



WALKERN PRIMARY SCHOOL SEF 2018-19

Bring Learning Alive

Context and location:

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Walkern is set within a village and serves both the village community and parts of Stevenage. The children come from a variety of socio-economic backgrounds.

It has strong village links through shared events and resources including the church, Walkern Fair, Stevenage Sporting Futures, Inter-Village games, Pre-school toddler groups and others. It also has strong links with the Stevenage Education Trust. It links with other local village schools for staff and pupil events. These links help the children have a good understanding of their own and the wider community and provides them with a range of opportunities. The school is part of an active Small Schools network; the Headteacher is the treasurer of the Small Schools Steering Committee. This provides access to a variety of joint CPD and enables us to move teaching and learning forward by tapping into a range of expertise in the network. We offer a wide range of sporting opportunities through our sports partnership links.

Due to the geographical location of our school, a number of children transfer to the local middle school at the end of year 4. This leaves lower numbers at the top end of Key Stage 2 which has an impact on class organisation and school life. Generally the more able leave at this time. In 2012, 13 out of 18 children in Year 4 moved onto Edwinstree Middle School or Ralph Sadlier. 11 out of 18 left July 2017. 18 out of 19 left this summer 2018. There is also a mobility factor into KS2.

The school's aim is to "**Bring Learning Alive**"

School Values

- to give all children the opportunity for a broad and balanced education so that they can maximise their potential to learn and be prepared for life.
- all our children are entitled to dignity, respect, guidance and to develop their full potential;
- all our children are entitled to be kept safe from harm
- none of our children will suffer discrimination on the grounds of their race, faith, gender or ability;
- our children and their families to be entitled to our honesty;
- all our staff members to promote and support their own and each other's professional development.

Socio-economic factors

33 pupils on the SEN register, 19 pupils entitled to the Pupil Premium Grant ,

BEM – 3 pupils

3 Exceptional Needs Funded children. 4 EHCP

Partnerships:

Small Schools Partnership

Stevenage Educational Trust

Pre-School

St. Mary's Church
Sporting Futures
Sportzone

Changes/improvements since last Ofsted:
Actions points from the last Ofsted Oct 2017:

- Improve the progress between KS1 and KS2 in reading and writing
- Improve the presentation and punctuation of writing across the school
- Have more opportunities for extended writing

Key Priorities 2017/18

Increase greater depth in literacy across the school by raising the profile of reading and providing activities in reading lessons that sufficiently interest and challenge all pupils (OFSTED Oct 17)

Challenge for most able mathematicians including most able disadvantaged

Establish a rapid improvement plan for the current Year 5 pupils

Continue to develop single page case studies – particularly where vulnerable pupils have made strong progress as a result of high quality teaching and intervention

Overall effectiveness: requires improvement

Points for improvement from last inspection	Action and impact
Ensuring that pupils make good progress in key stage 2, so that more pupils consistently reach the required, and higher, standards in reading and writing	See Pupil Outcomes for impact BELOW
Raising the proportion of most-able pupils who work at greater depth, so that more consistently achieve the higher standards by the end of key stage 1.	See Pupil Outcomes for impact BELOW

Areas for improvement:

- Improve reading and writing at all Key Stages
- Improve pupils' achievement by ensuring that pupils make good progress in key stage 2. Particularly target middle ability children and more able.

Effectiveness of leadership and management: requires improvement

Evidence:

Points for improvement from last inspection	Action and impact
Implementing systems and procedures to evaluate the strengths and weaknesses of the school, so that self-evaluation is thorough and accurate	Termly meetings with governors to evaluate termly data and next steps for each year group. Tracking of lower middle and higher attaining groups by SLT and governors
Having school improvement plans that focus sharply on raising pupils' progress and achievement	See current SDP 2018-19
Providing middle leaders with training and opportunities to raise the quality of teaching, learning and assessment, so that they can be rigorously held to account for the consistent progress pupils make.	SENCO - Autism Trainer the trainer AET Tier 2 training, DSPL2 SENCO meetings , Families First Assessment training. Leading SENCO TRAINING Science Coordinator - Science Conference for coordinators Middle Leader training at the JARV(Joint Annual Review) led by the HIP Literacy Coordinator reading course attended EYFS L Gillum – 4 days of support from EYFS Teaching and Learning Advisor
Governors do not have a clear understanding of the school's strengths and weaknesses. They are not holding the school to account as well as they should.	Governor Assessment training Jan 18 from Lead County Advisor An external review of governance has been undertaken in order to assess how this aspect of leadership and management may be improved. Termly assessment meetings with governors see Governor reports and minutes Timetable of regular visits by Link Governors established

Although the school was graded 'requires improvement' at the time of the last inspection and still requires improvement now, we are confident that we can demonstrate the capacity to improve. This is because:

- Standards in the 2018 Year 6 COHORT WERE higher than at the time of the last inspection
- We are addressing all points for improvement.
- We have a rigorous system of self-evaluation used to identify areas for improvement (see points throughout this document)
- We can show evidence of areas we have identified and how they have improved (e.g. Improvement in writing and reading

KS1 and KS2 Leaders have identified and targeted pupils who appear to be falling behind to make accelerated progress. This is linked closely to teacher appraisals. The school development plan clearly identifies attainment targets for each year group and a monitoring and evaluation schedule is

in place to support leaders monitor the progress to these targets. Leaders and managers at all levels have responsibility and accountability for improvement. Middle managers are keen to take up a wider monitoring role to include more lesson observations. Professional development is used effectively to improve teaching (for example, writing). All staff are committed to improvement and take an effective part in staff meetings (see minutes).

Governors support and challenge the school. They ask for analyses of progress, including progress of specific groups, and question the data in meetings (see minutes). They check the school meets equality legislation; they make sure safeguarding is very tight and check that risk assessments are in place.

The curriculum is relevant and balanced. It covers all the areas of the national curriculum. Staff make links between subjects such as history and geography through topics. Additional trips and experiences help pupils gain a wider understanding of the topics they study. the school continues to ensure that pupils benefit from a **broad and memorable** curriculum. For example, pupils built a Viking ship and burnt it on the school grounds as part of their exploration of the Viking culture, raids and the construction of long boats. Years 1 and 3 dressed as Vikings for the day and carried out a mock raid on Year 4 to gather jewellery. The activity provided memorable learning opportunities and developed pupils' empathy with people of the Viking period.

Areas for improvement:

- Provide more regular opportunities for middle managers to monitor classroom practice
- Governors to communicate to parents the role they are playing in holding the school to account
- Ensure the curriculum challenges and enriches pupils learning in order to make good or better progress

Quality of teaching, learning and assessment: requires improvement

Evidence:

Points for improvement from last inspection	Action and impact
teachers using assessment information effectively to adapt learning opportunities to meet individual needs	Moderation of early years outcomes took place on 6th June 2018 at which the judgements were seen to be accurate. Internal moderations were noted to have been effective in supporting the teacher to make accurate judgements. Attendance at external cluster moderation meetings were seen to have been beneficial too. For the Year 5 cohort, no pupils ended Year 4 above age related expectations (ARE) in reading. Three are now above ARE, two are broadly age related and four are below. Leaders are aware of the importance of continuing to drive up the attainment of these pupils by increasing their rate of progress
providing most-able pupils with the opportunity to excel across the curriculum	See monitoring reports.

	See end of year data
adults insisting on consistent presentation and handwriting	This has improved since Ofsted and is evidenced through work scrutinises, Governor reports. Being picky and checking that staff follow up on marking comments. Evidenced in Coordinator's folder.
Raising the profile of reading and providing activities in reading lessons that sufficiently interest and challenge all pupils.	Teachers now read a class book at the end of each day to their class. There are now more focused guided reading activities and a more consistent approach across the school. HfL reading resources and question prompts are in use and reported to be effective. There is now a closer focus on teachers providing focused reading for particular readers (known in school as 'daily readers'). Ten pupils in Year 5 have taken part in the reading fluency programme. Leaders are awaiting the final programme outcomes. The Year 5 teaching assistant has attended a writing course (write away) – an intervention for pupils whose attainment is just below age related. New banded books from the Oxford Reading Tree scheme have been purchased. Leaders are updating the school's book stock so that pupils read challenging texts. Staff now monitor what pupils are reading more closely so that pupils can be more appropriately and directly guided in their choices.

The quality of teaching, learning and assessment is not yet consistently good. This is because teachers do not use assessment information as well as they should in order to match work closely enough to the needs and abilities of all groups of pupils. As a result, some pupils do not make the progress that they could.
Ofsted Oct 17

Monitoring records since the last inspection show a good improvement in teaching, both for individuals and overall. Teaching is now largely good. This is because teachers are using assessment information more effectively to challenge all pupils. E.g. Middle Attainers and Higher Attainers.

In mathematics, adults ensure that pupils have many opportunities to develop their reasoning skills. They provide a wide range of activities that increase in difficulty, so that more pupils have to think and work hard. In upper key stage 2, pupils are challenged in mathematics and the work is suitably matched to the needs of different groups of pupils. Pupils relish the opportunities they are given and most make good progress from their starting points.

The quality of teaching in phonics is effective evidenced by regular monitoring . Adults ensure that younger pupils practise their sounds and corresponding letters regularly and systematically. Consequently, even though in 2017 results in phonics were lower than those nationally, teaching is helping current pupils make better progress this academic year.

In the EYFS, teachers have started to use the outside area, but free flow of children into this space needs to be further encouraged by staff. They need to develop child-initiated activities to make the most of the outdoor space. Teacher-led activities are generally good, as is much of the intervention in child-initiated activities indoors.

Adults use the school's marking policy increasingly well. Pupils use the opportunities provided to improve

spellings and respond to the feedback they receive in line with the policy. Recently, adults have given pupils more chances to edit and redraft their writing. The use of this new approach is becoming increasingly effective but it is too early to assess the impact on the progress that pupils are making. Ofsted Oct 17 Marking is much more consistent than at the time of the last inspection. Work monitoring shows teachers are giving clear guidance to pupils about how to improve. Pupils respond well to marking and learn from their mistakes.

Evidence from pupils' home-school reading diaries demonstrates that many families use these diligently to listen to and encourage their children's reading. Pupils very much enjoy reading at home. Younger pupils who read to the inspector used their understanding of sounds well to read unfamiliar words.

Staff create a purposeful and stimulating learning environment with useful and attractive displays. Pupils' artwork is celebrated and carefully displayed to show their efforts and skills.

Areas for improvement:

- Continue to set high expectations of presentation and handwriting
- Continue to provide opportunities for the more able to excel
- Teachers using assessment information to effectively adapt learning opportunities

Personal development, behaviour and welfare: Good

Evidence:

The school's work to promote pupils' personal development and welfare is good.

Pupils are very proud of their school. They understand and willingly follow the school motto of 'bringing learning alive'. They have respectful relationships with adults.

Pupils have a strong and age-appropriate understanding of how to keep safe when using a range of technology. They learn about appropriate and positive strategies, through regular lessons, assemblies and specialist visits where they explore keeping safe when using social media or online games.

Pupils demonstrate a mature understanding of tolerance and acceptance of others' differences, as well as similarities. They speak easily about helping new pupils settle in quickly, especially when they start in key stage 2.

Pupils understand what bullying is and what it is not. They say that, sometimes, people are unkind and that occasionally there is name-calling. However, they are certain that the headteacher deals fairly and swiftly with issues.

Pupils' learning in books seen during the inspection demonstrates that adults do not insist on the highest standards of presentation and handwriting. Consequently, the work pupils produce does not fully reflect their capabilities and the progress pupils are currently making. This is especially true for boys.

Behaviour

Ofsted 2017

The behaviour of pupils is good. They respond quickly to instructions in lessons and complete their work well, even when the activities do not match their needs well enough or are less interesting.

Pupils conduct themselves well around the school, for example when they walk to the outside hall for assemblies, lunch and sports lessons. During less structured times, such as playtimes, they are suitably boisterous but remain polite and respectful. Pupils stated, 'Everyone is friendly and no one gets left out.' Attendance has improved and is now broadly in line with the national average. Leaders take increasingly quicker action and now have rigorous monitoring in place to support and challenge families where there is persistent absenteeism. The school provides a well-used breakfast club which has helped reduce both absence and poor punctuality.

Pupils in Years 5 and 6 work particularly well. Their class is purposeful and pupils settle rapidly to their

learning activities. They demonstrate very positive attitudes to their learning, persevering and trying their very best.

The very small number of pupils who have very challenging behaviour have additional support in place, which is having a positive impact in most cases. Leaders are proud of the impact staff have on improving behaviour and reducing repeated incidents.

Areas for improvement:

- Adults to insist on the highest standards of presentation and handwriting
- Continue actions to improve attendance
- Work with external agencies to ensure we meet the needs of a small number of pupils with challenging behaviour –see SDP 2018/19

Outcomes for children and learners: requires improvement

Evidence: 2018

KS2 outcomes (12 pupils):

(N –National average, H – Hertfordshire average, W - Walkern.) 2018 Results

EYFS Good Level Development Nat 71.6% Herts 72.8% Walkern 77.8%

Phonics reaching expected standard N 82.5% H 84.3% W 77.8%

KS1 outcomes (29 pupils): 59% of this cohort achieved a good level of development at the end of Reception.

KS1	Expected and above			Greater depth		
	N	H	Walkern	N	H	Walkern
Reading	75.4%	78%	86.2 %	25.6%	31.8%	37.9%
Writing	69.9%	72.2%	82.8%	15.9%	20.4%	31%
Maths	76.1%	78%	82.8%	21.8%	25.8%	41.4%

KS2	Walkern			Walkern		
	N	H	Walkern	N	H	Walkern
Reading	75.3%	79.2%	75%	28.1%	33.5%	41.7%
Writing	78.3%	79%	83.3%	19.9%	24.3%	41.7%
Maths	75.6%	76.9%	91.7%	23.6%	26.8%	41.7%
Spag	77.7%	80.1%	83.3%	34.4%	37.2%	50%

KS2 Reading Writing Maths combined Expected and above N 64.4% H 66.4% Walkern 75%
 Greater depth combined N 9.9% H 12.9% W 33%

Average Scaled Score	N	H	Walkern
Reading	105.1	106.1	104.3
Maths	104.4	104.9	107.8
Spag	106.2	106.8	108.3

Attainment has improved in all areas of the curriculum. However progress between KS1 and KS2 is still an area to focus on. See table below:

Performance against floor standards

	% at Expected standard+ in Reading, Writing and Maths	Reading Sufficient Progress	Writing Sufficient Progress	Maths Sufficient Progress
National 2016	53% (*65%)	Floor: -5	Floor: -7	Floor: -5
School 2016	38%	-4.42	-4.10	
National 2017	61% (*65%)	Floor: -5	Floor: -7	Floor: -5
School 2017	50%	-6.12	-4.92	-1.24
National 2018	64% (*65%)	Floor: -5	Floor: -7	Floor: -5
School 2018	75%	-4.80	-2.17	-0.89

2018 data is a vast improvement on our KS2 progress and attainment. KS1 Reading at Greater Depth has been strong for 2 years in a row. Greater depth at KS1 and KS2 for 2018 shows that we have responded as a team to challenge and give opportunities for the higher attainers to excel.

Early Years Foundation Stage (EYFS) - There is an improving three year trend in the proportion of children achieving a good level of development which remained above the national average in 2017 and 2018. - The proportion of children achieving the expected standard or above remains above the national average in five of the seven areas of learning (with the exception of personal, social and emotional development (PSED) and understanding of the world (UW)). - The proportion of pupils exceeding the expected standard in all five areas of learning contributing to a good level of development is above the national averages. - It appears strong progress is made as more children achieve the expected standard or above on exit compared to on entry in all areas of learning.

Year 1 phonics - The one disadvantaged pupil met the expected standard in the national phonics screening check in 2018. - Four of the seven pupils completing the year 2 retakes met the expected standard by the end of year 2.

Key Stage 1 (KS1) - The proportion of pupils achieving the expected standard or above in reading, writing and mathematics remained above the national average in 2018 and over the last three years. - The

proportion of pupils achieving the higher standards was maintained in reading and increased in writing and mathematics in 2018 compared to 2017. - The boy/ girl attainment gap was narrower than the national average and in fact reversed the trend with boys performing better than girls. This was due to ensuring that topics chosen to study were based on the interest of boys for maximum engagement. Girls continued to perform well compared to girls nationally, boys performed exceptionally well. - The three disadvantaged pupils achieved well in 2018.

Key Stage 2 (KS2) - The proportion of pupils achieving the expected standard or above in reading, writing and mathematics and in these subjects combined increased in 2018 compared to 2017 and is in line with or above the national average. - For the first time in three years, the proportion of pupils achieving the expected standard or above in reading, writing and mathematics combined was above the national average.

- Progress remains in the average band in mathematics when compared with schools nationally and has improved from well below average to average in writing. - The average scaled score in mathematics for 2016-2018 was above the national average. - In 2018, there is no attainment gap for the disadvantaged when compared to 'national-other' in reading, writing and mathematics.

In 2016 and 2017, pupils in key stage 2 made significantly less progress in reading and writing from their individual starting points than other pupils nationally. Work in pupils' books demonstrates that, currently across key stage 2, pupils still make inconsistent, and in some cases insufficient, progress.

A number of pupils leave the school at the end of Year 4 to go to a local middle school. Adults are not ensuring that all pupils who remain for upper key stage 2 make good or accelerated progress from their starting points, particularly in reading. As a result, not enough pupils reach the expected or higher standard, and their attainment is below the national average.

In both 2016 and 2017, pupils did not achieve well in science by the end of key stage 2. Their attainment was below that found nationally. Pupils' books demonstrate that they do not receive enough opportunities to practise their investigation and exploration skills. Pupils of all abilities complete the same worksheets. Progress is slow, particularly for the most able pupils.

The proportion of key stage 1 pupils who reach the expected standard in reading, writing and mathematics has consistently remained at or above national averages over a number of years. However, the proportion of pupils who work at greater depth at key stage 1 has been inconsistent over time. In 2016, the proportion of pupils working at greater depth was below the national average. In 2017, there was an improvement in the achievement of the most able pupils, particularly in reading, which was significantly above the national average. Currently, work in pupils' books indicates that fewer pupils are receiving sufficient opportunity to work at greater depth.

The number of disadvantaged pupils and pupils who have special educational needs and/or disabilities in the school is smaller than the national averages. Due to these small numbers, individuals could be identified if their achievement at the end of a key stage is reported. From leaders' case studies, pupils' personal and pastoral needs are well considered. However, the academic progress that disadvantaged pupils and pupils who have special educational needs and/or disabilities make from their starting points is, at times, still too variable.

Pupil Premium Summer 2018

In 2018, there is no attainment gap for the disadvantaged when compared to 'national-other' in reading, writing and mathematics.

No in cohort	12	Reading	Writing	Maths
No.of disadvantaged (DVP) progress	3	-2.86	+0.84	-0.10
Progress Score all year 6		-4.80	-2.17	-0.89

Disadvantaged pupils – reading: 20 pupils across the school 80% broadly ARE, 90% minimum sufficient progress or better, 71% good progress

Disadvantaged pupils – mathematics progress: 21 pupils across the school 90% minimum sufficient progress or better, 67% good progress

Disadvantaged pupils – writing progress: 21 pupils across the school 81% minimum sufficient progress or better, 52% good progress

Pupils make better progress in mathematics in key stage 2 than in English. The progress pupils made in mathematics in 2017 was broadly in line with others from the same starting points nationally. Work in pupils' books demonstrates that they experience learning activities that are more closely matched to their needs and abilities.

Pupils' achievement in phonics was below the national average in 2017. This was the first time for a number of years. From lessons observed and pupils' use of their sounds when reading, pupils are making good progress in acquiring their early reading skills.

Areas for improvement:

- Improve reading and writing at all Key Stages
- Improve progress in Science especially for the more able.
- Raise the attainment of pupils eligible for the pupil premium to reach the level of other pupils

The effectiveness of early years provision: Good

Early Years Foundation Stage (EYFS) - There is an improving three year trend in the proportion of children achieving a good level of development which remained above the national average in 2017 and 2018. - The proportion of children achieving the expected standard or above remains above the national average in five of the seven areas of learning (with the exception of personal, social and emotional development (PSED) and understanding of the world (UW)). - The proportion of pupils exceeding the expected standard in all five areas of learning contributing to a good level of development is above the national averages. - It appears strong progress is made as more children achieve the expected standard or above on exit compared to on entry in all areas of learning. (Standards Report Nov 2018)

The proportion of pupils achieving the expected standard or above was below the national average in PSED, particularly for boys. - There is a wider gap boy/ girl attainment compared to the national average in communication and language (CL), PSE and UW. Leaders report that this is specifically cohort related linking to a few pupils presenting challenging behaviours and complex special education needs. Leaders identified speech and language as a barrier for these children and as a result have provided more training for teachers in this area. Leaders have taken advice from a range of professionals to secure exceptional needs funding to enable them to provide one to one support.

Evidence: Ofsted Oct 17

Children start school well.

Staff carry out effective transition arrangements and work well with both the local pre-school and parents to ensure that children feel safe and well cared for. As a result, children have settled well and understand the routines and expectations. One parent commented through the online free-text service: 'They know how to get the best out of the children. My child has settled well and likes the teachers very much.'

Children start with skills and abilities that are generally typical for their age. In 2017, the proportion of children who achieved a good level of development was broadly in line with the national average. This achievement demonstrated a reversal of a downward trend over the previous three years. The number of children who are exceeding in all areas continues to increase year on year. More children are making good progress from their starting points.

Children behave well and work very cooperatively together. They are at ease when learning with their friends, whether inside the classroom or outside with bicycles and paint.

Phonics is taught effectively by the teacher and teaching assistants. Children gain a good knowledge of sounds to support them with their reading and writing. They are encouraged to form letters correctly and practise their written skills frequently.

The early year's curriculum includes attractive activities which capture children's imagination and showcase their talents. All areas of learning are covered well. For example, in one lesson during the inspection, some children practised writing Diwali cards to celebrate the religious festival, while others practised their cookery skills in the kitchen area.

Children are provided with many well-considered experiences to practise their skills. For example, some children were exploring different materials during their child-initiated learning time. One child proudly stated: 'We are investigating. If you put ice, jelly, sugar and water together and mix, then everything melts.' They were delighted with their results.

All safeguarding and statutory welfare requirements are met.

Areas for improvement:

- further develop Early reading and writing skills to extend opportunities for pupils in Child Initiated learning
- Ensure challenge for all pupils in reading
- Use AM7 more effectively to track and monitor pupil progress especially for vulnerable groups including the disadvantaged