

## Gomer Infant School - Self-Evaluation Summary - September 2018

**Overall effectiveness**

**Outstanding**

Evidence:

LLP reports

Perspective Lite

ASP

FFT

Internal data

**We judge the school to be outstanding because:**

- The quality of teaching and assessment monitored over an extended period is 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
- The wide range of provision for spiritual moral, social and cultural development is comprehensive and permeates all aspects of the school. Personal development provision is outstanding with consistent whole school practice. This along with the emphasis on children's physical wellbeing allows them to thrive. Monitoring shows behaviour is 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 a 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

**We need to:**

- Maintain high quality teaching and learning in response to the demands of Key Stage 1 curriculum
- Ensure an increasing number of our children are learning at a greater depth in writing and mathematics
- Further empower leaders of all subjects to be able to have access to detailed data as part of our systematic school self-evaluation processes

| <b>Ofsted</b>   |  |
|---|--|
| <b>Key Issues</b>   | <b>Progress in addressing Ofsted key issues June 2013</b>  |
| <ul style="list-style-type: none"> <li>Maximise the opportunities in the external areas of the school to reinforce and extend the pupils' mathematical skills and knowledge.</li> </ul> | <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 and development of outside physical environment.</p>             |
|   | <p>Evidence<br/> NPQML project report<br/> Planning<br/> Forest school action plan</p>   |

| School Judgement  | Summary of Position  | Next Steps<br>From 2 year Strategic Plan  |
|---|--|---|
| <p><b><u>Leadership and Management Outstanding</u></b></p> <p><b>Leaders</b><br/> <b>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</b><br/> <b>The rich curriculum inspires children and provides many opportunities to promote fundamental British values.</b></p> | <ul style="list-style-type: none"> <li>• Self-evaluation is robust and drives the Strategic Plan and RAPs</li> <li>• Highly experienced SLT including SLE and NLE are able to guide and support school improvement and hold others to account</li> <li>• A rigorous Pupil progress evaluation programme hold all teachers to account and impacting positively on improving progress of all groups of children</li> <li>• Leadership succession planning is forward thinking with a great deal 'home grown' talent through following provision</li> <li>• Future change makers course</li> <li>• NPQML outstanding teacher programme</li> <li>• Leading the OTAP {outstanding teaching assistant programme}</li> <li>• Involvement in SLE programme</li> <li>• Close involvement in the SCITT programme</li> <li>• Leading on NQT programmes.</li> <li>• Effective performance management linked strongly to school improvement and pupil progress creates a culture of high aspirations and innovation</li> <li>• Focused Professional Development linked to SIP and individual need results in highly motivated ambitious creative staff</li> <li>• Strong Governing Body, with experienced core that rigorously holds the school to account {Chair is a NLG}</li> <li>• There are high expectations of social behaviour with staff providing excellent role models including promotion of British Values</li> <li>• 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</li> </ul> | <p><b>Next steps</b><br/> Subject leaders supported in being able to use the data system to further analyse impact and school improvement areas</p> <p><b>Evidence</b><br/> 2 years strategic plan {SIP} - Evidence file<br/> Raising attainment plan {RAP} - Evidence file<br/> SLT monitoring enquiry reports - Evidence File<br/> Middle leader Action and impact statements - Middle leaders files<br/> Middle leader monitoring statements - Middle leaders files<br/> Governor minutes and monitoring reports - Governors files<br/> Executive Head teacher Reports - Monitoring file</p> |

|   |  |   |
|---|--|---|
| <p><b>A culture of vigilance exists across the school with pupils welfare seen as a priority. As a consequence children feel and are safe.</b></p> <p><b>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</b></p>   | <ul style="list-style-type: none"> <li>● 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 from other</li> <li>● Examples are:</li> <li>● GEIP Growth Mindset project</li> <li>● SENCO circle</li> <li>● Joint moderation Groups</li> <li>● Federation working parties including Forest Learning</li> <li>● Rigorous and comprehensive safeguarding procedures are in place resulting in culture of vigilance where welfare is actively promoted. Pupils are listened to and feel safe. Staff are highly trained in safeguarding procedures including Prevent and work effectively with outside agencies</li> </ul>                                       |   |
| <p><b><u>Quality of Teaching and Learning and assessment</u></b></p> <p><b>Outstanding -</b></p> <p><b>All teachers demonstrate a deep understanding and knowledge of areas they teach.</b></p> <p><b>Misconceptions are quickly identified and addresses and teacher systematically check understanding intervening quickly when needed.</b></p> <p><b>Planning has been developed to allow adequate time to practice and embed skills and</b></p> | <ul style="list-style-type: none"> <li>● Consistently good and often outstanding of teaching showing teachers have good subject knowledge and know the needs of the age range they teach</li> <li>● 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</li> <li>● Judgements across the school are consistent with regular moderation sessions</li> <li>● A clear assessment system is in place in response to life after levels with clear baselines established for all children</li> <li>● 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</li> </ul> | <p><b>Next steps</b></p> <p>To further skill teachers in teaching spelling and provide more consistent approach to handwriting</p> <p><b>Evidence</b></p> <p>Triangulation of data including:<br/>Work sample summary reports-<br/>Evidence file<br/>Teaching observations data -<br/>Evidence file</p> |

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. 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.

constantly checking understanding for all. As a result interventions make consistent impact on accelerated progress

- 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

Progress data for interventions  
 - Inclusion Leader reports  
 RAP monitoring reports-  
 Evidence file SLT and  
 Governors minutes - On  
 computer

Outcomes  
 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

**Key Stage 1 progress and attainment**  
 6 steps expected as minimum  
**PROGRESS**

| Average of Displayed Subjects   | Reading |       |            | Writing    |            |            | Mathematics |            |            |            |            |      |      |     |
|---------------------------------|---------|-------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|------|------|-----|
|                                 | No. ⚡   | % ⚡   | Yr2 Aut1 ⚡ | Yr2 Sum2 ⚡ | Progress ⚡ | Yr2 Aut1 ⚡ | Yr2 Sum2 ⚡  | Progress ⚡ | Yr2 Aut1 ⚡ | Yr2 Sum2 ⚡ | Progress ⚡ |      |      |     |
| All Pupils                      | 60      | 100.0 | 40.7       | 46.7       | 6.0        | 41.0       | 47.0        | 6.0        | 40.5       | 46.5       | 6.0        | 40.6 | 46.7 | 6.1 |
| Males                           | 30      | 50.0  | 40.7       | 46.9       | 6.2        | 41.0       | 47.1        | 6.1        | 40.5       | 46.6       | 6.1        | 40.7 | 47.0 | 6.3 |
| Females                         | 30      | 50.0  | 40.7       | 46.6       | 5.9        | 41.0       | 46.9        | 5.9        | 40.5       | 46.3       | 5.8        | 40.5 | 46.5 | 6.0 |
| FSM                             | 4       | 6.7   | 40.4       | 46.7       | 6.3        | 40.8       | 46.5        | 5.8        | 40.3       | 46.5       | 6.3        | 40.3 | 47.0 | 6.8 |
| Not FSM                         | 56      | 93.3  | 40.7       | 46.7       | 6.0        | 41.0       | 47.1        | 6.0        | 40.5       | 46.5       | 6.0        | 40.6 | 46.7 | 6.1 |
| Pupil Premium                   | 10      | 16.7  | 41.0       | 47.1       | 6.1        | 41.3       | 47.2        | 5.9        | 40.8       | 46.9       | 6.1        | 40.8 | 47.1 | 6.3 |
| Not Pupil Premium               | 50      | 83.3  | 40.6       | 46.7       | 6.0        | 40.9       | 47.0        | 6.0        | 40.4       | 46.4       | 6.0        | 40.5 | 46.6 | 6.1 |
| SEN Support                     | 6       | 10.0  | 38.4       | 43.6       | 5.2        | 38.6       | 44.4        | 5.8        | 38.4       | 43.0       | 4.6        | 38.2 | 43.4 | 5.2 |
| Education, health and care plan | 0       | 0     |            |            |            |            |             |            |            |            |            |      |      |     |
| Not SEN                         | 54      | 90.0  | 40.9       | 47.0       | 6.1        | 41.2       | 47.3        | 6.0        | 40.7       | 46.8       | 6.1        | 40.8 | 47.0 | 6.2 |
| Academically More Able          | 16      | 26.7  | 41.5       | 47.6       | 6.0        | 42.0       | 47.9        | 5.9        | 41.3       | 47.3       | 6.1        | 41.3 | 47.5 | 6.2 |
| Service Children                | 4       | 6.7   | 41.3       | 47.4       | 6.1        | 41.5       | 47.8        | 6.3        | 41.3       | 47.3       | 6.0        | 41.3 | 47.3 | 6.0 |
| Disadvantaged                   | 6       | 10.0  | 40.7       | 46.8       | 6.1        | 41.2       | 46.8        | 5.7        | 40.5       | 46.7       | 6.2        | 40.5 | 47.0 | 6.5 |

**Next steps**  
 Review and develop provision for Greater depth maths and reading

Review SEND provision to ensure cohort specific

**Evidence**  
 ASP  
 Perspective Lite  
 FFT

being well prepared for next stage of their education.

### End Key Stage 1 Attainment 2016-2018

| ARE/GD SATs | 2016  | 2017      | 2018    | 2018 National |
|-------------|-------|-----------|---------|---------------|
| Reading     | 91/35 | 92% - 39% | 82%/47% | 75%/26%       |
| Writing     | 81/7  | 74% - 24% | 72%/12% | 70%/16%       |
| Maths       | 83/7  | 75% -21%  | 80%/18% | 76%/22%       |

### 2018 % ARE/ Greater Depth

| Age related attainment      | Reading  | Writing | Maths    |
|-----------------------------|----------|---------|----------|
| All                         | 82%47    | 72%12   | 80%/18   |
| Boys 30                     | 84%/50   | 77% 16  | 83% 30   |
| Girls 30                    | 80% 43   | 70%7    | 77%7     |
| Disadvantaged 6 children    | 83% 50   | 83% 0   | 83%17    |
| Service Children 4 children | 100%/75  | 100%/25 | 100%/ 25 |
| SEND 6 children             | 33%/ 17  | 33%/0   | 17%      |
| Academically more able      | 100%/ 87 | 100%/31 | 100%50   |

Internal data

**Phonics**

|      | SCHOOL | NATIONAL |
|------|--------|----------|
| 2016 | 78%    | 81%      |
| 2017 | 81%    | 81%      |
| 2018 | 86%    | 82%      |

**YEAR 2 FEWER CHILDREN RETAKES ONLY**

|      | SCHOOL | NATIONAL |
|------|--------|----------|
| 2016 | 63%    | 67%      |
| 2017 | 69%    | 61%      |
| 2018 | 92%    | 60%      |

**Conclusion**

- **Attainment has been above National ARE for a sustained period**
- **Attainment GD reading is exceptional**
- **Attainment GD writing and maths is area focus and involves 2 or 3 more children**
- There is no significant variance in progress rates for groups of children. This indicates excellent personalised provision for all children
- Boys writing progress rates been strong since 2016
- Focus on phonic CPD has had a measurable impact, strong results in both year groups
- Girls strong progress since 2016 2018 cohort 4 high level need SEND girls
- SEND area review - cohort specific

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|--|--|--|
|  | <ul style="list-style-type: none"> <li>• GD provision area review as some cohort variance to consider and develop provision further</li> <li>• Results are above National levels and stable with significant strength in reading provision</li> <li>• Disadvantaged children make excellent progress and attain above National levels indicating high quality provision and detailed tracking</li> </ul>   |  |
| <p><u>Personal development Behaviour and Welfare</u></p> <p>Behaviour Outstanding</p> <p>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 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</p> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Consistent behaviour management systems and responsibilities developed with the children results in a positive ethos</li> <li>• 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</li> <li>• All groups of pupils report they feel safe at school</li> <li>• 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</li> <li>• The school provides a well ordered and attractive environment.</li> <li>• The vast majority of parents feel their children are safe in school and well looked after</li> <li>• 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</li> <li>• The curriculum provides varied links to SMSC and continually promotes British values and global awareness</li> </ul> | <p><b>Next steps</b><br/>To obtain attachment and Trauma friendly school accreditation.</p> <p><b>Evidence</b></p> <p>PD leader monitoring evidence<br/>Parent view<br/>Pupil questionnaires<br/>Curriculum planning<br/>Playground monitoring logs<br/>Inclusion leader planning<br/>Case studies<br/>Safeguarding policy<br/>Computing planning including safety<br/>Attendance report</p> |

|   |  |  |
|---|--|--|
| <p>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</p> <p>Outstanding</p> <p>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 opportunities run through the school curriculum with personal development seen as a foundation for learning.</p> |  |  |
|---|--|--|

**Early Years Provision Quality and Standards**

**Outstanding**

Rigorous systems and processes have been well developed resulting in highly effective monitoring and planning based on accurate on-going assessments. The base 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

**Year R Attainment**

| GLD  | Gomer | National |
|------|-------|----------|
| 2016 | 81%   | 69%      |
| 2017 | 80%   | 69%      |
| 2018 | 75%   | 72%      |

**Progress from Baseline**

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

| 2017 Autumn 1<br>Baseline 30- 50s | 2018 Summer 2 ARE<br>40-60 S |
|-----------------------------------|------------------------------|
| 12%                               | 78%                          |
| 57%                               | 75%                          |
| 32%                               | 78%                          |

**Year R Progress 6 steps expected**

| Average of 3 Selected Subjects  | Reading  |          |          | Writing  |          |          | Numbers  |          |          |
|---------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|                                 | Rec Aut1 | Rec Sum2 | Progress | Rec Aut1 | Rec Sum2 | Progress | Rec Aut1 | Rec Sum2 | Progress |
| All Pupils                      | 27.7     | 34.9     | 7.2      | 28.7     | 34.7     | 5.9      | 27.4     | 35.0     | 7.6      |
| Males                           | 27.6     | 34.9     | 7.3      | 28.3     | 34.6     | 6.3      | 27.7     | 34.9     | 7.3      |
| Females                         | 27.8     | 34.9     | 7.2      | 29.4     | 34.8     | 5.4      | 26.9     | 35.0     | 8.1      |
| FSM                             | 27.5     | 34.6     | 7.1      | 27.4     | 34.5     | 7.1      | 27.7     | 35.2     | 7.5      |
| Not FSM                         | 27.7     | 34.9     | 7.2      | 29.0     | 34.7     | 5.7      | 27.3     | 34.9     | 7.7      |
| Pupil Premium                   | 27.7     | 34.8     | 7.1      | 27.6     | 34.5     | 6.9      | 27.8     | 35.2     | 7.4      |
| Not Pupil Premium               | 27.7     | 34.9     | 7.3      | 29.0     | 34.7     | 5.7      | 27.2     | 34.9     | 7.7      |
| SEN Support                     | 26.0     | 32.5     | 6.5      | 27.0     | 33.0     | 6.0      | 25.0     | 30.5     | 5.5      |
| Education, health and care plan |          |          |          |          |          |          |          |          |          |
| Not SEN                         | 27.7     | 35.0     | 7.2      | 28.8     | 34.7     | 5.9      | 27.4     | 35.1     | 7.7      |

**Next steps**

To focus on early spelling and handwriting teaching.

To continue to use early baseline data to focus on disadvantaged and boys to ensure gap continues to close

**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

with GLD figure above National and showing upward trend.  
 Early Years leader is involved in data at a strategic level and works closely with SLT and inclusion manager.

**Year R 2018 ELG attainment**

|                | Nat  | Sch | Gap   |
|----------------|------|-----|-------|
| GLD            | 71.5 | 75  | + 3.5 |
| LIST           | 85   | 95  | +10   |
| MAN FEELING    | 89   | 97  | +8    |
| MAKING RELATIO | 90   | 95  | +5    |
| READING        | 77   | 78  | +1    |
| WRITING        | 73   | 75  | +2    |
| NUMBER         | 79   | 78  | +1    |
| SHAPE          | 82   | 83  | +1    |

**Conclusions**

- Attainment has been above National levels for a sustained period
- Progress rates are strong over this period including those of disadvantaged children
- Any variation in cohort progress or attainment is identified quickly and action taken

**Outstanding Year R provision**

- 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

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|--|--|--|
|  | <ul style="list-style-type: none"><li>● 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</li><li>● Children feel safe and consequently are confident to take safe risks and fully explore their environment which now includes Forest learning sessions</li><li>● 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</li><li>● Attainment has been consistently above National figures over a sustained period</li><li>● Attainment and progress of individuals and groups is rigorously tracked with any changes addressed immediately</li></ul> |  |
|--|--|--|