

Gomer Infant School - Self-Evaluation Summary - September 2019

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

Ofsted	
Key Issues	Progress in addressing Ofsted key issues June 2013
<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 are provided 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</p> <p>NPQML project report</p> <p>Planning</p> <p>Forest school action plan</p>

School Judgement	Evidence to support judgement	Next Steps From 2 year Strategic Plan
<p><u>Leadership and Management Outstanding</u></p> <p>Leaders</p> <p>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.</p> <p>Leaders including Governors' are consistently focused on improving outcomes for disadvantaged children.</p> <p>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</p> <p>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 ● Leadership succession planning is forward thinking with a great deal 'home grown' talent through a focus on staff professional development for example : ● Future change makers course ● NPQML outstanding teacher programme ● Leading the OTAP {outstanding teaching assistant programme} ● Involvement in SLE programme ● Close involvement in the SCITT programme ● Leading on NQT programmes. ● Effective performance management linked strongly to school improvement and pupil progress creates a culture of high aspirations and innovation. ● Focused Professional Development linked to SIP and individual need results in highly motivated ambitious creative staff. ● Staff welfare is a priority with excellent lines of communication ensuring any workload or understanding issues are quickly addressed. Staff questionnaire and discussion ● The school is leading a project introducing regular supervision for all staff. 	<p>Next steps</p> <p>Subject leaders supported in reviewing individual curriculum policies and schemes to ensure excellent progression and clear link to School curriculum policy.</p> <p>Evidence</p> <p>2 years strategic plan {SIP} - Evidence file</p> <p>Raising attainment plan {RAP} - Evidence file</p> <p>SLT monitoring enquiry reports - Evidence File</p> <p>Middle leader Action and impact statements - Middle leaders files</p> <p>Middle leader monitoring statements - Middle leaders files</p> <p>Governor minutes and monitoring reports - Governors files</p> <p>Executive Head teacher Reports - Monitoring file</p> <p>LLP reports - Evidence file</p>

<p>opportunities to promote fundamental British values.</p> <p>A culture of vigilance exists across the school with pupils welfare seen as a priority. As a consequence children feel and are safe.</p> <p>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 . Leaders place high priority on staff welfare with systems to ensure excellent communication and consistent dialogue and reflection on workload.</p>	<ul style="list-style-type: none"> ● Monitoring documents by Governors show highly effective Governing Body, with an experienced core that rigorously holds the school to account {Chair is a NLG} ● The school curriculum policy and monitoring in lessons shows INTENT and IMPLEMENTATION are secure and consistent cross the school. All staff have ownership and a common understanding of the INTENT and this is seen in practice. ● 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 from other ● Examples are: ● Involvement in Gosport Education Improvement Partnership Growth Mindset project ● Leading the GEIP attachment and trauma project ● SENCO circle ● Joint moderation Groups ● Federation working parties including Forest Learning ● Annual safeguarding audit shows 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. 	
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	<ul style="list-style-type: none"> • Parent partnership is seen as critical and relationships are strong. This is evidence in parent view and other questionnaires . There is consistent high levels of attendance at all school events including curriculum workshops. • 	
<p><u>Quality of education</u> Outstanding - All teachers demonstrate a deep understanding and knowledge of areas they teach. The school is passionate in providing a broad balanced and rich curriculum that is fully inclusive, exciting and relevant . We aim for children to be excited inspired and ambitious.</p> <p>The school's curriculum INTENT and IMPLIMENTATION are understood by all teachers and teaching assistants. Learning delivered to children</p>	<ul style="list-style-type: none"> • Triangulated monitoring internally and by external professional confirms good and often outstanding of teaching. Teachers demonstrate good subject knowledge and use assessment effectively to check understanding or embed and help children use skills and knowledge fluently. • 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. In 2019 Year R and Year 2 were externally moderated by Hampshire County Council and both commended for rigor and accuracy. • 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 constantly checking understanding for all. As a result interventions make consistent impact on accelerated progress 	<p>Next steps</p> <p>Monitor GD maths and writing ensure consistent</p> <p>Embed handwriting programme to impact on writing stamina. Particular emphasis on boys.</p> <p>Review and develop staff mathematics knowledge</p>

<p>supports the aims of the school curriculum.</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 • Planning show that to adequate time to practice and embed skills. • The BLP aliens are evidence of how teachers promote positive learning behaviours and are determined pupils will achieve well 	<p>Evidence</p> <p>Triangulation of data including: Work sample summary reports- Evidence file Teaching observations data - Evidence file Progress data for interventions - Inclusion Leader reports RAP monitoring reports- Evidence file SLT and Governors minutes - On computer LLP reports ASP Perspective Lite FFT Internal data from Target Tracker</p>
<p><u>Quality Education EYFS</u> <u>Outstanding</u> 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</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Tapestry online journal system is used and monitoring shows it is 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 • Internal and external monitoring evidences: 	

<p>critical thinking in the children linked to their taught skills on better learning powers and growth mind set learning.</p> <p>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.</p> <p>Early Years leader is involved in data at a strategic level and works closely with SLT and inclusion manager.</p>	<ul style="list-style-type: none"> ● 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 ● Attainment has been consistently above National figures over a sustained period ● Attainment and progress of individuals and groups is rigorously tracked with any changes addressed immediately 	
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IMPACT

Outstanding

Children in every year group and across the curriculum are generally making excellent progress from their starting points .

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

Pupils progress processes ensure individuals and groups at risk are quickly identified and action taken. Attainment in all areas is in line or above National averages. This results in the vast majority of children being well prepared for next stage of their education.

IMPACT KEYSTAGE 1**End Key Stage 1 Attainment 2017-2019****Moderated by county in 2019**Inline with National Above National 

ARE/GD SATs	2017	2018	2019	2019 National
Reading	92% - 39%	82%/47%	83%/42%	75%/25%
Writing	74% - 24%	72%/12%	70%/15%	69%/15%
Maths	75% - 21%	80%/18%	78%/22%	76%/22%

2019 % ARE/ Greater Depth

Age related attainment	Reading	Writing	Maths
All	82%47	70%15	78%/22
Boys 31	81%/42	65% 10	93% 30
Girls 29	86% 41	76%21	62%24
Disadvantaged 8 children	75% 25	63% 0	75%/0
Service Children 3 children	100%/67	67%/0	100%/ 33
SEND 2 children	50%/ 0	33%/0	50%0

Phonics

	SCHOOL	NATIONAL
2016	78%	81%
2017	81%	81%
2018	86%	82%
2019	88%	82%

YEAR 2 RETAKES

	SCHOOL	NATIONAL
2016	63%	67%
2017	69%	61%
2018- 9 children	92%	60%
2019- 6 children	75%	57%

Gomer Infant steps progress
6 is target progress rate

Figures show 2018/2019	Reading	Writing	Maths
All	6.0/6.0	6.0/6.1	6.2/6.1
Boys	6.1/6.0	6.1/6.0	6.3/6.5
Girls	5.9/6.2	5.8/6.0	6.0/5.9
Disadvantaged 8 children	5.9/6.0	6.0/6,1	6,1/6.1
SEN 2 children	5.8/5.5	4.6/6.0	5.2/6.0

IMPACT SUMMARY

- All data and assessment agreed by county and processes commended
- Attainment has been in line or above National ARE for a sustained period.
- Attainment GD reading is exceptional.
- Attainment GD writing and maths is in line with National .
- There is no significant variance in progress rates for groups of children. This indicates excellent personalised provision for all children
- Focus on phonic CPD has had a measurable impact, strong results in both year groups
- Disadvantaged children make excellent progress indicating high quality provision and detailed tracking

- **IMPACT**

PHONICS ARE - 7.1% rise since 2017

READING ARE - 1.6% rise since 2018

WRITING GD- 3.3% rise since 2018

MATHS GD - 8.4% rise since 2018

IMPACT EARLY YEARS

Early Years results moderated by county 2019

GLD	2016	2017	2018	2019
GOMER	78%	80%	75	83%
NATIONAL	69%	69%	71.5	72%

Early Learning Goal met or exceeded	2017	2018	2019
Moving handling	100%	95%	91%
Managing feelings and behaviour	93%	97%	96%
Reading	88%	78%	81%
Writing	80%	75%	81%
Maths	98%	78%	86%

Progress steps 5 expected 2018/2019	Reading	Writing	Maths
All	5.9/6.7	5.9/6.3	5.7/6.8
Disadvantaged	5.7/6.0	5.8/6.0	5.5/6.0
SEND 3/0	5.7	5.6	7.0

Attainment ARE/GD	Reading	Writing	Maths
All	83%/35%	83%/23%	87%/23%
Boys 32	78%/31%	78%/22%	84%/31%
Girls 28	89%/39%	89%/25%	89%/25%
Disadvantaged 4	50%/0%	50%/0%	75%/0%
SEN 0			

IMPACT SUMMARY EYFS

- All data and assessment agreed by county and processes commended
- Attainment is significantly above National averages
- Progress rates are consistently above expected levels for all groups indicating high quality provision
- Year group has identified target group boys for literacy as gap identified and 2 disadvantaged children who did not achieve GLD

IMPACT

GLD 8.3% - rise since 2018

Reading 3%- rise since 2018

Writing 6% - rise since 2018

Maths 8% - rise since 2018

<p><u>Behaviour and Attitudes</u></p> <p>Behaviour Outstanding</p> <p>Children are generally well behaved with high levels of respect for each other .Consistent approach to behaviour management results in high expectations being set and children feeling safe. The culture of the school results in difference being celebrated and difference valued. Bullying and harassment is not tolerated and robust systems are in place to ensure this.</p> <p>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</p>	<ul style="list-style-type: none"> ● Monitoring shows there are high expectations of behaviour with staff providing excellent role models including promotion of British Values. ● 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. ● Records show that as a result attendance is good with very few children are late. ● Questionnaires and pupil voice meetings show all groups of pupils report they feel safe at school ● Planning shows children with more complex emotional and behavioural needs are well supported. This includes provision from an ELSA, nurture group and classroom practice and environment such as 'comfort corners'. As a consequence children identified make good progress in their emotional development. Evidence shows these children learn how to better self regulate. ● Monitoring shows the school provides a well ordered and attractive environment. 	<p>Next steps</p> <p>To obtain attachment and Trauma friendly school accreditation.</p> <p><u>Evidence</u></p> <p>Parent view Pupil questionnaires Curriculum planning Behaviour monitoring Inclusion leader planning Case studies Safeguarding policy Safeguarding audit Computing planning including safety Attendance reports</p>
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<p>support children with more complex needs.</p> <p>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>	<ul style="list-style-type: none"> • Parent view shows the vast majority of parents feel their children are safe in school and well looked after. 	
<p>Personal development and Welfare</p> <p>Outstanding</p> <p>The school provides an ambitious curriculum that is intended to give all learners the foundations of knowledge skills and cultural capital to succeed in life.</p> <p>We support children in being</p> <ol style="list-style-type: none"> 1. Successful learners 2. Responsible citizens 3. Confident individuals 4. Motivated learners <p>The school has a positive ethos as a result of respect and tolerance permeating all</p>	<ul style="list-style-type: none"> • Planning documents and monitoring show the curriculum teaches children about the importance of health and positive relationships. In addition all children learn about e-safety and off line safety including the 'Clever never goes' programme . As a result children are able to recognise both on and off line dangers to them . • Planning and observation shows the curriculum provides varied links to SMSC and continually promotes British values and global awareness • Planning and monitoring shows high quality pastoral care and relentless focus on SMSC. • Records show a large range of extra-curricular activities provided both in and out of school hours. Talent is often spotted and nurtured. This focus is seen to impact on children's resilience and independence. 	<p>Next Steps</p> <p>To develop the FAGUS assessment system to track progress with emotional development</p> <p>Embed 'Clever never goes' programme To extend staff knowledge on online safety</p>

<p>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>	<ul style="list-style-type: none"> • Monitoring shows our most disadvantaged children benefit from the schools curriculum and extra- curricular opportunities with clear impact on aspiration and resilience. We use pupil premium to provide these opportunities for all disadvantaged children in the school. • The development of attachment and trauma sensitive practice has been seen to further strengthen the pastoral provision for our children. 	<p><u>Evidence</u></p> <p>PD leader monitoring evidence Parent view Pupil questionnaires Curriculum planning Inclusion leader planning Case studies Safeguarding policy Computing planning including safety</p>
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