

Gomer Infant School Self Evaluation Summary September 2017

<p>Overall effectiveness</p> <p>Outstanding</p> <p>Evidence: LLP report RAISEonline Internal data</p>	<p>We judge the school to be outstanding because:</p> <ul style="list-style-type: none"> • Teaching is never less than good and often outstanding. Teachers have a deep knowledge and understanding of subjects and questioning is highly effective supported by consistently strong practice from the LSA team • Outcomes for pupils across the school and subjects has been consistently strong over a sustained period • Pupil's behaviours for learning is exceptional with positive attitudes to learning seen through the school • Personal development provision is outstanding with consistent whole school practice. Monitoring shows behaviour is generally excellent and those with more complex needs are well supported through a personalised programme of learning . • Welfare is a priority in the school with highly trained staff, and consistent and highly effective safeguarding procedure This school supports the emotional development of the children through a range comprehensive measures. { ELSA nurture group , PSHE programme and an assembly programme} A full review of SMSC and British Values teaching has resulted in comprehensive and high quality provision through the school. • Leadership and Management at all levels has resulted in the creation of a culture that enables both pupils and staff to excel. This is evidenced by the impact on outcomes and strong succession planning • The school has a detailed 2 Year Strategic plan and termly Raising Attainment Plans owned and used by all staff and governors <p>We need to :</p> <ul style="list-style-type: none"> • Ensure the gap between most vulnerable and deprived children and others closes further • Maintain high quality teaching and learning in response to the demands of new Key stage 1 curriculum • Ensure an increasing number of our children are learning at a greater depth in writing and mathematics • Continue to develop learning in outside environment opportunities.
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Ofsted	Key Issues	Progress in addressing Ofsted key issues
<p>June 2013</p> <p>Evidence</p> <ul style="list-style-type: none"> • NPQML project report • Planning • Forest school action plan 	<ul style="list-style-type: none"> • Maximise the opportunities in the external areas of the school to reinforce and extend the pupils' mathematical skills and knowledge. 	<p>Mathematics leader led a project linked to NPQML focusing on this area and as a consequence planning has been developed and regular opportunities provided are in EYFS and Key Stage 1.</p> <p>The school has further extended outdoor learning opportunities including mathematics through its Forest learning programme.</p>

School Judgement	Summary of Position	Next Steps From 2 year Strategic Plan
<p><u>Leadership and Management Outstanding</u></p> <p>Leaders Leaders including Governors are committed to school improvement and set high expectations. As a result a culture of excellence exists with all being uncompromising in their ambition for every child in the school. Leaders and Governors' are consistently focused on improving outcomes for disadvantaged children. Leaders have a deep and accurate understanding of the school with all stakeholders part of this process as a result the right development areas are identified and focussed upon The rich curriculum inspires children and provides many</p>	<ul style="list-style-type: none"> • Self evaluation is robust and drives the Strategic Plan and RAPs • Highly experienced SLT including SLE and NLE are able to guide and support school improvement and hold others to account • A rigorous Pupil progress evaluation programme hold all teachers to account and impacting positively on improving progress of all groups of children • Leadership succession planning is forward thinking Future change makers course NPQML outstanding teacher programme, SLE programme , close involvement in the SCITT and NQT programmes. • Effective performance management linked strongly to school improvement and pupil progress creates a culture of high aspirations • Focused Professional Development linked to SIP and individual need results in highly motivated ambitious staff • Strong Governing Body, with experienced core that rigorously holds the school to account [Chair is a NLG} • There are high expectations of social behaviour with staff providing excellent role models including promotion of British Values • Rich and balanced curriculum including extra-curricular opportunities promotes high expectations. PE Funding impact has been for school to be awarded the Gold sports Kite mark. • Effective use of partnerships and collaboration [Federation GEIP Junior link projects part of challenge project working with special school}. Membership of range collaborative groups ensures sharing good practice is happening consistently with the opportunity to learn form other. Examples are: <ul style="list-style-type: none"> • GEIP Growth Mindset project • SENCO circle • Joint moderation Groups • Federation working parties including Forest Learning 	<ul style="list-style-type: none"> • Develop on line Self evaluation processes across the Federation in response to CIF • Develop community use of the Globe • Develop fund raising Role in response to budget challenges • Research MAT status to enable school to make an informed decision about future <p>Evidence 2 years strategic plan [SIP} -Evidence file Raising attainment plan {RAP} -Evidence file SLT monitoring enquiry reports -Evidence File</p>

<p>opportunities to promote fundamental British values. A culture of vigilance exists across the school with pupils welfare seen as a priority. As a consequence children feel and are safe. Staff are exceptionally reflective and high quality coaching programme is established in the school. As a consequence staff feel deeply involved in their professional development</p>	<ul style="list-style-type: none"> Rigorous and comprehensive safeguarding procedures are in place resulting in children being safe and any concerns being efficiently and effectively dealt with 	<p>Middle leader Action and impact statements- Middle leaders files Middle leader monitoring statements- Middle leaders files Governor minutes and monitoring reports- Governors files Executive Head teacher Reports -Monitoring file</p>
<p><u>Quality of Teaching and Learning and assessment</u> Outstanding - All teachers demonstrate a deep understanding and knowledge of areas they teach. Misconceptions are quickly identified and addresses and teacher systematically check understanding</p>	<ul style="list-style-type: none"> Consistently good and often outstanding of teaching showing teachers have good subject knowledge and know the needs of the age range they teach. The level of challenge is high in most lessons and assessment for learning embedded across the school. Work sampling shows marking is sharply focussed and has a direct impact on learning Judgements across the school are consistent with regular moderation sessions A clear assessment system is in place in response to life after levels with clear baselines established for all children. LSA's are well trained and effectively deployed to have maximum impact on learning. Processes to ensure any intervention learning is led by teachers with clear planning and links to other classroom learning ensures teachers are 	<ul style="list-style-type: none"> Continue to develop coaching model for maintaining and developing high % Outstanding teaching Introduce P4C Develop STEM opportunities Develop Mindset

<p>intervening quickly when needed.</p> <p>Planning has been developed to allow adequate time to practice and embed skills and daily sessions to support children at risk of falling behind. The BLP superheroes are evidence of how teachers promote positive learning behaviours and are determined pupils will achieve well. Parent partnership is seen as critical and relationships are strong.</p> <p>All staff promote tolerance and diversity and provide rich experiences to enable children to develop a comprehensive understanding of communities away from their immediate knowledge.</p>	<p>constantly checking understanding for all. As a result interventions make consistent impact on accelerated progress.</p> <ul style="list-style-type: none"> • The school provides an engaging and relevant curriculum that is responsive to children's needs. As a result monitoring shows the children are highly motivated and make excellent progress. • Outstanding sports provision is provided for the children including involvement through the year in interschool competitions. The school has achieved the Gold kite mark. Sport Premium is effectively deployed to enhance provision and provide outstanding professional development for staff. The school was at the front of the development of the National P.E suite project. This is an on line training and teaching resource. The children also provide Hampshire Music service - weekly instrument teaching and whole school singing. 	<ul style="list-style-type: none"> • Philosophy further to support great GD achievement • Develop further forest learning provision <p>Evidence</p> <p>Triangulation of data including :</p> <p>Work sample summary reports- Evidence file</p> <p>Teaching observations data - Evidence file</p> <p>Progress data for interventions -</p> <p>Inclusion Leader reports</p> <p>RAP monitoring reports- Evidence file</p> <p>SLT and Governors minutes - On computer</p>
<p><u>Outcomes</u></p>		

Outstanding
 Children in every year group and across the curriculum are generally making excellent progress from their starting points .Pupils progress processes ensure individuals and groups at risk are quickly identified and action taken. Attainment in all areas is above National averages . This results in the vast majority of children being well prepared for next stage of their education.

Key Stage 1 progress and attainment

6 steps expected as minimum
End Key stage progress 2017

	Reading	Writing	Maths
All	6.1	6.3	6.2
Boys	6.2	6.4	6.3
Girls	6.1	6.3	6.1
Disadvantaged 4 children 0 SEND	6.0	7.0	6.8
Service Children 5 children	6.2	6.4	6.7
SEND 7 children	6.0	6.3	6.0
Academically more able Children 16 children	6.1	6.0	6.2

- Develop the use of formative assessment and gap tools using Target Tracker
- Review the teaching of phonics to

Evidence
 Raiseonline
 Internal data

Boys writing progress has been a focus over 2 years and progress rates reflect the impact.

End Key Stage 1 Attainment 2017

GREEN= increase from 2016

N= National	Year 2 Age related or greater	Year 2 Greater depth	Year 2 2016 SATs ARE/GD	Summary Increase in Expected or better
Reading	92% N 74%	39% N 24%	92%/36%	3.% increase
Writing	74% N 65%	25% N 13%	81%/7%	increase 18% GD
Maths	75% N 73%	23% - N 18%	69%/12%	increase 11% GD
Phonics Year 1	81% N 81.2		2016 Year 1 78.% N 80.6	3 % increase

Age related attainment	Reading	Writing	Maths
All	92%	74%	73%
Boys	90%	59%	72%
Girls	94%	87%	78%
Disadvantaged 4 children	100%	75%	75%
Service Children 6 children	100%	83%	50%
SEND 7 children	42%	14%	14%
Academically more able	100%	94%	93%

Conclusion

	<ul style="list-style-type: none"> • There is no significant variance in progress rates for groups of children. This indicates excellent personalised provision for all children. • We will continue to monitor boys writing attainment although this has been a cohort issue over last 3 years. • Greater depth writing and mathematics has been a school improvement priority and progress and attainment show clear impact of this focus. • Results are above National levels and stable with significant strength in reading provision. • Disadvantaged children make excellent progress and attain above National levels indicating high quality provision and detailed tracking. • The school is to carry out a review of phonic teaching as attainment is in line with National levels but is an area of potential improvement. 	
<p><u>Personal development Behaviour and Welfare</u> Behaviour Outstanding Children are generally well behaved and enthused by their learning. Consistent approach to behaviour management results in high expectations being set and children feeling safe. Children with more complex emotional needs are well supported through a range</p>	<ul style="list-style-type: none"> • A whole school approach to the promotion of learning powers results in positive behaviours for learning and clear understanding of how to be a highly effective learner. • Consistent behaviour management systems and responsibilities developed with the children results in a positive ethos. • Children show a positive attitude to learning and take a pride in their achievements which are regularly celebrated. As a result attendance is good with very few children are late. • All groups of pupils report they feel safe at school • Children with more complex emotional and behavioural needs are well supported . This includes provision from an ELSA , nurture and nurture group. As a consequence children identified make good progress in their emotional development. 	<p>To review the revised PSE programme to ensure British values and SMSC permeate the curriculum and children have good level understanding</p>

<p>of provision. As a result they generally make excellent progress. The school works very successfully with parents and outside agencies , to support children with more complex needs. Attendance is good and incidents of lateness are rare. The school has robust systems to monitor this and is proactive in working with parents where there are concerns.</p> <p>Personal development and Welfare Outstanding The school has a positive ethos as a result of respect and tolerance permeating all aspects of school life. The children have a sophisticated understanding of the importance of democracy and have excellent adult role models who understand the importance of the promotion of British values. SMSC</p>	<ul style="list-style-type: none"> • The school provides a well ordered and attractive environment . • The vast majority of parents feel their children are safe in school and well looked after. • The curriculum teaches children about the importance of health and positive relationships. In addition all children learn about e safety. As a result children are fully informed of how to keep themselves safe and healthy. • The curriculum provides varied links to SMSC and continually promotes British values 	<p>To review and renew Healthy School accreditation</p>
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<p>opportunities run through the school curriculum with personal development seen as a foundation for learning.</p> <p><u>Evidence</u></p> <p>PD leader monitoring evidence Parent view Pupil questionnaires Curriculum planning Playground monitoring logs Inclusion leader planning Case studies Safeguarding policy Computing planning including safety Attendance report</p>																						
<p><u>Early Years Provision</u> <u>Quality and Standards</u> <u>Outstanding</u> Rigorous systems and processes have been well developed resulting in highly effective monitoring and planning based on accurate on-going assessments. The base</p>	<table border="1"> <thead> <tr> <th>GLD</th> <th>Gomer</th> <th>National</th> <th>Hampshire</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>75 %</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>2015</td> <td>72%</td> <td>66%</td> <td>73%</td> </tr> <tr> <td>2016</td> <td>81%</td> <td>69%</td> <td>75.0%</td> </tr> <tr> <td>2017</td> <td>80%</td> <td></td> <td></td> </tr> </tbody> </table>	GLD	Gomer	National	Hampshire	2014	75 %	60%	67%	2015	72%	66%	73%	2016	81%	69%	75.0%	2017	80%			<ul style="list-style-type: none"> To enrich the curriculum by exploiting outside learning opportunities through all aspects of the curriculum. This will include further
GLD	Gomer	National	Hampshire																			
2014	75 %	60%	67%																			
2015	72%	66%	73%																			
2016	81%	69%	75.0%																			
2017	80%																					

provides a nurturing environment in which children are encouraged to explore and challenge themselves. Professional development is a priority and all staff set ambitious targets for the children developing critical thinking in the children linked to their taught skills on better learning powers and growth mind set learning. Safeguarding processes ensure children are safe and develop the skills to risk assess themselves. Parents are fully involved in their child's education and a strong partnership is established prior to the first day at school and Outcomes are good with GLD figure above National and showing upward trend. Early Years leader is involved in data at a strategic level and works

Gender Gap

Gender gap GLD	Gomer
2014	20%
2015 Girls Higher by	2%
2016 Boys higher	17%
2017 girls higher	6%

Disadvantaged children GLD

Disadvantaged	Gomer	National
2015 10 pupils	50%	32%
2016 4 pupils	75%	55%
2017 5 pupils	80%	

Both the Gender and Disadvantaged gap have closed significantly since 2014. Where there are any gaps individual children's needs are targeted through pupil progress meetings

A significant improvement in writing has taken place since the introduction of the Talk for writing strategy.

The Early Years leader monitors the impact of progress for all children but specifically those disadvantaged to ensure pupil premium funding is making an impact. This is reported termly to SLT

development of Forest School opportunities.

- Continue to respond to the target areas identified in internal inspection.

closely with SLT and inclusion manager.

Evidence

Early Years Leaders File including :
Action plan
CPD plan
Data
Learning walk evidence
Impact statement
Data including GLD and progress for groups including Pupil Premium
Safeguarding policy

Progress

Autumn 1 to Summer 1 Baseline to working at or above expected level summer 1

	2015-2016 Baseline to Summer 1	2016-2017 Baseline to Summer 1
Reading	12% -77%	13%-88%
Writing	17%-75%	11%- 80%
Number	17%%-78%	16%-98%

Progress rates have increased in all areas during the last 2 years.

Autumn 1 2016- Spring 1 2017 - progress for disadvantaged children is better than expected in the three specific areas and is in line or better than the cohort.

Progress rates for Writing maintained from previous year

Reading progress slower area focus in Year 1

Maths progress rates significantly improved as a result of clear focus on planning and AFL strategies.

Year R End of Year Data Report 2016

		2015			2016			2017	
		Gap	Sch	Nat	Gap	Sch	Nat	Gap	Sch
GLD	All	+13	72	66	+6	82	69	+13	80%
CL	All	+11	95	81	+14	87	85	+2	93
PSED	All	+17	97	83	+14	92	89	+3	92
PD	All	+11	93	85	+8	98	90	+8	98
Reading	All	+9	78	76	+2	83	77	+6	88
Writing	All	+6	72	71	+1	82	73	+9	80
Number	All	+11	82	77	+5	85	79	+6	98
Shape	All	+9	93	81	+12	85	82	+3	92

- Tapestry online journal system is used allowing all practitioners to collect accurate and focussed assessments. Parents are through this able to contribute activities to be included for assessment and access information. Notes for observations include the journey of challenge and next steps for the children.
- AFL processes are well established and continual reaction to needs and interests results.
- Regular pupil progress meetings with SLT and inclusion manager track progress and identify individual and group focus areas. Gaps are as a result identified and planning put in place.
- Children feel safe and consequently are confident to take safe risks and fully explore their environment which now includes Forest learning sessions.
- Safeguarding practice is high priority and clear systems are in place along with a comprehensive curriculum focus. All staff are vigilant in identifying risk and taking appropriate action. As a result children feel and are safe.

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