

# Buntingsdale Primary School and Nursery

## Shropshire



## School Self-Evaluation Summary

### Information For School Improvement – October 2018

Acting Headteacher: Mrs Clare Elkes

Schools Improvement Advisor (Shropshire): Mr Steve Compton

1) Self-Evaluation Executive Summary – October 2018			
Progress against previous inspection issues Grade: Good Date : Jan 2015	Key Issues		Evaluation – October 2018
	1	Improve progress in writing to be as rapid as it is in reading and maths by:- encouraging pupils to try to structure their writing for themselves and not always wait for a teacher to help them; improving pupils' use of specialist and technical language in all subjects.	Writing is in line with maths at Key stage 2 and higher in attainment and progress than reading. At Key stage 1 writing is in line with reading and in terms of progress and attainment is stronger than maths. As a school we need to improve GDS at Key stage 1 and exceeding in EYFS. Children use much more technical language in English and other subjects as evidenced on working walls, children's books and pupil voice.
	2	Further improve teaching by ensuring that: work in subjects other than English and Maths consistently provides an appropriate level of challenge, especially for older pupils and the most able; teachers assess pupils' work accurately and regularly in subjects other than English and Maths so that they know how pupils are performing at all times.	New initiatives support challenge for more able pupils with a mastery approach towards subjects encouraging higher order thinking skills providing an appropriate level of challenge. Attainment at Key Stage 2 suggests an appropriate level of challenge for older children but further work to improve GDS in maths at Key Stage 2 needs developing. The school's marking policy has been reviewed in light of our OFSTED in 2015 so that teachers make accurate assessments in all subjects. Science is assessed formally throughout the school.
Effectiveness of leadership and management	Strengths	Current Grade	Next Steps
	1 The Acting Head and staff and Governors have high expectations	2-	<ul style="list-style-type: none"> <li>To explore alternative models for sustainable school organisation</li> <li>To put in place rigorous measures to improve outcomes</li> <li>To ensure that targeted interventions impact on standards</li> </ul>
	2 Improved Professional Development opportunities for teachers has resulted in improvement in outcomes for all children.		
	3 Comprehensive safeguarding arrangements		
The quality of teaching, learning and assessment	Strengths	Grade	Next Steps
	1 A keen and conscientious team of teachers who all strive for further school improvement.	2-	<ul style="list-style-type: none"> <li>To monitor and evaluate the effectiveness of teaching and learning</li> <li>For all teaching to be good and increasingly outstanding</li> <li>To moderate judgements, both internally and between schools</li> </ul>
	2 Assessment for learning in strong; pupils know what their next steps for learning are and how to improve.		
	3 New initiatives in English and Maths promoting higher level thinking skills has secured rapid improvement in attainment especially at Key Stage 2		
Personal development, behaviour and welfare	Strengths	Grade	Next Steps
	1 Confident pupils, proud of their work and school	2	<ul style="list-style-type: none"> <li>To actively support pupils to be resilient with positive attitudes</li> <li>To adopt a whole school PSHE programme of study including RSE to support pupils with dealing with conflict, relationships and general well-being.</li> <li>To review the school's behaviour policy so it is in line with the school's commitment to RRSA.</li> </ul>
	2 Pupils' behaviour in lessons and around school		
	3 Good understanding of service families' needs		
Outcomes for Children and learners	Strengths	Grade	Next Steps
	1 EYFS data continuing to improve	3	<ul style="list-style-type: none"> <li>To achieve higher than NA levels in assessments from EYFS to Year 6</li> <li>Improve GDS at KS1 and 2.</li> <li>To ensure standards are higher in reading at Key Stage 2 and maths at Key Stage 1</li> </ul>
	2 Continued improvement in attainment at Key Stage One in reading and writing.		
	3 A markedly improving picture at Key Stage 2 in all subjects.		
Effectiveness of Early Years Provision	Strengths	Grade	Next Steps
	1 Home visits made before children start Nursery	2-	<ul style="list-style-type: none"> <li>To raise attainment in Literacy and Maths to reach NA GLD scores</li> <li>To improve the quality of writing in EYFS</li> <li>To ensure more children in EYFS are reaching the exceeding standard for GLD</li> </ul>
	2 Continuity of provision across the EYFS		
	3 An exciting and stimulating curriculum		
Overall Effectiveness	Strengths	Grade	Next Steps
	1 The quality of teaching, learning and assessment is good	3	<ul style="list-style-type: none"> <li>To achieve higher than NA levels in assessments from EYFS to Year 6</li> <li>To improve standards in reading at Key stage 2 and maths at Key stage 1</li> <li>To improve GDS in all subjects so that it is in line with NA</li> </ul>
	2 The school promotes SMSC effectively		
	3 Safeguarding is effective		

## 2) School characteristics

Buntingsdale is situated within the family quarters of an army infantry regiment base and social housing area in a rural setting close to Market Drayton. The Armed Services officially designate this to be an isolated location. Originally an Infant and Nursery school, it became a Primary school in 2012 but 2015-16 was the first year to include pupils in Year 6. Pupils learn in 4 mixed-age classes; class organisation varies from year to year, reflecting the fluctuating cohorts. Wrap- Around Care is provided by the local nursery 'Rainbows'. Extra-curricular clubs still take place 4 afternoons from Monday to Thursday, led by sports coaches and some TAs; various activities are also provided in the local School and Community Centre.

In October 2018 there were 79 pupils on roll with a further 5 in the nursery. 58% of pupils were from service families, the other children living on local estate, in outlying villages or in Market Drayton. Usually about 60% of pupils are from service families although cohorts vary considerably in size and composition. Pupil mobility is unpredictable both for armed service families, who may experience frequent moves, and for those who need to relocate to the area, sometimes for complex social reasons. One factor in this is the 'trickle posting' of military personnel. Most military families are entry level personnel; this means that they are often promoted to other locations. The demographics of the military families means that the school population is skewed towards Key Stage One with families often moving as children get older. The local base is due to close in 2022 which creates a degree of uncertainty regarding the future. Relationships with the army are good but the information flow regarding the base's future is sparse.

Buntingsdale is not a typical village school: the latest Census data showed 59% of pupils were boys; 28% were from minority ethnic groups; 15% were registered as having English as a second language. In Feb 2018 there were 30% receiving SEN School Support and one with an EHC plan. In 2017 – 2018 10% of pupils were entitled to free school meals and the deprivation indicator was 0.1, lower than the NA.

However, this does not reflect the full extent of the deprivation experienced by our families, especially for mothers when their husbands are serving overseas, a situation which is exacerbated if they lack independent transport. Typically, family incomes are low but just above the free school meals threshold. Meeting the Unit Welfare Officer at monthly community clinics, we ensure integrated support for families, especially if parents are serving overseas. Attendance is generally good, standing at 95.95% 2018

Because of the uncertainty of the military base; the school has been led by an Acting Headteacher Since January 2018 as the Chair of Governors is exploring options of federating with other schools. The previous Headteacher having found new employment with UNICEF in December 2017. She is supported by a very conscientious team of teaching and non-teaching staff, including two RQTs. The Acting Headteacher has no formal teaching commitment at present but is committed to ensuring that effective leadership and management are put in place to address the weaknesses in attainment and progress across the school. The Local Authority recognises that the school presently requires high levels of support.

A feature of the school is the relatively high percentage, for a rural setting, of pupils from ethnic minority groups. These children reflect the Commonwealth origins of their parents, now serving with the regiment. At present, the families of significant numbers of pupils originate from Fiji, Nepal, Ghana and Nigeria. These pupils bring a rich diversity to our school; this is reflected in the choice of themes the school chooses to focus on.

A particular emphasis is placed upon pupils' Spiritual, Moral, Social and Cultural Development (SMSC). There is evidence in every classroom of progress towards the UNICEF 'Rights Respecting School Award' (RRSA). The school has currently been awarded Silver for RRSA and will go for Gold in the next academic year (19-20) as this year we need to consolidate the improvements in attainment and progress seen in 17/18. The school has recently adopted their core values of Friendship, Responsibility and Respect as the heart to the School's rules linked to their behaviour policy. There are also very positive links with two local churches. The school has also been awarded the Sainsbury's Sports Award (Gold) two years in a row.

Governors are fully aware of national moves for schools to combine within a federation or academy structure and are presently exploring a number of possible forms of organisation for future years. The future of the army base is also open to question; any change in housing use could significantly affect the school.

<b>3) Effectiveness of Leadership and Management</b>	<b>Current Grade</b>	<b>2-</b>
	<b>Last Inspection Grade</b>	<b>2</b>

The Senior Leadership Team consists of the Acting Headteacher, supported by three experienced staff members and a strong board of Governors. The Acting Head has very high expectations and is willing to lead by example, as she does by teaching some intervention groups. She recognises that the performance has not been satisfactory, especially in Key Stage Two in the academic year 16/17 and has rapidly put strategies into place to address this as is reflected in the marked improvement of Key stage 2 results in 2018. She does however recognise that there is still a way to go for the school to sustain and further improve on this in EYFS and Key Stages 1 and 2. She leads the school with drive and ambition, determined that pupils presently on roll fulfil their potential. Following recent staff changes, all staff share her determination to raise pupils' aspirations, improve teaching and raise standards.

The Acting Head monitors performance carefully across the school, examining pupils' work, regularly checking progress data and observing lessons. Other aspects of school life, such as attendance and finances, are also carefully monitored. Other leaders, such as subject leaders and the EYFS leader, provide appropriate support for their colleagues and are increasingly involved in monitoring school performance. Most staff have received CPD on Leadership; Learning Environments; Pedagogy and Curriculum; Assessment for Learning and support for children and families. The effective setting of appraisal objectives for teachers ensures that they are held to account for pupils' achievement. Staff regularly receive CPD linked to appraisal objectives and the School Improvement Plan.

Support staff take advantage of CPD opportunities, e.g. by attending staff meetings and PD days in addition to external training; they are keen to develop their skills in order to do their best for the pupils; several TAs have qualified as teachers whilst working at the school. Staff co-operate well and we also work closely with a group of local schools to secure improvements in planning, teaching, assessment and moderation.

The provision for children with SEN is good; intervention programmes are fully in place to support pupils to reach their full potential. Additional funding to support the learning of pupils from service families, disadvantaged pupils and those whose circumstances make them potentially vulnerable is specifically allocated to improve pupils' achievement. Children from service families benefit from the school's close links with the Regiment and the experience of staff in supporting children whose parents are serving overseas. Good use is also made of additional funding for sport; a local sports partnership provides guidance for staff and also allows pupils to access a wider range of sports. As a result, pupils' participation in sports has increased.

The theme-based curriculum is broad and balanced and prepares pupils well for life in modern Britain, with an emphasis upon British values and values education. There is a strong focus on developing pupils' knowledge and skills in Reading, Writing and Maths. The wide range of visits and additional activities broadens pupils' experiences and gives relevance to their learning. Staff ensure that all pupils have equality of opportunity and there is no discrimination of any kind; they promote SMSC development and an appreciation of children's rights and responsibilities. Pupils are valued and supported as individuals, whilst also being helped to see themselves as members of diverse local and global communities.

Safeguarding arrangements are comprehensive, fully meet statutory requirements and are effective in ensuring the safety of the pupils. Parents are confident that the school keeps their children safe; pupils feel safe and secure within a positive learning environment.

**Parents and Carers:** The school operates an open-door policy for parents; they now receive weekly newsletters and are always welcome to approach the school; they receive detailed annual reports concerning their children's progress. They feel that teachers listen to any concerns they have. The school provides a range of activities such as literacy training to enable them to support their children's learning at home; these are well attended. A family learning tutor engages with parents through family learning activities and also provides basic skills teaching. An active PTA group, 'FOBS,' meets regularly to plan fundraising activities to benefit the community; they help pay for equipment and for enrichment activities for all the children at Buntingsdale.

**Governors:** Governors understand the school's strengths and weaknesses, receiving regular performance information in the Headteacher's reports. They understand achievement data, monitor finances rigorously and make careful checks on safeguarding, ensuring all policies are up to date. Governors provide a good balance of support and challenge to the school and hold staff firmly to account. They are fully aware of the quality of teaching, monitoring the work of the school directly by looking at books and completing 'Learning Walks' during lesson times. They ensure that teachers' pay links to their performance and they contribute effectively to School Improvement Planning. They ensure that finances are allocated appropriately, including the use of Pupil Premium and Service Premium funds, leading to the strategic deployment of staff and resources to deliver good outcomes.

### **Main priorities for improving the judgement for leadership and management**

- For the Acting Headteacher to receive support, from the LA and Governors, to put in place rigorous measures to improve outcomes across the school.
- To monitor and evaluate the effectiveness of teaching and learning through regular lesson observations, frequent book scrutinies and analysis of progress data, with details recorded in a termly summary grid so that staff are clear about performance in relation to National expectations.
- To use information in the ASP and IDSR documents to determine targeted interventions; a particular focus should be upon the needs of service children.
- To ensure the curriculum fully incorporates the promotion of British Values, The Rights of the Child and all Safeguarding requirements.
- To ensure the school website complies with legal requirements and is an attractive and informative resource and marketing tool.
- To ensure parents feel more welcome through invitations to special occasions such as Mothers' Day, Christmas plays and through wider active involvement in the PTA.
- For Governors to continue to undertake learning walks and provide feedback to the SLT in order to contribute to the School Improvement Plan.
- To ensure Link Governors are fully involved with developments in their areas of responsibility and that all Governors understand assessment data and can compare school standards with national attainment standards for the EYFS (GLD), Phonics, Reading, Writing, Maths and EGPS.
- For governors to explore different options for the sustainable future of the school, and to proceed according to the action plan drawn up in December 2017.

<b>4) The Quality of Teaching, Learning and Assessment</b>	<b>Current Grade</b>	<b>2-</b>
	<b>Last Inspection Grade</b>	<b>2</b>

**Teaching and Learning:** The standard of teaching and learning is now considered to be good across the school; an ineffective teacher of Year 5 / 6 left the school in July 2017 and has been replaced by a very keen, locally trained NQT (now RQT having passed her NQT objectives) who is being given optimum support across the curriculum. The Acting Head has put in place a new monitoring timetable which involves lesson observations, book scrutinies and the analysis of data. The majority of lessons now observed show evidence of at least good teaching and the two RQTs are progressing well. Book scrutinies show differentiation matched to the needs of pupils although the standard of presentation in books requires further improvement. We have reviewed the school's handwriting policy in the light of this issue and book scrutinies now show improvement in the quality of presentation across the school. The whole school marking strategy is now being followed; this ensures that teachers clearly identify pupils' successes, clarify any areas of misunderstanding and provide further challenges and next steps within their learning. All staff are keen to improve standards and fully support the Acting Head in implementing the recent changes to the school.

The school has implemented the 'Read, Write Inc,' phonics teaching programme and is now introducing Accelerated Reader; the Parish Council may support us in providing funds for new books. This will ensure that Guided reading, improved assessment of Reading and effective targeted support are all in place; however, this will require further training for staff and significant support from parent volunteers. We use the White Rose Scheme for Mathematics planning and base our mastery approach to teaching upon the 'Maths No Problem' resources. At present we are working alongside the local cluster of schools to improve standards in Maths.

In order to improve standards in Writing, we have introduced a 'Mastery Approach' to writing based on 'The Literacy Company' Pathways to writing methodology. It is a brand-new methodology that has been designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work for each year group that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to high-quality texts which the school has purchased to support teachers. As the books are so engaging and exciting for pupils, we have recently adapted our medium and long term plans so that the book is at the heart of the topic and we have tied in all other subjects across the curriculum to link to the book as much as we can.

Pupils' engagement and interest is consistently high as evidenced through regular lesson observations. Curriculum themes are becoming more exciting and relevant to the children. With a school pupil population which is regularly over 60% boys, we are regularly adapting and reviewing our curriculum so that it will be of high interest to boys to encourage them to write with enthusiasm. Pupils undertake an end of term topic review, articulating their ideas and opinions about their learning.

The curriculum is also enhanced through: educational visits; visits from specialists into school; involvement in global days such as World Food Day, World Book Day, World Water Day, National Armed Services Day, National School Grounds Week; residential visits to centres such as Boreatton Park, an outdoor activity centre.

Home Learning (homework) is set appropriately in all year groups including daily reading and the learning of weekly spellings for the children working beyond

the Letters and Sounds phases. Additional weekly tasks are set to consolidate or extend learning and promote positive attitudes towards independent study.

### **Assessment:**

Assessment for learning is strong in most lessons observed, with tasks often reshaped to suit individuals' learning. The Marking Policy shows pupils what they have achieved and what they need to do to further improve. The quality of marking and of pupils' responses is regularly reviewed during book scrutinies. Pupils also benefit from writing targets, clearly visible and promoted in class, to which they can refer when completing any type of writing activity.

Pupil Premium and Service Premium funds are used strategically to provide flexible interventions that support pupils with their learning as well as addressing their emotional needs. Pupils' learning and progress are assessed formally three times a year. Results are then analysed in Pupil Achievement Team Meetings, and in interim reviews for any children who may be vulnerable to not achieving their targets. As a result, intervention strategies are targeted effectively. Teachers' assessments are compared with the results of standardised tests in Reading, Maths and, for older children, EGPS. Teachers assess Writing on a termly basis, moderating their judgements both within school and with colleagues in other local schools. Assessment data is recorded on I-Track with appropriate interventions agreed for those children not on track to achieve their targets or for those with specific learning needs. The Acting Head leads a number of these interventions with others led by class teachers or teaching assistants; interventions take place across the school during choir periods and assembly times as well as 'catch up' sessions for the first half hour every morning and afternoon. There is also a targeted SEN timetable in place to support all children on the SEN register. This ensures that those children referred to the LSAT are receiving the recommendations from their individual reports.

### **Main priorities for improving the quality of teaching and assessment (see also the 2018-19 School Improvement Plan)**

- To provide ongoing coaching and mentoring for RQTs, with opportunities to visit other schools, so they develop as confident and effective teachers.
- To ensure that the RQT responsible for Year 6 is confident in preparing the children for the SATs and in their administration.
- To improve the quality of teaching and raise standards of attainment in Reading and in Mathematics from Nursery to Year 6
- To further raise standards of attainment in Writing by: ensuring pupils apply their EGPS skills in their writing across the curriculum; encouraging them to structure their writing independently and not wait for the teacher to help them; improving their use of specialist and technical language in all subjects.
- To organise reading materials according to the structure of the Accelerated Reader Programme and provide training for staff.
- To further improve teaching by ensuring that planning for work in all subjects consistently provides an appropriate level of challenge, especially for older pupils and the most able, and that this work is accurately and regularly assessed.
- For teachers to raise their expectations concerning the standards of presentation in children's books.
- To organise internal and external moderation of work to enable staff to make accurate judgements of pupils' progress in Reading, Writing and Maths.
- To ensure that AfL and Assessments enable teachers to plan next steps and also to put in place appropriate interventions to support pupils who appear unlikely to reach end of year standards in Reading, Writing and Maths.
- To monitor the impact of interventions agreed in Achievement Team Meetings, with a focus on the attainment of pupils qualifying for Pupil Premium.
- To ensure that marking is effective in assessing pupils' learning, that it requires them to respond in order to improve and that it tracks their attainment.
- To update the staff handbook, ensuring it reflects the priorities of the school following the recent change in leadership.

<b>5) Personal Development, Behaviour and Welfare</b>	<b>Current Grade</b>	<b>2</b>
	<b>Last Inspection Grade</b>	<b>2</b>

**Personal Development:**

Our pupils are confident, proud of their work, their school and their appearance. Their attitudes are consistently positive and have a good impact on their progress. Pupils are keen to accept responsibilities around school: in Reception they learn to collect the resources they need for their activities; older pupils enjoy serving on the School Council or collecting money or goods for charities, such as the local food bank. The School Council and the Eco Group, both led by a teaching assistant, are well organised and democratically elected. They are pro-active in fundraising and making suggestions to improve the school and community. Pupils are actively involved in decision making through practical projects such as work in the kitchen garden or as part of the annual National School Grounds Week which provides practical opportunities for them to improve their school environment.

Children generally work well in group situations; co-operative activities are promoted and rewarded. The Rights of the Child ethos of the school is constantly reinforced and rewarded through our behaviour system and policy. Our emphasis upon using interactive methods has impacted positively on pupils' communication, social and co-operative skills. Our expectations support a positive work ethic; we emphasise independence, as evident in the '3 before T' slogan. We are addressing the need to be more resilient through our ongoing work in PHSE which is one of our teacher's appraisal objectives. We recognise that our children need to be more independent and resilient in some areas so this is why it is important that this is an area we work on this year thus addressing it through the appraisal process.

**Behaviour:**

In 2015 Ofsted commented, "The behaviour of pupils is good. Pupils behave well in lessons and around school. They treat each other and the adults in school with respect and friendliness... Pupils engage well with learning and are eager to please their teachers. The vast majority of pupils are attentive in lessons and work hard to complete the tasks they are set. If pupils lose focus or disrupt others, staff act promptly to minimise the impact on their learning." This is still the situation today, with the positive influence of the 'Rights Respecting School Award' evident across the school.

Pupils understand and respond positively to the School Behaviour Policy evident in every class. Pupils with specific emotional or behavioural needs are provided with expert support and their behaviour is managed well, enabling them to be partially integrated into school depending on the need. 100% of lessons observed during 2017-18 were graded as at least good for behaviour and in the most recent parent questionnaire 96% of parents thought behaviour was good at the school. Our three school rules reflect the rights of the child and reinforce an expectation of high standards of care and concern and emphasise both individual and collective responsibility. All children wear school uniform and look smart. Our Behaviour Policy was reviewed this year to tie in more with 'the rights of the child'. There is more of an emphasis on house points and collective responsibility. Children are responding well to the new system and in the main behaviour is good. Clearly, as in all schools, there are times when children act inappropriately but matters are dealt with accordingly, following guidelines set out in the behaviour policy.

The school consistently raises awareness about different forms of bullying, in assemblies, during national anti-bullying week and through PSHE lessons. Values education also plays a large part in making children aware of different types of bullying and what to do about it. There have been very few recorded instances of bullying in recent years. Staff always take seriously and investigate any concerns about behaviour raised by pupils themselves, other staff or parents. Pupils confirm that there are very few bullying incidents; they are very confident that if any were to occur, they would be dealt with effectively by staff.

### **Welfare:**

Teachers have a good understanding of the needs of families and respond flexibly to these. The school has links with Winchester University regarding outreach work for service children; Service Premium funding is used effectively to provide individual and group interventions or support. LA funding has also been accessed to run recognised adult programmes to enable parents to support their children through periods of stress. We promote the emotional health needs of all pupils and are proactive in supporting those who are especially vulnerable, working effectively with outside agencies. This includes attendance at regular Community Clinic meetings hosted by the local Army Welfare Office. This facilitates prompt and effective communication to meet a range of military families' needs as well as promoting positive working relationships between the civilian and military communities. In particular we support mothers, since supporting their emotional health and safety is paramount for ensuring the same for their children.

E-safety training sessions are provided for parents, staff and Governors. In 2017 we implemented the UNICEF E-Safety programme, 'The Right Click.' We have also offered Family Learning IT sessions to promote the safe and educational use of the internet. Internet safety information is promoted around the school and on the school website. During assembly times and in PSHE lessons, pupils are regularly involved in discussions about how to keep themselves safe in a range of situations. Pupils also learn through visits from specialists such as members of the emergency services or NSPCC officers. We also encourage children to adopt fit and healthy lifestyles, organising games, sports and outdoor activities. The school held a 'well-being day' this year and on Friday afternoons after assembly, the children learn lots of different strategies to encourage better mental health and well-being. All pupils regularly have outdoor learning lessons with opportunities for learning outside the classroom, providing stimulating links to broad and rich curricular themes.

There is a culture of safety: all necessary checks on adults are carried out, and staff training in child protection is updated regularly; the school routinely carries out risk assessments for all visits off the premises and in school; Health and Safety audits are completed rigorously with any issues rapidly addressed.

### **Main priorities for improving the judgement for personal development, behaviour and welfare**

- For all staff to actively promote resilience and positive attitudes to learning by reviewing our PSHE curriculum to support this. (Teacher's appraisal objective)
- To provide pupils with more opportunities for self-assessment, both to inform next steps in learning and support their resilience and positive attitudes.
- To ensure that pupils' opinions are heard and taken account of, e.g. through the RRSA, School Council, Eco Group and Safer Schools activities.
- To further develop pupils' appreciation of diversity, within local, national and global contexts, so they become reflective, critical thinking and active citizens.
- To further develop pupils' knowledge, skills, attitudes and values relating to safety and safeguarding issues through involvement with the NSPCC etc.
- To enable children to develop skills for learning and skills for life, including through working towards the Rights Respecting Schools Award (Gold).
- For children to experience at least 30 minutes of physical education every day (Daily Mile) and for staff to evaluate the impact of enrichment activities such as football and after school clubs.
- To fully introduce and review the Accelerated Reader programme, encouraging reading both in school and at home.

<b>6) Outcomes for Pupils - Percentage figures can be misleading due to low cohort sizes</b>	<b>Current Grade</b>	<b>3</b>
	<b>Last Inspection Grade</b>	<b>2</b>
<b>Levels of attainment</b>		

**Key Stage One:** In 2018 69% of Year 1 pupils reached the threshold in the Year One Phonics Test, compared with 82% nationally. At the end of Year Two, 1 child moved into Key Stage Two having not mastered the basics of Phonics.

Results at the end of KS1 were as follows, (national results in brackets). In Reading 70% (76%) of pupils attained or exceeded the expected standard, EXS+, with 10% (25%) working at Greater Depth Standard, GDS. In Maths 50% (76%) reached EXS with 0% (21%) at GDS. In Writing 70% (70%) reached EXS+ and 0% achieved Greater Depth Standard (16%). We are in line with writing but clearly a focus for maths in Key Stage 1 and ensuring more of our pupils achieve GDS in all subjects, especially writing and maths.

**Key Stage Two:** In 2018 results for the 9 pupils were as follows: in Reading, 67% (75%) of pupils reached or exceeded the Expected Standard, EXS+, with 33% attaining 110+ on the Scaled Score (25%). In Maths, 78% (76%) of pupils reached EXS+, with 11% attaining 110+ (23%). In Writing, 78% (78%) attained EXS+ and 22% achieved GDS (18%). In Grammar, Punctuation and Spelling, EGPS, 78% (78%) of pupils reached EXS+, with 22% attaining 110+ (31%). Overall, 56% reached EXS+ in Reading, Writing and Maths combined compared with 64% nationally. GDS combined was 11% compared to 10% nationally.

There was no real gender issues identified. Disadvantage pupils did not perform as well in terms of progress in maths and this is something that needs addressing in pupil achievement meetings.

With the rapid improvement strategies put into place by the Acting Headteacher to address the very poor attainment in 2017, it is clear that there is an improving picture at Key Stage 2, although reading was a disappointment as two children who were expected to pass the reading test did not. These target children were identified swiftly this year to ensure pupils do not ‘just miss’ the pass mark of the test.

Key Stage 1 maths and GDS in general is a focus this year at Key Stage 1 and we need to get ensure that the percentage of children passing the phonics screening is more in line with National figures.

## Progress

**Key Stage One:** Progress data indicates that pupils usually make good progress from EYFS to the end of Year 2 by reaching or exceeding the EXS in Reading, Writing and in Maths. However, results in 2018 were disappointing with regards Maths and there needs to be a focus on children reaching the Greater Depth Standard so that it is at least in line with National Figures.

**Key Stage Two:** The DFE progress scores, based upon a norm of 0.0 for expected progress, were as follows: Reading -2 (-5.9 to 1.9), Writing -2.1 (-5.8 to 1.6), Maths -2.1 (-5.6 to 1.4). Given the confidence bands, in brackets, progress was broadly in line with National figures which is a great improvement on the Key Stage 2 results in 2017 so the school has clearly moved forwards in this direction but there is still much more to achieve

**Latest Internal Assessment Data** is available for each cohort and for groups within each cohort, enabling the school to track progress and measure attainment against Age Related Expectations. The outcomes summary is presented in an informative and useful format for staff and Governors.

End of year 2018 data suggested Writing appeared to be the weaker area across the school. Year 3 data suggested that progress had slowed for this group; this issue was to be investigated. (The group contained a high number of children with SEN.) Year 4 looked weak in Writing and in Maths but this group was weak at Key Stage One and accelerated progress has been made. Year 5 data looked strong and Year 6 data showed an improving picture. Predicted outcomes are likely to put the school just below floor due to the high percentage each child represents. The cohort consists of 5 children and 2 of these have been diagnosed with dyslexic tendencies thus hindering their chances of performing to expected standard in reading and writing, although we are putting intervention in place to give them every opportunity. Taking this into account we expect our floor standards this year (2019) to be 60%.

## Main priorities to improve the judgement for Outcomes for Pupils (see also the 2017 – 2018 School Improvement Plan)

- To increase progress and attainment in Reading, Writing and Maths at Key Stage One and Two.
- To increase the percentage of children reaching the Greater Depth Standard so that it is at least in line with National Figures.
- Increasing standards in Maths through CPD, provision of teaching materials and targeted interventions.
- To ensure that Year 6 pupils are fully prepared for taking the 2019 SATs under test conditions.
- To continue to support the 6 pupils now in Year 4, who did not achieve their basic standards in Phonics.
- To ensure that teachers keep sufficient, accurate evidence of pupils' performance in Writing, in order to justify accurate teacher assessments.
- To improve pupils' attitudes to reading, in particular to encourage British born boys to enjoy reading and to be heard read more frequently at home.
- To continue to triangulate progress and attainment data with evidence in books and compare judgements with the views of learners and parents.
- For internal and external moderation to enable teachers to confirm accurate assessments of pupils' attainment in Reading, Writing and Maths.
- To ensure that Governors are informed of the significant points in ASP and IDSR data.

<b>7) Effectiveness of The Early Years Provision; the quality and standards</b>	<b>Current Grade</b>	<b>2-</b>
	<b>Last Inspection Grade</b>	<b>2</b>

**Attainment and Progress:** At the end of the EYFS attainment data largely reflects the abilities of most of our children. In 2018 58% of the cohort of 12 pupils reached a Good Level of Development (GLD) by being awarded the Expected or Exceeding Grade in all Prime and all Literacy and Mathematics areas of learning. This was below the national figure of 71.5%. Results in recent years have generally been improving, despite a dip in results in 2016 and this year. Children who have progressed through the school nursery generally have higher scores than those who have transferred from other providers.

Children join the Nursery with levels of skill and knowledge that vary considerably from year to year although they are broadly typical for their age overall. However, children’s personal development and understanding of the world are frequently weak. Children make good progress in all areas of learning and are well prepared for the education they will receive in Key Stage One. Working in a mixed Nursery / Reception class, the children begin to develop the key skills needed to make a positive start to the next stage of their education and move confidently into Year 1.

**Provision:** The home visits made by staff prior to children starting Nursery ensure that they know the children and their parents well and can plan for particular learning needs. In this way, they help the children make the best possible start in their learning. Effective routines and good behaviour management by staff ensure that the children in Nursery learn to behave well, and to play and co-operate with each other.

Children learn in a mixed Nursery / Reception class which is taught by two teachers on a 0.6 / 0.4 basis; the HLTA who works with this class is specifically trained in working with nursery aged children. This provides continuity of provision across the EYFS, enabling individual provision to be easily adapted for the more able pupils or those with special needs. Having their first two years in school with the same teachers ensures that the children’s characters and needs are fully recognised. Parents and carers contribute to initial assessments of children’s starting points and are kept well informed about their progress. Parents are also encouraged to support their children’s learning and development at home through family learning activities.

The environment for Reception is very good; pupils have access to a high quality outside learning area with provision for outside writing. Additionally, Reception children work in a large classroom with plenty of floor space. In the Reception class, children have challenging activities which encourage them to learn. They work well, both on their own and also when learning co-operatively with other children. Teaching prepares children well for the more formal learning that is provided in Year 1. Children enjoy working hard inside the classroom and also benefit from a range of activities completed outdoors in our Lottery and PTA funded extended outdoor learning environment. Reception children benefit from free-flow between the indoor and outdoor classrooms. Lesson observations indicate that the quality of teaching is consistently good.

Staff have high expectations based on their accurate assessments of the children’s skills, knowledge and understanding when they join the school. They know the skills and abilities of each child, and are able to guide them towards activities that will help them develop further. They make good use of regular and accurate assessments to plan challenging next steps in learning. Their assessments of the standards attained at the end of the year are moderated against the judgements of colleagues in other local schools.

The curriculum provides a broad range of interesting and demanding experiences that meet children’s needs and help them make progress towards the early

learning goals. Staff have received regular training to update their skills and ensure consistent improvements to the provision. Children are interested in the wide range of exciting activities provided and they are keen to learn. They listen carefully to adults and to each other and their behaviour is good, indicating that they feel safe and secure.

Children develop an understanding of risk through activities that encourage them to explore their environment and make decisions. They learn to respect and celebrate each other's differences and develop an understanding of diversity beyond their immediate experience through a range of activities that teach them about their place in the global community.

Leadership and management of the Early Years Foundation Stage are good; there are well-established systems for ensuring that children are safe, that staff know the children well, and that the assessments made about children's skills and understanding are accurate and used to guide planning. Safeguarding is given the highest priority; there are no breaches of statutory welfare requirements and child protection policies and procedures are implemented consistently. Safeguarding practices are reviewed regularly and clearly evaluated. Leaders ensure that children's needs are identified and they give them the support they need, when necessary through very effective partnerships with external agencies and other providers.

**Main priorities for improving the provision in the EYFS**

- When considering progress in Reception, data for GLD should be produced alongside that for Reading, Writing and Maths.
- To raise attainment in Literacy and Maths so that GLD scores in the EYFS match or exceed the national average.
- Increase the percentage of children reaching the Exceeding standard so that it is at least in line with National Figures.
- To ensure all staff record high quality observations of the children in their activities, both to inform planning and to track their progress.
- To ensure that Phonics is effectively taught according to the synthetic approach in Read Write Inc. and is related both to end of Year 1 expectations and to the expectations for children at the end of Key Stage One.

**References**

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| <ul style="list-style-type: none"> <li>• 2015 Ofsted report</li> <li>• 2017-18 SIA reports</li> <li>• 2018 ASP and IDSR reports</li> <li>• 2018-2019 School Improvement Plan</li> <li>• Internal school progress data (2017 - 2018)</li> <li>• Acting Headteacher's reports to Governors</li> <li>• Responses to pupils' and parents' questionnaires</li> <li>• Records of CPD and training</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• Teaching and Learning Policy</li> <li>• Child Protection Policy</li> <li>• Appraisal Policy and records of teachers' performance management</li> <li>• Records of lesson observations and of other monitoring exercises</li> <li>• Records of School budget, Pupil and Service Premium expenditure</li> <li>• School Organisation Action Plan – December 2017</li> </ul> |
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