the large majority of pupils in KS2 in line with/above expectations for their year group.
- Sustained attainment and progress over time acknowledged during the Ofsted Inspection April 2014. The value added from our baseline assessments to the end of Y5 is good.
- The IDSR and Analyse School Performance does not include figures for KS2 as pupils leave at the end of Y5.
- Internal teacher assessment data shows End Y5 cohort averages 2017:
  - Reading Expected 97% Expected or better, 58% Exceeding
  - Writing Expected 84% Expected or better, 26% Exceeding
  - Maths Expected 94% Expected or better, 54% Exceeding
- Progress Analysis for all cohorts KS2 shows positive progress from KS1 for all cohorts
- Pupils in KS2 present with high standards in personal and social development, interacting and working well together confidently and with good self- esteem.

### EYFS Provision

- During the last inspection April 2014 the majority of pupils were in line with the expectation for their age on entry into the school.
- Most pupils have had experience of quality play and exploration before they enter Early Years Foundation Stage; most have attended pre-school or nursery and come from a range of pre-school settings.
- The 2017 cohort presents with a higher proportion of children with low baseline scores (35%) in addition to the full ability range. Challenging GLD targets have been set to build on children's starting points.
- Attainment for the cohort as a whole is judged to be typical. Sept 2017 baseline assessment (NFER) showed entry scores in line with national for mathematics (101 Maths and 106 CLL). Historically attainment on entry has been broadly in line with the national and close to the LA average, with some slight variation (cohort specific).
- The percentage of children with special educational needs is often broadly in line with the national average, with some cohort variation. Additional needs are rising on entry linked to the changing context of school.
- The school makes excellent provision for pupils with Special Educational Needs in EYFS, with early identification and involvement of external agencies where appropriate to meet pupil needs. In 2017-18 significant use of contingency funds has been drawn on to support pupils presenting with additional needs.
- Pupils' sense of awe and wonder is developed by their life experiences and children are gradually integrated into collective worship in the first term. Although a Church Academy, many children do not have links with churches or other places of worship.
- Lesson observations in the EYFS consistently show good & outstanding practice. Children, including those with special educational needs, acquire knowledge, skills and understanding quickly. Children consistently demonstrate enjoyment, engagement and high levels of interest across the different areas of learning. Children make excellent progress from their starting points.

- High emphasis is placed on transition to ensure that pupils are prepared well for Y1.
- By the end of Early Years Foundation Stage the vast majority of pupils have made good progress in the Early Learning Goals from their base line assessment and the vast majority are achieving in line with or above the expectation for their age.
- Safeguarding in the EYFS is rigorous and effective. Staff are vigilant in applying safeguarding policies and procedures to ensure pupil wellbeing.

## Changes and Improvements Since The last Inspection

### Leadership and Management

- Academy conversion within the Learning Accord MAT 1<sup>st</sup> March 2017.
- The Academy continues to be designated as a National Support School
- The Academy continues to be designated as a National Teaching school with a large inclusive teaching school alliance- Yorkshire Anglican TSA.
- Executive Head Teacher designation as NLE, SIP, Ofsted Inspector and Professional Partner
- Head of School (substantive deputy) non class based to meet priorities and demands of a National Teaching School and MAT.
- Head of School and Business Manager are Specialist Leaders of Education and Business Manager holds CSBM.  
Assistant Head Teacher appointed as a result of the MAT arrangements- with Executive HT CEO of Trust.
- Governing body continue to support school proactively and hold school to account, to meet whole school priorities

### Teaching , Learning and Assessment

- Lesson observations show that the proportions of good and outstanding teaching have increased.
- Additional MAT observations and monitoring & evaluation take place termly
- MAT Teacher Networks and training days implemented enabling further sharing of practice
- Additional teacher, appointed Sept 2014 as a result of Head of School becoming non class based.
- Streamlined tracking in place for teacher assessment as a result of removal of 'levels'
- Continued use of standardised assessments in order to benchmark progress within the academy and within the MAT
- Additional Data Tracking in place in line with the MAT to collate data for all cohorts Reception to Y5

### Personal Development, Behaviour and Welfare

- Additional security fencing to EYFS Play area
- Support staffing increased due to increase in amount of pupils with full time EHC.
- Development of a small nurture room to provide support for pupils with emotional/behavioural needs
- Increased staffing ratios at playtimes and lunchtimes
- Further fire exit to school hall created
- Reroofing of the school building to ensure safety summer 2016, further refurbishment of the toilets including work to address damp issues pending summer 2018.

### Outcomes

- Standards of attainment and progress have been at least sustained.
- Overall levels of attainment/progress by the end of Y5 sustained.
- The whole school focus on raising attainment in maths has clearly impacted for all year groups across the school. This continues as an area of focus.
- Sustained performance in reading and writing across the school
- Further development of tracking systems and monitoring of pupil attainment to respond to changes in assessment nationally.
- Continued review of the curriculum, with cohort tracking in core and foundation subjects to provide a whole school overview.

### EYFS

- Significant purchase of equipment for outdoor provision
- Development of outdoor learning area zones over the summer holidays
- Additional training for EYFS teacher and support staff linked to outdoor provision
- EYFS environment enhanced- painting of container, fencing, resourcing
- Baseline assessment in place- NFER
- Ongoing partnerships through pyramid & LA EY Networks