



Summary Self Evaluation – September 2017

DESCRIPTION OF THE SCHOOL

CHARACTERISTICS AND CONTEXT OF THE SCHOOL:

- Number on roll: 582
- Boys/Girls: 287/294 = 49.4%/50.6%
- Disadvantaged Pupils FSM: 7.96%
- Pupils with English as an Additional Language: 9.76%
- Pupils supported at School Support - SEN: 6% - Statemented Pupils 0.5%
- % Attendance of statutory age children and pupils: 96.84%

Since the last inspection in 2015, the school has continued its growth as a 3-form entry, larger than average, primary school. We have one more year of growth, in September 2018, with the 21st and final class.

September 2016, Early Years On entry there was an increased number of children baselined at below typical for Personal Social Emotional PSE, Communication and Language CAL and Physical Development PD.

The Strategic Leadership Team now comprises the Headteacher, Deputy Headteacher, three Assistant Heads, Inclusion Manager, one TLR post-holder and the school's Business Manager. Four additional classes have been created requiring the recruitment of additional teachers to the school. Other staff changes and mobility have been minimal.

Through a culture of staff development, middle leaders have been identified, coached and supported resulting in new leaders for English and Maths. The previous post-incumbents (current Assistant Heads) are now able to take on other strategic roles and responsibilities.

Staff recruitment and retention is excellent. Since the last inspection, 3 members of staff have left due to promotion and retirement and 6 new members of teaching staff have joined the school. This year we have 3 NQT's with whole class teaching responsibility in Year 1, 4 & 5. We have two staff currently on maternity leave.

99% of parents agree/strongly agreed that they would recommend Haydonleigh to another parent.
June 2017



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Our 2017 results compared to National figures

Results of KS1 Phonics Screenings				
Percentage of children achieving the expected standard	School 2016	School 2017	National	Swindon
	70.1%	85.2%	81.4%	81.0%

Haydonleigh Achievement Data for KS1 2017

KS1 % of children achieving age related expectations	HL 2016	HL 2017	National	Swindon
RWM (Reading, and Writing and Maths combined)	62%	65%	64%	66%
Reading	76%	77%	76%	76%
Writing	66%	70%	68%	71%
Mathematics	72%	74%	75%	77%

Haydonleigh Achievement Data KS2 2017

KS2 % of children achieving age related expectations	HL 2016	HL 2017	National	Swindon
RWM (Reading and Writing and Maths combined)	50%	71%	61%	62%
Reading	73%	76%	71%	73%
Writing	*58%	78%	76%	76%
Mathematics	72%	83%	75%	76%
GSP (Grammar, Spelling and Punctuation)	80%	86%	77%	--

Haydonleigh KS2 Progress Scores 2017	HL 2016	HL 2017	National	Swindon
Reading	2.28	1.0	-5	--
Writing	*-4.77	-0.1	-7	--
Mathematics	0.71	0.6	-5	--

*The 2016 interpretation of guidance led to overly-cautious teacher assessment and that writing was better than it appears in the data. Full evidence file (held by PVdD) available.



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OVERALL EFFECTIVENESS

Through rigorous school self-evaluation monitoring, carried out by SLT, Middle leaders and Governors the school currently grades itself as: GOOD

Overall effectiveness	Good	2
Effectiveness of Leadership and Management	Good	2
Quality of Teaching, Learning and Assessment	Good	2
Personal Development, behaviour and Welfare	Good	2
Outcomes for Pupils	Good	2
Effectiveness of Early Years	Good	2

The school continues to be good because:

- | | |
|---|---|
| <ul style="list-style-type: none"> Attainment is rising and by the end of Key Stage 2 pupils attain above the national average in reading, writing and mathematics for 3 years in a row (*with the exception of writing 2016). | <ul style="list-style-type: none"> Pupils' behaviour throughout the school is good. They work hard in lessons and relish the range of opportunities provided which develop their spiritual, moral, social and cultural development. |
| <ul style="list-style-type: none"> Children in the early years do well and a higher proportion than found nationally reach a good level of development. Effective leadership ensures that children make good progress and are well prepared for Year 1. | <ul style="list-style-type: none"> Parents are very complimentary about the school. They value the close links. Parents are very confident that their children are kept safe and secure. |
| <ul style="list-style-type: none"> Non-SEND Pupil Premium pupils make expected progress across reading, writing and maths. | <ul style="list-style-type: none"> The headteacher, well supported by other leaders, has ensured that the school has continued to provide a good education for all pupils. This is because the quality of teaching is regularly checked and the progress of each pupil is closely monitored. |
| <ul style="list-style-type: none"> Teachers use a range of activities to ensure that pupils' interest is maintained in their learning. Lessons typically challenge pupils of all abilities. Teaching assistants provide effective support to all groups of pupils. | <ul style="list-style-type: none"> Governors are very knowledgeable and have an accurate view of how well the school is doing when compared to other schools. They challenge the school to improve. |



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At the time of the last inspection, the school was asked to improve further by ensuring:

- Pupils have enough chances to practise their writing skills at length across a range of different subjects.
- Pupils are given enough opportunity to apply their mathematical skills to real-life situations.

Key achievements since our last inspection include:

Writing:

- A consistent pedagogical approach to writing sequence is embedded and is evident in books.
- There is parity in quality and quantity in writing across every year group.
- Clear development and progression of skills is seen between year groups.
- Spelling is taught consistently across KS2 and accuracy in spelling is actively encouraged as a way to improve writing.
- Moderation effectively ensures teacher judgements are secure and consistent.
- Phonics in KS1 is taught very well; KS1 phonics check results are in line, if not better, than the National Average.

Maths:

- Maths Mastery is embedded through a fluency-reasoning-problem solving teaching sequence.
- Pupils effectively use the *Singapore Bar* as a model to internalise mathematical operations.
- Pupils demonstrate they are gaining a deeper understanding through varied and frequent practice with increasingly complex problems (inc. real-life problems and across the curriculum).

Evidence:

- SIP files
- Monitoring evaluations – book looks
- SLT minutes
- School data

To enable us to continue to maintain and build on current success we have identified the following as our current priorities, as detailed in the School Improvement Plan for 2017 - 2018

Whole School Action	Key Priorities	Proposed Outcomes
SIP 1 - To further improve how teachers make effective use of Teaching Assistants. For SEND, Pupil Premium & EAL pupils in particular.	<ul style="list-style-type: none"> • To ensure teaching assistants are effectively deployed. • To ensure TAs are fully trained and equipped to support pupils. • To ensure TAs are given sufficient time to plan and prepare for lessons and/or interventions they teach. • To ensure interventions are well-chosen and are monitored for impact 	<ul style="list-style-type: none"> • The learning needs of all pupil are met. • TA deployment is driven by pupils' needs. • TAs are confident in their role and have good pedagogical knowledge. • Teachers can identify differences in achievement & are good at planning appropriate interventions and catch-up programmes to quickly diminish these differences.
SIP 2 – Ensuring a broad and balanced curriculum with challenge for all.	<ul style="list-style-type: none"> • An updated school policy, outlining the rationale for our curriculum design and intent, is in place. • A long and medium term plans ensuring a broad and balanced curriculum. • Teachers help pupils to think for themselves and develop as independent learners by using skilful questioning. • Continue to develop Meta-cognition and the language of a growth mindset with learning in all areas of school life. • Further developing Mastery in Maths and Writing 	<ul style="list-style-type: none"> • Review curriculum plans – coverage, skills, depth and spaced repetition support the journey to mastery. Understanding repetition of skills in different context • Use Bloom's questioning across the curriculum to deepen knowledge and understanding. • Further embed <i>Behaviours to Learning</i> by developing resilience and risk taking • Staff training: understanding of mastery in maths and writing; define what mastery will look like for teachers and children • Assessment of enrichment/mastery ensures good progress for high achieving pupils.



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SCHOOL SELF EVALUATION NARRATIVE - EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The school judges the effectiveness of leadership and management as **‘good’**. We have a strong Senior Leadership team committed to providing the very best outcomes for our pupils. Due to strong leadership, high quality teaching and positive attitude to learning, pupils at Haydonleigh leave confident, having made good progress and secondary ready.

The Headteacher has a clear vision for the school. Distributive Leadership is at the core of effective leadership and management and central to the key focus of teaching and learning. As the school has grown, the Headteacher and Governors have recognised and implemented changes to the structure of the SLT such that a culture enabling pupils and staff to excel has been created. In the most recent staff survey, 100% of staff agree/strongly agree that the school is well-led. The survey also indicates that staff morale is high and staff feel well led and supported -100% agree/strongly agreed that they are proud to be a member of our school. 100% of parents agree/strongly agreed that Haydonleigh is well led and managed June 2017

Leadership capacity has been strengthened through the introduction of 3 Assistant Headteachers who have part-time class responsibility with responsibility for the continuing improvement of teaching and learning. Along with the Deputy Headteacher, they have made a huge impact in developing a professional learning community that shares challenges and moves forward together. The LA recognises the strong leadership on teaching and learning as the deputy Head has supported other schools and is the Lead KS2 writing moderator for the Borough. We have also worked in partnership with other schools to develop moderation across the school. SLT and middle leaders focus on consistently improving outcomes for all pupils and ensure triangulation indicates that pupils are making the progress expected of them; progress is rising across the curriculum, including English and maths, in all year groups.

Evidence: L&M action plan; SLT monitoring

Key lines of enquiry have been established - after the analysis of end of year data, in-house data and other evaluations - that senior leaders will want to investigate to ensure that Haydonleigh is striving for constant and consistent improvement.

1	Safeguarding: Are children safe? How well does the school identify, support and manage cases?
2	How well do leaders <u>challenge expectations of attainment and progress in KS1</u> , especially the number of pupils who were emerging at the end of FS converting to EXS and children who were expected at FS converting to GDS?
3	Is the <u>quality of teaching of writing</u> effective across the school, which ensures good progress of all children especially the SEND?
4	Is the quality of teaching of phonics effective across the school, particularly children that were at expected for reading in FS?

Evidence: L&M action plan



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The school has high standards and expectations and a commitment to ensure **all** pupils are supported to make at least expected progress or accelerated progress. Staff have a good understanding of 'groups' and effectively check the progress of disadvantaged pupils. The Pupil Premium is primarily spent on providing teaching staff and learning support assistants who and assist pupils who are not on track to make expected progress. As a result of the close attention to their needs, disadvantaged pupils make the same progress as others in the school. *Evidence: Internal school data*

Teaching is consistently strong across the school. Teachers value the continuing professional development provided by teacher training days, professional development meetings and bespoke support from SLT and middle leaders. Teachers are given the opportunity to debate teaching and are accepting of advice and monitoring feedback from colleagues. We are open about how we need to improve. 98% staff agree/strongly agree their CPD needs are met.

Evidence: TOTS; staff meeting minutes; year group action plans; performance management; SLT monitoring evaluations.

Governors have ensured that additional funding for the primary physical education and sport premium has been well used. Money has been spent on providing specialist training for staff who work alongside teachers in lessons to increase their subject confidence. A wide range of sporting opportunities, both in school and after, are now provided. These initiatives have had the impact of enabling pupils to lead healthier lifestyles.

Evidence: T&L Gov minutes; Pupil Premium action plan; Sports premium action plan.

Safeguarding is effective. Staff are well-trained and there are effective arrangements in place to ensure children are protected. Staff are trained and are vigilant and competent to protect pupils from radicalisation and extremism.

Evidence: Safeguarding audit

The range of subjects and activities provided in the curriculum is good. While the school places a strong emphasis on reading, writing and mathematics, there are also numerous opportunities for pupils to develop their sporting, artistic and dramatic skills.

The school gives pupils a good understanding of modern British values through, for example, the school council visit to Parliament and a whole school General Election Day. Haydonleigh prepares pupils well for life in modern Britain. Leaders consult pupils on a regular basis, for instance on the range of clubs that pupils would like.

The school celebrates the ethnic and religious diversity of Britain and promotes tolerance and respect for all. Equality of opportunity is well promoted and discrimination of any kind is not tolerated.

Pupils are very proud of the school philosophy that says, 'I am talented. Together we are amazing'. A recent pupils' attitude to learning survey shows 98.25% are proud to be at Haydonleigh School. Pupils and parents say that the school fosters good relationships very successfully. 98% of parents agree/strongly agreed that Haydonleigh respond well to any concerns they have June 2017.



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The effective Governing Body supports the school well. Governors have a clear understanding of the school's strengths and areas for development. They use data on pupils' progress and standards to carefully compare how the school is doing against other schools nationally.

Governors have a good understanding of the strengths and weakness of the school. They understand the strengths in teaching and the link between teachers' performance regarding the progress of the pupils they teach and how they move up the pay scale. Governors know the procedures to follow should they need to tackle any teacher's underperformance. Governors support and challenge the school well. Governors are fully involved in reviewing policies and receive detailed reports from senior leaders about how the school is doing against set priorities.

Finances are well managed. Governors know how all additional funding is being spent and they carefully monitor its impact.

Evidence: Governor meeting minutes

SAFEGUARDING:

All adults take their responsibilities very seriously in this aspect of the school's work. The wide emphasis on ensuring pupils safety is paramount. The Single Central Record is maintained well and is thorough. All DBS checks on staff are carried out and staff code of conduct and whistleblowing policies are shared regularly. All staff are appropriately trained in safeguarding – Child Protection, Team Teach, First Aid, E-Safety, etc. We have 2 staff trained as Designated Safeguarding leads this ensures the Named Safeguarding Lead has other support for this crucial role in our large school. H&S requirements are met. A wide range of risk assessments on building, grounds and visits are carried out. All necessary documentation is in place and reviewed regularly in line with new DfE guidance.

100% of parents agree/strongly agreed that their child feels safe at Haydonleigh June 2017

Evidence: Safeguarding audit; minutes from meetings; Safeguarding governor

NEXT STEPS FOR IMPROVEMENT:

- Continue to develop distributed leadership so all leaders are highly effective in their roles.
- Continue to ensure the quality of teaching is consistently good across the school through lesson observations, effective feedback and follow-up.
- Continue to improve pupils' ownership and resilience to learning.
- Ensure the excellent progress made in the pedagogies of writing and maths are maintained.
- Ensure data continues to drive provision for positive pupil outcomes, especially in KS1
- Increase the percent of children working at 'enriching' and greater depth.
- Improve the progress SEND pupils especially in writing.
- Ensure lines of enquiry use data and monitoring to accurately self-evaluate the school.
- Improve behaviour out of lessons especially at lunchtimes.
- Continue to improve positive relations with parent with a focus on communication especially on the progress of their children.
- Continue to develop the effectiveness of the Governing Body.



SCHOOL SELF EVALUATION NARRATIVE - THE QUALITY OF TEACHING, LEARNING and ASSESSMENT

The school evaluates the quality of teaching currently to be **'good'**. The quality of teaching has improved as a result of leaders employing a range of strategies (formal observations; informal drop-ins; scrutiny of planning; scrutiny of pupils work; pupil voice) to gather evidence which identifies strengths and weaknesses.

Having confidence and a positive attitude to learning is crucial to pupils' success at Haydonleigh. Teachers have high expectations that pupils will be motivated, determined and proactive in their learning. *Behaviours to Learning* and *Mindset* skills are explicitly taught and promoted resulting in pupils having a can-do attitude, not afraid of making mistakes and enthusiastic about challenge.

Teaching across the school is consistently strong. Honest feedback promotes professional discussion on how individual teachers might improve.

Teachers have strong subject and pedagogical knowledge and use planning well to enable all pupils to learn and time in lessons is used effectively.

Evidence: SLT monitoring

At Haydonleigh, we continue to improve our approaches to teaching a mastery curriculum. This means spending greater time going into depth about a subject and take learning at a steadier and deeper pace, ensuring children are not left behind. At Haydonleigh, children will not be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways. Children are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subject and to practise key skills.

99% of parents agree/strongly agreed that their child is well taught at Haydonleigh and 98% 97% of parents agree/strongly agreed that their child makes good progress. June 2017

We continue to embed positive Behaviour to Learning through growth mindset work. Lesson observations show children settle quickly to their learning and enjoy learning and challenges. 97% of pupils agree/strongly agree that they work hard at school.

Evidence: SLT monitoring

Formative assessment is used well in the vast majority of lessons where teachers are proficient at checking pupils understanding throughout the lesson, feeding back to them and adjusting activities where needed.

Evidence: SLT monitoring

The marking and feedback policy is followed consistently. Pupils are given feedback so they know what they have to do to improve. 97% of children agreed/strongly agreed their teacher lets them know what they have to do to improve. Whilst teaching assistants provide effective support to all groups of pupils, we seek to further improve this by focussing on TA deployment and intervention.

Evidence: SIP 1 To further improve how teachers make effective use of Teaching Assistants.



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Good progress is evident in pupils' books in every year group. Since the previous inspection, teachers have ensured pupils reading, writing, communication and maths skills are embedded across the curriculum. Pupil Progress Meetings – track the progress of all pupils leading to in-depth discussion around those not making expected progress. The progress of SEND, PP (FSM, CLA, Service), More able and EAL is further monitored and supported by named staff.

Evidence: Statutory data; in-house data; PPM meeting notes; SSEC activities

The curriculum is underpinned by spiritual, moral, social and cultural development and our school values. The curriculum promotes an appreciation of diversity and the fundamental British Values ensuring pupils are well prepared for a life in modern Britain.

Evidence: school website, learning walks, lesson observations

A range of varied after school clubs are well subscribed.

Teachers set homework in line with school policy. 97% of parents agree/strongly agreed that their child receives homework appropriate for their age June 2017

The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the expected standards and what their child needs to do to improve.

96% of parents agree/strongly agreed that they received valuable information about their child's progress June 2017

NEXT STEPS FOR IMPROVEMENT:

- Refer to SIP 1 - To further improve how teachers make effective use of Teaching Assistants.
- Refer to SIP 2 - A broad and balanced curriculum
- Further improve communication of pupils' progress to parents.
- Further improve the deployment of TAs.



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SCHOOL SELF EVALUATION NARRATIVE - PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

The school evaluates pupils' behaviour and safety as '**good**'. We use our professional judgement to derive this conclusion from observations, conversations, feedback from parents etc.

Attendance at Haydonleigh Primary School is 96.84%

The behaviour of pupils is good.

The following survey shows that staff, parents and pupils agree the behaviour of pupils is good;

Staff: 98%

Parents: 98% with 97% agreeing that bullying is effectively dealt with.

Pupils: 88%

School records show that over time behaviour is consistently good. There have been no exclusions. The school's open culture promote all aspects of pupils' welfare. Lesson observations show that staff consistently model high standards and have high expectations of behaviour. The school Behaviour policy is followed consistently across the school and evidence of the school rules and Behaviours to Learning can be seen in every class. The consistent use of behaviour strategies has a positive impact on pupils' behaviour, respect of others and attitudes to learning.

All pupils are aware of the high standards that Haydonleigh sets regarding behaviour. Around the school children are friendly and well-mannered. Evidence from lesson observations and 'drop-ins' show that pupils have good attitudes to learning. They listen carefully, respond to the teachers' instructions and settle quickly to learning.

Staff report children feel comfortable to talk openly to staff during PSHE lessons. Pupils trust staff to take appropriate action to resolve any concerns they have. Relationships throughout the school are excellent and pupils from different backgrounds get on very well together demonstrating respect, care and tolerance. The school has a strong pastoral ethos and will often go 'the extra mile' for its pupils as commended by staff and external agencies.

99% of parents agree/strongly agreed that their child is well looked after at Haydonleigh June 2017

When questioned, pupils say they feel safe in the school. Curriculum provision ensures an awareness of personal safety and sense of responsibility through a range of visitors – emergency services, PCSO, NSPCC, Junior Good Citizen, Travel Ambassadors. Termly esafety lessons ensure pupils have a knowledge and understanding of keeping safe on the internet. 100% of parents agree/strongly agreed that their child feels safe at Haydonleigh June 2017

The school helps pupils to have an awareness of others from an early age. The motto, 'I am talented and together we are amazing', is celebrated in every class. There are numerous



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opportunities for pupils to take responsibility for example: School Council, House captains, travel ambassadors; play leaders. This contributes well to their spiritual, moral, social and cultural development.

MDSAs receive regular meeting and training where positive behaviour management strategies are discuss. MDSAs make good relationships with children and, when there is conflict, MDSAs help children to resolve their differences.

NEXT STEPS FOR IMPROVEMENT:

- Improve children's behaviour in between lessons – lining up and quickly into class.
- Reduce lunch time incidents by managing play areas and raising children's awareness.
- Ensure children know behaviour outside of lessons is an area for improvement.
- Continue to ensure MDSAs are supported in their role.


SCHOOL SELF EVALUATION NARRATIVE - OUTCOMES for PUPILS

The school judges that, as defined by the Ofsted evaluation schedule, achievement is ‘**Good**’. Current pupils and progress are ‘**Good**’ due to excellent leadership and teaching which is evidenced across school.

From starting points, which are generally 40% below what is typical for their age, pupils attain above the National Average at the end of Key Stage 2. There is a trend of improvement in standards. *Evidence: EYFS baseline*

Since the previous inspection, (with the exception of writing in 2016), results at KS2 in reading, writing and maths have all been above Swindon and National average. Combined attainment is currently 71% above the local and national figures.

Good achievement is due to the effective use of tracking systems that staff use to identify quickly any group of pupils identified as falling behind, robust discussion at Pupil Progress Meetings and SLT focus on consistently improving outcomes for all pupils.

Evidence: PPM files; internal tracking data; Statutory data

Evidence seen in pupils’ books shows that throughout the school progress is good in every year group and SLT focus on consistently improving outcomes for all pupils.

Evidence: SLT monitoring evaluations

Children who have special educational needs are quickly identified and their needs are effectively assessed. Support provided either in small-group work or one-to-one sessions ensures that these pupils make progress.

Evidence: Provision map evaluations; internal progress data; statutory data;

Disadvantaged pupils made R 89% W72% M72% expected or better progress.

Pupil Premium (non-SEND) made R97.5% W88% M 78.5% expected or better progress.

The successful teaching of phonics is having a positive impact on pupils’ reading and writing skills. In the Year 1 phonics reading check pupils attained above the national average in 2017.

NEXT STEPS FOR IMPROVEMENT:

- Improve the progress SEND pupils especially in writing.
- Increase the number of pupils working at ‘enriching’ or making more the expected progress.
- Increase the number of Non-SEND PP children making expected or better progress in maths.
- Continue the upward trend in KS1 results.



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SCHOOL SELF EVALUATION NARRATIVE - Effectiveness of Early Years

The school evaluates the provision in EYFS to be **‘good’**.

Leadership in the Early Years is good and successfully directs all staff to reflect on practise and strive to maintain and improve standards.

The learning environment is stimulating and encourages children to explore and discover. All staff carefully plan exciting learning opportunities, considering the interests and passions of the children, helping all pupils access and grasp all areas of the curriculum.

Evidence: Action Plan, FS Team planning day minutes, planning, children’s questionnaires, SLT monitoring

Teaching is good and teachers ensure that children develop good routines for learning. Staff provide a wide range of activities designed to develop children’s skills in all areas of learning, through both adult led and child initiated learning.

Evidence: SLT monitoring, planning, action plan

All staff continually and accurately track each child’s progress across the curriculum and act quickly to ensure that they make the progress that they are capable of. Evidence is gathered from a variety of observations and by all staff. Leaders ensure that all staff are aware of individual’s attainment and identify next steps and challenges to ensure success.

Evidence: Data files, 2simple electronic learning diary, children’s books and folders, PPM data

The school nurtures an effective relationship with parents and carers. Information is shared between parties who work together to ensure the best support for the children.

Evidence: 2simple electronic diary, Parent evening notes, Parent workshops, Feedback from parent ‘Pop in’ sessions, questionnaires

Most children reach a good level of development and are prepared to move onto the next stage of their learning. Children with a low starting level are supported to make accelerated progress. Those with a high level on entry are challenged to maintain this attainment.

Evidence: PPM data, profile data, provision map

Children behave extremely well in the Early Years provision and gain the social and emotional skills to prepare them for their future, respecting themselves and others. The arrangements for keeping children safe are effective and children are aware of how to keep themselves happy, safe and healthy.

Evidence: Profile data, SLT monitoring

NEXT STEPS FOR IMPROVEMENT:

- Improve outcomes for SEND pupils
- Improve outcomes for EAL children
- To raise the number of children achieving ‘exceeding’ in reading, writing and maths
- Improve progression and preparedness into the Year 1 curriculum.



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The school is not yet outstanding because:

The school is not yet outstanding because:

Leaders and Governors, whilst they set high expectations, are realistic in their judgement about the school. The strong culture and ethos, that has been created over many years, promotes and enables staff and pupils to excel.

By virtue of performing at a consistently good level, over time, the school is outstanding. However, when judged against the changeable wording of the OfSTED outstanding criteria some discrepancies exist.

SLT and Governors are committed to providing high quality education, consistently to all learners and therefore prefer to judge the overall effectiveness of Haydonleigh School in non-OfSTED terms.

This is a great school.