

DOWNS VIEW INFANT SCHOOL

SELF EVALUATION SUMMARY FOR GOVERNORS

2018-19

Autumn Term

Altogether we love learn respect and have fun!

These areas for improvement are the key priorities for the School Plan

1 .Effectiveness of Leadership & Management Leaders FM TK SC	2. Quality of Teaching, Learning & Assessment Leaders: KN RM JH ES LS	3. Personal development, Behaviour & Welfare Leaders: SA TK LS	4. Outcomes for Pupils Leaders: SC ES KN	5. EYFS Leader: CS KN ES	6. Maintenance Leaders PB CP
<p>*To strengthen the governors’ strategic knowledge and monitoring of the school’s priorities to positively impact on the outstanding leadership of the school. * For all leaders to use research and professional development to strengthen innovative approaches for teaching and learning</p>	<p>*To ensure that teaching and learning is innovative and personalised to ensure that all pupils needs are met *To embed use of AFL within Mathematics mastery approach to ensure all needs are met rapidly *To embed a whole school approach to spoken language</p>	<p>*Attendance to meet the outstanding threshold (97%+) including disadvantaged groups by the end of the year *To provide personalised support for families to enhance the welfare of pupils/ future pupils in school and at home.</p>	<p>*Diminishing the difference for disadvantaged pupils. (compared to ‘other’ pupils) at end of Year 2 in reading, writing and Maths to ensure outcomes are above the national *Raising attainment for boys and diminishing the gender difference at end of KS1 in writing *To ensure that 88% of year 2 children will have passed the phonics screening by end of KS1. 100% of phonics retake children will make accelerated progress to pass or increase their score by at least 50% Year 1 chn will pass the phonics screening check, meeting the national pass rate.</p>	<p>*To ensure that pupils who become in below and well below typical make accelerated progress to achieve GLD at end of year. *To raise attainment for boys to prevent a significant gender difference developing in writing *To embed a whole school approach to spoken language *Diminishing the difference for disadvantaged pupils. (compared to others) for GLD at end of the year</p>	<p>* To replace toilets – EYFS *To use sports premium to replace EYFS outside area surface as a multi-purpose activity area to enhance physical development. *To externally paint school and replace boarding as necessary *To have main gates and fencing replaced to improve security further *To replace windows/doors at one end of the hall *To have boiler and pipework replaced.</p>

Milestones	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching (11 teachers)	100% Good+ 55% outstanding 100% Good + 55% outstanding	100% Good+ 55% outstanding 100% Good + 55% outstanding	100% Good + Outstanding 64%	100% Good + Outstanding 64%	100% Good + Outstanding 73%	100% Good + Outstanding 73%
Attendance Cumulative	96% 96.9%	96% 96.35%	96%	96.5%	97%	97.5%
Attendance Disadvantaged pupils	96% 93.3%	96% 94.9%	96%	96.5%	97%	96.7%
Outcomes in EYFS (85) (87)	At typical R 63% W 76% M 74%	At typical R 67% R 66% W 77% W 64% M 76% M 70%	R 71% W 78% M 78%	R 76% W 79% M 80%	R 79% W 80% M 81%	81% 81% 82%
EYFS (85) GLD	At typical 43%	50% 53%	57%	65%	72%	79%
EYFS GLDPP (8) GLD Non PP (77)	At typical 38% 44%	40% 50% 51% 53%	42% 58%	45% 64%	48% 70%	50% 77%
Yr 1 Reading Boys (52) Girls (32) Difference	69% 94% 25%	69% 75% 94% 94% 25% -19%	69% 94% 25%	70.9% 94% 23.1%	72.8% 94% 21%	75% 94% 19%
Yr 1 Writing Boys(52) Girls(32) Difference	73% 94% -21%	73% 73% 94% 81% - 21% -18%	74.9% 94% 19.1%	74.9% 94% - 19.1%	76.8% 94% -17.2	76.8% 94% -17.2%
Phonics Screening Yr1	76%	77.1% 74%	78.2%	79.3%	81.5%	83%
Yr 2 Reading Non-PP (78) PP(12) Difference	79.3% 50% -29%	79.3% 76% 50% 50% -29% -26%	80.3% 58% -22.3%	81.6% 58% -23.6%	83% 66% -17%	83% 66% -17%
Yr 2 Wr Non-PP (78) PP (12) Difference	70% 50% 20%	70% 72% 50% 42% 20% -30%	79.6% 58% -21.6%	80.9% 66% -14.9%	83% 66% 17%	83% 66% 17%
Yr2 Writing Boys (46) Girls (44) Difference	59% 77% -18%	59% 61% 77% 75% -18% -14%	69% 80% -11%	69% 80% -11%	79% 84% -5%	79% 84% -5%
Yr2 Reading GD Non-PP(78) PP (12) Difference	33% 8% -25%	33% 30% 8% 17% -25% - 13%	40.8% 16% -24.8%	40.8% 16% -24.8%	46% 16% -30%	46% 16% -30%
Yr2 Writing GD Non –PP (78) PP (12)	25% 8% -17%	25% 26% 8% 8% -17% -18%	27.6% 8% -19.6%	28.9% 16% -12.9%	34% 16% -18%	34% 16% -18%
Yr 2 Maths GD Non-PP (78) PP (12)	25% 8% -17%	25% 24% 8% 8% -17% -16%	30.2% 16% 14.2%	31.5% 16% -15.5%	35% 24% -11%	35% 24% -11%

Downs View Infant School Self-Evaluation Summary Sheet September 2018

1. Introduction- Improvements since last inspection

Teaching and learning is now outstanding:

- **What makes Downs View School Unique?**

U – united as a team, pastoral support for all stakeholders
N- nurturing needs across the school
I- innovative and creative, opportunity for risk taking
Q-quality first teaching
U-understanding and inclusive
E-engaging and full of excitement and energy for all

. Progress towards previous Inspection Key Issues

Key Issue	Progress
<ul style="list-style-type: none"> • Improve teaching and learning so that they are consistently outstanding by: –building on the excellent practice that exists –ensuring that all lessons are pitched at an appropriate pace to ensure engagement at all times –Regularly checking on the progress that pupils are making in their learning. 	<p>The School’s creative, exciting and enquiry based curriculum develops children’s curiosity and love of learning. Curriculum has been regularly revised to ensure personalised learning to meet the needs of cohort profile. This enables children to excel, whilst contributing to children’s high levels of well-being and behaviour.</p> <p>Rigorous monitoring of pupil progress is used to ensure that provision is provided to identify gaps and raise attainment for key groups and individuals.</p> <p>*Highly effective questioning is used regularly to challenge and tease out information from all pupils and address any misconceptions as they occur. This has a positive impact on pupil’s confidence, with more pupils willing to demonstrate their understanding with adults and their peers.</p> <p>*Pupils are encouraged to develop a growth mind-set and understand that they have to work hard to achieve. They are praised for effort and children are proactive in identifying their best learning which is celebrated within the classroom.</p> <p>* A whole school approach to oral feedback and marking is used effectively to enable pupils to improve their knowledge, understanding and skills. Pupils self-correct their work and can explain to others their strengths and targets.</p> <p>*The mastery approach is embedded in KS1 Maths to ensure there is no ceiling for all learners.</p> <p>*Highly trained and skilled Teaching Assistants are deployed effectively to maximise progress and raise attainment for all pupils, with particular focus on key groups within each year group. They are proactively involved in marking, assessment and identifying and addressing school priorities.</p> <p>Impact: Quadrillation demonstrates that teaching and learning : July 18 – 55% Outstanding 45% Good+. Validated by Improvement Advisor, HTs in peer to peer reviews. 2018: End of KS1: W 75% R 79% M 78% GD: R 32% W26% M 40% End of EYFS: GLD:75% (Baseline- WBT/BT M -45%–R 79% W67%)</p>

2 Profile of the school:

Headteacher in post since 2014, promoted from Deputy Head Teacher in post for 7 years, working with strong FGB who are exemplary in their leadership and have a deep and accurate understanding of the school’s performance and use this to drive improvement and accelerate progress

- * High quality induction for all staff which impacts upon performance and retention
- *Number of teacher/support staff changes which have strengthened distributed leadership across the school including:
 - EYFS leader has achieved NPQSL.
 - 2 SLEs in school – EYFS Leader (EYFS)/ Deputy Head (ITT and mentoring, TA support)
 - Maths leader now accredited as Maths Mastery Specialist – strengthened progress and attainment in Mathematics. He is part of TRG (Teacher Research Group) working with 7 other local schools into improving our maths provision focusing on the 5 elements of MASTERY.
- *Growing middle leaders – 2 ambitious NQT+1 leaders for Art and Computing, 2 completing NPQML and 1 experienced middle leader completing NPQSL
- *Change to Chair of Governors- drive for strategic challenge, instrumental to school improvement- Governor Mark achieved 2016

Pastoral Support staff

- Appointment of Senior Midday Supervisor- significant improvement to lunchtime provision leading to rise in well-being and involvement for pupils
- Nurture/sensory room built and used effectively for therapeutic play to accelerate progress for SEND pupils including well- being and involvement and social and emotional development, language development as well as academic progress
- Play Therapist employed – impact on progress for SEMH needs
- FLO role now full-time time from part-time and is also Attendance Advisor
- Forest School Status- outside provider in place for regular provision for KS1 children

Collaboration

- Teaching School Status – sharing expertise as outreach to other schools
- Part of CATs collaboration- outstanding collaborative working for leaders, including external moderation, joint CPD and sharing of outstanding expertise.
- Inclusion leader has achieved National Award for SEN Co-ordination

Pupils

- *Despite dramatic decrease of PP children (from 26% in 2016 to 13% in 2018), there has been a significant increase of children with complex needs /vulnerability which has heightened due to fall in roll and more in-year admissions.

3.Effectiveness of Leadership and Management	
Judgement: Good	
Strengths	Impact
HT, DHT and key leaders are exemplary in their leadership and have a deep and accurate understanding of the school's performance and use this to drive improvement across the school or within a year group or subject area.	Termly pupil Progress meeting minutes and outcomes Milestones reflect the priorities and are adjusted following termly analysis of data. New planning and assessments system for foundation subjects devised by DHT/middle leaders – impact on questioning and challenge for all pupils. Quadrillation judgements agreed by IA, external moderators and HTs/Leaders
The SLT are ambitious for all pupils and work hard to secure improvement in the progress rates of SEND pupils. They have highly effective partnerships with outside agencies and work collaboratively in the best interests of SEND pupils.	End of KS12018: SEND made expected + progress :R 64% W 73%, M 55% 2017-18 -30 interventions used to meet range of needs/diminish differences : EYFS and Yr1: Majority making accelerated progress :
*Safeguarding systems are robust and embedded throughout the school Governors are rigorous in their monitoring and understanding of the current safeguarding guidelines.	Embedded use of new electronic system: My concern – consistently used by staff. Strengthened transfer information with Kennington Academy and other receiving schools. Parent View/pupil questionnaire results reflect that chn feel safe in school.
* Governors have wide range of expertise use these skills to ensure they have a clear understanding of the key priorities of the school and hold the HT to account, challenging and supporting to raise standards within the school.	Skills audit reflects- range of expertise – used effectively to determine area of monitoring Governors minutes and monitoring reports demonstrate challenge and support CPD: Governor monitoring – Sept 18 Governor Mark – 2016 Working towards Governor Space entrust
*The diminishing budget is cost effective and ensures that key priorities are addressed and monies allocated to deploy staff and resources appropriately to raise attainment for key priorities.	Governor's minutes reflect the challenge and support to Business Manager/HT regarding termly monitoring and budget forecasting to prevent deficit. Through rigorous review of roles and responsibilities, support for all pupils has remained a high quality despite decrease in support staff
* Differences between pupil premium and other (national) are monitored by PP champion and all teachers. Funding used effectively to diminish these differences and accelerate progress	Overall, PP make progress in line with their non-PP peers by end of KS1 despite the majority being part of other groups eg SEN/EAL. See case studies/ analysis End of KS1 2018- PP children who did not achieve the GLD have made greater progress than PP children PP boys made greater progress across KS1 compared to PP girls R +0.4,W +0.3, M+0.6 who did achieve the GLD, R+0.7, W+1.3 and M+7. PP summer born children made greater progress in reading +0.6 compared PP Autumn born children KS1 Attainment end of 18: Maths GD-22.2%- Above national other (21.8%). FSM chn achieve expected + standard at end of KS1 is above compared to Kent FSM in reading (+10.3%), writing (0.1%)and Maths (+8.9%) Life experiences for PP chn are enhanced through funding of clubs and trips with 100% PP chn attended a funded club and trips by end of KS1.
* Sports funding is used effectively to reduce child obesity and ensure that children have opportunities to experience a range of physical activities	MF- EYFS- Physical and Moving and handling- improvement in skills enhanced by construction of outdoor structure to improve upper body core strength: Attainment at end of EYFS shows upward trend: 2016 89% 2017 91% and 2018 94% 2018: Baseline : Physical dev: 34.2% chn come in below/well below typical £10,000 will be spent to extend the area and make a multi-functional area for more physical activities including ball games and tracks and trails.
* British values underpin the culture and ethos of the school. . Discrete teaching of respecting and understanding of different cultures and communities prevent discrimination and promote equality for all. Children feel valued within the school community and proud of the diverse world they live in.	Values embedded throughout the school assemblies and weekly year group assemblies focus on key topical issues for the year group. Current affairs are discussed and the proactive School Council ensure that decisions are democratically made and that every pupil has a voice.
* Middle/ year group leaders embrace new initiatives and projects which address key priorities for the year in an innovative style which encourages risk taking and creative teaching and learning.	EYFS – Writing toolkit : Reluctant boy writers Baseline Boys- 52% Below/Well below typical 48% - Typical/+ End of 2018 :23% Emerging ,67% reached expected Maths mastery: EYFS Baseline: Below/Well below typical 45%, Typical typical/+ 55% Boys Typical/+ 13% Girls Typical/+ 30% Difference 13% End of 2018: Expected 40.4% Exceeding 28.8% Exp/Exceeded 69.2%Expected/Expected/+ Boys - Expected 77% Girls - 86% Difference – 9% Year 2 Baseline Exceeding Boys 17.8% Girls 20% Difference 2.2% End of 2018: Exceeding Boys 40% Girls 40% Difference 0%
*All leaders work collaboratively with at least 4 and up to 15 other schools, with regular meetings addressing	Peer to peer review –impact on validation of attainment and judgements Moderation of reading, writing and Maths – validated judgements made, sharing good practice leading to improvements in handwriting and presentation

key priorities for their area of expertise and strengthening their leadership knowledge and skills.	Strengthened leadership through joint CPD, learning walks at other schools and benchmarking.
* Developing a strong partnership with Kennington Academy, working together to maintain high standards of teaching and learning across both schools.	Joint observations/training/moderation ensuring progression of skills across subjects and validation of judgements. This has led to greater consistency and sharing of good practice across both schools. Joint prospective parent tours have ensured that parent/carers are exposed to the shared vision and values of both schools.

Areas for Development: Key leaders: TK, SC, FM (Chair of Govs)

- To strengthen the governors' strategic knowledge and monitoring of the school's priorities to positively impact on the outstanding leadership of the school.
- * For all leaders to use research and professional development to strengthen innovative approaches for teaching and learning

4. Teaching, learning & Assessment Expectations, engagement, motivation, challenge, independence, core skills, assessment & next steps
Judgement: Good

Strengths	Impact
Quadrillation demonstrates that teaching and learning is 100% consistently good + with 50% outstanding	Children's attainment remains above national in all areas at end of EYFS and KS1, with significant improvement for greater depth (see above).
* The School's creative, exciting and enquiry based curriculum provides challenge, deeper learning, develops children's curiosity a growth mindset and love of learning. Highly effective questioning is used regularly to challenge and tease out information from all pupils and address any misconceptions as they occur. The personalised learning enables children to excel in all areas of the curriculum, whilst contributing to children's high levels of well-being and behaviour.	By the end of EYFS: 97% Yr 1 91% and yr 2 95% of chn had good levels of well-being and involvement. Significant Impact on greater depth: End of EYFS: R: 32.5% (Nat 18.7%), W15.7% (Nat 11.1%), Number 28.9% (Nat 15.6%) End of KS1: R 32.2% (Nat 25.6%) W 25.6% (Nat 15.9%) M 37.8% (Nat 21.8%)
*The mastery approach is embedded in KS1 Maths to ensure there is no ceiling for all learners.	Significant impact on progress and attainment- Greater depth – see above.
* A whole school approach to oral feedback and marking is used effectively to enable pupils to improve their knowledge, understanding and skills. Pupils self-correct their work and can explain to others their strengths and targets within lessons.	Monitoring demonstrates this is fully embedded which has a significant impact on progress within lessons.
Highly trained and skilled Teaching Assistants are deployed effectively to maximise progress and raise attainment for all pupils, with particular focus on key groups within each year group. They are proactively involved in marking, assessment and identifying and addressing school priorities.	HTs from peer review and IA indicate that challenge and support provided by TAs and teachers is consistent and all learners have equal opportunities to excel.
*Rigorous monitoring of pupil progress is used to ensure that provision is provided to identify gaps and raise attainment for key groups and individuals.	Gaps are analysed for all key groups by all teachers and change in provision/extra intervention targeted to diminish differences. Pupil progress minutes and provision maps reflect this.
*The school provides a range of extra-curricular activities, including music tuition, sports and creative activities which extend and enrich the children's knowledge and thirst for learning.	By the end of year 2, 100% of all children and 95% PP across the school attend an enrichment club.
*Parents are encouraged to be fully involved in supporting their child's learning. Termly workshops are offered where parent/carers can learn alongside their children. Parents are formally informed via parent consultations or report four times per year of progress against the expected standards. Reading award system in place for home learning. Adult Education courses provided for parents based on need.	Parents are fully included in understanding how their children learn in school with an increase of parents being up-skilled and provide valuable learning time for children at home. Adult Ed- 100% pass rate for parents in Maths and English. Significant increase in parent feedback in reading records.
*An excellent transition project with children's well-being pivotal to the process is used to ensure that teaching and learning standards are maintained between year 2 and year 3.	Children's well-being and involvement remains high with transition seamless for all children. Observation and monitoring in term 6 and term 1 has demonstrated that personalised transition for SEND and vulnerable pupils has ensured that provision for these pupils has remained outstanding.

Areas for development

Key Leaders: TK SC ES KN

- To ensure that teaching and learning is innovative and personalised to ensure that all pupils needs are met
- To embed use of AFL within Mathematics mastery approach to ensure all needs are met rapidly
- To embed a whole school approach to spoken language
- To ensure that teaching and learning is innovative and personalised to ensure that all pupils needs are met

5 Outcomes for pupils

Strengths	Impact
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Pupils make exceptional progress from starting points	<p>EYFS 2017 Baseline: Below/Well below typical 45%, Typical typical/+ 55% Boys Typical/+ 13% Girls Typical/+ 30% Difference 13% End of 2018: Expected 40.4% Exceeding 28.8% Expected/Exceeded 69.2%Expected/Expected/+ Boys - Expected 77% Girls - 86% Difference – 9% Year 2 Baseline 2017 Exceeding Boys 17.8% Girls 20% Difference 2.2% End of 2018: Exceeding Boys 40% Girls 40% Difference 0%</p>																																				
The most able pupils make above expected progress resulting in attainment which is above national expectations for greater depth.	<p>Significant Impact on greater depth: End of EYFS: R: 32.5% (Nat 18.7%), W15.7% (Nat 11.1%), Number: 28.9% (Nat 15.6%) End of KS1: R 32.2% (Nat 25.6%) W 25.6% (Nat 15.9%) M 37.8% (Nat 21.8%)</p>																																				
SEND pupils make above expected progress from below typical starting points.	<p>LISA DATA- progress – End of EYFS 2018 83% 5/6 pupils –SEN pupils make at least 6 points of progress overall- 1 pupil 5.7 points. 2 pupils made 10.3 points of progress from well-below 1 pupil made 8 points and 1 achieved ELG at end of year. End of Yr 1 2018 4/7 – achieved at least 4 points of progress. 3/7 achieved 5points or more. Outcomes – 7 pupils (89%) 16/18 outcomes were achieved by end of year. End of KS1:2/10 achieved 6 points +, 6/10- 60% achieved 5 points+</p>																																				
Attainment in line or above national for the last 5 years	<p>EYFS: Upward trend from 2016 to 2018 for all combined prime areas (2016 76.9% 2018 88%) CLL- (2016 80.2% 2018 88%).PSE (2016 83.5% 2018 90.4%) KS1: GD 2018 R 32.2% W 25.6% M 37.8%</p>																																				
Maths mastery is used effectively with pupils being challenged appropriately within lessons.	<p>2018 End of EYFS: Expected + M- 79.5% (Nat 77.9%) GD Number28.9 (Nat 15.6%) KS1: Expected + M: 77.8% (Nat 76.1%) GD M 37.8% (Nat 21.8%)</p>																																				
Disadvantaged pupils make good progress from starting points despite some pupils entering school well below or below typical and being part of other vulnerable groups	<p>PROGRESS :</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>8.2</td> <td>7.9</td> <td>6.8</td> </tr> <tr> <td>Other children</td> <td>8.2</td> <td>7.6</td> <td>7.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 1 Progress</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>4.2</td> <td>4.2</td> <td>4.4</td> </tr> <tr> <td>Other children</td> <td>4.4</td> <td>4.1</td> <td>4.5</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 2 Progress</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>5.3</td> <td>5.4</td> <td>5.8</td> </tr> <tr> <td>Other children</td> <td>5.7</td> <td>5.9</td> <td>6.0</td> </tr> </tbody> </table> <p>2017: Yr. 1Phonics Ever 6 79% (Nat other 84%) 2017: End of KS1 R 82% (79% Nat other). M 86% (79% Nat other) W 77% (68%Nat) 2018: R 72.2 % (75.5% Nat All) M 72.2% (76.1% Nat All)</p>	EYFS	Reading	Writing	Maths	Pupil Premium	8.2	7.9	6.8	Other children	8.2	7.6	7.0	Year 1 Progress	Reading	Writing	Maths	Pupil Premium	4.2	4.2	4.4	Other children	4.4	4.1	4.5	Year 2 Progress	Reading	Writing	Maths	Pupil Premium	5.3	5.4	5.8	Other children	5.7	5.9	6.0
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Areas for Development	<p>*Diminishing the difference for disadvantaged pupils. (compared to ‘other’ pupils) at end of Year 2 in reading, writing and Maths to ensure outcomes are above the national *Raising attainment for boys and diminishing the gender difference at end of KS1 in writing *To ensure that 88% of year 2 children will have passed the phonics screening by end of KS1. 100% of phonics retake children will make accelerated progress to pass or increase their score by at least 50%. Children will 82% Of year 1 chn will pass the phonics screening check</p>																																				

1. ATTAINMENT	2. 2016		3. 2017		4. 2018	
EYFS	School	National	School	National	School	National
GLD- All Pupils	71.4%	69.3%	76.4%	70.7%	74.7%	71.5%
GLD -Girls	90%	77%	85.4%	78%	82.9%	78%
GLD-Boys	50%	62%	68.8%	64%	68.8%	64%
GLD-Disadvantaged (FSM)	76.9%	72%	77%	72%	58.3%	73%
Reading	75.8%	77%	78.7	77%	76%	77%
Reading disadvantaged (FSM)			58%	79%	58%	80%
Writing	74.7%	72.6%	78.7	73.3%	78%	73.3%
Writing disadvantaged (FSM)			58%		58%	76%
Literacy combined(all pupils)	74.7%	75%	78.7%	72.8%	75.9%	72.8%
Maths – combined(all pupils)	75.8%	77.4%	77.5%	77.9%	79.5%	77.9%
Disadvantaged (FSM) Combined Maths			62.5%	82.5%	75%	TBC
Year 1 Phonics Screen						
ALL pupils	84.4%	81%	81.1%	81%	77%	82.5%
Disadvantaged	83%	70%	82%	79%(n. o)	63.6%	TBC
Year 2 Phonics Screen Retake	71.4%	67%	61.5%	62%	53%	60.8%
Disadvantaged			100%	62% (n.o)	60%	TBC
Cumulative Yr 2 phonics	95.4%	91%	92%	92%	92%	91.8%
Disadvantaged	96%	86%	73%	84%	88.9%	TBC
Year 2 Expected +						
Reading	75%	74%	83.9%	76%	79%	75.4%
Disadvantaged (FSM)	67%	78%	82%	79%(n.o)	72.2%	TBC
Writing	68%	65%	77%	68%	76%	69.9%
Disadvantaged (FSM)	59%	70%	77%	72%(n.o)	55.6%	TBC
Maths	86%	73%	83.9%	75%	78%	76.1%
Disadvantaged (FSM)	81%	77%	86%	79%(n.o)	72.2%	TBC
Year 2 Greater Depth						
Reading	33.3%	24%	31%	25%	32%	25.6%
Disadvantaged (FSM)	19%	27%	18%	28%	22.2%	TBC
Writing	24.1%	13%	23%	16%	26%	15.9%
Disadvantaged (FSM)	15%	16%	5%	18%	5.6%	TBC
Maths	24.1%	18%	29.9%	21%	38%	21.8%
Disadvantaged (FSM)	75%	61%	14%	23%	22.2%	TBC

6. Early Years Provision: Quality & Standards: Achievement, provision, meeting all needs, contribution to physical, emotional, safety, wellbeing & SMSC. Working with & informing parents **Judgement: Good**

Strengths

Impact

Good and outstanding teaching enables all learners to succeed through a personalised and inclusive approach to all teaching and learning. All early years practitioners use excellent questioning and language to enhance children's learning.	Chn make accelerated progress from starting points: 2017: R 79% B/WBT End of year: 55/79% achieved expected + end of 2018 W W-67% B/WBT 45/67% achieved expected + end of 2018 M 45% B/WBT 45/81% achieved expected + end of 2018
Learning environments are outstanding providing 'awe and wonder' for all pupils, celebrating the enriched curriculum and achievements. Early Excellence projects have strengthened EYFS provision both inside and outside providing children with opportunities to problem-solve, build positive relationships; develop language and independence.	Children thrive in their learning and settle quickly because of the thorough transition programme in place for every child. Levels of well-being and involvement rapidly increase with 90% of children having high levels of well-being and involvement by end of 2018 Children make above average progress from starting points- see below: All children are independent and can access resources independently to support their own learning.
Research projects for writing addressing gender differences have been highly effective. This led to the production of a writing toolkit for reluctant writers from EYFS SLE which is now embedded across the school. A current research project conducted by a growing leader as part of NPQML is to enhance provision for writing in the outdoor areas with a focus on engaging boys	Data analysis at end of research project <ul style="list-style-type: none"> 62% of children came in well below / below typical within writing 41% of those children were reluctant writers 27% made less than 6 points of progress from Baseline 46% made 6 points of progress from Baseline 27% made 6+ points of progress from Baseline Gender gaps diminished to bring differences in line with national figures: R- diminished by 5% Writing diminished by 2%
* Strong partnerships are built with the 20 different feeder nurseries/child through teachers visiting all nurseries. The knowledge gained has been used successfully to ensure that transition to school is seamless with all children's next steps planned for with all individual needs catered for.	Parents and children start school confident in familiar surroundings and have built positive relationships with key adults in the school. Questionnaires demonstrated: 97% of parents said that transition was worthwhile and benefitted their child (2017) Personalised learning has enabled good progression from starting points.
*SEND pupils needs are met rapidly through signposting and engaging with multi- agencies. This has a positive impact on transition to school for Reception children and the rapid progress these children make from starting points	Through the use of intervention groups for the areas of language and speaking 32% of children entered school well below/below typical within understanding of language and 79% of this group made accelerated progress 39% of children entered school well below/below typical within speaking and 80% of this group made accelerated progress
*Highly effective baseline is conducted using observation which has strengthened knowledge of all pupils and ensured that gaps are identified quickly.	Daily assessment informs planning to ensure that developmental gaps are addressed for the profile of each class. Bespoke intervention in class including pre-teach, consolidation and key gaps in skills and knowledge are used to diminish these gaps. Gender gaps diminished to bring differences in line with national figures: R- diminished by 5% Writing diminished by 2% Maths by 5%
Areas for Development:	
<p>*To ensure that pupils who become in below and well below typical make accelerated progress to achieve GLD at end of year.</p> <p>*To raise attainment for boys to prevent a significant gender difference developing in writing</p> <p>*To diminish the difference for disadvantaged pupils. (compared to others) for GLD at end of the year</p> <p>*To embed a whole school approach to spoken language</p>	
Personal Welfare and behaviour	
Good/Outstanding elements	
Strengths	Impact
Children's learning behaviour is exemplary within their lessons and around the school. Children demonstrate that they feel safe around the school and the majority ensure that they follow the school rules to keep others safe.	A positive impact on children's attitudes to learning and progress. Above expected progress made by all pupils in EYFS 2017/18 R- 8.2, W 7.6, M 7.0 Above expected progress made by all pupils in Year 1 2017/18 R- 4.4, W 4.1, M 4.5 Above expected progress made by all pupils in Year 2 across KS1 2017/18 R- 11, W 11, M 11.3 Chn are independent learners and have a positive mindset. There are minimal behaviour incidents for chn without complex needs. Children are very competent in understanding internet safety and are proactive in lessons and transfer these skills to home.
*Lunch time provision is outstanding, with a strong pastoral team led highly effectively by a Senior Midday Supervisor. Systems are robust and reviewed regularly.	A positive impact on children's well-being, safety and welfare. 2017-18 Significant decrease in behaviour issues at lunch time. Midday supervisors are trained to deal with incidents and seek support when necessary.
*Sports premium money has been used to enhance lunch time provision and enhance physical ability and strength for younger children and vulnerable children who require more opportunities for physical activities.	£1,212 spent on training and sports provision for pupils at lunch This has had a positive impact on well-being and involvement for children. See Physical development data – EYFS above.

<p>*Pastoral care is outstanding with strong partnerships built with parents and carers. This strengthened by links with other agencies and within the community.</p>	<p>FLO/Inclusion leader work relentlessly to ensure relationships with parents are positive. Regular signposting ensures that agencies provide specialised support as necessary. 2017-18: FLO supported 50 families signposted support – impact on growing parental capacity –Significant impact on WB&I for children involved</p>
<p>*Children make accelerated progress within their levels of well-being and involvement due to early identification and personalised provision which is tracked within the year.</p>	<p>WB&I scores have increased and differences are identified in pupil progress meetings to identify necessary changes to provision to diminish differences and accelerate progress further both academic and social and emotional.</p>
<p>*Our democratically elected School Council address key issues and discussion points, raise money for charities and have input on key projects around the school.</p>	<p>Pupil voice and democracy is strength of the school, with regular opportunities for voting and choice. Examples include purchase of scooter and bike storage facility chosen by school council, using travel grant funding. Road safety banners in situ outside school. School represented at community events by the school council such as Remembrance Sunday.</p>
<p>Children demonstrate a clear understanding and respect for different viewpoints, cultures and religions. They have a sense of pride when talking about themselves and their school. RE curriculum is shaped around the cultural diversity represented within our school.</p>	<p>Specific PSHE year group assemblies address particular issues which are age related and appropriate to relevant issues/ specific events Children respect and value other religions and cultures and as a result racial incidents are very rare</p>
<p>*Pupils have high aspirations which are built through following the school values and providing a curriculum which equips children to understand the necessity to work hard to improve opportunities for their future.</p>	<p>Curriculum shaped around the profile of each class to diminish differences and ensure that developmental gaps are filled.</p>
<p>Project 97 has been embedded, parents are clearer about the importance of attendance and the consequences for poor attendance. Persistent absentees are monitored rigorously with SLO involvement as required. Parent voice sought regarding attendance rewards</p>	<p>A significant improvement in attendance during the last 3 years. End of year attendance: 2018-96.1% 2017 95.69% 2016 95.1% 2017-18- persistent absentees decreased from 13.7% (2015-16) to 5.3% (2016-17) and below national (8.7%) Established attendance reward policy chosen by majority of parents.</p>
<p>Areas for Development *Attendance to be outstanding (97%+) in line with national by the end of the year *To provide personalised support for families to enhance the welfare of pupils/ future pupils in school and at home.</p>	
<p>8. Overall effectiveness Judgement: Outstanding</p>	
<p>*Achievement is at least good for most pupils and pupils have made rapid progress from below typical starting points. *Greater depth attainment is significantly above national at end of KS1 in reading, writing and Maths *Progress from starting points is above the expected progress for each year group. * SEND children make accelerated progress with their personalised targets from their low starting points because of the excellent provision provided for inclusion *Pupils demonstrate positive attitudes towards learning. The vast majority attend school regularly and punctuality is good. The number of pupils persistently absent from school is reducing. * Forest school has provided regular opportunities for disadvantaged pupils with extra provision which has resulted in higher levels of well-being (July 18) *The school works successfully with a range of partners to the benefit of learners including STLS, CATS, Ashford Teaching Alliance and Thrive. *The school practice consistently provides the highest aspirations for pupils resulting in children make exemplary progress from their low starting point on entry, with attainment at end of KS1 above national in Maths and Writing and Reading.</p>	
<p>9. SMSC: Spiritual, moral, social and cultural development is outstanding.</p>	
<ul style="list-style-type: none"> ❖ This is interwoven across the curriculum, teaching, leadership and behaviour expectations. Pupils have a confident understanding of the range and diversity of cultures and traditions across the whole school. Inclusion is an expectation and is promoted by all leaders of learning ❖ High expectations from all staff, around behaviour for learning and behaviour, are reflected in the schools ethos towards embracing all cultures and faiths and celebrating these as well as recognising the difference between right and wrong and understanding the consequences of their behaviour and actions ❖ The school promotes Fundamental British values through regular PSHE sessions; complemented across the whole curriculum when relevant ❖ PSHE is supported through the school's values and sets aspirations for all children inclusive of age and stage ❖ Inclusion & pastoral care are strong with the Inclusion Leader, FLO, and DSLs leading good practice across the school. Impact is regularly evaluated and acted upon for maximum effect. 	