

# School Self Evaluation Summary Sheet

<b>SCHOOL</b>	<b>Horton Kirby CEP</b>	<b>Date: September 2018</b>
<b>SECTIONS</b>	<b>Summary Evaluation</b>	
<b>1) INTRODUCTION</b>	<b>School context, key strengths and areas for improvement</b>	
<b>2) PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</b> <b>3) (Feb 2015)</b>	<b>Key Issues</b>	<b>Progress</b>
	Sometimes the most able pupils are not given work that challenges them to work and think hard enough.	Variation in LO/SC for level of children. Use of 'chilli' sheets in maths. Children encouraged to start work after initial input, if confident to, whilst those remaining are given further teaching to reinforce/clarify any mis-conceptions.
	Pupils do not have sufficient opportunities to practise and develop their writing skills in subjects other than English.	The Cornerstones curriculum is now in use which encourages greater cross-curricular writing opportunities.
<b>4) AREAS FOR WHOLE SCHOOL DEVELOPMENT</b>	Give pupils every opportunity to make rapid progress by: <ul style="list-style-type: none"> <li>Improve attendance of all children and decrease those with PA within the school.</li> <li>ensuring that pupils develop their writing skills by writing at length and to a high standard not only in English but also in other subjects.</li> </ul>	
<b>4) ACHIEVEMENT</b> <b>Attainment; progress; quality of learning for individuals, groups and SEN</b>	<b>Strengths and judgement</b>	<b>2</b>
	Progress in KS2 maintained as above average with higher ave. scores in all areas and greater % achieving combined expectations than national & local. KS1 maintaining GLD scores from EYFS and consolidating skills.	Yr1 phonics and yr2 retakes – tracking interventions including this as a focus for interventions/PPM and to include writing for KS1&2
	EYFS Good Level Development above national average and good improvement on previous years scores. All groups including SEN make good progress.	Develop the challenge aspects for the most able pupils.
<b>5) TEACHING</b> <b>Expectations, engagement, motivation, challenge, independence, literacy skills, assessment and next steps in learning.</b>	<b>Strengths and judgement</b>	<b>2</b>
	Teaching is at least good, outstanding elements are present in the vast majority of lessons. Many lesson are now outstanding.	Push all teaching to outstanding.= with appropriate and highly effective use of TAs
	Marking and Feedback deepens understanding and enables good progress	Ensure challenge and support for all groups but specifically ensure more able are appropriately challenged.
<b>6) BEHAVIOUR AND SAFETY</b> <b>Behaviour throughout school, attendance/punctuality, attitudes to others, protection from bullying, pupil/parent views</b>	<b>Strengths and Judgement</b>	<b>2</b>
	Good behaviour in class. 'Pupils are kind to each other and respectful towards adults...Pupils enjoy school' (Ofsted 2015).	To ensure tasks engage children fully at all times to ensure concentration does not waver.
	Improving attendance to national average or better.	Improve attendance to 97%. Reduce PA from 14% in 2017 to 5% in the 18/19 academic year.
<b>7) LEADERSHIP/ MANAGEMENT</b>	<b>Strengths and Judgement</b>	<b>2</b>
	Pupil tracking, monitoring and assessment is meaningful, regular and consistent. Succession planning for future leaders is undertaken for all roles within the school.	Assessment across all foundation subjects requires continued monitoring/development. Creation of Monitoring Books by foundation subject leaders.
	GB are proactive and involved in school life.	Recruit co-opted governors to fill areas of weakness as identified in skills audit.
<b>8) OVERALL EFFECTIVENESS OF SCHOOL: 2 moving/showing aspects of 1 in many areas.</b>		

	Progress and attainment – consolidation of recent improvements.	Move towards Outstanding Achievement.
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# Self-Evaluation Statement

<b>School name</b>	Horton Kirby CE Primary School
<b>School type</b>	Foundation
<b>Address</b>	Horton Road, Horton Kirby, Dartford
<b>Telephone</b>	01322 863278
<b>Email</b>	headteacher@hortonkirby.kent.sch.uk
<b>Website</b>	<a href="http://www.hortonkirbycesch.org/">http://www.hortonkirbycesch.org/</a>
<b>DFE No.</b>	886/5215
<b>Ofsted URN</b>	144099
<b>Number on roll</b>	Reception – Year 6: 263
<b>Headteacher</b>	Glenn Pollard
<b>LA</b>	Kent
<b>Religious character</b>	Church of England
<b>Last inspection</b>	February 2015
<b>Overall grading</b>	Good

<p><b>Contextual details</b></p> <ul style="list-style-type: none"> <li>• The school is an average-sized primary school. Four of the 10 classes have mixed-age groups.</li> <li>• The early years provision for 2018/19 consists of a full-time Reception classes with 18 children.</li> <li>• The large majority of pupils are White British. The proportion of disabled pupils and those who have special educational needs is below average.</li> <li>• The proportion of pupils eligible for additional pupil premium funding is slightly above average. This funding is available for pupils known to be eligible for free school meals and those in the care of the local authority.</li> <li>• The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.</li> <li>• There is a breakfast and after school club on site. This is managed and inspected separately.</li> </ul>	<p><b>Attainment on Entry</b></p> <p>Children enter the Reception classes with skills and abilities which are typical for their age, although with lower communication skills. They make good progress and, at the end of Reception, the proportion achieving a good level of development is above the national average. All children are well prepared for Year 1. (Ofsted 2015)</p>
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## Summary Evaluation

The achievement of pupils is good because....	The quality of teaching has the following strengths...	Behaviour and safety of pupils are good because..	Leadership and management is good because.....
<p>In 2018 the percentage attaining expected+ in <b>Reading, Writing, Maths combined was above National Average at 76.9% (national 64% KS2)</b></p> <p>-In 2018 attainment at Expected+ was above National Averages in all subjects (KS2).</p> <p>- In 2018 <b>progress scores in Maths, Reading and Writing were all above national averages with reading and maths well above; Reading +0.7, Writing +0.8, Maths +1.2 – (national = 0 across the board).</b></p> <p>-In 2018 the progress of <b>Disadvantaged children was above that of the national figures for maths and was closed in reading and writing. Although there is a dip on the previous year. 1/3 of the disadvantaged children had attendance well below average at 73.9% (we were working with the attendance service linked to this child).</b></p> <p>- In 2018 attainment at <b>Greater Depth</b> was above nationals after being below the previous year in. <b>GPS 43.6% (ave 34%), Numeracy 38.5% (ave 24), Reading 30.8% (ave 28%) and writing 25.6% (ave 20%) all were above nationals.</b> FSM was above nationals in all areas other than GPS in which we were in line with Nationals.</p> <p>- Y2 achieving <b>Expected+ in Reading 84.4% (75.4%), Writing 75% (69.9%) and Maths 87.5 (76.1%)</b> is above in all areas compared to National Average.</p> <p>- Y2 achieving GDS, reading broadly in line with 25% (25.6%), above in maths 31.3% (21.8)but below in writing 9.4% (15.9)</p> <p>- <b>Y1 phonics reading tests</b> achievement was <b>below national average at 68.2%.</b> <b>Y2 retakes 5/8 children achieved the pass mark (1 child was expected due to concentration issues and ADHD, 1 child was subject to CP issues at the time of testing and one had health issues leading to poor attendance.</b></p>	<p>Teaching over time is consistently good as evidenced by triangulated monitoring, including whole school data. <b>100% good, 38% Outstanding as of June/July monitoring 2018;</b></p> <p><b>Teachers make clear to pupils what they are learning and how to be successful. Assessment is effective. Pupils' work is well marked and pupils usually respond to the comments that teachers make. Classrooms are bright and inviting. (Ofsted 2015)</b></p> <p>- In lessons teachers question expertly to probe and accelerate understanding.</p> <p>- AFL is a whole school focus and there is a consistent approach being followed with children showing independence through creating their own learning objectives and success criteria.</p> <p>-Collaborative learning is evident and peer marking takes place.</p> <p>-Triangulation of teaching assessment has shown an improvement in lesson observation grades as well as overall judgments -</p> <p><b>The checks that senior leaders make on the quality of teaching and learning are rigorous. Teachers have targets that are linked to how well pupils should achieve. The headteacher ensures that only good classroom practice leads to salary progression. Staff training, which includes visiting other schools and in-school sessions for the whole team, has helped all teachers to improve their practice. (Ofsted 2015)</b></p> <p>- In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning.</p> <p>- Teachers are using data to inform planning and provide intervention when needed.</p> <p>- Core subject coordinators have a clear and focused understanding of their subjects strengths and weaknesses across the school.</p>	<p>Our revisited Christian Values of; Respect, Responsibility, Resilience and Reflection are embedded within everyday school life.</p> <p>Children are aware of the school's values and good learning attitudes through the use of 'Horton the Hero' and consistent expectations from all staff and their peers. The vast majority of pupils' behaviour is outstanding evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors</p> <p>- Circle time is used to address any concerns raised by the children or by staff</p> <p>- Teachers' good management of behaviour results in learners that are self-confident and keen to do well.</p> <p>- Pupils are focused on learning in school; they take pride in their work and help each other.</p> <p>- Pupils are highly considerate and very supportive of each other in lessons as well as around the school and in the playground.</p> <p>- Pupils are aware of different forms of bullying and actively try to prevent it from occurring.</p> <p><b>The behaviour of pupils is good. Pupils are kind to each other and respectful towards adults. They contribute to the life of the school through the school council, the eco-council and by sitting with younger pupils at lunchtime. Pupils spoken to say that behaviour is good... (Ofsted 2015)</b></p> <p>- Attendance has improved from 94.7% to 95.2% although is slightly below national 96%. PA has decreased from 14.7% to 5.5%. The percentage of unauthorized, authorized and persistent absences has fallen. Further improvement and parental engagement remains a focus for the school. Various steps have been taken to improve attendance</p> <p>- Single Central record is kept up to date and monitored regularly.</p>	<p>Teaching and achievement is good.</p> <p>- Children make good progress.</p> <p>-The disadvantaged gap has closed and is continuing to do so.</p> <p>- Leaders communicate ambition and expectations to staff through performance management (linked to pay) and internal training.</p> <p>-A variety of middle leadership training is undertaken – all roles are valued within the school</p> <p>-Governors hold school leaders to account through robust challenging and questioning at full governing body meetings and regular committee meetings.</p> <p>-The schools Christian values and ambitions are communicated to all stake holders.</p> <p>- Monitoring and assessment take place 6x yearly, picking up areas of support for children and training needs of staff.</p> <p>- Governors visit the school regularly, a new governor monitoring system is being instigated this year governor development plan.</p> <p>- Continuing Professional Development is closely matched to staff's and school's needs and is completed both externally and internally.</p> <p>-With the shrinking budget the finances are effectively managed to ensure good deployment of staff and resourcing.</p> <p>- Leadership roles and responsibilities are clearly defined and middle leaders take responsibility for their areas; they hold teachers to account for improvement and report to SLT.</p> <p>- Succession planning is in place with middle leaders shadowing senior leader roles and developing a greater knowledge of the school wide impact of data.</p> <p>- Leaders are developing staff and giving them more responsibility where appropriate .</p> <p>- Parental engagement has increased with</p>

<p><b>-EYFS (GLD) achievement above average at 81.8% compared to 71.5% nationally, literacy goals 86.4% (73.3), numeracy 90.9% (78.3)</b></p> <p><b>-Interventions are planned in July ready for the following year. These are tracked and implemented from the first week of every year and regularly updated throughout the year.</b></p> <p>- Parental engagement has increased with the use of the Seesaw app allowing parents to engage with children in their learning.</p> <p>- Instagram and Twitter have also been added to aid communication with parents and the public in an attempt to publicise the school to parents. A named member of staff is responsible for marketing the school.</p> <p><b>Achievement has improved since the previous inspection and is now good. All groups of pupils, including White British pupils, currently in school make better progress than they have in the past because of improvements in teaching. Progress in writing is a little slower because pupils do not have the chance to develop their writing skills sufficiently in subjects other than English. (Ofsted 2015)</b></p>	<p>-Teachers talk knowledgeably and seek collaboration with colleagues about their children and their needs in termly pupil progress meetings.</p> <p>- Teachers own the data of their class.</p> <p>-whole school approaches adopted ensure teachers enable children to focus on tasks at hand whilst taking pride in their learning and instances of low level disruption are rare.</p> <p>- Book scrutinies show good presentation and responses to marking in virtually all books. Challenge comments and questions are now prevalent</p> <p>- Current teacher monitoring indicates a sustained good to high level in the standard of teaching and use of adults and interventions across the school</p>	<p>-There is a safeguarding Governor and 2 governors have been on 'Safer Recruitment' training, as have 3 staff. All training is up to date for Designated Safeguarding Leads – of which there are 3 working in school.</p> <p>- Key Stage seasonal parents meetings to discuss topics, expectations and curriculum requirements (in addition to normal Parents Evenings) are well attended.</p> <p>- Fobbed security entrance system meaning no external doors are required to be open</p> <p>- Lockdown procedure has been introduced.</p> <p>- The vast majority of staff are First Aid trained</p> <p>- Team Teach training undertaken by all staff.</p>	<p>the use of the Seesaw app</p> <p>- Key Stage seasonal parents meetings to discuss topics, expectations and curriculum requirements (in addition to normal Parents Evenings).</p> <p><b>The headteacher is ably supported by his deputy. Together, they have worked relentlessly, and successfully, to improve teaching and pupils' achievement... The school is in a strong position to continue to improve.</b></p> <p><b>Middle leaders, some of whom are new to their role, share the headteacher's vision for making sure that pupils achieve as well as possible. They receive good support and training and contribute well to school improvement.</b></p> <p><b>The systems to check the progress of individual pupils and groups are used effectively to make sure that any pupil falling behind receives extra support. (Ofsted 2015).</b></p>
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Achievement could improve ...	Teaching could improve...	Behaviour and safety could improve...	Leadership and management could improve...
<p>-The level of challenge for More Able needs to be consistent and sustained whilst ensuring children are working hard at all times,</p> <p>-The progress of more able children is now a clear focus in whole school development.</p> <p>-The number of children reaching a good</p>	<p>- TA's are deployed effectively to maximise their impact on learning</p> <p>- Improved assessment and monitoring of foundation subjects</p>	<p>Involve the children more in behavior and safety to make attitudes to learning exemplary.</p> <p>-More proactive and visible school council</p> <p>- We need to get attendance to above national averages at a target of 97%.</p> <p>- Decrease the number of PA children</p>	<p>We need to move teaching and achievement towards outstanding.</p> <p>- Involve parents more in school improvement and engagement.</p>

<p>level of development in EYFS early learning goals is above the national average although the number exceeding needs to increase.</p> <ul style="list-style-type: none"> <li>- A focus on phonics is required in order to surpass the national expectation</li> <li>- A focus on developing written work is required in order to surpass expectations, particularly at GDS</li> </ul>		within the school.	
<b>Overall effectiveness</b>			
<p>Good. The school leadership team has helped to improve teaching, achievement, behaviour and safety as well as leadership at all levels. The Trust recognises the school's overall effectiveness to be good, in line with the school's self-evaluation.</p>			

<b>LEADERSHIP AND MANAGEMENT</b>	
<b>Leadership and Management has the following strengths...</b>	<b>Developments needed...</b>
<ul style="list-style-type: none"> <li>• Distributive leadership such as: the Senior Leadership Team and Key Stage Leaders have been developed by the current leadership team in order to provide greater ownership of the school, policies and vision, to staff. This has resulted in motivated teams and greater improvement in progress and raising of standards.</li> <li>• Three middle leaders are on the NPQSL course</li> <li>• High expectation and ambition are communicated to staff – Each teacher has a target that there will be an average of 90%+ pupils at ARE per cohort (or at least in line with national expectations KS1), written into performance management along with a target of 100% making progress with 90%+ making expected progress in all subjects.</li> <li>• Strong systems have been developed to address any practice that falls short of the expectation we set for ourselves. (Narrated observations, lesson studies to share good practice, follow up, monitoring where there is concern.)</li> <li>• <b><i>The headteacher is ably supported by his deputy. Together, they have worked relentlessly, and successfully, to improve teaching and pupils' achievement... The school is in a strong position to continue to improve. Middle leaders, some of whom are new to their role, share the headteacher's vision for making sure that pupils achieve as well as possible. They receive good support and training and contribute well to school improvement.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor feedback evaluations for staff inset in order to ensure areas of concern for staff are adequately addressed.</li> <li>• Ensure the level of challenge is maintained for all pupils and is further developed in particular for the more able learners.</li> <li>• Continue development of middle leaders allowing them to take responsibility for areas of development that will have whole school impact.</li> <li>• The Governing Body needs to recruit co-opted members to fill areas of weakness as identified by the skills audit.</li> </ul>

**The systems to check the progress of individual pupils and groups are used effectively to make sure that any pupil falling behind receives extra support. (Ofsted 2015).**

- Although we have a change in governors we still feel the following applies; **Governors are well trained and know the school very well. They are involved in all aspects of the school's work. They have a visible presence in the school and have specific areas of responsibility, on which they report to other governors in helpful detail. They use data effectively and understand how well the school is performing compared with other schools nationally. They receive frequent information from the headteacher about pupils' achievement and provide good challenge to school leaders. (Ofsted 2015).**
- The headteacher, governors and leadership team have a secure overview of the school and areas for development which they ensure are incorporated in the School 180 Day Plan and Self - evaluation.
- There is a good link between the school's self-evaluation statement and the School 180 day plan.
- Any underperformance identified in the school is addressed appropriately and leaders, governors and staff are aware of this.
- Staff use the school pupil tracking system effectively and are aware of those children that give cause for concern – they own their class data.
- School Development Plan (180 day plan) is shared with and owned by staff and governors.
- The Trust SIP regularly visits to ensure the school is challenging itself as well as to discuss progress and levels of ARE across the school.
- Clarity of Roles & Responsibilities is clear in the school with middle leaders becoming more active and shadowing senior leaders (for succession planning).
- Current leadership has improved EYFS results – prior to 2011 results in Reception were consistently below national averages, but since this time have rapidly improved and are now higher than national averages. GLD 81.8% up 10.3% on national average, Literacy 86.4% up 13.1% on national averages and numeracy 90.9% up 12.6% on national averages.
- The headteacher and leadership team give the highest priority to monitoring, evaluating and reviewing the quality of teaching and learning as a key part of the self-evaluation strategy – regular book scrutinies, lesson observation and pupil progress meetings based around data scrutiny are time tabled on the school monitoring plan.
- Through appraisal and performance management the headteacher ensures that high expectations are set in teaching and learning and

all areas of the school's work - Each teacher has a target linked to both attainment and progress of children in their class, written into performance management and linked to pay.

- ***The checks that senior leaders make on the quality of teaching and learning are rigorous. Teachers have targets that are linked to how well pupils should achieve. The headteacher ensures that only good classroom practice leads to salary progression. Staff training, which includes visiting other schools and in-school sessions for the whole team, has helped all teachers to improve their practice. (Ofsted 2015)***
- Leaders continue to be developed within the school; staff are undertaking the NPQH and NPQSL courses and the head is a trained facilitator for these. They receive good support and training and contribute well to school improvement.
- The vision for the school has been generated and is owned by all staff.
- The curriculum provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development.
- The school's curriculum is well organised, imaginative and provides good opportunities for learning for all groups of pupils.
- Throughout the school there are good opportunities for all children, including those with SEN, to be taught skills related to each subject.
- The governing body is pro-active in its life in the school. Regular visits are taking place with governors responsible for varying areas of the curriculum and school life.
- Full governing body, along with governor visits allow governors to challenge data, SEF judgements and school improvement evidence. Their relationships with staff are constructive and they show determination in identifying improvements.
- Governors monitor and ensure the efficient management of financial resources.
- ***The school's work to keep pupils safe and secure is good. (Ofsted 2015)***
- The school has excellent safeguarding procedures including vetting of all adults working with the children, risk assessment systems and pupil routines (*See policy, risk assessments and single central record*)
- The school's collaborative working with other key agencies is strong resulting in issues: being dealt with efficiently; documented thoroughly and communicated professionally (*See SEN file & Child*



<p><i>Protection file)</i></p> <ul style="list-style-type: none"> <li>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 and safer recruitment of staff and volunteers, (see safeguarding policies).</li> </ul>	
<p><b>Parents</b></p>	
<ul style="list-style-type: none"> <li><i>Virtually all parents returning the Parent Questionnaire (Jan 2018) feel the school is well led and managed (94%) and that the school responds well to any concerns raised (93%).</i></li> <li>When engaging with parents the school staff and leadership are committed to open communication, proactive relationships and continuous refining of procedures. Parental voice is listened to, via questionnaires and parents approaching staff and leadership on the playground, subsequently adaptations to school procedures and plans may be made (99% of parents say their child is happy at this school and 98% say their child feels safe. 93% say the school responds to concerns raised and 98% say children are taught well at this school, 96% would recommend this school to another parent.</li> <li>The school's systems for keeping parents informed are good ensuring parents and carers have coordinated, up-to-date, accurate information. (Newsletters, parent text facility, class based termly parent information letters, Web site class information, reading record diaries, Seesaw app). Children's progress is supported through regular consultations and end of year reports as well as an 'open door' policy where parents are invited to talk to the teachers at the end of each day. Pupil targets are shared with parents each term along with key areas of learning for that term.</li> <li>Workshops for parents regarding SATS preparation have become an annual event.</li> <li>Parent information mornings take place at the start of a seasonal term.</li> <li>Inclusion leader meets regularly with parents &amp; provides a link to outside agencies.</li> <li>The Chair and Vice of Governing Body have children currently at Horton Kirby.</li> </ul>	<ul style="list-style-type: none"> <li>We need to ensure that we are successfully communicating with the few 'hard-to-reach' parents and that we encourage them to have a dialogue with the school.</li> </ul>

## BEHAVIOUR AND SAFETY

Behaviour and safety are good because...	Improvements needed...
<ul style="list-style-type: none"> <li>• Very few exclusions for a school this size <b>(Only 4 fixed term exclusion in 2017/18 linked to either assault on staff or in one case a sustained assault of a child )</b>.</li> <li>• School values and good learning attitudes have a school wide profile and are discussed in assemblies: 'Horton The Hero' reinforces these values.</li> <li>• Teachers' good management of behaviour results in learners that are self-confident and keen to do well. It ensures all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.</li> <li>• Teaching staff and Teaching Assistants now have a lunchtime duty to ensure standards of behaviour and expectations are maintained throughout the day.</li> <li>• Pupils find the tasks enjoyable. They concentrate well and pay attention to the teacher. Teaching generally promotes pupils' resilience, confidence and independence when tackling challenging activities. Pupils are typically considerate, respectful and courteous to staff and each other.</li> <li>• Positive behavior and hard work are celebrated and rewarded in weekly assemblies, along with good attendance and punctuality.</li> <li>• <b><i>The behaviour of pupils is good. Pupils are kind to each other and respectful towards adults. They contribute to the life of the school through the school council, the eco-council and by sitting with younger pupils at lunchtime. Pupils spoken to say that behaviour is good and all staff who completed the questionnaire agree(Ofsted 2015)</i></b></li> <li>• <b><i>Pupils have positive attitudes to their work and usually work hard. (Ofsted 2015).</i></b></li> <li>• Attendance is broadly in-line with the national average although there is an on-going project in school to develop greater parental engagement and hence improved attendance.</li> <li>• <b><i>Pupils understand about the different sorts of bullying. They know that name calling is wrong and say that if it does occur it is dealt with quickly. The school's records show that any unacceptable behaviour is dealt with effectively. Pupils know how to keep safe on the internet. (Ofsted 2015)</i></b></li> <li>• Pupils are aware of different forms of bullying and actively try to prevent it from occurring, self-regulating their behaviour and appropriately encouraging one another to grow in self-discipline by</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate low level disruption in all areas of the school so that behaviour is recognized as outstanding.</li> <li>• Ensure Behaviour for Learning is such that children are fully engaged with all activities.</li> <li>• Increase attendance to above national average to meet a target of 97%.</li> </ul> <p>Continue to engage parents about their view of the school and particularly pupils' safety and behaviour.</p>

the end of KS2.

- **Most parents, carers, pupils and all staff agree that pupils behave well. (Ofsted 2015)**
- Each pupil knows they have access to more than one member of staff to offer support and guidance.
- Pupils are listened to and there are good systems in place for helping pupils understand the risks associated with internet use.
- Pupils know they are listened to and there are good opportunities for pupils' voices to be heard.
- Single Central record is kept up to date and monitored regularly.
- There is a safeguarding Governor and 2 governors have been on 'Safer Recruitment' training. All training is up to date for Child Protection people – of which there are 3 working in school.

**Pupils spoken to said they feel safe in school. Break and lunchtimes are well supervised by staff. (Ofsted 2015)**

TEACHING	
Teaching is good...	Improvement needed in the following...
<ul style="list-style-type: none"> <li>As of latest round of monitoring (<b>Summer 18</b>) <b>100% of teaching, when triangulated with data and work scrutiny was good, while 38% was outstanding.</b></li> <li>Progress is evident in books.</li> <li>Learning objectives are clear to pupils while pupils sometimes generate their own objectives and success criteria.</li> <li>Challenges are incorporated into marking to ensure the understanding of pupils – in some areas this is also personalized.</li> <li>The activities are differentiated and meet the needs of the different learners.</li> <li>Teachers carefully deploy support and this contributes well to the quality of learning although further work is being carried out to make this outstanding.</li> <li><b>Termly (6x yearly) assessment periods</b> and seasonal <b>Pupil Progress meetings</b> allow for teachers to plan lessons and intervention to address any areas where progress is slow</li> <li>Appropriate challenge and pace are evident in the majority of lessons and across all groups – pupils are encouraged to show initiative and begin work when confident to and not wait for the end of a teacher input.</li> <li>Teaching strategies ensure that individual needs are met in the majority of lessons – <b>100% of staff trained and using Shirley Clarke AFL methods.</b></li> <li>Teachers' questioning is precise, well-targeted and helps to move the learning on at a rapid pace.</li> <li>Learners are reflective and talk – they discuss what helps them learn and what makes good learning and good work. They use a system of talk/response partners to develop their ideas.</li> <li>Questioning assesses pupils' understanding, so that the teacher is aware of the degree at which most pupils are secure.</li> <li>Teachers consistently plan for higher-order questions that deepen pupil's knowledge in lessons. – <b>evident in scrutinies/observations.</b></li> <li>Teachers create specific times for response to marking and work on supporting children in their response time for developmental marking – particularly in younger year groups with teacher/child conferencing.</li> <li><b>Teachers make clear to pupils what they are learning and how to be successful. Assessment is effective. Pupils' work is well marked and pupils usually respond to the comments that teachers make.</b></li> </ul>	<ul style="list-style-type: none"> <li>We continue to work to develop our assessment tasks, activities and tracking and are constantly developing the use of our tracking system to aid targeted interventions and identify those not making adequate progress.</li> <li>Breadth and Depth of curriculum needs to be embedded in ICT – further training, equipment and development is required in this area.</li> <li>FURTHER USE OF TECHNOLOGY?</li> </ul>

***Classrooms are bright and inviting. (Ofsted 2015)***

- ***Achievement has improved since the previous inspection and is now good. All groups of pupils, including White British pupils, currently in school make better progress than they have in the past because of improvements in teaching. (Ofsted 2015)***
- Planning is consistently taking into account prior learning to ensure continuity and challenge; meeting individual pupils needs through explicit differentiation and personalised intervention, including SEN (*Intervention information School Pupil Tracker, TA role, IEP's*) and is progress driven through use of explicit success criteria in order to attain expectations.
- As a result of effective assessment procedures, teachers and other adults plan well to meet the needs of all pupils.
- In the vast majority of lessons pupils are provided with good feedback through effective plenaries, on-going throughout a lesson and where tasks are re-shaped.
- The use of pupil self-assessment alongside teacher assessment and 'next step' marking are also used to provide good feedback and inform planning/support learning and ensure understanding.
- Learners understand what they need to do to improve through use of targeted marking, written, verbal and assessment feedback linked to how to achieve the next stage of their learning.
- ***Teachers make clear to pupils what they are learning and how to be successful. Assessment is effective. Pupils' work is well marked and pupils usually respond to the comments that teachers make. Classrooms are bright and inviting. (Ofsted 2015)***
- A majority of teachers are experienced; this experience is utilised by newer teachers and is also continually being refined through focused CPD and weekly professional development staff meetings; this helps to enthuse and challenge most pupils.
- In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: VAK, talking partners, effective questioning, evaluative modelling and impact plenaries - rewarding, recapping and reassuring pupils who require additional help. Teachers adapt plans and try new ideas to assess their impact and keep learning in the real world.
- SLT, Subject leaders and teachers use data effectively to improve teaching and accelerate progress
- Pupils show willingness to take responsibility for their learning. They are capable of carrying out independent research.
- They feel confident about asking questions and know the difference between open and closed questions.
- They are good listeners and industrious learners and are prepared to

<p>take responsibility for their actions.</p> <ul style="list-style-type: none"> <li>• They are good at forming collaborative relationships, resolving issues and reaching agreed outcomes.</li> <li>• Teachers are empowering pupils to develop personal responsibility and organisation skills through a consistent, structured approach to school life</li> <li>• A greater use of open questions is allowing more able children to become independent learners and accelerate the pace of their learning.</li> <li>• Moderated work, Trust wide, confirms teacher judgements of where pupils are at and indicates a good level of work and understanding of the requirements of the current curriculum.</li> </ul>	
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ACHIEVEMENT	
Achievement is good	Development needed in the following.....
<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>In 2018 the percentage attaining expected+ in <b>Reading, Writing, Maths combined was above National Average at 76.9% (national 64%)</b></li> <li>Expected+ in individual subjects was above nationals; <b>Maths = 90%, GPS = 90%, Writing = 87%, Reading 90%.</b></li> <li>In 2018 <b>progress scores in Maths, Reading and Writing were all above national averages with maths well above; Reading +0.7, Writing +0.8, Maths +1.2</b></li> <li>In 2018 our Disadvantaged group was not statistically reliable however progress was made by all three children within the group despite issues for two linked to attendance and an unsettled home life.</li> <li>In 2018 attainment at <b>Greater Depth</b> was above nationals in all areas. <b>R/W/M = 20.5%, Maths = 38.5%, GPS = 43.6%, Writing = 25.6%, Reading = 30.8%</b></li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>Y2 achieving <b>Expected+</b> in Reading, Writing and Maths was above nationals in all areas at; 84%, 75% and 87.5% respectively.</li> <li>Y2 achieving <b>GDS</b> was broadly in line for Reading at 25%, below in writing and above in maths at 31.3%</li> <li><b>‘All groups of pupils, including White British pupils, currently in school make better progress than they have in the past because of improvements in teaching...’ (Ofsted 2015)</b></li> <li><b>Evidence from the inspection, including pupils’ workbooks and the school’s assessments, suggests that the current pupils in Year 6 are on track to reach standards in 2015 in reading, writing and mathematics which are above the national average. (Ofsted 2015)</b></li> <li>Lower, middle &amp; higher achieving children all made better than average progress with low achievers closing the gap to their peers.</li> </ul> <p><b>Phonics Tests</b></p> <ul style="list-style-type: none"> <li><b>Y1 phonics reading tests</b> achievement was <b>below national average at 68.2%</b></li> <li>62.5% of Year 2 children having retakes achieved the phonics pass mark – above the National average of 60.8%.</li> </ul>	<ul style="list-style-type: none"> <li>Attainment exceeding in Year 2 is below national and local averages so needs to increase to be at least in line with national.</li> </ul> <p>WRITING???</p>

- Further phonic interventions and support are in place for those children still requiring it.

#### **EYFS**

- *EYFS achievement at GLD was above national averages at 81.8% compared to 71.5% nationally. Literacy goals = 86.4% compared to 73.3% nationally and Numeracy goals at 90.9% compared to 78.3% nationally. All were also above the county standard.*

#### **Pupil Premium & Sports Premium**

- **See Pupil Premium folder.**
- Other Achievements:
- Eco Schools Green Flag Award 2016, 2017, 2018, with help of school's eco committee
- Opening of new EYFS play area
- New Trim Trail installed
- New playground markings to engage activities with the children
- Community awareness/fund raising
- Collaborative work within the cluster and Trust schools