

Alkrington Primary School

School name	Alkrington Primary School
School type	Community
Address	Manor Road, Middleton, Manchester M24 1JZ
Telephone	0161 643 6357
Email	head@alkrington.rochdale.sch.uk
Website	www.alkrington.rochdale.sch.uk
DFE No.	354 2039
Ofsted URN	105786
Number on roll	Nursery – Year 6: 450
Headteacher	Mr. Tim Barnes
LA	Rochdale
Religious character	n/a
Last inspection	July 2013
Overall grading	Good

Contextual details Alkrington is a large primary school with its own nursery provision. Almost all of the Nursery pupils move into the Reception year group and make up about 50% of that cohort. The school is at the centre of a generally stable community. Our children live in the estates surrounding the school which is a mix of community and private housing.

The proportion of pupils supported by PPG is broadly in-line with the NA, and deprivation indices are slightly above NA. Most pupils are of White British heritage, 74% at the 2016 census. The proportions from ethnic minority backgrounds are increasing from 17% in 2013 to 26% in 2016. Also the proportion that has EAL has increased from 7.9% to 13% in the same period. The proportion of pupils who have special educational needs is below national average but above for pupils with an EHC plan. The school has a high number of pupils who are Looked After by the LA, the school employs dedicated staff to support these pupils.

There are 15 classes – 2 for each year group and 1 in the Nursery. The nursery is fully integrated in the school. The nursery has places for 30 FTE pupils, and with the flexible entitlement, the number of pupils attending is currently 35.

The school employs additional staff to enhance the curriculum with a full-time art specialist, full-time PE specialist and dance. This provides opportunities for our children to participate in a large number of activities during and beyond the school day.

The school provides before and after school care in Breakfast and After-School Club. During the summer holiday there is also a Summer Club, all run by the school.

Attainment on entry is broadly in line with national expectations.

Summary Evaluation

Outcomes for pupils are <u>good</u> because....	The quality of teaching, learning and assessment are <u>good</u> because.....	Personal Development, behaviour and welfare of pupils are <u>good</u> because....	Effectiveness of Leadership and management are <u>good</u> because....
<ul style="list-style-type: none"> ○ The pattern of pupil outcomes over the last three years shows that: ○ Attainment and progress in KS2 is mostly above average in the core subjects ○ Progress for disadvantaged and special needs is at or above the national average. ○ The majority of disadvantaged KS2 pupils, the proportions making or exceeding expected progress in reading, writing and maths was similar to that of all pupils nationally ○ Outcomes in 2017, whilst lower at KS2 than previous years, were above NA for reading, writing and GPS and progress was above NA in reading and writing. ○ Proportion of Y1 meeting the expected standard in phonics has been consistently above the national figure. ○ 'In KS2, progress is strong and leads to high percentages of pupils making greater than expected progress which are well above NA' (LA Monitoring review 2016) ○ Progress from EYFS to KS1 is good, as measured by % GLD at end of Reception to end of Y2. ○ Outcomes at the end of the EYFS have improved significantly between 2013 and 2017. 	<ul style="list-style-type: none"> ○ Monitoring activities during 2016 -17 and this school year so far indicate that almost all teaching & learning practice is at least good. ○ There is a good standard of provision for all pupils, and for pupils who are falling behind. ○ Outcomes indicate that pupils have made good progress, especially at the end of KS2, and in other areas of school. ○ Feedback from surveys of parental views and pupils strongly indicates that teaching and learning is good. ○ Assessment systems are still in development, but are now making progress against the new and more rigorous national expectations. ○ Teachers gather assessment and other information and use it effectively to make provision for pupils of all abilities. ○ The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what they need to do improve. ○ 'The triangulation of observed practice, available data and analysis of pupils' work indicates that the profile of teaching across the school continues to strengthen.' (LA Monitoring review 2016) 	<ul style="list-style-type: none"> ○ Surveys of pupils' views indicate that they are enthusiastic and keen to learn. They enjoy school. These positive behaviours have a good impact on the progress they make. ○ Pupils conduct themselves well throughout the day, including at lunchtimes. ○ Lesson observations and informal monitoring of pupils behaviour shows that in the vast majority of cases, pupils are engaged, interested and focussed during lessons. ○ Pupil attendance has improved since 2011 and is now at or above NA. ○ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. ○ Pupil surveys and interviews they us that are safe and feel safe. They have opportunities to learn how to keep themselves safe. ○ Pupils from vulnerable and disadvantaged backgrounds are well supported and make good progress relative to their starting points. ○ ' Pupil behaviour as observed during the 2 day review was consistently good. Pupils live up to the high expectations of their teachers and of all members of staff'. (LA Monitoring 2016) 	<ul style="list-style-type: none"> ○ Leaders set high expectations of pupils and staff. They create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress. ○ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions have secured improvement in disadvantaged pupils' progress, including in English and mathematics. ○ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This leads to school improvement plans which are well focussed and based on robust self-evaluation. ○ Leaders use performance management systems to improve teaching. Accurate monitoring helps to improve the quality of T&L ○ Governors are a group of professional, committed and well-informed individuals who hold senior staff to account and are responsible for setting the strategic direction of the school. ○ Leaders promote fundamental British values and pupils' SMSC development effectively. ○ Subject leaders develop their areas effectively. ○ Safeguarding systems are effective, well established & leaders continually seek improvement.
It is not outstanding because...	It is not outstanding because...	It is not outstanding because...	It is not outstanding because...
<ul style="list-style-type: none"> ○ Outcomes for pupils at the end of the Reception year have remained slightly below the national and local averages. ○ Outcomes for pupils at the end of KS1, in R/W & M are below and in 2015 were well below the NA. In 2016 and 2017 KS1 outcomes were close to NA, but progress from the EY was good. ○ Gaps in skills and learning exist in all years groups against the new National Curriculum standards. 	<ul style="list-style-type: none"> ○ There are not sufficient number of teachers whose practice is judged to be outstanding. ○ Assessment systems are not yet embedded to demonstrate consistently high levels of progress across the school. ○ Gaps in skills and learning exist in all years groups against the new National Curriculum standards. ○ Opportunities for pupils to write across the curriculum are not yet sufficiently well developed 	<ul style="list-style-type: none"> ○ Efforts to promoted more independent learning and increased meta-cognition are yet to show a sufficient impact on pupil attitudes and behaviours. ○ Attendance rates have been high but not high enough. Rates of persistent absenteeism and poor punctuality are too high. ○ Aspects of the PSHE and SMSC curriculum are not yet sufficiently well developed. ○ Rates of exclusion, whilst significantly lower than in the past, are at a level which could be lower still. 	<ul style="list-style-type: none"> ○ Outcomes at the end of KS2 are good, but other key stages are not as high.. ○ New assessment systems are not yet embedded and current data suggest that significant proportions of pupils are not achieving expected levels in R/W/M ○ There is still work to do developing the breadth of the new curriculum and subject leaders in foundation subjects are not able to report with sufficient confidence about the delivery of their subject areas or the outcomes for pupils. ○ Leaders actions to promote improvements in teaching and learning have not impacted sufficiently to raise the QofT

Overall effectiveness

We believe this is a **Good** school because we evaluate all the areas above as being at least good. The provision for EY is also **Good**.

OUTCOMES for PUPILS

Outcomes for Pupils are Good, with elements of Outstanding because...

We are not outstanding because....

Standards and Progress

O1. Progress of pupils is good across the school is good. This is evident from the end of key stage outcomes for pupils at end of Reception, Y2 and Y6. The trend of outcomes over the last three years is consistently strong.

O2. Pupils’ starting points historically have been broadly in line with those found typically for 3 (into Nursery) and 4 (Reception) year olds, but in some of the years since there have been a much higher proportion with EAL/SEN and poor communication skills. The proportions of pupils who leave the EYFS with a GLD has been mostly below the local and national averages, but has risen in recent years: 38% in 2013 and 47% in 2014 and 57% in 2015. In 2016 the figure was 70%, above the Local and NA, though the figure for 2017 was 61%. The 2017 cohort included a significant proportion of pupils with SEND.

O3. Progress for these pupils is, however, good. These pupils make up roughly 50% of the Reception group the following year.

O4. Reading is widely promoted and encouraged. Progress in reading is good and an increasing number of pupils are reading at the expected level for their age. Measures put in place to develop the teaching of phonics has led to an improvement in outcomes in the Y1 Phonics screening test. In 2014 97% achieved the expected level, which was in the top 5% of schools nationally, and in 2015 95% of pupils were successful v NA of 77%. In 2016 the figure was 93%, and 91% in 2017 all comfortably above the NA.

O5. Outcomes at KS1 are broadly in line with NA over time, but in 2015 was **Sig-**. Progress from EYFS to KS1 has been strong, including a rank at 10 in FFT analysis for R/W/M for 2016.

O7. At KS2 attainment has climbed steadily from 2012 to 2014. In 2014 outcomes noted in the RAISE Online report as **Sig+** (Top 20% of schools nationally) for attainment in all subjects, Maths, Reading and Grammar, Punctuation and Spelling. In 2016 outcomes in R/W/M were well above NA and ranked FFT 13.

Progress measures from KS1 to KS2 show a similarly high level of performance, rated as **Sig+** in the relevant RAISE report:

2013	All subjects combined, and mathematics
2014	All subjects combined, mathematics, reading, writing
2015	Expected progress - Read 96% Write 100% Maths 96%
	Better than expected progress - Read 51% Write 47% Maths 53%
2016	Scaled scores in R/M ranked 7 in FFT and 8 in R/W/M for % at expected standard.

Outcomes in 2017 were lower than previous years. They were, however, above NA in Reading, Writing and GPS, though lower in Maths. The progress measures followed a similar pattern. Outcomes for disadvantaged pupils in Reading and GPS in 2017 were close to the NA, though maths outcomes were low.

Over time the outcomes for pupils at the end of KS2 have been consistently strong as illustrated by the following commendations:

A letter received in January 2015 from Minister of State, David Laws MP states:
“ Your results show that you have improved in terms of progress and attainment achieved by your disadvantaged pupils since 2011 and that you are highly effective in educating... (these children).”
“ Your results show that you are amongst the 100 top performing schools based on sustained improvement at level 4 or above in reading, writing and mathematics each year from 2012 to 2014.”

O1. Outcomes for pupils at the end of the Reception year have remained generally below the national and local averages.

O2. Outcomes for pupils at the end of KS1 are close to NA and in 2015 were well below the NA. Whilst in the longer term outcomes had improved, they are not yet exceeded NA figures.

O2a. Outcomes in 2017 at KS2 meant that the combined R/W/M was below the floor standard and in maths was below NA.

O3. There are gaps in skills and learning in all year groups against new National Curriculum standards, which mean that in most years’ assessment information available now indicates that significant numbers of pupils are working below the expected level in the new curriculum.

O4. Outcomes and progress for PPG children were lower than their peers at the end of each key stage in 2016 and 2017. In KS1 in particular the proportions attaining expected levels was low.

<p>In November 2015 Nick Gibb MP, Minister of State for School Reform wrote to the schools to say that: <i>'With at least 95% of pupils at Alkrington Primary School reaching or exceeding the pass mark (in Y1 Phonics) your school is among the top 5% of schools across the country.'</i></p> <p>In February 2016 Sam Gyimah MP, at the DfE wrote to the school to state that the school had won a local award in the KS2 category of Pupil Premium Awards 2016 and went on to say: <i>'The reason you have been selected is that you are one of the most improved schools in the country in terms of attainment and progress of your disadvantaged pupils since 2011'.</i></p> <p>O10. Feedback from local secondary schools and parents indicate that pupils leave Y6 and manage well in the next stage in their education. O11. Other evidence from workbook scrutiny indicates improving pupil outcomes along with evidence of teacher marking and feedback of an overall high standard. O12. 'School systems for self-evaluation judge that this area of the school's work is good. This judgement is accurate and founded on robust evidence particularly on the agreed judgements in the Joint Annual Review conducted in Autumn 2015.' <i>LA Monitoring review report Feb 2016</i></p>	
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THE QUALITY OF TEACHING, LEARNING and ASSESSMENT							
Teaching, Learning and Assessment are <u>Good</u> because...	They are not outstanding because...						
Teaching over time							
<p>T1. Monitoring information over time demonstrates that leaders have high expectations of pupils and staff and that the quality of provision is at least 'good'. The overall quality of teaching is good with some examples of outstanding teaching and the strongest practice is spread across the school. Evidence from monitoring activities, which take place on a regular programme, includes lesson observations, scrutiny of pupil workbooks and analysis of pupil assessment data.</p> <p>During 2016 - 2017 monitoring outcomes were: Provision which is 'Good' or 'Outstanding'</p> <table border="0" style="width: 100%;"> <tr> <td>Autumn Term</td> <td style="text-align: center;">100%</td> <td>Spring Term</td> <td style="text-align: center;">100%</td> <td>Summer Term</td> <td style="text-align: center;">94%</td> </tr> </table> <p>The school has a track record of improving teaching and learning, for instance during the spring term 2015 the provision in 4 classes was judged to 'Require Improvement'. In each case the areas where improvement was required have been identified for the staff member and development work has followed, along with further monitoring. In 3 of the 4 cases the improvement to 'Good' was made. In the fourth, development continues. In September 2017 there are three new teacher in classes in KS2.</p> <p>T2. The monitoring review held by LA Officers in February 2016 judged that: <i>' Teaching and learning across EYFS is Good....Teaching across KS1 is securely good with some excellent practice seen...Teaching across KS2 is good with some excellent practice seen'.</i></p> <p>Lesson observation and scrutiny of pupil work shows a high standard of provision for all pupils. The school makes good provision for those children who are falling behind, with timely intervention and support, with PP funding directed to support disadvantaged & other children in need. The teaching of pupils with SEND is good and interventions are organised to support children who are 'falling behind' or are in need of support dues to their SEND or EAL. Teachers have a good understanding of pupils' levels of ability and learning needs because they make effective use of the assessment and other information which supports them.</p> <p>T3. Established teachers and support staff have strong subject knowledge in most areas and monitoring evidence shows a good level of engagement, interest and enthusiasm from pupils and good levels of challenge in most cases.</p>	Autumn Term	100%	Spring Term	100%	Summer Term	94%	<p>T1. All teaching and learning is not yet outstanding because aspects of subject knowledge and pedagogy require development to achieve consistently good to outstanding judgements.</p> <p>T2. Summative assessment routines are not sufficiently strong and managing pupil progress measures is a work in progress.</p> <p>T3. Whilst the teaching in English and mathematics is well taught, there is still improvement needed in other subject areas and opportunities to apply basic skills across the curriculum to a high enough standard.</p> <p>T4. Pupils display good attitudes but not enough have the</p>
Autumn Term	100%	Spring Term	100%	Summer Term	94%		

<p>T4. The quality of marking and feedback is at least good, with a system used by staff, which is consistently used to identify pupil errors and misconceptions and address them. Teachers have good knowledge of their pupils and their strengths and weaknesses. At regular Pupil Progress meetings teachers are held to account regarding the progress of pupils in their class.</p> <p>T5. Homework is set on a regular basis with good routines, which support and reinforce pupil learning. Feedback from parents (Parental survey Oct 2016) supports this notion.</p> <p>T6. The teaching of English and mathematics across the school is good overall. There are elements of outstanding practice and areas where developmental work is in progress to secure improvement. Writing opportunities in other subject areas and is an ongoing area for development. The teaching of phonics is very strong, especially in the EY and KS1; outcomes in Y1 support this over recent years.</p> <p>T7. Pupils have positive attitudes to their learning, monitoring evidence supports this assertion.</p> <p>T8. A programme of Extra Curricular activities is well established, has a good range and is well attended and allows children opportunity to develop their independence, enquire and apply their learning in a variety of contexts.</p> <p>T9. Classroom routines give scope for pupils to practice their skills and improve their learning. They are given time to apply this in lessons.</p> <p>T10. The school provides information for parents, in the form of reports and at parents’ evening, and informally when required, such as at curriculum meetings for parents and carers, to enable them to be well informed about their child’s progress and attainment against individual targets and against national standards. Responses from the Parents’ Survey in October 2016 evidence this.</p> <p>T11. The school is proactive in promoting equality of opportunity for all pupils, for example a Speech Therapist is employed to support SEND pupils and has supported all staff in improving the provision for pupils in communication and language. The school employs two SENDco teachers to manage SEND pupils. Pupils with EAL, where there has been an increase in number, are supported by staff and resources. Pupils who are falling behind are supported in intervention activities.</p> <p>Resources and teaching are organised to reflect the diverse pupil population in the school and promote cultural harmony. Racist and homophobic incidents are very low and are dealt with appropriately. British values are promoted and displayed around school.</p>	<p>resilience and fortitude we would expect. Staff work hard to provide the experiences to support the development of these qualities.</p> <p>T5. Pupil knowledge of, and attitudes toward, British Values is not sufficiently embedded.</p>
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PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE

<p>Personal Development, Behaviour and Welfare are <u>Good</u> because...</p>	<p>They are not outstanding because...</p>
<p>Attitudes – through discussion and surveys with our pupils, we know that:</p> <p>B1. Pupils know what good behaviour is and they pride themselves in their good conduct, appearance and the work they produce. Almost all pupils treat each other politely and with respect and welcome visitors and new pupils warmly.</p> <p>B2. They have good attitudes to their learning which impact on the good progress they make. They show respect for others ideas and views.</p> <p>B3. Pupils elect School and Eco Councillors who represent their peers in a forum which develops their skills and promotes school improvement from a pupils perspective.</p> <p>B4. They are encouraged to show respect and consideration towards others in our society and through a significant series of charitable events over the course of the year, have opportunity to support good causes. Children will have opportunities to show leadership and develop skills at managing other pupils in the programme for Playmakers at lunchtime.</p> <p>B5. They have access to range of quality extra-curricular activities encompass the ethos and positive attitudes in school. These activities are opportunities for children across the school and are very well attended.</p> <p>Attendance and Punctuality</p> <p>B6. The school works hard to encourage good attendance and gives it a high priority in the school.</p> <p>B7. Pupils are punctual for lessons, with only occasional disruption due to lateness. The attendance trend continues to improve.</p> <p>B8. Attendance rates have improved from 93.8 in 2011 to 96.7% for the year 2015 - 2016. The rate for school year 2016 – 2017 was 95.9%. B9. School attendance is good and better than LA averages. Pupils also want to come to school because of the curriculum we provide and their enjoyment of the</p>	<p>B1. We need to ensure that all pupils consistently display a thirst for knowledge and a love of learning.</p> <p>B2. Attendance rates have been good, but could be higher and were lower in 2017. Punctuality is not yet as good and has a small, but significant impact on learning for a group of pupils.</p> <p>B3. Aspects of the SMSC curriculum are not yet sufficiently well developed. There needs to be a wider understanding of world faiths. Pupils’ understanding of</p>

learning that takes place. However, they also value the attendance trophy and certificates which reward good attendance. The most pupils are punctual and the number of 'lates' has fallen over the last three years.

B10. Incentives like the weekly prizes, full attendance certificates and badges and annual awards have a very positive impact on attendance.

B11. The school is proactive in supporting families if punctuality and/or attendance is a problem.

B12. School takes a robust approach to deal with unauthorised absence, including holidays in term time.

Behaviour and Conduct

B13. Lesson observations and monitoring show that most children are positive and on task throughout lessons. This is across subjects, years, classes and with different staff. They work well with partners, especially in literacy and in groups many show increasing ability to take on specific roles. This impacts on their progress in all subjects and gives them a pride in their work.

B14. Disruption to lessons is rare and school has a calm, purposeful atmosphere. There are systems in place to support children who might lose learning time due to emotional needs. Most pupils take pride in their work, their appearance and their school.

B15. As a result of a consistently applied Behaviour Policy, lessons are rarely interrupted by individuals who display challenging behaviour.

B16. Staff model positive attitudes towards children and adults within the whole school environment.

B17. There is good order when pupils move around the school, for example, opening doors for adults and each other. In addition coming in and out of the hall for assemblies and PE is done in a calm and ordered way.

B18. During lunch times they respond well to the routines and procedures that have been adopted for their own safety.

B19. The majority of pupils' positive disposition makes it a pleasure to take them on visits or to receive visitors into the school. Pupils' behaviour is welcoming and positive and visitors and parents frequently comment on pupils' polite and friendly approach.

B20. Feedback from parental surveys, most recently in October 2016, indicates a high level of satisfaction with the work of the school in promoting good behaviour and attitudes.

Bullying and Racist Attitudes and Behaviour

B23. The school takes a strong line with regard to the use of any form of derogatory or aggressive language, and pupils are aware that such would be dealt with most seriously and appropriately. School promotes tolerant attitudes and makes provision, such as recent hate crime workshops.

B24. The school promotes e-safety through awareness raising sessions, sometimes delivered by other agencies, including ChildLine in 2017.

B25. School promotes inclusive attitudes, which impacts on the incidence of bullying behaviour, which are low.

B27. School employs staff whose role is to support pupils in a pastoral capacity, including the TA3 for LAC and SEN pupils and the Children's Welfare Officer.

B28. At an individual level, pupils are able to approach any member of staff to ask for support, or even a fellow pupil.

B29. Pupils tell us that they feel safe and know what to do if they feel unhappy or unsafe.

B30. When parents and carers are asked about how safe their children feel, through formal questionnaires, almost all responses are positive.

B31. The Headteacher keeps a record of parental concerns and either he, or the deputy feedback to parents about any concerns raised.

B32. Science and PHSE lessons help children to understand about health and safety at home and during individual lessons.

B33. School has achieved the Healthy School Award and Green Flag

B34. The school engages with outside agencies to ensure children know how to stay safe using the internet, Road Safety and Bikeability.

Judgements in the report by LA Officers, following a 2-day visit to the school in 2016 found:

- Pupil behaviour as observed during the 2-day review was consistently **good**. Pupils live up to the high expectations of their teachers and of all members of staff.
- All agreed that bullying was rare and well dealt with by the school. Racist and bullying incident reporting is carried out assiduously.
- British Values has been the subject of several assemblies and also forms part of the displays around the school.
- One of the SIOs was given sight of the Single Central Record. It was complete and updated to include recently arrived staff.

British Values is not sufficiently embedded.

EFFECTIVENESS of LEADERSHIP AND MANAGEMENT

<p>Effectiveness of Leadership and Management is <u>Good</u> because.....</p>	<p>It is not outstanding because....</p>
<p>The Leadership Team and the Governing Body are effective in setting the strategic direction of the school, holding staff to account and managing resources effectively.</p> <p>L1. School improvement plans are well focused and based on robust self-evaluation L2. Clear leadership and direction is provided in the teaching and assessment of reading, writing and mathematics and impacts on pupil outcomes L3. Staff, Governors and pupils are clear about the direction of school improvement L4. The quality of teaching and learning is regularly monitored and, where required, staff are supported with development plans to improve their performance and improve pupil outcomes L5. Professional development is a strong focus in staff meetings and for other CPD days. L6. Governors make a valuable contribution to the leadership of the school offering a range of experience ensuring all of their statutory duties are fulfilled. They support and challenge the head teacher and the leadership team keeping in close touch with the work of the school. L7. Governors have a clear understanding of the school’s effectiveness informed by the views of pupils, staff and parents. L8. Governors fulfil their statutory duties accordingly. They challenge senior leaders, with regard to deployment of staff and resources, including pupil premium and SEND funding. They question staff about outcomes for pupils, including those between disadvantaged and other pupils.</p> <p>Governors hold senior staff to account and are involved with formulating the strategic direction of the school.</p> <p>L9. They ensure that the school sets challenging targets for improvement and are clearly focused on improving pupil outcomes L10. They represent the parent body of the school and maintain the positive relationships that the school has with parents. L11. They have a fully constituted GB with an appropriate committee structure, who meet at least termly. L12. Governors challenge school leaders regarding the need for continuous improvement L13. They receive training and development including that provided by the LA</p> <p>Safeguarding arrangements are robust</p> <p>L14. The SCR is accurate and appropriately maintained and safer recruitment procedures are followed; L15. Pupil and staff absence if rigorously followed up L16. Safe practices and e-safety practices and promoted with staff and pupils L17. Leaders promote the protection of pupils from anti-radicalisation and extremism. L18. Staff promote equality and diversity and robustly tackle any form of discriminatory behaviour. L19. There is a clear up-to-date safeguarding policy which is followed by staff, concerns are dealt with and the outcomes recorded. The majority of parents responds to the Home/School Agreement and supports its intentions. Children and parents will report their concerns to staff. L20. There is clear management responsibility in relation to Child Protection including relevant designated staff. L21. Logged records of incidents are very extensive and cover all age ranges from nursery to Year 6. As a result the school has undertaken an extensive programme of training and review of procedures. In 2016 the school began to use CPOMS, a secure online management system for recording concerns and actions regarding pupil welfare. L22. Risk Assessments are carried out and Standard Operating Procedures are established for educational visits and for identified SEN pupils in and around school, at swimming lessons and when leaving the school premises. There are also care plans for specific pupils with health care needs. L23. School staff have regular training updates on safeguarding issues and staff have worked with neighboring schools to review & adapt practice. The school has had Health & Safety and Fire Risk Audits during 2017 and all findings were promptly acted upon.</p> <p>School managers have effectively managed the organisation as a means of improving pupil outcomes e.g.</p> <p>L24. Staff absence fell from 862 days lost in 2011 to 239 in 2015 – 2016.</p>	<p>L1. The leadership team is aware of the need to move standards to a position of being consistently above expectations over time at the end of key stages and across subjects before the leadership can be judged as being outstanding.</p> <p>L2. New assessment systems are still being embedded. Outcomes for pupils indicate that significant proportions of pupils are below expected levels according to new curriculum guidance</p> <p>L3. Leaders’ actions to promote improvements in teaching and learning have not yet been sufficient to make improvements to the proportion of Outstanding provision.</p> <p>L4. Ensure that the breadth of the new curriculum is taught. Foundation subjects are not yet delivered with the required level of teacher expertise and pupil involvement.</p> <p>L5. We need to strengthen leadership and management by developing subject leaders’ skills so that they can use the information they have to more accurately plan improvements with clear goals and criteria so that success can be checked and measured.</p>

L25. A record of tackling underperforming staff, some of whom have been managed under capability procedures and others who have been the subject of a Development Plan to improve their performance.

L26. Improving pupil attendance, which was 93.8% in 2012 and is on track for 96.5% in 2016

L27. Restructuring staff to ensure more effective working hours and conditions for staff to meet the needs of the school.

L28. Using Performance Management procedures as part of school improvement and staff development. These take account of the stage of a teacher's career, and the GB has been closely involved with these processes.

L29. Promoting a broad and rich curriculum for pupils who is considered to be exciting and motivating, including the provision from art, music and PE specialists and a wide range of extra-curricular activities, including residential visits.

L31. Developing before and after school childcare provision to meet the needs of children and families and to make best use of school resources for the benefit of pupils.

Impact on pupil outcomes

L32. The impact on the quality of provision has been good over the course of the school's development from Special Measures in 2011

L33. The quality of provision, judged in curriculum monitoring is good. The quality of marking and feedback to pupils is effective and consistently.

L34. Pupil outcomes, especially at KS2 show a significant improvement over recent years. Outcomes at different stages of school have also shown a notable improvement, e.g. at KS1, Y1 Phonics, and KS2.

L35. Outcomes for disadvantaged pupils at KS2 have improved significantly. Note the commendation from David Laws MP in Jan 2015, noting that the school is amongst the top 100 performing schools for sustained improvement in L4 and above in read, write and maths from 2012 – 2014.

Curricular Impact, including SMSC

L36. The curriculum is broad and balanced and meets all the National Curriculum requirements.

L38. The Headteacher and SLT are successful in meeting the school's aim to provide all pupils with an enjoyable curriculum that is rich, broad, balanced and differentiated to meet the individual needs of all pupils.

L39. Pupils learn and investigate ethical and moral issues and the promotion of British values through the curriculum in English, history, geography, RE, science and PSHE. Pupils' social, moral, spiritual and cultural development is well supported by a wide range of visits and visitors.

L40. Subject leaders carry out their role efficiently and effectively and play an important part in the success of the curriculum by leading a regular programme of monitoring evaluation and review.

Judgements in the report by LA Officers, following a 2-day visit to the school in 2016 found:

- Leaders at all levels know their school well and have identified appropriate priorities to take it on to the next stage of its development.
- The school's curriculum is wide ranging and well- tailored to the needs and interests of pupils.
- In summary the school has made strong progress against its areas for improvement
- the profile of teaching is consistently good across the school and there are examples of outstanding practice in all key stages which are on occasions used to enable other members of staff to further sharpen their own practice. Pupils present their work well, make good progress and work hard. There is a strong data picture across the school, particularly in Key Stage 2, all aspects of leadership (including Governance) are strong and the school is in a good position to improve further in the future.

EARLY YEARS PROVISION	
The effectiveness of the Early Years provision is <u>Good</u> because:	It is not outstanding because...
<p>Outcomes and Progress</p> <p>EY1. Our early assessments on entry show generally most pupils are attaining at or below expected level for their age. The percentage entering who are below expected levels has increased steadily over the last few years.</p> <p>EY2. From low starting points, most children in early years make good progress. The percentage of children achieving a good level of development was 70%. This has increased from 38% in 2013, to 47% in 2014 and 57% in 2015</p> <p>EY3. At the end of Reception, we aim for all children other than those with cognitive developmental delay to attain a Good level of Development. However, other factors such as declining language skills, proportion who have EAL and unsupportive home circumstances impact on progress.</p> <p>EY5. In addition, the learning journals, literacy and numeracy books aid our analysis of the progress being made. Parents contribute home observations and Wow! Moments to our profiles and this supports our parental partnership work.</p> <p>EY7. Early Years staff hold regular meetings to look at the provision offered and to discuss pupil progress.</p> <p>EY8. Our children benefit from rich, varied and imaginative experiences that meet their needs effectively. As each new experience is introduced, the teachers model, alongside other adults, the language, play and learning they expect.</p> <p>Teaching and Learning</p> <p>EY10. Monitoring show that teaching is never judged less than good.</p> <p>EY11. Learning opportunities are well planned and based on accurate assessments and observations carried out by all our staff.</p> <p>EY12. The relationships between staff and pupils and pupil to pupil are strong. There is both a real warmth and buzz to our Early Years setting.</p> <p>EY13. Children are encouraged to develop their learning through adult directed activities and independent learning opportunities.</p> <p>EY14. Activities are challenging and stimulating and there a variety of opportunities for learning evident within the setting.</p> <p>Behaviour</p> <p>EY15. A number of our children come from homes where boundaries and routines are inconsistent. We are extremely successful in quickly fostering high levels of self-control, co-operation and respect so that the unit is harmonious and incidents of inappropriate behaviour are rare.</p> <p>EY16. We use the outdoor classroom well to allow the children to make safe choices with support e.g. how to lift, carry and build with large objects.</p> <p>Safety and Safeguarding - In addition to aspects outlined in the rest of the SES:</p> <p>EY17. Our child protection procedures are robust and rigorously followed so that children thrive in our EY setting.</p> <p>EY18. All adults working in the Early Years area are rigorously scrutinised through DBS checks.</p> <p>EY19. All medicines that we handle are done within the guidance set out by the DFE and our own LA.</p> <p>EY20. All aspects related to e-safety are carefully monitored and adjustments are also made to support e-safety in general.</p> <p>EY21. Children are only released to nominated adults at the end of the school day.</p> <p>EY22. Gates leading to the Early Years site are carefully checked on a daily basis. Exit and entry points are controlled for staff access.</p> <p>Parents and Carers</p> <p>EY23. Responses to parental surveys – most recently Oct 2016 indicate a high level of satisfaction from parents and carers about the work done.</p> <p>EY24. We have effective admission and induction systems – Parental surveys indicate this.</p> <p>EY25. We liaise with other settings effectively prior to entry</p> <p>EY26. Effective communication takes place between home and school</p>	<p>EY1. Ensure a greater % of children achieve a GLD to compare favourably with national and that this is maintained over time.</p> <p>EY2. Higher ability pupils need more quality adult interactions so as to challenge them even more.</p> <p>EY3. Further develop our systems and procedures to work with parents,</p> <p>EY4. Whilst there has been progress in proportions achieving GLD, the provision for outdoor play still needs development.</p>