



Meadow Vale Primary School

SCHOOL SELF EVALUATION November 2017

Colour Codes: data – *strong/ weak*,

INTRODUCTION – SCHOOL CONTEXT

Meadow Vale Primary School is a large, oversubscribed 3 form entry primary school with 670 pupils on roll, in addition to a 30 full time place Nursery offering flexible hours. The school also has a Speech and Language Resource which accommodates 20 children with moderate/severe receptive and expressive language disorders and also the 'Rainbow Resource' for EYFS pupils around the borough, identified with early signs of Autism Spectrum Disorders.

Although pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage, requiring the support of the school, in addition, the school has a deprivation indicator of 0.16, below the NA* 0.24. The number of pupils' eligible for Pupil Premium is 21%. Pupils with SEN Support (14%) is similar to the NA* 13% and pupils with a SEN ST or EHCP is 3.5%, above the NA* 1.4%. The large majority of pupils are from families of White British heritage (86.5%), although there are 18 different languages spoken which adds value to cultural learning. Pupil mobility is 18% and supported by an effective induction policy. There is a high proportion of boys across the school (boys 60%, girls 40%). Currently there are three 'looked after' pupils.

Our school is a popular and thriving educational environment where all pupils are encouraged to reach their full potential and enjoy all aspects of learning, we are a very inclusive school and reflect the community we serve. Meadow Vale is highly committed to the development of the whole child and delivers a broad curriculum.

The vast majority of our pupils are well behaved and enjoy learning from our skilled and dedicated team of staff who provide high levels of care, support and guidance - contributing to the school's excellent pastoral care. The vast majority of parents and carers agree: that their children like school; that the school keeps pupils safe and that teaching is good or better. The excellent personal development of pupils is demonstrated by their enjoyment of school; enthusiasm to adopt responsible roles and an excitement for learning through the effective acquisition of lifelong learning skills.

On starting school in Early Years Foundation Stage, pupils entering this stage show a wide range of academic and social variations in basic skills. Although the majority of children enter showing typical development for their age, an increase in intake to 3 form entry has increased the number of children with below age related development, however, pupils make good or better progress throughout the EYFS, where teaching is at least good and tailored to the pupils' needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves. Pupils' achievement consistently improves throughout the school as they engage in a rich and varied curriculum that is supported by high aspirations for all pupils which helps the large majority of pupils to make at least good progress and reach expected standards by the end of KS2.

Our distinctive features include:

STRONG FAMILY SCHOOL – Meadow Vale has a strong caring and nurturing culture, this is very important in creating a warm and welcoming environment for our school and the wider community, where there is a tangible feel of everyone working together as a tightly knit family and where achievements are encouraged and celebrated and relationships are highly productive. Teachers know their pupils very well and they are looked on as an individual, as a result, pupils approach their work with good levels of independence and enthusiasm across a broad and balanced curriculum. Opportunities for personalised learning approaches, well-being of pupils and parents partnering with the school are developing well.

LEARNING BEYOND THE CLASSROOM – Learning is extended beyond the classroom, taking advantage of the extensive grounds and locality including a quiet area, environment area, adventure play area, all weather artificial pitch and pond. The school has achieved considerable success in sport at local and county level.

EXTRA CURRICULAR PROVISION - The varied curriculum motivates pupils because it not only takes into account their interests and aspirations but is enriched through a range of clubs and extra-curricular activities that many pupils enjoy. There are an extensive range of over 25 clubs, accessible on the website, available to pupils before and after school. These activities raise pupils' self-esteem, enable them to experience success and develop pupil motivation which impacts on pupils' learning.

SCHOOL ACCREDITATIONS – The school has achieved a number of nationally accredited awards including: Sainsbury's School Games Gold Award, UNICEF Rights Respecting School Level 2, Sport England Activemark Gold, Healthy Schools Award, Quality in Extended Services and The Basic Skills Agency Quality Mark.

OVERALL HIGH STANDARDS – Most pupils leave school with a high standard of self-esteem and confidence, behaviour, attainment, musical ability, ICT capability and sporting achievement.

Changes since the last inspection (March 2016):

- The Senior Leaders have ensured that further improvements have been made to the quality of teaching, particularly in spelling, punctuation and grammar; and that the challenge for more able pupils are securely embedded across the school.
- Leaders and those responsible for governance have ensured that governors have undertaken an audit of their skills, abilities and responsibilities so that they have provided the school with even greater levels of challenge.

- The School Improvement Plan has been revised so that it identifies clear targets and key milestones against which progress can be measured during the year.

Evidence base:

- 97% of parents strongly / agree their child is happy at Meadow Vale Primary.
- 96% of parents strongly / agree their child makes good progress at this school.
- 93% of parents would recommend this school to another parent.

OVERALL EFFECTIVENESS

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - GOOD

- The head teacher successfully applies a clear direction and purpose for the school which is shared and supported by the governors, leadership team and staff.
- The leadership and management demonstrates an ambitious vision for the school in successfully inspiring the school to share a strong sense of purpose and commitment to ensure that each child has the best possible chance to raise individual standards and well-being.
- School self-evaluation is rigorous and influences the direction of the school. It identifies the key priorities to help shape the strategic vision of the school leading to an accurate understanding of areas for development and continue to move the school forward which are built into the school development plan.
- Distributive leadership is good; it is strength of the management team, monitoring is fulfilled from addressing the actions from the SDP and of completion of the monitoring timetable.
- Governors are highly committed to the school and share the vision, they are concise at evaluating, challenging and supporting the effectiveness of the school and in holding the leadership to account.
- The safeguarding of pupils is outstanding. The school has excellent safeguarding procedures, risk assessments systems and pupil routines which are regularly monitored and evaluated.

In order to achieve outstanding the following key issues are being addressed (See Strategic Vision & Action Plans):

- To review distribution of Pupil Premium funding to ensure is evenly distributed and having a meaningful impact on pupils.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT – GOOD

- The quality of teaching our children receive across the school is either good or outstanding (37% Outstanding, 40% Strong Good, 23% Good).
- Performance management and appraisal is highly effective and is clearly linked to the School Development Plan and progress towards key priorities.
- The outcomes from all aspects of monitoring through the year demonstrate that the vast majority of pupils make good or better progress across the school.
- Teachers have increasingly high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding, incorporating systematic AFL within lessons, enabling them to develop an extensive range of skills across the curriculum.
- Teachers and other adults create a positive climate for learning in their lessons.

In order to achieve outstanding, the following key issues are being addressed (See Strategic Vision & Action Plans):

- To ensure there are consistent approaches to teaching and learning across the school.
- To identify and implement non-negotiables for teaching and learning.
- To implement the use of a triad system for maintaining high quality teaching and learning.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE – OUTSTANDING

- Behaviour is outstanding for most pupils, evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context.
- The school sets high expectations for behaviour and conduct around school. The excellent behaviour of most pupils is intrinsically linked to the calm, positive, caring school ethos and environment. This is evidenced through pupils of all ages and abilities showing high levels of engagement, courtesy and collaboration in lessons and on the playground due to the strong, positive school values that underpin every aspect of a child's life in school.
- Pupils' SMSC development is good, evidenced through their supportive behaviour towards their peers, charitable initiatives and community projects. The pupils' sense of community, where respect for each other is paramount and everyone helps everyone else is strong.

In order to maintain outstanding, the following key issues are being addressed (See Strategic Vision & Action Plans):

- To ensure SMSC is embedded throughout all curriculum areas.
- To maintain high standards by continuing good/outstanding practices.

ACHIEVEMENT OUTCOMES FOR PUPILS - GOOD

- Achievement is good because most pupils make good progress and attain above expected or better standards by the end of KS2.
- The rigorous analysis of pupils' attainment and progress gives an accurate picture of pupil performance and enabled any additional support to be swiftly identified.
- Performance data shows that different groups of pupils, including those with SEND, and those who join the school late, make good or better progress from their low starting points.

In order to achieve outstanding, the following key issues are being addressed (See Strategic Vision & Action Plans):

- To further diminish the different between PP and All pupils.
- To reverse the attainment dips in the end of KS2 outcomes to ensure achievement is securely above NA.

EARLY YEARS PROVISION - GOOD

- Leadership and management are good. The EYFS leader and team are strong; providing exceptional support and high-quality learning experiences for all children.
- The quality of teaching is consistently good or better and children are motivated through an excellent range of activities in a continually improving and stimulating environment.

In order to achieve outstanding, the following key issues are being addressed (See Strategic Vision & Action Plans):

- To continue the increase in the GLD to +80% in 2018.

EFFECTIVENESS OF LEADERSHIP and MANAGEMENT - GOOD

Leadership and the drive to improve:

- The head teacher successfully applies a clear direction and purpose for the school which is shared and supported by the governors, leadership team and staff.
- The leadership and management demonstrates an ambitious vision for the school in successfully inspiring the school to share a strong sense of purpose and the commitment set out in the schools' mission statement, aims, and policies, to ensure that each child has the best possible chance to raise individual standards and well-being.
- The new senior leadership team have established themselves successfully throughout the school and wider community, as well as striving to ensure there are continuing professional development opportunities for all staff.
- There is strong culture of high expectations at Meadow Vale. School leaders lead by example and create a culture of respect and tolerance. The positive relationship between leaders, staff and pupils support the achievement of all pupils.

Distributive Leadership:

- Leadership at all levels is highly effective and includes staff at all levels as well as pupil leadership.
- The vision is strong and all staff and governors understand that the ethos of 'Success for All' is the catalyst for a common purpose.
- Distributive leadership is good; it is strength of the management team, monitoring is fulfilled from addressing the actions from the SDP and of completion of the monitoring timetable. All staff contribute to the focussed school development plan to move the school forward.
- Provision of excellent management and SMART objectives, results in motivated teams and collaborative working, an increased capacity for improvement and the consistent raising of standards and secure improvement. Morale is very high and there is a strong belief in the school's success at all levels.
- Senior leaders are using data well and are clear about school priorities which lead to identifying key areas for improvement and provide exemplar practice or identify where exemplary practice is happening to secure the improvement of all staff and ensure that teaching is at least good in all aspects.
- Teaching assistants and support staff are making effective contributions to the vision of the school and are ensuring that most children make at least good or better progress.

Effective Governance:

- Governors are highly committed to the school and share the vision, they are concise at evaluating, challenging and supporting the effectiveness of the school and in holding the leadership to account.
- The role of the effective governing body continues to be a driving force for action and change. This is exemplified by regular scrutiny and incisively challenging school targets, effective financial management and rigorous performance management, holding the head teacher and senior leaders to account for all aspects of school improvement.
- Valuable contributions are made to the leadership of the school, offering a wide range of experience ensuring all their statutory duties are fulfilled; key policies are up to date, safeguarding and safer recruitment practices are followed rigorously and there is full compliance of how the school promotes British values.
- Governors monitor budget spending and have a clear view of spending priorities, including building improvements. They ensure staff are effectively deployed and performance management is robust.
- The strong caring community ethos in school is governed by the SMSC principles expected at Meadow Vale Primary.

Self-Evaluation:

- School self-evaluation is rigorous and influences the direction of the school. It identifies the key priorities to help shape the strategic vision of the school leading to an accurate understanding of areas for development and continue to move the school forward which are built into the school development plan.
- Decisive targets are set at all levels within the school, from individual pupil, group, cohort and whole school targets to robust performance management objectives for teaching and support staff. Annual cohort plans identify the strengths and areas for development within reading, writing and maths.
- Responsibilities of leaders are clear and managers' skills are developed sufficiently to demonstrate good capacity for sustained improvement. Constructive feedback from governors, staff, parents and pupils help to shape the strategic vision of the school leading to an accurate understanding of areas for development.
- Well planned monitoring, evaluation and review provide evidence of improving provision and standards. External reviews by the LA and consultants, which complement SLT and GB data, are used to construct rigorous and effective self-evaluation and improvement planning statements and priorities.
- Safeguarding:
 - The safeguarding of pupils is outstanding. The school has excellent safeguarding procedures, risk assessments systems and pupil routines which are regularly monitored and evaluated.
 - Safeguarding is a high priority for the school as many families are in need of support. It is successfully coordinated by a number of professionals, all statutory requirements are met and vulnerable pupils protected.
 - There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom

receive regular training on safeguarding, in particular child protection.

- Appropriate, measured responses to children who may well be at risk are documented effectively and internal and external agencies are used to protect children.
- Pupils feel safe at school, with almost all pupils and parent surveys concurring with this.

Value for Money:

- The leadership's deployment of resources is good due to imaginative problem solving, often by the SLT, bringing together financial, human and environmental resources to take decisive action in order to maximise provision and outcomes for pupils.
- Governor's monitor the deployment of resources to ensure value for money. Through effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the good deployment of staff and resources to the benefit of all groups of pupils.

Quality of Teaching and Learning:

- Overall, teaching is consistently good or better (Summer 2016: 100% good or better, 40% outstanding) ensuring the vast majority of pupils are motivated and engaged in learning with the large majority of teaching securing good or better progress.
- There is a thorough and detailed cycle of lesson observations in place. Alongside this, monitoring and tracking of class and pupil data ensures that targeted interventions are swiftly put in place to promote good learning.
- Regular monitoring of teaching and learning, including observations, scrutiny of pupils' work and planning, together with analysis of assessment outcomes ensures that judgements are validated as well as providing valuable development opportunity for staff.

Performance Management:

- Performance management systems run well and ensure each member of staff is appropriately trained and developed so they contribute positively to the success of the school. Everyone is given ambitious objectives to achieve which are geared around ensuring pupils receive a high quality education and experience.
- Due to good strategic leadership committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, the pupil outcomes have been positively impacted resulting in increasing achievement through school.
- The head teacher, senior leaders and governors use performance management to improve teaching. A program of continuing professional development, linked to the school's improvement and development plan ensure teachers and support staff respond to changes within the curriculum and the school's priorities linked to the Strategic Vision.
- All staff maintain professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

Impact on Pupils:

- Due to excellent strategic leadership committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, high aspirations for all pupils are strived for across the school.
- Meadow Vales' varied curriculum, enhances children's individual love of learning, a thirst for knowledge and to achieve well. The curriculum ensures that different learning styles are addressed and that it supports children's well-being.
- The inclusive nature of our school, promoted by all staff, ensures that all pupils have equality of provision.
- Pupils' carry out responsibilities through the role of librarians, head boy and girl, house captains, school captains, school prefects, peer mediators and an active school council which develop strong, positive attitudes and responsibilities.

Engaging with parents:

- Our partnership with parents is excellent. When engaging with parents, the school leadership is committed to open communication, proactive relationships and continuous refining of procedures, consequently the leadership of the school has a good relationship with a large majority of groups of parents and carers.
- The majority of parents and carers are involved in decision-making on key matters through established procedures. Governor policy review committee actively seeks and acts upon the views of parents when reviewing key school policies. The school's systems for keeping parents informed are good ensuring parents and carers have coordinated, up-to-date, accurate information (weekly newsletters, termly curriculum newsletters, web site, parent mail and class information).
- Children's progress is supported through regular consultations, midterm and end of year reports as well as an 'open door' policy where parents are invited to talk to the staff at the start and end of each day. Pupil targets are shared with parents each term and key learning objectives for the year are shared at the start of each academic year.
- When engaging with parents, the staff are committed to open communication, proactive relationships and continuous refining of procedures, consequently the leadership of the school has a good relationship with a large majority of groups of parents and carers.
- There is full wrap-around care for families via local childcare companies, which provides a friendly and stimulating environment where pupils of all ages mix well together, a provision parents and carers particularly value.
- Our work with parents of children experiencing difficulties both in and out of school, including vulnerable children, is effective and has ensured consistent expectations and maintained their progress through highly effective support from within school and outside supporting services.
- Parents' views are actively sought through questionnaires and various open days; family learning workshops are arranged to engage parents as partners in their child's education.
- There are many opportunities for engagement available to our parents and members of our community; Meadow

Vale School Association, Easter hat parade, parent workshops, carol service, family learning opportunities, school productions and assemblies, all of which are well attended and supported.

Pupil Premium/PE:

- In order to accelerate pupils' progress in learning, activities and interventions using Pupil Premium funding has included financial support for: pupil visits and residential visits, Forest Schools and Music initiatives, vulnerable families, Acorn Club supporting vulnerable pupils at lunchtimes and mornings to reduce the pressure of being outside in the playground, Y5 Swimming, After/Breakfast club, Holiday Club funding, lunchtime coaches leading activities managing behaviour and provide structure and education interventions (Nurture group, additional staffing, SENCo, FSA, Booster, Therapies). Narrowing of the gaps in children's learning and accelerating progress, improvements in health and well-being, increased curriculum engagement and academic achievement, the development of independence, confidence and self-esteem have ensured these gaps have been successfully narrowed and demonstrating raised achievement.
- Meadow Vale has a strong reputation for PE and Sport within the local community and beyond. The school has always prioritised the importance of a strong PE curriculum, this is supported by an outstanding range of free to access and open to all pre and after school clubs. We continue to embrace this government initiative and are confident that it continues to raise the quality and standard of Physical Education at Meadow Vale. Funding has supported the increase of pupil participation in sporting events, pupil leadership opportunities, employing outside agencies to deliver high quality lessons and increasing the number of lunch/after school clubs leading to a higher attendance, quality inter and intra school competitions. As a result, our pupils experience a high quality PE Curriculum, participation in an extensive range of sports and games and an extensive variety of sports clubs.

Committed to the Community:

- As a caring school and a significant partner of the local community, the leadership team has developed a good role in the community by ensuring our pupils: engage with a range of community groups, encourage local residents and explore their role and responsibilities within their local, national and international communities. Community engagements include: Visits to the Local Church and Elderly Resident's home.
- The majority of pupils demonstrate their involvement in a wide range of charitable community projects, charities supported include: Macmillan Cancer Support, Genetic Disorders UK (Jeans 4 Genes), British Legion Poppy Appeal.

Capacity for further improvement of the school:

The school has a good capacity for further improvement as a result of:

- The Head teacher having a clear vision and being ambitious in her drive for whole school improvement.
- The leadership having identified the correct priorities for improvement and being accurate in its evaluation of the school's effectiveness.
- Proactive governors providing consistent support and challenge in relation to school improvement.
- Leadership Group rigorously reviewing and evaluating achievement.
- Focused teaching staff that are thorough and determined in achieving the best outcomes for all pupils, with a determined focus on high quality teaching and learning.
- Engaged and enthusiastic parents who provide guided support to partner in their child's learning.
- Empowered pupils who increasingly take ownership for their own success and support peers effectively.

Evidence base:

- 86% of parents strongly/agree the school is well led and managed.
- 97% of parents strongly/agree that they feel their child is safe.
- 88% of parents strongly/agree the school responds well to any concerns they have.
- 93% of parents would recommend this school to another parent.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT – GOOD

Quality of teaching:

- The quality of teaching our children receive across the school is either good or outstanding (Summer 2016: 100% good or better, 40% outstanding).
- The senior leadership team have implemented a rigorous triangulation system for assessing teacher performance; bringing together evidence from lesson observations, book scrutiny and pupil outcomes. Monitoring evidence shows that lessons are well pitched with challenge and support, organised effectively and resulting in adult support being deployed effectively.
- Children are enthused by their learning and believe they are challenged and extended at an appropriate level and the curriculum inspires pupils to further their learning through self-directed home learning and projects.
- Teachers know their pupils well as individuals with provision for their needs; as a result, pupils approach their work with good levels of confidence and self-esteem, incorporating an ethos of inclusion. Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

Planning for progress:

- Planning is good or better, effectively taking account of prior learning to ensure high levels of challenge and expectation; meeting individual pupils' needs through finely tuned differentiation and personalised intervention, and well managed support for all pupils, adopting various teaching styles to fit the needs of particular lessons and is progress driven through use of explicit and clear learning intentions and success criteria related to high expectations and tailored teaching styles.
- Planning and assessment is individualised, so that account is taken of pupils' starting points, receptivity, learning inhibitions, sociability, preferred learning styles, adaptability.
- Teachers have high expectations due to the strong culture at Meadow Vale. They plan and teach lessons that deepen pupils' knowledge and understanding, incorporating systematic AFL within lessons, enabling them to develop

an extensive range of skills across the curriculum.

- The needs of different groups of pupils, including those supported by the pupil premium and the most able are effectively met and consequently they make expected or better progress. Staff are fully aware of the progress of pupils who are in receipt of the Pupil Premium and those with SEND, as a result, the gaps in progress between these pupils and those not in these groups is closing in the vast majority of cases. High quality specialist provision is provided for pupils with speech and language needs.

Use of assessment to support learning:

- Assessment procedures are rigorous and consistent, building on prior knowledge, securely built in on a daily basis and annual cycle, as a result of effective summative and formative assessment procedures, teachers and other adults plan well to meet the needs of all our pupils.
- Data is used rigorously to allow teachers and leaders to monitor progress against national expectations and decide upon next steps to focus quality first teaching and intervention accurately. Regular, robust and clear monitoring procedures are in place highlighting immediately any areas for concern, ensuring progress is and remains rapid for all individuals.
- Tasks are well organised to take account of all abilities. There is a real sense of the learners enjoying their work and each knows exactly what they need to do to improve. All learners are challenged by high-order, open ended tasks.
- The quality and effectiveness of marking and feedback to pupils is good, marking that refers to targets and clear explanation by teachers with individuals ensures that pupils know what they have to do next to improve well. Planning ensures regular use of peer and self-assessment.

Pedagogy:

- Drawing on strong subject knowledge, teachers plan effectively and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. Teachers demonstrate a high level of subject knowledge which is continually being refined through focussed CPD and weekly professional development; this enthuses and challenges most pupils and contributes to their increased attainment.
- Appraisal procedures are in place with clearly identified areas for improvement given to all staff. Focussed programme of peer coaching and professional development targeted at individual needs.

Teaching strategies:

- In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: VAK (Visual, Auditory and Kinaesthetic), talking strategies, peer learning partners, effective questioning and discussion - rewarding, recapping and reassuring pupils ensuring lessons and learning are interesting with well-planned activities that capture pupil interest and provide opportunities for collaborative learning.
- The school continues to ensure that all learning needs are catered for, including both the SEN and more able pupils, and intervention strategies are regularly reviewed and altered depending on the current needs of the individuals.
- Learning Support Assistants are involved in delivering daily high quality interventions in order to provide support for pupils' learning and are regularly trained increasing their confidence and success in pupils reaching higher levels of attainment and demonstrating accelerated progress.
- Appropriate, creative and regular homework contributes to pupils' learning and to parental engagement with the school, resulting in learners demonstrating increasing personal responsibility and organisation.

Teaching environment:

- The teaching environment is enhanced due to the strong learning culture and our commitment to pupils. The school uses encouragement, praise and rewards for all pupils in order to create this success; nurture gifts and talents in every child and reinforce strong pupil identities through the use of positive language and a supportive culture.
- Clear procedural boundaries, high expectations that are both academic and behavioural and with both high expectations of ourselves and each other, productive teamwork between staff, pupils and parents results in shared expectations.
- Learners are engaged with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect by questioning key personnel which support our SMSC principles and ethos.

Use of resources:

- Good and imaginative use is made of quality resources, effectively enhancing learning and including new technology. Effective use of the outdoor areas enhances the learning opportunities across the school. The extensive school grounds are very well maintained and include an adventure play area, a pond, a quiet area, two tarmac playgrounds, environment area, all weather artificial pitch and a new all weather 'bouncy' playground.
- Adult support is well focused and makes a significant contribution to the quality of learning where support is sharply focused and match pupils' needs effectively to secure rapid progress and make significant contributions to the quality of learning.

Quality of teaching in the wider curriculum:

- Pupils' experience success through engaging with the wider topic curriculum and this success raises pupil's self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects.
- Teaching is enriched by many visits and/or visitors, the use of our community and local environment to develop high levels of independence both socially and academically in pupils. These visits/ visitors include: Y4, Y5 and Y6 residentials, Speech and Language Resource Legoland, Y5 Marwell Zoo, Rec. Odd Farm Park, Wentworth, Y5 Living Rainforest, Y6 Henley River and rowing museum, Y1 Wellington Country Park, Y2 Winchester Science Centre and Y6 Bikeability.
- Pupil independence is effectively developed by empowering pupils' personal responsibility and organisation skills through a consistent, structured approach to homework. The teaching of pupils' rights and responsibilities, within our community by involvement of local services (Police, Fire service, School Nurse, Dentist, Religious Visitors).

Evidence base:

- 96% of parents strongly/agree their child feels happy at this school.
- 96% of parents strongly/agree their child is making good progress.
- 95% of parents strongly/agree their child is taught well at this school.
- 90% of parents strongly/agree they receive valuable information from the school about their child's progress.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE – OUTSTANDING

Pupils' attitude to learning and behaviour:

- The vast majority of pupil behaviour is outstanding, evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context.
- The school sets high expectations for behaviour and conduct around school. The excellent behaviour of most pupils is intrinsically linked to the calm, positive, caring school ethos and environment.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning where inappropriate behaviour is not tolerated in a school where discipline is evident but not oppressive.
- Pupils relate well to each other and understand the importance of excellent behaviour in the life of the school. As a result, there is considerable evidence of positive collaboration and independent learning.
- Pupils' SMSC development is good which is evidenced throughout the fabric and ethos of the school, through their supportive behaviour towards their peers, charitable initiatives and community projects. The pupils' sense of community, where respect for each other is paramount and everyone helps everyone else is strong.

Pupils' safety:

- The school has excellent safeguarding procedures, risk assessment systems and pupil routines which are regularly monitored and evaluated.
- All statutory safeguarding requirements are met: pupils receive high levels of care, guidance and support resulting in outstanding personal development and safety.
- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection.
- Recent PREVENT training has ensured staff are aware and vigilant of the issues surrounding extremism and radicalisation.
- Health and safety is a high priority and pupils understand the need to follow school rules. The school site is clean and well maintained and pupils demonstrate their respect for the environment by acting responsibly around the school site and when using equipment. Safe working practices are in place and risks are minimised through appropriate risk assessment and training.
- The excellent partnership between the SLT and pastoral team ensures that all safeguarding procedures are thorough and robust.
- The schools' collaborative working with key agencies is outstanding resulting in issues/concerns being addressed effectively; documented thoroughly and communicated professionally.
- The vast majority of pupils have a good perspective of how to keep themselves and their peers safe. There have been many opportunities to develop these skills: Safer Internet, Keeping Safe for all pupils. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
- Pupils are well prepared for KS3, due to regular positive events and visits to our link schools.

Pupils' attendance and punctuality:

- Attendance is good for most pupils groups; due to the effective actions and early intervention due to the outstanding work of the Family Support Advisor and liaison with the school Attendance Officer. There is a proactive approach to working closely with particular families where attendance is weak, offering support where necessary.
- Attendance continues to be above the national average and is 96.2%.
- Punctuality at the start of the school day and the start of lessons is good and pupils are very proud of their school.

Promoting equality and tackling discrimination:

- The school's ability to promote equality and tackle discrimination is good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels.
- There is little evidence of discrimination and where there has been any evidence of inequality, this has been tackled swiftly. There is zero tolerance of harassment, racism and bullying, instances of bullying are recorded and acted upon immediately.
- Most pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. The vast majority of pupils are open to new ideas and appreciate cultural diversity.
- Positive celebration of the different cultures in school and the community, helps pupils develop a good appreciation of faiths and cultures and traditions that might be different from their own and how these are constantly changing.
- Teachers promote pupils' high levels of resilience, tolerance, confidence and independence when tackling challenging activities.
- Teachers have a good knowledge of the National Curriculum statutory inclusion statement. Consequently, teachers are incisive to know which pupils require extra help due to disability, heritage, special educational needs, social group, gender, physical or emotional needs, race or culture.
- British values are also an essential element throughout the school. Excellent displays around the school also serve to highlight these values, including the recent introduction of some prints by a British artist of significant British landmarks to provide a discussion point during lesson and assembly times.

Evidence base:

- Internal and external risk assessments, weekly diaries, staff code of conduct in the Staff Handbook.

- Single central record, in/out of school risk assessments, child protection and first aid training record.
- Pastoral Support files
- SEN file and Child Protection file, Weekly communication diary.
- Persistent absence and overall absence is consistently reducing due to effective strategies – see files.
- Overall attendance and attendance for all groups of pupils is consistently rising.
- 0 racial incident this year; 0 bullying incidents this year.
- 96% of parents strongly/agree their child is safe.
- 94% of parents strongly/agree their child is well looked after at this school.
- 92% of parents strongly/agree this school makes sure its pupils are well behaved.
- 72% of parents strongly/agree this school deals effectively with bullying (22% didn't know).

ACHIEVEMENT OUTCOMES FOR PUPILS - GOOD

Achievement for the Y6 cohort (2016-2017) shows element of requires improvement, however, achievement is good because pupils make good progress and attain above expected or better standards by the end of KS2. An increasing proportion of pupils are making good progress across the school. The Leadership Team have ensured targeted scrutiny of data analysis across the school and clear actions in place to secure good achievement across KS2 to ensure the dips in attainment and progress are reversed. The rigorous analysis of pupils' attainment and progress gives an accurate picture of pupil performance and enabled any additional support to be swiftly identified. Pupils make good progress across the school as a result of good or better teaching which engages them and allows them to practise their skills.

Cohort: 61 (27 boys/34 girls), 1 pupil = 1.6%. Main vuln. groups: DA 23% (14 pupils), FSM6 23% (14), SEN Sup. 15% (9).

ACHIEVEMENT BY THE END OF KS2 REQUIRES IMPROVEMENT:

- Pupils' achieving Expected Standard (EXS) by the end of KS2 in 'RWM' is **56%**, below 61.7% NA and broadly LAA.
- Pupils' achieving Greater Depth (GD) by the end of KS2 in 'RWM' is **8%**, broadly 9% NA and above LAA.
- Pupil progress, rel. to KS1 outcomes, by end of KS2: **Reading -1.72, Writing -3.67, Maths -2.89.**

ACHIEVEMENT IN READING BY THE END OF KS2:

- **Attainment in reading is good overall.**
Pupils' achieving EXS in reading by the end of KS2: **All pupils 67% < 71.4% NA.**
Pupils' achieving GD in reading by the end of KS2: **All pupils 25% > 24.5% NA.**
Av. score for pupils reading by the end of KS2: **All pupils 104.2 > 104.1 NA.**
- **Progress in reading requires improvement.**
Progress of all pupils (59) in reading by the end of KS2 is **-1.72.**
Progress of DA pupils (13) in reading by the end of KS2 is **-2.73.**

ACHIEVEMENT IN WRITING BY THE END OF KS2:

- **Attainment in writing requires improvement.**
Pupils' achieving EXS in writing by the end of KS2: **All pupils 70% < 76.3% NA.**
Pupils' achieving GD in writing by the end of KS2: **All pupils 10% < 17.7% NA.**
- **Progress in writing requires improvement.**
Progress in writing of all pupils (60) by the end of KS2 is **-3.67.**
Progress of DA pupils (14) in writing by the end of KS2 is **-4.28.**

ACHIEVEMENT IN MATHS BY THE END OF KS2:

- **Attainment in maths requires improvement.**
Pupils' achieving EXS in maths by the end of KS2: **All pupils 64% < 74.8% NA.**
Pupils' achieving GD in maths by the end of KS2: **All pupils 26% > 22.6% NA.**
Av. score for pupils in maths by the end of KS2: **All pupils 102.9 < 104.2 NA.**
- **Progress in maths requires improvement.**
Progress in maths of all pupils (59) by the end of KS2 is **-2.89.**
Progress in maths of DA pupils (13) by the end of KS2 is **-2.57.**

ACHIEVEMENT IN EGPS BY THE END OF KS2:

- **Attainment in GPS 89%**
Pupils' achieving EXS in GPS by the end of KS2: **All pupils 89% > 76.9% NA.**
Pupils' achieving GD in GPS by the end of KS2: **All pupils 31% > 30.9% NA.**
Av. score for pupils in GPS by the end of KS2: **All pupils 103 > 106.0 NA.**

Achievement of Boys (27) by the end of KS2:

- Attainment EXS: **Reading 59%, Writing 56%, GPS 81%, Maths 52%, RWM 41%.**
Attainment GD: **Reading 11%, Writing 4%, GPS 33%, Maths 19%, RWM 4%.**
- Progress (25): **Reading -3.26, writing (26) -5.89, maths -2.53.**

Achievement of Girls (34) by the end of KS2:

- Attainment EXS: **Reading 74%, Writing 82%, GPS 94%, Maths 74%, RWM 68%.**
Attainment GD: **Reading 35%, Writing 15%, GPS 32%, Maths 32%, RWM 12%.**
Progress: **Reading -0.58, writing -1.97, maths -3.16.**

ACHIEVEMENT OVERALL BY THE END OF KS1 IS GOOD:

Cohort: 91 pupils (49 boys / 42 girls), 1 pupil = 1.1%.

Main vulnerable groups: EAL: 19% (17 pupils), DA: 18% (16), FSM Ever6: 17% (15), SEN Supp: 14% (13).

ACHIEVEMENT IN READING BY THE END OF KS1:

• Attainment in reading requires improvement.

Pupils' achieving Expected standard+ (EXS+) in reading by the end of KS1: All pupils 68% < 75.6% NA. (Boys 71%, Girls 64%, DA 44%, FSM6 40%, SEN Supp 23%, EAL 88%).

Pupils' achieving Greater Depth (GD) in reading by the end of KS1: All pupils 24% ~ 25.0% NA, (Boys 27%, Girls 21%, DA 0%, FSM6 0%, SEN Supp 0%, EAL 24%).

• Progress in reading is good.

ACHIEVEMENT IN WRITING BY THE END OF KS1:

• Attainment in writing is good.

Pupils' achieving expected standard+ (EXS+) in writing by the end of KS1: All pupils 66% ~ 68.2% NA. (Boys 71%, Girls 60%, DA 50%, FSM6 47%, SEN Supp 15%, EAL 88%).

Pupils' achieving Greater Depth (GD) in writing by the end of KS1: All pupils 31% > 16.0% NA, (Boys 31%, Girls 33%, DA 0%, FSM6 0%, SEN Supp 0%, EAL 35%).

• Progress in writing is good.

ACHIEVEMENT IN MATHS BY THE END OF KS1:

• Attainment in maths is good.

Pupils' achieving expected standard+ (EXS+) in maths by the end of KS1: All pupils 77% > 75.1% NA, (Boys 82%, Girls 71%, DA 50%, FSM6 53%, SEN Supp 54%, EAL 88%).

Pupils' achieving Greater Depth (GD) in maths by the end of KS1: All pupils 31% > 21.0% NA, (Boys 35%, Girls 26%, DA 0%, FSM6 0%, SEN Supp 0%, EAL 35%).

• Progress in maths is good.

PHONICS SCREENING CHECK

In the Y1 Phonics Screening Check, the number of pupils (90) achieving the expected standard is good with 90%, above 81.2% NA in 2017. (Boys (47) 85% > 78% NA, Girls (43) 95% > 85% NA, DA (17) 76% < 93% of Non DA).

EARLY YEARS FOUNDATION STAGE – GOOD

Effectiveness of Leadership and Management:

- Leadership and management are good. The EYFS leader and team are strong; providing exceptional support and high-quality learning experiences for all children.
- The team strive to provide the best possible provision, care, nurture and support for all children and seek to further development with high expectations.
- Parents are fully involved and informed and say they are highly satisfied with the excellent start their children receive.
- The EYFS provides a good, safe and secure environment, as a result of adapting quickly; they learn the skills of cooperation, concentration and positive behaviour.
- Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is highly effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks.
- All staff have high expectations of behaviour and safety, including safeguarding and children feel safe and prepared to undertake activities to develop their learning and knowledge. There are effective policies and procedures in place that are shared by all stakeholders.

Quality of Teaching, Learning and Assessment:

- Overall, teaching is good or better. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, physical and economic well-being in both a stimulating environment indoors and outdoors. All children have made good progress from their starting points.
- Good or better teaching and learning demonstrates a deep understanding of the developmental and learning needs of the children and puts in place a purposeful and engaging range of activities to stimulate and engage them, with opportunities for assessment embedded throughout.
- All staff display high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. The adults' role is clearly identified in the planning and there is a judicious mixture of adult led and child-initiated activities.
- As a result of the high-quality activities on offer to them, together with the excellent care and support they receive, children are highly motivated and enthusiastic learners. They are able to work with sustained interest and application, displaying highly positive attitudes to their learning. Children are beginning to develop excellent skills of co-operation, sharing and support for each other. They work and play safely together.
- Other actions and provision are in place to accelerate the rates of progress for all pupils including those with SEN/D.

Pupil Development, Behaviour and Welfare:

- Children's good behaviour shows that they feel safe and are engaged with their learning environment.
- An interesting, well equipped and welcoming environment including a well-developed outdoor learning facility, which successfully promotes children's learning, social, physical and emotional wellbeing. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social,

physical and economic well-being.

- The safeguarding of children in EYFS is excellent due to the robust steps taken including vetting of all adults working with the pupils, child protection explained at induction and first aid procedures for all the adults who work with the children.
- Ensuring a smooth transition from nursery to our school, strong links with nursery providers are effective.

Outcomes for pupils:

- The majority of EYFS pupils enter Reception with skills that are national expectations, although there is an increasing number of children entering the school with lower than expected outcomes. The school intervenes rapidly to correct the outcomes for pupils and they leave the foundation stage higher than national average.
- Achievement is good in the EYFS. The proportion of pupils (59/74) achieving a GLD in 2017 is 80%.
- Progress overall is good, 80% of children achieved expected or better progress.

Abbreviations: ASD: Autistic Spectrum Disorder, CPD: Continuous Professional Development, EYFS: Early Years Foundation Stage, DA: Disadvantaged Pupils, ELG: Early Learning Goals, EXS+: Expected Standard or above, FSM: Free School Meals (Forever 6: pupils who have qualified for FSM at any point in the past 6 years, Eligible: pupils currently in receipt of FSM), GLD: Good Level of Development, GD: Greater Depth, IMD: Index of Multiple Deprivation, LAA: Local Authority National Average, NA: National Average (NA 2016), PP: Pupil Premium, RWM: Reading, Writing and Maths Combined, SEN: Special Educational Needs (ST/ECHP: Statement/Education, Care and Health Plan), SMSC: Social, Moral, Spiritual and Cultural.*