

Fourlanesend C.P. School

Head teacher's Report to the Governing Body

March 2017

Context of the school

- The current number on roll is 98.
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with Classes Plym, Cremyll, Tamar and Lynher. If you know anybody interested in supporting us like this please let me know. It makes all the difference to the children and releases the classroom teaching assistant.
- Breakfast Club continues to run successfully at the school and is led by Mary Taylor.
- Mary Taylor who has been covering in the office has agreed to do 4 hours extra per week (flexitime) focusing on safeguarding.
- Leisha Champion, senior teacher who had been signed off since the 8th June 2016 resigned with effect from 31st January.
- Jo Dennehy, job share in Class Lynher and teacher governor resigned for personal reasons from 31st December. Emma Cunningham has been appointed as her replacement.
- Richard Wilde was elected into the post of teacher governor.
- Staff absence- Since the last headteachers report to the governing body (24th November 2016) there have been 15 and a half days of TA/LTA/Office staff absence all due to illness. There has been one day of teacher absence due to ill health. Helen Illingworth has been absent on compassionate leave since 5th January. She had 4 days of compassionate leave prior to Christmas. She is returning on a phased return after Easter.
- We supported 2 Swedish students who volunteered at the school as part of their exchange with Point Europa. They spent 2 weeks in Classes Cremyll and Plym.
- Tom Harris continues to train the football team every Friday afternoon as part of his work experience from Plymouth College and Aaron Tack has joined him as part of his course from City College.

Training/CPD

30/11/16 ICT in PE - Richard Wilde

11/01/17 Improving Reading in KS2 – Richard Wilde

11/01/17 Preparing for the KS2 SATs – Fran Ferguson and Emma Cunningham

31/01/17 Dance – Natalie Perry

01/02/17 Leading Early Years Foundation Stage Provision including being OFSTED ready – Natalie Perry

13/02/17 Level 3 Multi-Agency Child Protection Course – Emma Cunningham

20 and 21/02/17 Thrive training – Jenna Welch

21/02/17 HT information Session – Rebecca Norton

07/03/17 PREVENT – Sally Thresh and Karen Soames

08/03/17 RAAS (Raising Aspirations and Achievement for vulnerable and disadvantaged children) – Rebecca Norton and Emma Cunningham

08/03/17 FGM training in staff meeting – Richard Wilde, Fran Ferguson, Julie Gibbs and Natalie Perry.

Effectiveness of leadership and management.

2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.

The Values for life strap line is now incorporated into the daily wake and shake. It is also on the films that are placed on the website. The website is updated weekly by all classes and the statutory requirements updated in Nov 2016 are met. This is evidenced in November governor meeting minutes that are published on the website. Lesson observation notes demonstrate that a shared vision is demonstrated in classroom practise across school.

Staff meeting minutes demonstrate actions taken to move the school forward e.g. 28/9/16 Deeper learning, 5/10/16 FLE approach to maths, 12/10/16 marking. An example of this is our new maths scheme, a governor visit report on our website provides evidence and more detail. The impact of this has been that only 2 children in the Autumn term in school have not made at least expected progress and that 75 children (out of 101 are at ARE (Age Related Expectations). Newsletters are all published on the website and continue to be sent out every Friday. Celebration Assemblies continue weekly. Pupil voice assembly notes and the school council demonstrate how vision and children's ambitions are communicated. The website continues to be updated weekly. Staff meeting notes demonstrate how staff meetings are used to move the school forward. 25th January all the staff looked at an article on responsibility led learning. It was agreed that we're going to trial ABC in their lessons. A= Agree, B= Build and C=Challenge. They are using this to develop deeper learning and thoughts from responses given in class. If you look in the classes you can see the display that goes with the initiative above their whiteboards. The initiative will be reviewed for impact in March.

2.2 B and F Leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

There is a WOW wall in every classroom displaying best quality work and work that is a personal best for children. On the walls in the hall children's names are displayed weekly who are mentioned in assembly and who have received a certificate.

Termly progress meeting take place with the class teacher and the headteacher to monitor progress of all children. From these interventions are planned and put into place. All interventions are recorded on our tracking system therefore progress can be easily monitored for impact of the interventions.

Our Autumn term whole school data demonstrates that children are making on average 1.3 points progress. It is expected that children make 1 point a term therefore our children are making almost a third more progress points, if this continues over the year it is the equivalent to an extra term in school. This data clearly demonstrates high expectations from both our staff and our children.

Strand 1 – Marking and Feedback – a scrutiny took place 12/10/16 and targets were set from it. Another scrutiny will take place before Feb half term.

Strand 1:1 KS2 – all securely good with an outstanding feature.

KS1/FS - all securely good

Strand 1:2 All good across school. KS2 evidenced development in several areas of outstanding. **The whole school area to develop was to ensure an immediate response from pupils to feedback received and future work shows that much of this work has been sustained.** It was discussed about the importance of giving time for feedback on marking in lessons. Much work has been focused on this and in November there was a whole school focus on all children being able to identify work that they were proud of and work that the teacher has supported progress through their feedback. All children could identify this. This is evidenced in assembly 28/11/16 when RN asked the whole school to come in with their books and share this. It is also evidenced in the governor report on the website (High Expectations 17/11/16).

Strand 1:3 Securely good across school with 2 elements of outstanding achieved in Y5/6

Strand 4 –High Expectations and Challenge

Strand 4:1 All securely good and all working in outstanding across school. KS1/FS have 2 elements secure in outstanding and one element hatched. In KS2 both classes have 2 elements hatched and Y3/4 are secure in another element.

Strand 4:2 All good across, the only hatched area of good is learner completing what is expected of them in terms of quality and quantity in each lesson. Again this is down to a few individual children in each class who have emotional issues and often don't come to school ready for learning (RN, again, I believe the teachers are harsh here and their expectations are very high) All of the children involved are subject to support/interventions.

KS1/FS have an element of outstanding secure and 2 areas hatched. KS2 have 3 elements of outstanding hatched.

4:3 Securely good and working within outstanding for KS1/FS and Y5/6 (between 1-3 areas of outstanding hatched). Y3/4 are working on 2 hatched areas of good; including acquisition of knowledge and not being over-faced by challenges. They have 3 areas of outstanding hatched. Please note Y3/4 is our largest class, with our largest group of pupil premium and SEN children + one statement.

Strand 6 Progress

6:1 KS1/FS and Y3/4 securely good and working within outstanding with 2 areas of outstanding hatched. Y5/6 all good apart from success criteria being routinely checked by children and teachers.

6.2 All classes working within good with between one and 3 elements secure and the rest hatched.

6.3 All securely good across school and working in outstanding. All classes have one area of outstanding secure with between 2-3 hatched.

6.4 All securely good across school and working in outstanding. All classes have one area of outstanding secured and one area hatched.

2.3 B

Leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.

Evidence of the use of emotional first aid demonstrated in ongoing case study.

Lesson observation notes demonstrate promotion of values in lessons across school.

Behaviour across school continues to be very good and improving. The improvement can be seen in the 'Always Chart' introduced in October. We now have fewer children entered on it every week. This demonstrates a positive impact on behaviour as more children are remembering to use their values consistently across school throughout the school day.

2.4 B Rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.

Evidence of discussion of raise report in governor meeting minutes.

The SDP and SEF are linked and the SEF is updated following the termly evaluated SDP. The SEF grading is decided following discussion with teachers and governors.

The SDP evaluations for the Autumn led to actions for the Spring term to support improvement towards the success criteria.

2.5 B and C Our curriculum is designed and implemented and evaluated to ensure breadth and balance.

Half termly forecasts continue to be sent out and placed on the school website. Whole school planning notes are available in the staffroom. The films on the front page of our website provide excellent supporting evidence of our curriculum. As does each class page with its weekly updates. Displays across school demonstrate our ongoing curriculum. The end of the hall display, is always our whole school topic display with our key question. This builds up as the term goes on with work from children across school.

2.6 B, C and F Our formal curriculum is supplemented with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

Our whole school participated in the performance of the musical Alice at the community hall in Kingsand. This was the largest performance in years. Parts in the performance were given on merit and particular interest. Therefore we had children that directed sound and music and our main character Alice was a Y4, other main characters were from Y1-Y6. Spring Term Clubs – Football with Plymouth Argyle, Netball Film, Knitting, Archery, Science and Tag Rugby. We have Wild Tribe as part of our curriculum and Natalie Perry has her assessment for her accreditation in March. Richard Wilde has sent out letters and offered opportunities for children to participate in cross-country running, however we've had no interest this term. Our football team are part of the local league and play matches against other small schools. Our tag rugby team have played a tournament. Class Lynher are enjoying learning the trumpet with a specialist from the Cornwall music service.

2.7 B Leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

To improve Sport/PE provision across for all groups.

In February our Tag Rugby team took part in an inter-schools tag rugby tournament.

Basketball club has replaced Tag Rugby for the Spring Term

Meeting has been arranged with the Healthy Schools advisor for 13th March

NP will be assessed for Wild Tribe accreditation 16th March

NP and RW will be attending the Wild Tribe conference later in the year

RW is booked to complete Wild Tribe accreditation in the summer

Archery equipment was ordered and an archery club lead by RW on Mondays.

Football matches have been organised and a match has been played against St Germans

2.8 G The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

On Christmas Jumper day we raised £75 for save the children.

Strand 3 – Lesson design - scrutiny and lesson observations December 2016

3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and others hatched.

The whole school participated in the national event – World Book Day on the 2nd March

Our local Town Crier has visited the whole school to explain the history behind the role of the Town Crier and the links between the Town Crier and our local Celebrations including the Black Prince.

St Piran's Day was celebrated in school with a pasty day and KS1 covered what is special about Cornwall. A whole school Britishness Day is planned for St Patricks Day to cover all the Saints and build on last year's work of 'What makes Britain great'?

2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment.

Improve SPaG across KS2 – progress and attainment are increased.

From end of year PaG in SPTO all children make good progress in line with that of other subjects.

Attainment in maths improves across KS2 as deeper learning is improved and embedded further.

***Children's depth of learning attainment should not negatively change in comparison to the end of year attainment 2015/2016
e.g. SPTO #2 should remain #2 or improve****

In Strand 2.2 all classes are working within good. For further information please see governor visit report from 24th November which covers deeper learning in maths. All staff have agreed what constitutes depth of learning and this has been sent out to all governors in November.

Please see teaching, learning and assessment governor report for March 2017.

All Performance management was checked by the SIP who commented on the detail included. Performance management for all teachers will be reviewed in March.

Pupil progress meetings took place in January and following these interventions were put in place. Please see governor assessment report for more details.

For evidence of deeper learning in Maths please see governor monitoring report for March 2017.

In the Autumn term 95% of children made expected or above expected progress in reading. 94.1% of children made expected or above expected progress in writing and 98% of children made expected or above expected progress in maths.

We track SPaG from Y2 to Y6. We only have 3 children not making expected progress.

Please see outcomes below for more details of attainment and progress from the Autumn Term.

2.10 F Leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils.

Staff meeting minutes from 25th January demonstrate staff working together to update the Gifted and Talented register. Discussing and trialling ideas to support responsibility led learning, planning safer internet day. Wednesday 1st February, demonstrate how staff worked together to improved marking and presentation. A preliminary focus on Strand 1&2 with a focus on **an immediate response from pupils to feedback received and future work shows that much of this work has been sustained.** To ensure this was covered an evidence bank of examples was developed.

Staff meeting 22nd February – all staff worked together to ensure that everyone was aware of the sources of evidence that OFSTED will focus on during their visit. From this a document was produced which said where to find the evidence for each point and the impact of the evidence. Following this it was agreed that all teachers would discuss with children again what they were proud of and where the children had achieved following support. This is also an example of how support is given to staff as the document produced ensures that staff are aware of what OFSTED may ask for and it helps prep them for the visit. Support has been given to all staff to help them write case studies.

2.11 B Leaders use performance management (PM) to promote effective practice across school. They provide effective, high quality CPD to meet the needs of all teachers in different stages of their careers.

Middle leadership is being developed through the school by the reorganisation of roles for teachers. For example PE is a significant role that has a budget attached and has been given to a teacher who is in their 3rd year of teaching with PM targets attached. All evidence of training is kept on file in the office, it is also published on every headteacher report to the governing body.

2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.

Termly pupil progress meetings track the progress of all groups of children. All teachers are aware of all groups of children (inc most able disadvantaged). This is evidenced in the teachers class provision and planning. Interventions are monitored closely for impact using our tracking system.

Please read outcomes section below.

Please see governor report from March 2017 on assessment and governor report March 2017 on maths. Both exemplify how progress is tracked and how governors are aware of what happens, interventions that are put in place and challenge. In January all teachers completed the termly social and emotional tracker.

2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils.

Our school website continues to be updated weekly by all teachers and a text system is in use for reminders. We hold termly parents evening. The parents evening in March was to discuss the progress of the children, to look at the children's books and to discuss how we can work in partnership with parents to support progress. Again we have been insistent upon speaking to 100% of parents – this involves teacher calling parents as necessary. It is imperative that all parents are spoken to. This was something we introduced last year to ensure equality of opportunity for all our children. Teachers are able to conduct the meetings via phone if necessary. Evidence of this can be seen on the staff meeting minutes.

Teachers are always available before school and at the end of the school day. We hold a Celebration Assembly most Fridays and parents come and share what we have been doing during the week. Our Chair of governors attended our Celebration Assembly on Friday 3rd March. All teachers have produced case studies during the Spring Term to explain where children have issues that impact upon their learning. This can be evidenced in the staff meeting minutes.

In school we currently have Brighter Futures working with 2 families. Dreadnought providing counselling for 6 children. We also work closely with the school nurse, the speech and language team, the Social, Emotional, Behaviour support service and the Educational Psychologist who are involved with children in school.

2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.

Evidence from our Autumn term data is that children in receipt of pupil premium are making more progress than child not in receipt of pupil premium. Overall they are making 1.4 points progress compared with children who are not in receipt of pupil premium who are making 1.3 points progress over the term. Expected progress for a term is 1 point. Therefore the money is effectively being used to diminish the differences. We have 5 children who are pupil premium children with SEN and they are making 2.1 points progress on average. Please note the average is worked out by combining the progress for reading, writing and maths.

HT reports on the school website cover pupil premium spending and the impact of it for governors. A pupil premium governor meets with the head termly and reports from this are available on the school website. Please also see outcome below.

Pupil Progress meetings took place in January with a particular focus on Pupil Premium children and children in groups. In KS2 there was a focus on the most able and the most able disadvantaged. Interventions were planned from these meetings to support progress. This can be evidenced in the progress meeting file. This was shared with the Chair of Governors during his assessment visit on the 3rd March and can be seen in his report to governors from this date which is also published on the school website. The impact of the interventions will be measured at the end of the Spring Term and evaluated during the pupil progress meeting at the beginning of the Summer Term.

All data is inputted onto school pupil tracker regularly by teachers. This is monitored by the head and was reported on in the Governor Report on assessment March 2017.

2.16 C and G Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.

All staff receive annual PREVENT training, the certificates are held on file in the office.

Staff planning demonstrates how staff plan from issues arising to meet the needs of all children within the class. Half termly forecasts for every class are available on the school website and demonstrate equality in all areas.

2.17 E Our safeguarding is effective.

EV focus

To collaborate with staff and update our educational visits procedure across school.

Richard Wilde has undertaken EV training; Helen Illingworth has undertaken CIC training. All staff have up to date first aid and PREVENT training.

As part of national online safety day on the 7th February, the whole school spent the day participating in online awareness issues that were age-appropriate. From the work covered we then held an online safety meeting for all parents on the 10th February. Please see the governor visit report on the school website. 2 governors have completed safer recruitment training. Following the departure of Leisha Champion, Emma Cunningham completed Tier 3 level Child Protection training. This means that both she and Fran Ferguson cover the Deputy Child Protection Officer role. This was updated in all the necessary policies and updated Tier 1 leaflets were then distributed to all parents. A school educational residential visit to Bath is being planned for June and Richard Wilde as EV Co-ordinator is planning this with Rebecca Norton. A detailed audit of our Single Central record and all our staff files/recruitment was carried out on the 17th January 2017. Following this an action plan was drawn up of any areas that needed attention and Mary Taylor has been working through this to complete it.

2.18 E The work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

The whole school participated in workshops about Drug and Bug awareness on 30th January This was delivered at age appropriate levels.

All teachers have undertaken FGM training – 8/3/17

Links with Secondary feeder schools including TCC (Torpoint Community College) and Pre-schools, including transition.

All TCC newsletters are published under the community area of our website. A math's teacher from TCC comes in to teach a math's lesson in Y5/6 every other week. His focus is problem solving and deeper learning. He has been very impressed with the children's learning behaviour. Our local pre-school attended our dress rehearsals for 'Alice', they were provided with refreshments. Again this was an opportunity for them to familiarise themselves with the setting and a chance for us to get to know the children. Our teaching assistant from Class Plym spent a lunch time at Millbrook playgroup with the staff team there in January discussing equipment.

Building improvements/refurbishments.

Following the recent bad weather, tiles have been replaced on the school roof and a new cover replaced on a vent. We now have a handy man who has mended a door in school and cleaned up Class Plym's outdoor area.

Quality of teaching, learning and assessment

The quality of teaching within school is monitored half termly and a record is kept. The quality of teaching and learning isn't just judged by the lesson observations but also by the marking of the books, the learning walks, the individual teacher's contributions to the school/SDP, the progress of the children, the learning environment provided in the classroom and any leadership commitments that each teacher holds. This is assessed termly using the 7 Strands of Excellence. This makes up an important part of performance management/appraisal. All performance in school is currently good or better. A summary of the 7 strands of excellence will make up part of the evaluation of the SDP.

3.1 B The teacher's standards are being met – ALL strands to be at least good and continuing to develop towards outstanding/outstanding.

3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve.

Strand 1 – Marking and Feedback – a scrutiny took place 12/10/16 and targets were set from it. Another scrutiny will take place before Feb half term.

Strand 1:1 KS2 – all securely good with an outstanding feature.

KS1/FS - all securely good

Strand 1:2 All good across school. KS2 evidenced development in several areas of outstanding. **The whole school area to develop was to ensure an immediate response from pupils to feedback received and future work shows that much of this work has been sustained.** It was discussed about

the importance of giving time for feedback on marking in lessons. Much work has been focused on this and in November there was a whole school focus on all children being able to identify work that they were proud of and work that the teacher has supported progress through their feedback. All children could identify this. This is evidenced in assembly 28/11/16 when RN asked the whole school to come in with their books and share this. It is also evidence in the governor report published on the school website 17/11/16, High Expectations.

Strand 1:3 Securely good across school with 2 elements of outstanding achieved in Y5/6

Evidence in the assessment governor visit report from March 2017 demonstrated that all teachers use SPTO to plan and support high expectations of all children. This report also cover pupil progress meetings and interventions. All interventions are tracked and evaluated. Pupil progress meetings support this as do the higher than average levels of progress achieved in the Autumn term – please see data on outcomes for children from the Autumn term. Please see governor visit report on deeper learning in Maths from March 2017 which demonstrates what is in place across school and the impact it is having. SPaG is a focus across school. In March a new set of interactive power points were purchased for £200 for use from Y1-Y6 to support SPaG. Evidence in the staff meeting minutes from 8th March 2017 demonstrates monitoring of strategies used to improve it across school.

3.3 B Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.

Strand 4 –High Expectations and Challenge

Strand 4:1 All securely good and all working in outstanding across school. KS1/FS have 2 elements secure in outstanding and one element hatched. In KS2 both classes have 2 elements hatched and Y3/4 are secure in another element.

Strand 4:2 All good across school, the only hatched area of good is learner completing what is expected of them in terms of quality and quantity in each lesson. Again this is down to a few individual children in each class who have emotional issues and often don't come to school ready for learning (RN, again, I believe the teachers are harsh here and their expectations are very high) All of the children involved are subject to support/interventions.

KS1/FS have an element of outstanding secure and 2 areas hatched. KS2 have 3 elements of outstanding hatched.

4:3 Securely good and working within outstanding for KS1/FS and Y5/6 (between 1-3 areas of outstanding hatched). Y3/4 are working on 2 hatched areas of good; including acquisition of knowledge and not being over-faced by challenges. They have 3 areas of outstanding hatched. Please note Y3/4 is our largest class, with our largest group of pupil premium and SEN children + one statement.

Following work covered in the staff meeting on the 22nd February it was decided that teachers were again going to engage children in discussion about the work they are proud of and why. Also the work that demonstrates where they have achieved following support/feedback. This will be annotated in the children's books using post its or labels. During the staff meeting on the 8th March it was checked that the above was in place for all children.

3.4 B Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years.

Strand 5 – Differentiation, scrutiny and lesson observations December 2016

5:1 Securely good in KS1/FS and Y3/4 All with at least one element of outstanding secure and a least 3 hatched. Y5/6 one element of good hatched (the rest are secure) this based around interventions. Y5/6 have 3 elements of outstanding hatched.

5:2 All securely good across school and working in outstanding. All classes have between 1 and 2 elements of outstanding secure.

5:3 All securely good across school and working in outstanding. Classes all have one area hatched or secure in outstanding.

5:4 All securely good across school and working in outstanding. KS1/FS and Y3/4 have 3 areas of outstanding hatched and Y5/6 have one are of outstanding secured.

Strand 7 –Appropriate Praise December 2016 Scrutiny

KS1/FS and Y5/6 securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Y3/4 is mostly securely good with 2 elements hatched. These are about showing off work with pride and work that is of a high standard – please see note in 3.3 evaluation of Strand 4.3. This class also have 3 elements of outstanding hatched and one secure.

Strand 7.2 All classes are working well within outstanding KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

Please see governor visit report from the 3rd March which covers assessment and the report on maths. This includes all of the action points.

3.5 B Assessment information is used to plan appropriate teaching and learning strategies.

Strand 3 – Lesson design - scrutiny and lesson observations December 2016

3:1 Securely good across school with at least 2 elements of outstanding hatched in every class.

3:2 Securely good in FS/KS1 and almost securely good in KS2. The teachers have only hatched one element due to 7 children across KS2 that they believe do not feel very secure about the methods they use to complete tasks in writing and mathematics (RN- I believe the teacher are being harsh on themselves here). These 7 children also have extra support and intervention as we have identified that they need this throughout their time at FLE. KS2 also have an element of outstanding secure and one hatched.

3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and others hatched.

For evaluation of Strand 5 please see 3.4.

Please see governor visit report from the 3rd March which covers assessment and the report on maths. This includes all of the action points except the SEN one covering 'on alert children' and lesson observations which are confidential.

3.6 D Pupils understand how to improve as a result of useful feedback, written or oral, from teachers.

Strand 1 evaluation – see 3:2

Strand 2 Presentation – scrutiny took place 12th October 2016 and the next scrutiny will be before Feb half term.

2.1: Across school everyone is working within good, mostly secure. **The area to improve is learners taking pride in their outcomes.** This is because particular individuals within every class struggle with this. In KS2 a handwriting intervention was set up to tackle this. For particular individuals counselling is in place as it is linked to emotional issues. In Y5/6 they are also secure in an element of outstanding.

2.2 All the school are working within good. **The areas that are hatched (not quite secure) are linked to spelling and handwriting.** There has been a focus on this throughout the Autumn term as evidenced in the homework (evidenced on class pages in website) and in the increased number of pen licences awarded and the handwriting intervention in KS2. In Y5/6 they are secure in one element of outstanding and hatched in another (not quite secure yet).

Strand 6:1 KS1/FS and Y3/4 securely good and working within outstanding with 2 areas of outstanding hatched. Y5/6 all good apart from success criteria's being routinely checked by children and teachers.

Following work covered in the staff meeting on the 22nd February it was decided that teachers were again going to engage children in discussion about the work they are proud of and why. Also the work that demonstrates where they have achieved following support/feedback. This will be annotated in the children's books using post its or labels. During the staff meeting on the 8th March it was checked that the above was in place for all children.

Please see the outcomes for the Autumn Term – they demonstrate very good progress across school.

3.7 B The school's engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to improve.

Again we ensured that 100% of parents were spoken to about their child's progress at the Spring Term parents evening; this is evidenced in the staff Following Natalie's very successful introductory phonics sessions for parents in the Autumn Term. She followed it up with an information session for Year 1 parents on the 9th March regarding the Y1 phonics test and how they can support their children. She also has another phonics session for parents of Foundation Stage on Thursday 16th March to explain the next phonics phase and how the parents again can best support their children meeting minutes.

3.8 B Equality of opportunity and recognition of diversity are promoted through teaching and learning

For evaluation of Strand 5 please see 3.4

Strand 6 Progress

6:1 KS1/FS and Y3/4 securely good and working within outstanding with 2 areas of outstanding hatched. Y5/6 all good apart from success criteria's being routinely checked by children and teachers.

6.2 All classes working within good with between one and 3 elements secure and the rest hatched.

6.3 All securely good across school and working in outstanding. All classes have one area of outstanding secure with between 2-3 hatched.

6.4 All securely good across school and working in outstanding. All classes have one area of outstanding secured and one area hatched.

Strand 7 –Appropriate Praise December 2016 Scrutiny

KS1/FS and Y5/6 securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Y3/4 is mostly securely good with 2 elements hatched. These are about showing off work with pride and work that is of a high standard – please see note in 3.3 evaluation of Strand 4.3. This class also have 3 elements of outstanding hatched and one secure.

Strand 7.2 All classes are working well within outstanding KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

3.9 G English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

Strand 3 - 3:3 All secure across school and working within outstanding with all classes having one element of outstanding secured and others hatched.

Records are kept of every assembly and the links to SMSC and British Values.

Personal development, behaviour and welfare

4.1 D Overall absence is reducing and persistent absence rates for all pupils and for different groups in relation to national figures for all pupils.

Please see governor visit report from 3rd March, this explains how every action for this point has been addressed.

4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).

Again please see governor visit report for the 3rd March to demonstrate how the action is being addressed.

4.3 D Children are punctual in arriving at school and at lessons.

Again please see governor visit report for the 3rd March to demonstrate how the action is being addressed.

4.4 F Behaviour for learning is good and improving across school - Pupils are confident, self-assured learners with positive attitudes to learning which impact on their progress. They are proud of their achievements and their school. Pupils understand how education equips them for life-long learning – behaviours and attitudes necessary for success.

Our Autumn term whole school data demonstrates that children are making on average 1.3 points progress. It is expected that children make 1 point a term therefore our children are making almost a third more progress points, if this continues over the year it is the equivalent to an extra term in school. This data clearly demonstrates very good behaviour for learning. Strand 7 –Appropriate Praise December 2016 Scrutiny

KS1/FS and Y5/6 securely good and working within outstanding with between 2-3 elements of outstanding secure and 3 hatched.

Y3/4 is mostly securely good with 2 elements hatched. These are about showing off work with pride and work that is of a high standard – please see note in 3.3 evaluation of Strand 4.3. This class also have 3 elements of outstanding hatched and one secure.

Strand 7.2 All classes are working well within outstanding KS2 just have one area of outstanding unsecured. KS1/FS have just 2 unsecured.

The school reward systems are in place. We did plan to extend this however due to long term staff absence during the Spring Term this has been put on a back burner as the rest of the teachers cover the roles and responsibilities to ensure that what was set in the SDP is covered across school. Our 'Always Chart' has now been in place for over a term. The impact of this has been an improvement in behaviour across school –no talking in assembly, participation in wake and shake and an improvement in the way children move around the school. This can be evidenced in the reduction of children ticked on the weekly 'Always' chart.

4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There is sustained improvement in pupils' behaviour where there are particular needs.

We employ a counsellor from Dreadnought for a day a week to work with children weekly who need extra support to build self-esteem and resilience. Brighter Futures work with 2 families to improve behaviour for learning in school.

All policies are in place and adhered to. Evidence is in the behaviour books of the headteacher monitoring the behaviour weekly. There have been no incidents that have required teachers to use and record any team teach interventions. Emotional First Aid training has been given to TAs and teachers in March. Evidence of this is available in a governor monitoring report available on the school website.

4.6 E and F Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively.

Emotional First Aid training has been given to TAs and teachers in March. Evidence of this is available in a governor monitoring report available on the school website.

All emotional audits were completed in January. One parent complained that her child was being 'bullied' in the Spring term. This was investigated and a written response given. We did not believe it was a bullying incident as it was not persistent over time, but instead a couple of incidents. Both parents were spoken to. The parent who complained was offered a further meeting to discuss the impact of what had been put in place, however this was refused.

4.7 E Children are kept safe – the school's culture promotes all aspects of pupils' welfare. This includes online safety.

All children have the opportunity to voice any health and safety concerns including safeguarding concerns during pupil voice assembly on a Monday. Evidence of this can be seen in the pupil voice assembly book. Also this is covered by the school council and evidence of this can be seen on all school council minutes.

As part of our online safety day on the 7th February, all children participated in age appropriate work related to keeping themselves safe online. Following this each class presented to parents their findings on 10th February. For more information on this please see our governors visit report covering this on the school website. The school website has also been updated with step by step instructions for parent on the use of YouTube and security settings for parents. It also contains information for parents about security on phone and when using gaming consoles. This was added in December and highlighted to parents in our newsletters to support them when buying Christmas presents.

4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.

All emotional audits were completed in January. These track how well the children are settled and highlight when we may need to seek outside agency support or a focus for PSHE for the half term. Emotional First Aid training has been given to TAs and teachers in March. Evidence of this is available in a governor monitoring report available on the school website.

Please note Spiritual, Moral, social and cultural development are covered through everything we do. Please see our evaluated SDP for details.

Outcomes for pupils

Data taken from the SEF Sept – Dec 2016

Attendance Data

Attendance for Autumn Term 95.83%

Authorised: 3.16%

Unauthorised: 1.01%

FSM attendance (17 pupils) 96.55%

Not FSM attendance 95.69%

EHCP attendance (**1 child**) 97.10%

SEN support (10 children) 95.59%

IN HOUSE DATA FOR WHOLE SCHOOL – including groups

Progress this year in average Tracking Points, Baseline to End of Autumn, 2016-2017

Expected progress is one progress point a term.

	Subjects Combined	Writing	Reading	Mathematics	Narrative on data
WHOLE SCHOOL ADMIN [101 children]	+1.3	+1.2 [101 pupils]	+1.4 [101 pupils]	+1.4 [101 pupils]	Children making excellent progress overall across school. Writing is currently the area making the least progress
Pupil Premium and Service Children [32 children]	+1.4	+1.3 [32 pupils]	+1.4 [32 pupils]	+1.3 [32 pupils]	Overall pupil premium are making more progress that our children not in receipt of pupil premium (subjects combined) which demonstrates positive impact of the money spent in diminishing the differences. Interestingly our pupil premium children are making better progress in writing. FF is aware of the slight difference in maths and this is being tackled through further 1:1 and interventions following progress meetings.
NOT Pupil Premium and Service Children [69 children]	+1.3	+1.1 [69 pupils]	+1.5 [69 pupils]	+1.4 [69 pupils]	Overall good progress, lowest in writing
Pupil Premium [29 children]	+1.3	+1.4 [29 pupils]	+1.3 [29 pupils]	+1.3 [29 pupils]	Overall pupil premium children are making the same progress as NOT pupil premium children, this means that the money is ensuring they are not falling behind. Interestingly our pupil premium children are making better progress in writing which demonstrates effective spending of the money to diminish the differences. FF is aware that maths is slightly lower, this is due to a child in Y1 and was picked up during the pupil progress meeting. The child is now making improved progress.
NOT Pupil Premium [72 children]	+1.3	+1.1 [72 pupils]	+1.5 [72 pupils]	+1.4 [72 pupils]	Our children who are not pupil premium children exceed in reading, which is often something that is shared at home by parents. They make slightly more progress in maths
Service Children [3 children]	+1.5	+0.7 [3 pupils]	+2.0 [3 pupils]	+2.0 [3 pupils]	These are very small numbers – in this case we say no statistical difference
NOT Service Children [98 children]	+1.3	+1.2 [98 pupils]	+1.4 [98 pupils]	+1.3 [98 pupils]	
FSM [13 children]	+1.1	+1.3 [13 pupils]	+1.1 [13 pupils]	+1.0 [13 pupils]	FSM is children who currently receive free school meals. This is an interesting break down in year groups. Out of the 13 - 4 children are FS, 3 children are Y1, 2 children are Y3 and 4 children are Y4. 6 of the children in this group

					has some kind of social and emotional intervention/support including Dreadnought and social service involvement. This data is again small in number. All children are making at least expected progress in every subject apart from one who is the year 1 child mentioned earlier. This has been picked up and interventions have been put in place. Following this the child has already made progress. Again progress in writing is good, it is below for reading. Action for reading is to encourage all pupil premium children to read more at home and complete our reading quest. An audit of all pupil premium children and their current status on our reading quest was taken at the beginning of January. All teachers are then giving their TAs time to reading with these children and encouraging reading at home. The audit will be reviewed in April. FF is aware about the maths. However individual/group interventions have been put in place following progress meetings.
NOT FSM [88 children]	+1.4	+1.2 [88 pupils]	+1.5 [88 pupils]	+1.4 [88 pupils]	
PP SEN [5 children]	+2.1	+1.8 [5 pupils]	+2.0 [5 pupils]	+2.4 [5 pupils]	Again very small numbers. However progress for these particular children is very good.
PP NOT SEN [24 children]	+1.2	+1.3 [24 pupils]	+1.2 [24 pupils]	+1.0 [24 pupils]	
NOT PP SEN [5 children]	+0.9	+1.0 [5 pupils]	+0.8 [5 pupils]	+0.8 [5 pupils]	2 of these children are in Y5 and working at the attainment level of KS1. Their progress is tracked individually by the SENCo. One of the other children is being supported by the Educational Psychologist. All other children are making good progress.
NOT PP NOT SEN [69 children]	+1.4	+1.1 [71 pupils]	+1.5 [71 pupils]	+1.4 [71 pupils]	

Pupils at ARE atEnd of Autumn, 2016/2017

Red – below ARE

Green at or above ARE

	Subjects Combined		Writing		Reading		Mathematics		Narrative on data
WHOLE SCHOOL [101 children]	32.7% 33/101	67.3% 68/101	27.7% 28/101	72.3% 73/101	27.7% 28/101	72.3% 73/101	25.7% 26/101	74.3% 75/101	Attainment is highest in maths but only by 2 children.
Pupil Premium and Service Children [28 children]	50% 16/32	50% 16/32	37.5% 12/32	62.5% 20/32	43.8% 14/32	56.3% 18/32	46.9% 15/32	53.1% 17/32	Maths and reading are the area of focus currently. This was picked up in progress meetings and interventions have been put in place.
NOT Pupil Premium and Service Children [69 children]	24.6% 17/69	75.4% 52/69	23.2% 16/69	76.8% 53/69	20.3% 14/69	79.7% 55/69	15.9% 11/69	84.1% 58/69	

Pupil Premium [29 children]	55.2% 16/29	44.8% 13/29	41.4% 12/29	58.6% 17/29	48.3% 14/29	51.7% 15/29	51.7% 15/29	48.3% 14/29	Maths and reading are the area of focus. This was picked up in progress meetings and inventions have been put in place.
NOT Pupil Premium [72 children]	23.6% 17/72	76.4% 55/72	22.2% 16/72	77.8% 56/72	19.4% 14/72	80.6% 58/72	15.3% 11/72	84.7% 61/72	
Service Children [3 children]	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	0.0% 0/3	100.0% 3/3	
NOT Service Children [98 children]	33.7% 33/98	66.3% 65/98	28.6% 28/98	71.4% 70/98	28.6% 28/98	71.4% 70/98	26.5% 26/98	73.5% 72/98	
FSM [13 children]	53.8% 7/13	46.2% 6/13	46.2% 6/13	53.8% 7/13	46.2% 6/13	53.8% 7/13	46.2% 6/13	53.8% 7/13	Please read alongside notes for FSM in progress.
NOT FSM [88 children]	29.5% 26/88	70.5% 62/88	25.0% 22/88	75.0% 66/88	25.0% 22/88	75.0% 66/88	22.7% 20/88	77.3% 68/88	
PP SEN [5 children]	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	80.0% 4/5	20.0% 1/5	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.
PP NOT SEN [24 children]	50% 12/24	50% 12/24	33/3% 8/24	66.7% 16/24	41.7% 10/24	58.3% 14/24	45.8% 11/24	54.2% 3/24	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.
NOT PP SEN [5 children]	100.0% 5/5	0.0% 0/5	100.0% 5/5	0.0% 0/5	80.0% 4/5	20.0% 1/5	100.0% 5/5	0.0% 0/5	These children have barriers to learning and their attainment is lower. Please read alongside the progress data.
NOT PP NOT SEN [67 children]	17.9% 12/67	82.1% 55/67	16.4% 11/67	83.6% 56/67	14.9% 10/67	85.1% 57/67	9% 6/67	91% 61/67	

ARE – Whole School - Gender 2016

	Reading	Writing	Maths	Narrative on the data
Boys (52)	73.1%	71.2%	75%	14 girls and boys are working below ARE in reading. 13 girls and 15 boys are working below in writing. 13 boys and girls are working below ARE in Maths. There is very little difference between the groups and individuals are being focused on for interventions
Girls (49)	74.1%	73.5%	73.5%	

				following pupil progress meetings.
--	--	--	--	------------------------------------

Progress – Whole School - Gender 2016

	Reading	Writing	Maths
Boys	1.5	1.3	1.4
Girls	1.3	1.1	1.3

Currently boys are making slightly more progress than girls in school.

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress. 101 children in the school	95% (96 children)	94.1% (95 children)	98% (99 children)

KS2 Most Able (Y3-Y6)

Our data below evidences that our most able children are tracked and are making good levels of progress (they are not coasting). Our definition of a KS2 most able is a child who attained a level 2A or above.

	Reading	Writing	Maths
Points progress made on average	1.9 (22 chn)	1.3 (16 chn)	1.6 (22 chn)
Points progress for most able disadvantage	1.7 (3 chn- therefore not statistically significant)	2 (2 chn- therefore not statistically significant)	1.5 (4 chn- therefore not statistically significant)
Percentage of children in this group making at or above Age Related	100% (59.1% being above or well above)	100% (75% being above or well above)	100% (with 54.5% being above or well above)

Expectation			
-------------	--	--	--

SEN Data

Progress across school

	Reading	Writing	Maths	Narrative on the data
SEN (10 children)	90% 1.4 tracking points	90% 1.4 tracking points	90% 1.6 tracking points	Overall compared to every child across school SEN progress is above in writing, the same in reading and slighter lower in maths. But all progress is above expected. Please see chart below.
Non SEN (91 children)	95.6% 1.4 tracking points	94.1% 1.2 tracking points	98.9% 1.3 tracking points	

Our groups are so small within school that we can't compare these children to others with the same starting point - in some case we don't have other children with the same starting point and with most we only have one or two other children.

Progress towards key issues and targets –

- **Progress towards key issues and targets – these are targets set by OFSTED following their October 2012 visit.**

1. Raise standards in KS2 mathematics by:

- Eliminating the remaining gaps in pupils' subject knowledge and understanding
- Providing more opportunities for pupils to use and practise their calculation skills across all subjects ensuring that pupils record calculations neatly and accurately, thereby reducing the number of errors caused by poor calculation.

Please see section 2.9 above

2. Improve pupils' writing skills throughout the school by:

- Ensuring that their handwriting is neat, legible and that letters are correctly formed.
- Expecting pupils to present their work more neatly.
- Ensuring that pupils have more opportunities to practise these skills across all subjects.
- **Handwriting is addressed through this year's SDP and therefore is monitored termly it is covered by Strand 2.2**

(Strands of Excellence)., See section 3.5 above

-