



Hunslet Carr Primary School

Self Evaluation Form (SEF)



**High Expectations, Caring,
Positive Attitudes and Successful**

Updated January 18th, 2018

Context and Characteristics of the School

We believe that our school is at the heart of this community and that we are privileged to work with it. We have multiple services in place to help counteract some of the characteristics that adversely impact our children and families.

Our 457 children on roll come from an area where:

- There are no areas in England with a worse crime figures
- Only 1% of areas in England have poorer outcomes for children post 16
- Only 2% of areas in England have higher deprivation
- Only 4% of areas in England have lower employment
- Only 8% of areas in England have poorer health outcomes
(<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2016>)

In school of our 457 children on roll:

- 39% of children are known to be eligible for FSM (59% receive Pupil Premium Grant)
- 32% of children have SEND
- 80.7% of the school's population is stable.

We care for children living in households with a wide range of needs including; drug or alcohol dependency; domestic violence; family members connected with crime or absence due to imprisonment and homes with low aspirations and expectations. Despite these factors, children are very happy and well supported in the school community and see the school as a safe place where they can fulfil their potential.

The majority of children are operating significantly below age appropriate levels in communication, language, literacy, problem-solving, reasoning and numeracy when they join the Foundation Stage in Nursery. Despite this, the school's vision and curriculum promote values in our children so that they have **High Expectations**, are **Caring**, have **Positive Attitudes** and are **Successful** and as a result, by the time they reach key points in Year 2 and Year 6 they have made progress in line with the national average in the majority of subjects.

Over the last three years we have worked with the whole school community, to create and update the following document, showing our aims for children leaving Year 6:

Our school aims are to develop children who are/can/have:

<p style="text-align: center;">Skills - Successful</p> <p>Fluent and confident in the R / W / M Communicate with confidence ICT skills fit for the future Life skills – social, money, time, dining, cooking Safety skills – Swimming, healthy choices Problem solving – Patience & Resilience Managing Feelings</p>	<p style="text-align: center;">Attitudes - Positive Attitudes</p> <p>Confident, proud and independent To believe that 'Impossible is Nothing' Celebrate the achievement of other Understand & celebrate a range of cultures Take responsibility for themselves & others Be honest and learn from mistakes Respectful, caring and helpful</p>
	
<p style="text-align: center;">Experiences - Caring</p> <p>To experience Family Style Dining Going away on a residential trip Visiting a range of places of worship Look after an animal or grow a plant Range of trips to theatres/farms/beaches Taking part in public performances The opportunity to represent the school</p>	<p style="text-align: center;">Knowledge - High Expectations</p> <p>High school ready English & maths To know about local places of interest To know where we are in the world Life skills – social, money, time, dining, cooking Information about possible careers To know major historical facts To know their own strengths</p>

Effectiveness of Leadership and Management

Effectiveness of leadership and management – grade: Good

Through clear guidance, strategic direction and leading by example, leaders create a culture of **High Expectations** for staff, children and the wider community. School leaders work with parents as partners in their children's education so that they can be **Successful**. Recognising the community we serve, school leaders are **Caring** and ensure our children and families have **Positive Attitudes** and are safe.

Through consultation, monitoring and self-evaluation, leaders have a clear understanding of the school's strengths and the areas to develop. This process is challenged and supported by governors through a calendar of school visits. Parents are consulted about our strengths and areas to develop through annual surveys and our school council meet weekly to discuss school issues and feedback to the Headteacher (HT). This information is used to develop the school improvement plan, building upon our strengths and strategically tackling our areas to develop.

Teacher appraisal is robust and linked to the teaching standards through our Teaching Overview system. Support staff appraisal is also robust and allows the school to ensure that TAs are maximising their impact on outcomes for children. Target setting review meetings identify development needs as well as analysing the staff member's impact on pupil attainment. The impact of identifying training is that the large majority of teaching and intervention in school is good, with some elements outstanding. Opportunities exist for staff to share good practice within staff meetings, inset days, lesson studies, as well as peer to peer support arrangements.

Governing body (GB) committees meet half-termly to monitor, evaluate and challenge the quality of provision in the school. There is a sharp focus on leadership and management as well as monitoring the school's progress towards successfully implementing the school improvement plan (SIP) and the impact it has on children's outcomes. It also monitors the impact that pupil premium and sports funding have on the outcomes for children. The GB undertakes regular training and seeks out opportunities to gain an independent view of the school's performance. As a result, they know the school very well and provide effective challenge and support.

Pupil progress meetings have a sharp focus on all groups of learners and individuals. Action plans are written within these meetings and followed up by leaders in the following weeks, to ensure improvements are seen in outcomes for children.

The school's finances are well managed, allowing leaders the capacity to link the provision of learning resources and training to the needs of the children, ensuring maximum effect and greatest impact on pupil achievement. Our strategic approach to pupil premium spending has secured improvements in the achievement of disadvantaged children. For example in 2017, the in-school gap in attainment within foundation stage for reading was 6% while the gap at the end of KS2 was only 3%.

Safety and safeguarding

Following a recent Safeguarding audit carried out by the Local Safeguarding Board (Oct 15') and a recent Health and Safety audit carried out by the Local Authority (Oct 16') the school feels it has very effective practice in both of these areas.

To tackle the issues highlighted on page 2, the school has developed an inclusion team consisting of the SENCo, Deputy SENCo, Interventions Manager, Lead Safeguarding and Child Protection Officer, Parent Support Advisor, Attendance Officer and Nurture Mentors.

All adults including Governors are trained in identifying pupils at risk of harm through local authority child protection, Safer Working Practice, CSE and prevent training. Key staff members are also trained in how to support victims of domestic violence and homophobic prejudice.

Statutory safeguarding and child protection policies and procedures are in place and adhered to rigorously. The GB have clear regard for the health, safety and safeguarding of all members of staff in school.

Our Vulnerable children are discussed during the inclusion team's weekly supervision meetings. Where possible, the school meets the needs of these children using the systems we have put in place, but when this is not possible we refer to outside agencies. Frontline staff are supported through monthly clinical supervision sessions undertaken by an outside therapist.

Out of the 129 Parent/carer questionnaire returns in July 2017, 96% replied that their child enjoys coming to school; 95% replied that the school keeps their child safe.

Capacity to improve

All leaders, including the GB, have a clear understanding of the current strengths of the school, a shared vision for the strategic direction of the school and set challenging targets to move the school forward and secure improvement. This drive is a commitment shared across the whole school team.

Following a number of significant and unforeseen personal events to members of the school's leadership team in 2016-17, the HT, along with the GB restructured the leadership team and middle leadership structure to ensure that there is sufficient capacity to continue to deliver best practice and work on the improvements identified within the School Improvement Plan.

Where the school has recognised areas for development, it has taken robust measures to tackle these and will continue to do so. Standards in achievement, learning and teaching, attendance and behaviour will not be compromised, and members of the current leadership team have shown they will take well-considered action quickly to address any shortcomings.

The school's capacity to further improve is also strengthened by its excellent links to the RAISE Learning Alliance and the JESS Cluster. Both of these help the school in a number of ways. RAISE focuses on Learning and Teaching and through this association the school has shared best practice, teaching staff and will this year undertake peer inspections. JESS focuses on the extended services that many of our families access if our inclusion team require further support.

Actions that have had a significant impact on quality of leadership and management in the past 12 months:

- dedicated and well-used leadership time at all levels of the school to allow for accurate monitoring and self-evaluation; leading to well-designed action plans that have an impact
- continued professional development opportunities for leaders at all levels of the organisation
- a 360-degree GB review and reconstituted full GB increasing membership from 10 to 14 governors
- recruitment of Governors with skills that matched the needs highlighted by the 360 review
- recruitment of a Deputy HT in June 2016 and 4 Assistant HT in Sept 2017
- a 0.6 non-teaching, highly skilled SENCo who provides excellent leadership on SEND and Inclusion
- increased engagement with parents by the HT and all the school leaders so that we work in partnership to improve the school.

Next Steps that will have a significant impact on the quality of leadership and management in the next 12 months (see School Improvement Plan for details):

- for members of the GB to have an increased presence within school so that they have multiple sources of evidence to support and hold the school accountable e.g. visits, trips, governor awards
- through performance management targets, continue to develop Senior Leaders, so they focus on the impact of their actions and secure improved outcomes for the children in their phase
- develop the middle layer of leadership through in school and local authority support
- develop subject leadership so that teachers can focus on the impact their actions had on the outcomes for children in their subject.

Quality of Teaching, Learning and Assessment

Quality of teaching, learning and assessment – grade: Good

Teaching

The school has ensured that teaching over time is consistently good and in some cases outstanding, leading to rapid and sustained progress in EYFS, KS1 and progress that, over the last three years, is broadly in line with national progress at KS2.

All teaching staff in school have **High Expectations** for our children, creating a positive climate for learning. Teachers plan lessons that; focus on creating independent, confident learners; engage children so that they can deepen their understanding; challenge children to evaluate, analyse and create across the curriculum and give clear, effective feedback so that children know how they have been **Successful** and what they need to do to improve.

Teaching staff have good subject knowledge, and this is continually updated and built upon using quality training days and CPD identified through our Teaching Overview. The local authority are working with us to share our expert knowledge with other schools in Leeds in areas such as SEND provision and Phonics.

The school's Inclusion team and SENCo provide advice and support so that all children are able to access lessons and that well-targeted support and intervention is in place to compliment this work. Quality Wave 3 interventions, delivered by trained specialists are in place and rigorously tracked to ensure progress and they accurately meet the needs of our SEND children. Our SEND provision was highly praised during a Local Authority review into SEND provision in Leeds.

For the past three years TAs have received specific training that aims to maximise progress. As a result, TAs have **High Expectations** of all children, are skilled in the effective use of questioning and levels of support, understand communication and speech strategies and are skilled in feedback to the teacher; helping children to achieve their potential.

Our school gives high priority to the teaching of reading and in response to a review of KS2 reading, following a second year of results that were below what we demand, we have made significant changes to the way that reading is taught and the resources that we use in 2017-18:

- creating a reading culture through an engaging and refurbished library, classroom book corners, book fairs, reading competitions and dedicated class story time at the end of each day
- the commitment that every child reads with an adult 3x a week and daily storytime in all classes
- early identification of speech and language difficulties and the consistent use of Letters and Sounds synthetic phonics scheme
- interventions such as; Reading Recovery, Phonics, FFT reading, Active Literacy Kit and Catch Up
- investing in KS2 reading books using Lexile Scores to ensure that they are sufficiently challenging to prepare children for the Year 6 Reading Assessment and Secondary School texts
- investing time in staff CPD so that reading skills are taught to children so that they can establish them meaning of what they have read before analyzing the text
- the Lesson Study during spring 2018 is based on teachers working together to improve the teaching of whole class shared reading

We are strategic in the way we teach writing as shown by the strategies below:

- talk 4 writing adopted in Oct' 2016 to ensure consistent effective use of guided and shared writing
- a clear focus on basic spelling and grammar skills as highlighted in the school's non-negotiables
- weekly handwriting and spelling lessons
- moderation within the collaboration of schools and in school between year groups

The development of Maths and strategies to promote high standards include:

- The introduction of Maths No Problem! In Year 1 and 3 and Mastery techniques in Y2 and Y4
- Participation in a Mastery Maths TRG
- a dedicated and trained Every Child a Counter teacher
- the use of Active Maths in Rec, Year 2, 4 and 6 to improve engagement and reasoning

Curriculum

Through six key themes, our curriculum directly contributes to the aims we have for children's physical well-being, spiritual, moral, social and cultural development and promotes excellent basic skills as well as good behaviour and attitudes (See Page 1 of the SEF).

The teaching of pupil independence and resilience has been a high priority over the last three years. Our **Positive Attitudes** are developed through the teaching of Growth Mindsets and activities such as #30things homework, responsibilities within the school and the school council.

In keeping with our teaching of British values, children understand their rights and responsibilities within our community through our school council, voting for the head boy and girl and involvement in local services such as the new allotment, the police and religious visitors. As part of our work around Prevent, children are also taught to respect each other and to have the confidence to challenge prejudice, for example, through our annual Faith and Culture day.

High-quality teaching in PSHE results in pupils having a clear understanding of healthy choices about drugs and SRE education. Children are also taught to make healthy choices online with sessions taught using NSPCC materials during the anti-bullying week in November, as well as safer internet week in February. These are reinforced during annual visits from the NSPCC.

Sporting clubs offer the opportunity for children to represent the school in competitions and our provision was awarded the Sainsbury's Gold Medal in 2016-17 for the 3rd Year. The teaching of performing arts provides opportunities for learners to develop competence, confidence and creativity by involvement in performing singing and dance routines in assemblies, Harvest festivals, the Christmas Nativity and the end of Year 6 production.

Assessment

As a result of effective assessment, teachers plan lessons that take into account prior knowledge and meet the needs of all pupils. Teachers are skilled in listening, observing and questioning within lessons to ensure that they quickly intervene with notable impact on learning. High-quality feedback ensures that children are aware of their strengths and understand their next steps. The vast majority of pupils are well motivated and engaged in their learning. As a result, over the last three years, children have made good progress in Early Years and KS1 and progress broadly in line with national at KS2.

The school has personalised Chris Quigley's Essentials curriculum and assessment to meet the needs of our children. Teachers are becoming more confident in assessing against the Key Stage Milestones and further support and training is delivered on a termly basis.

The school has effective communication with parents to ensure they know how well their child is doing at school. There are termly parents' meeting and an annual reports so that parents know whether their child is on track and whether this represents the progress we would expect.

Actions that have had a significant impact on the quality of teaching, curriculum and assessment over the last 12 months are:

- the introduction of Talk 4 Writing in Oct' 16' to develop children's oracy, reading and writing skills
- the development of Close Reading to improve the reading skills of children particularly in KS2
- significant changes to the training, and timetabling of TAs so that they are more effective
- the development of a learning culture where strengths and development needs are discussed
- interventions, academic tutoring and Wave 3 for SEND pupils lead to improved outcomes
- a consistent approach to developing Growth Mindsets leading to motivated, resilient learners

Next Steps that will have a significant impact on quality of teaching, learning and assessment in the next 12 months (see School Improvement Plan for details):

- To embed the significant changes to the teaching of Reading across KS2
- to continue to train staff to be able to teach at a deep or mastery level in the subjects they teach
- to adopt and develop efficient and effective feedback strategies
- for teachers to have a secure knowledge and understanding of the schools assessment system

Personal Development, Behaviour and Welfare

Personal development, behaviour and welfare – grade: Good

Behaviour

Teachers and all other adults set **High Expectations** of behaviour. There is a very positive ethos where children show great pride in their school. A significant majority of children are engaged, focused and work well both independently and as part of a team. They enjoy being in school and respond very well to all adults. We believe our children are one of our biggest strengths and we are proud of the young people they become.

The school's behaviour policy sets out clear expectations of behaviour and is displayed to the children in the form of 'The Traffic Light' system with 'Good to be Green' rewards.

As an inclusive school, there are a small number of children who find it hard to consistently follow school rules. These children are well managed through three different waves of support. Wave 1 would include slight changes to the classroom to help them manage better. Wave 2 children would be included in nurture provision where they receive tailored Interventions delivered by skilled practitioners in our 'Nurture House'. We are very proud of this provision and believe it makes us unique in how we support vulnerable children. When necessary, referrals are made to the Cluster support or the Complex Needs Team for children at Wave 3.

Effective systems to track and monitor behaviour are in place. Through consistent use of the policy and targeted strategies, negative behaviour incidents have been significantly reduced.

There is a zero tolerance to any form of racism, homophobia and bullying with clear procedures for reporting, investigating and dealing with any incidents, which are rare.

Interventions

A significant barrier on entry to school is communication and for this reason we employ a Speech and Language therapist for two days a week, who alongside the SENCo, has developed successful vocabulary and narrative groups starting in the Nursery and now running in every year up to year 4. When needed, successful PECS groups run to help children with a diagnosis of autism and communication difficulty. High levels of assessment, planning, review and staff training are provided by the therapist leading to positive outcomes at GLD and KS1. Evidence-based interventions such as FFT, ALK and ECC are delivered to support children with cognitive difficulty. An expert practitioner within our school has created a bespoke phonics catch up intervention for children that has been so successful it is now being used as the model for delivery in Leeds. We believe in early intervention and identification of difficulty so, alongside SALT interventions, we run early play and social groups and phase one phonic groups in EYFS.

Attendance

Since 2011, the school has improved overall attendance from 90.2% to 96.4% (Dec 17') and understands that further improvements are needed if we are to maintain our target of 96% (the average for the local cluster of schools). Persistent absences fell from 5.4% in 2012 to 2.7% in 2014 but have since risen following the change in the PA threshold. PA in 2016-17 was 8.7%

Using Pupil Premium funding, the school has employed a part-time Attendance Officer whose initiatives had a significant impact in raising attendance from 90.2%. Examples include:

- a governor and member of the SLT to champion attendance
- whole school staff meetings on the importance of consistent approach to attendance
- working with the LA to gather evidence for fast-track court procedures
- Attendance Officer and SLT running late-gates, home visits and first day absence calls
- Attendance review carried out by Leeds City Council (June 2017)

Safety and safeguarding

As well as the policies and procedures put in place to keep all children safe that were praised in our local authority Safeguarding audit (Oct 2015), the school curriculum teaches children how to keep themselves safe in the real and on-line worlds, and what to do when they don't feel safe. Through theme weeks the children are taught topics on bullying and SRE. These themes are reinforced through assemblies and through visitors such as the NSPCC.

Our emphasis on British values keeps the children safe as they follow the rules, and learn to be tolerant towards each other. The teaching of RE and a commitment to visiting six places of worship challenges local stereotypes and allows for the discussion of faith. Staff feel confident challenging children's views following Prevent training in June 2016.

Spiritual development

Children are encouraged to be tolerant and respectful of all faiths, cultures and lifestyles, both in school and in the wider community. Collective worship gives the children time to reflect on the weekly ethos question. Children are encouraged to ask questions about the world and to enjoy everything that is positive about modern Britain.

Moral development

Children develop morals and values in line with the school's vision, which enables them to take part and enjoy adult life. Children study British values such as, truth, fairness and justice. They also develop a sense of citizenship, raising money and collected food throughout the year to give to local charities and to support good causes.

Social development

The curriculum develops children's social skills. They are encouraged to share ideas and opinions confidently as well as having responsibilities in class and other areas of school life, such as family dining. Children take part in assemblies and projects with other groups, such as Kids@Uni, sporting competitions and we worked collaboratively with the local community to develop a Community Garden on a disused allotment.

Cultural development

Children have the chance to understand what it means to be British and how this encompasses different cultures. The school's work in developing positive and tolerant attitudes towards each other was recognised in gaining the Stephen Lawrence award and is built upon through our annual Culture and Faith day held each summer.

Actions that have had a significant impact on pupils' behaviour and safety over the last 12 months are:

- the school vision – **High Expectations, Caring, Positive Attitudes** and **Successful**
- visual reminders of behaviour expectations and a whole school community approach
- signposting children and families experiencing difficulty, towards the correct support
- adult-supervised lunch-time play activities for vulnerable children with challenging behaviour
- development of nurture and therapeutic provision in our Nurture House for vulnerable children
- the employment of an EP on a weekly basis to support children with SEMH difficulties
- the introduction of REAL PE.

Next Steps that will have a significant impact on quality of personal development, behavior and welfare in the next 12 months (see School Improvement Plan for details):

- to maintain attendance above 96% and improve punctuality across the school
- to introduce CPOMs as a way of electronically recording the Child Protection concerns
- to introduce Trackit Lights to help speed up the process of behaviour analysis
- to continue to support the small number of children who exhibit challenging behaviours
- to continue to develop our approach to children's SEMH
- the introduction of a wellbeing team
- to develop our work with parents so that they feel partners in their children's education.

Outcomes for Pupils

Children enter the Nursery and Foundation Stage significantly well below ARE and make good progress so that by the end of KS1 the children are broadly in line with ARE (83% Expected Standard (ES) in Reading, 83% ES in Writing and 78% ES in Maths). Despite attainment being below NA at KS2, over the last three years, children in KS2 have continue to make progress broadly in line with NA in almost all subjects in all three years and above the floor targets.

Foundation Stage – grade: Good

The achievement of the majority of pupils in the EYFS is good because children make accelerated progress. The majority of EYFS pupils' attainment on entry to Reception is significantly below national average with Boys disproportionately affected,

Despite challenging individual cohorts with significant barriers including SEND, Speech and Communication and very low starting points, GLD over the last 3 years shows that children make good progress from their starting point. (GLD 45% in 2017, 52% in 2016, 62% in 2015).

Although GLD has fallen over the 3-year period, the average point score has risen reflecting a change in practice over the last 2 years to develop the whole child rather than a focus on Reading, Writing, Maths. (APS of 33.4 in 17', 31.5 in 16' and 33.9 in 15')

Areas of learning that were particularly pleasing and represented areas that had been targeted were Listening and Attention and managing feelings and behaviours.

Actions resulting from the analysis of these figures taking place in the next 6 months are:

- ensuring that literacy, (reading and writing) are at the heart of the EYFS curriculum
- whole class daily phonics where writing is linked to themes
- early identification of special educational need and targeted interventions for SEND pupils
- effective intervention to develop attention, self-esteem and language development.

Key Stage 1 – grade: Good

Achievement overall at the end of KS1 is good, as, over the last three years, the school has closed a significant gap between attainment in both English and maths with NA. Attainment in all subjects is now in line with NA. Attainment at the end of KS1 demonstrates good progress from their Early Years result at all prior attainment levels and for all groups of learners.

KS1 Attainment in 2017 continues the positive five-year trend where outcomes in Reading, Writing and Maths have improved year on year. Information from FFT shows that KS1 progress in 2016 was 10% above the National Average for R/W/M Combined at the Expected Standard, placing the school at FFT Rank 25 and 3% above the NA for R/W/M Combined at the Higher Standard (FFT Rank 30).

Attainments of groups within this cohort are at least broadly in line in with the NA and above the Local attainment. Particular strengths are:

- Boys – The boys outperformed girls within school and boys across Leeds
- Pupil Premium Funded – School PP compared to National Other diminishing in all subjects
- SEND Children – Despite an in school gap between SEND and non, outcomes above Leeds SEND
- Higher Attaining Children – The school outperformed Leeds in Greater Depth in all subjects.

Year 1 Phonics test outcome - 80% of our pupils met the required standard, which although below the previous year, represents good progress from the children's GLD in 2016.

Actions resulting from the analysis of these figures taking place in the next 6 months are:

- regular pupil progress reviews focusing on progress from prior attainment groups including children at Greater Depth, so that teachers are held accountable for attainment and progress
- SEND children are assessed and their needs met by specific, proven, targeted interventions
- clear and specific feedback through marking, questioning and verbal feedback in lessons
- strategic and consistent approaches to the teaching and learning of phonics from EYFS to KS1.

Key Stage 2 – grade: Good

Achievement overall at the end of KS2 is good, as, over the last three years, despite the school attaining below the National Average in both English and maths the progress scores have been in line with National Expectations. (With the exception of Reading in 2017).

KS2 Attainment in 2017 was below the FFT50 estimates for the cohort. Several factors combined that meant attainment was lower than expected. Five children were working below the level for the key stage. Two children also had either significant SEND or Child Protection factors. Removing these children from the data set brings attainment closer to the FFT50 estimate and progress in line with National Expectations.

Even after removing the seven children, attainment was lower than what the school finds acceptable and this was primarily because the proportions of children who left KS2 with middle prior attainment that went on to achieve expected levels did not match national proportions. Following this year's pupil level analysis we have taken a more strategic approach to tracking middle prior attainment children across KS2, including our target setting meetings at the start of the year and within our termly pupil progress meetings.

Highlights from 2017 assessments include:

- An increase in RWM combined from 33% in 2016 to 38% in 2017 (43% with seven children removed)
- Increase Maths Attainment - 50% 2016 to 60% 2017 (69% if those who scored 99 scored 100 instead).

Actions resulting from the analysis of these figures taking place in the next 6 months are:

- significant changes to the teaching of Reading across KS2 (see School Improvement Plan)
- the systematic tracking of middle prior attainment children across KS2
- the systematic tracking of all children against Reading/Writing/Maths combined.

Current in school Achievement:

The school moved to the Chris Quigley system of assessment using Milestones at the end of each phase during 2015/16. The latest set of assessment information reflects the good quality of learning and teaching that is happening in the vast majority of subjects and year groups across the school. Where the attainment and progress of a class was not what we would expect an action plan is in place to support learning and teaching in that classroom.

Pupil Premium Analysis

When our Disadvantaged children come into school they often have very low levels of development (as evidenced by our on-entry data). The quality teaching & support we provide over their first few years at school means that by the end of KS1, our Disadvantaged children often make accelerated progress (in 2017, the KS1 attainment of our Disadvantaged children was in line with that of 'Other' children nationally in Reading and Writing). Over the course of KS2, performance data indicate that Disadvantaged children usually continue to make good progress; this year's overall progress figures have been impacted by a minority of children, but data over a three year period show a consistent pattern of Disadvantaged children's progress that is generally in line with national rates and sometimes well above average.

Boy Girl Analysis

This is also an area the school is looking to address in 2017-18 as the difference in progress of these groups is significant but linked to the point above. Two thirds of the SEND children are boys and this impacts on the attainment and progress of this group.

Actions resulting from the analysis of these figures taking place in the next 6 months are:

- improve the tracking of pupils with multiple vulnerabilities – SEND, Boys and Pupil Premium
- improve the moderation process to reduce the discrepancies in assessment in same year group
- introduce the use of the Chris Quigley website tracking tool that will create comparison charts to help track the performance of groups within internal data.

The effectiveness of Early Years

The school is proud of the high-quality education, care and early SEND provision it provides children in the Early Years and considers it to be good.

Since September 2017 under new leadership, 'In the moment' interactions have allowed all adults to work alongside children within provision to consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration.

Exceptional programs such as speech and language therapy, Early Play and Social Skills and Picture Exchange Communication groups reflect the rich and varied experiences we provide to meet the needs of all children. Relationships with each other and adults are excellent and contribute to the excellent progress made from significantly low starting points.

Following a trip to Finland and Sweden in 2015 we have changed our Early Years' curriculum so that it develops curiosity, imagination and independence. Previous to the visit, our Early Years teaching had looked like a version of Year 1, with classrooms full of tables and children accessing lessons in the morning. The main findings from the trip and from subsequent reading was that we needed to develop the whole child across the characteristics of learning and that even if GLD fell, as a school we would see more resilient learners with better skills in KS1 and beyond. Leaders, together with our governing body met at a Learning and Teaching committee in the summer of 2015 and agreed to make these changes to EYFS moving forward.

The impact of these changes is that since 2015 GLD has fallen but that the average point score across the 17 areas has increased as we predicted it would.

The school is committed to providing experiences for our children that they might otherwise never receive through visitors & visits to local areas of interest, extend learning effectively beyond the boundaries of the school building. Children learn to respect each other, find out about other cultures and homes and take part in school events such as voting in the school election. At an appropriate level, children learn British Values and what it means to be British.

Through accurate baseline assessment, followed by high-quality observations throughout the year, adults are aware of the children in EYFS and can adapt provision 'In the moment' through skillful questioning or adding/removing equipment into play. In this way provision is highly responsive to the children's interests so that they are engaged, it is matched to their next steps and they are always undertaking high challenge activities.

The majority of teaching across the foundation stage is good with a focus on increasing the amount that is outstanding over time. Through focused CPD and effective team meetings Early Years staff are being trained so that they are highly skilled with an extensive knowledge of learning, development and welfare requirements, this will lead in time to a significant improvement in outcomes for all children.

We continue to engage parents and carers through a range of events and strategies; welcome meetings in July; stay and play; reading, phonics and maths workshops; Parent's and Toddlers play group.

Serving the community that we do, it is important that we have effective safeguarding procedures in place in the Early Years. Our new Assistant Headteacher has attended Designated Safeguarding Lead training and ensures that there is a focus on this in his weekly team meetings. Our highly effective inclusion team works alongside Early Years staff to identify vulnerable children and families. Our curriculum and the Early Years premises also promote safeguarding at an appropriate level for the children.

The impact of this provision is that children, who enter our Early Years setting well below the national average, make consistently high rates of progress and are well prepared socially, academically and emotionally for the next stage of their education as shown by attainment and progress at the end of KS1 rising year on year since 2011.

The intervention we put in place for children who enter EYFS significantly below the expected standard is outstanding. Led by a dedicated HLTA for SEND we meet with parents and children for early identification of SEND needs. Support given might include specialist intervention such as Intensive Nurture, PECS, Speech, Language and Communication groups and Early Play and Social Skills groups. This work has been highly praised by the outside agencies that support us in this work such as the LA's teacher for the blind and the STARs team who recommend other schools to visit to see our practice.

The pursuit of excellence demonstrated by leaders is uncompromising. Despite the newly appointed EYFS Assistant Headteacher being away from school at present with significant health concerns, the school's leadership team have worked together to ensure they have a thorough understanding of the strengths and areas for development in Early Years. Through this work school leaders have been able to support the teachers in EYFS to deliver the improvements set out in the action plan. As a result provision in EYFS is good and there is a well-documented desire to give our children the very best start in school.

Actions that have had a significant impact on the effectiveness of EYFS over the last 12 months are:

- during this period of ill-health for the AHT a dedicated and motivated leadership that ensures that secures improvements in learning, teaching and outcomes from delivering the action plan
- a dedicated HLTA to oversee the effective implementation of SEND programmes and interventions, ensuring children's individual needs are met
- maximise the space available so that small group intervention for children with specific SEND can take place and is effective in meeting their needs
- increase the number of staff in foundation stage to meet the needs of cohorts with very specific difficulties. This includes one additional key worker funded through the early years pupil premium and two extra teaching assistants funded through the school's general pupil premium allocation
- excellent speech and language interventions designed to address the significant issues identified in this area on the on-entry baseline data
- seek opportunities to network and learn from other provisions such as those in our collaboration of schools and top performing countries like Sweden and Finland.

Next Steps that will have a significant impact on the effectiveness of Early Years in the next 12 months (see School Improvement Plan for details):

- develop the skills of the support staff so that they are able to work 'in the moment' to support children to know their next steps in phonics, reading, maths and other areas of the curriculum
- develop fine and gross motor skills in our children to aid early writing
- ensure that higher attaining children on entry to EYFS are identified and given sufficient challenge to enable them to make good progress
- increase the links between home and pre-school through targeted support from our Parent Support Adviser to support parents and careers with adult education, parenting classes, self-esteem and career advice
- a refurbished outside area to allow children the opportunity for excellent outdoor learning.

Overall Effectiveness

Overall effectiveness – grade: Good

Leaders are uncompromising in their desire to improve the life chances of the children who attend the school. As a result, the vast majority of outcomes for individuals and groups of pupils over the last three years and the school's capacity for sustained improvement are both good. All judgements in the quality of our provision are also good.

Because teaching is consistently good and some is outstanding, pupils develop very **Positive Attitudes** to learning are **Successful** and achieve well. They make good progress from very low starting points on entry to Nursery and are well prepared through our broad, relevant curriculum academically and socially for high school when they leave.

The school's leaders and inclusion team ensure that school is a **Caring** environment where we meet the needs of all children and their families who attend our school including the high attaining, disabled and those with special educational needs. Strong links with parents/carers help to enhance the children's care and education.

Since the last inspection, the school has focused on the areas for development identified.

Teaching is only occasionally outstanding, and a small amount of teaching requires improvement to bring it up to good.

Since Oct 2012 we have worked tirelessly to ensure that all teaching is at least good. Actions put in place include:

- o 15 teachers have all undertaken Outstanding Teaching Intervention training. A 9-day course that uses video analysis and coaching to improve engagement, feedback and challenge.
- o leaders released 1 day a week to monitor and support learning and teaching in class
- o good quality CPD provided in staff meetings, inset days and through outside agencies to address areas identified through performance management.

In the small number of cases where teaching is still less than good, we act quickly to secure improvement through the use of performance management targets and support from excellent teachers within school and our learning partnership (COGs). Where improvements are not forthcoming, we have undertaken action to begin competency procedures.

Boys do not read and write as well as girls.

Since Oct 2012, we have focused on the progress and attainment of boys within our school so that they make good progress as evidenced in Raise Online. Actions put in place include:

- o a curriculum review which put in place six key themes and topics that would engage the boys in writing and reading
- o specific questions in pupil progress meetings that focused on the attainment and progress of boys compared to girls
- o specific interventions that were focused on the boys to enable them to catch up with their peers – boys reading clubs
- o an increased use of modelling and good examples in classrooms to help boys recognise what a good piece of writing looks like.

Despite these actions, the school is still focused on trying to narrow the attainment gap between girls and boys. Significant factors that have acted as a barrier to this are:

- o the school has grown rapidly over the last 3 years with 78 children admitted to the school at a point other than the start of Reception.
- o of these 78 children 45 were boys.
- o of the 45 boys, 20 are EAL, 22 are SEND, and 31 receive Pupil Premium funding
- o the result of this change in demographics is that the school has gone from 47.7% boys in 2011 to 51.6% boys in 2016.
- o of the schools 127 children identified with specific SEND, 98 are boys and while children with SEND have made progress in line with the NA for this group for 3 of the last 4 years the attainment of this group significantly lowers overall attainment for the boys.

Knowing these barriers the school continues to look at ways to promote boys progress, and we believe that taking part in the Primary Writing Project from 2016 and Introducing Maths No Problem! from Sept 2017 will give them the strategies they need to reach national expectations and narrow the gap to girls effectively.

Sharpen the criteria for success in the school improvement plans

Since Oct 2012, the school has worked with the School Improvement Adviser to ensure that school improvement plans are focused on outcomes for children with specific measures and timeframes that allow others to hold leaders to account. Governors are now involved in the writing, monitoring and evidence gathering so that they can hold school leaders accountable for the success of the plan.

Children are at the heart of all we do. We have the **Highest Expectations** for our children and deliberate and effective action is taken to create a learning community that develops children’s lifelong love of learning and a belief that ‘Impossible is Nothing’.

Actions that have had a significant impact on overall effectiveness over the last 12 months are:

- a pursuit of excellence where there is a determination by the Headteacher and the leadership team to achieve the highest levels of achievement and personal development for all children
- there are the highest of expectations and a collective drive and understanding of how to raise and sustain standards across teaching
- a n excellent governing body that stringently hold senior leaders accountable for all aspects of school performance and finance
- a strategic and rigorous approach to using the Pupil Premium and SEND funding to narrow the gap for our most vulnerable children
- a shared transparent approach to monitoring and evaluating that encourages, challenges and supports all staff leading to improvement
- robust assessment procedures that enable teachers to identify next steps in learning including, effective and targeted intervention programmes
- a carefully designed creative curriculum that engages all children in their love of learning and
- an established inclusion team that supports our commitment to providing the best possible care for all children
- a commitment to working with the local community to promote cohesion and to improve the life chances of children and parents
- highly effective Early Years provision that develops children's learning behaviours, attitudes and skills so they achieve well by the end of EYFS
- high expectations shared by all stakeholders around attendance and behaviour leading to significant improvements over the last five years.

Summary	Judgement
Effectiveness of Leadership and Management	Good
Quality of Teaching, Learning and Assessment	Good
Personal Development, Behaviour and Welfare	Good
Outcomes for Pupils	Good
The effectiveness of Early Years	Good
Overall Effectiveness	Good