

Elson Infant School Self Evaluation Summary May 2017

<p>Overall effectiveness</p> <p>GOOD</p>	<p>Context of Elson Infant School</p> <p>We judge the school to be Good because:</p> <ul style="list-style-type: none"> • Teaching is at least good and well supported by consistently strong practice from the LSA team • 2016 Pupil outcomes for reading and maths were broadly in line with National figures • 2017 writing predictions indicate that school outcomes will be in line with National levels for age related attainment. • Pupil's behaviours for learning are very positive. • Personal development provision is good with consistent whole school practice. Behaviour is generally very good 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. The school supports the emotional development of the children through a range comprehensive measures. { ELSA nurture group TMF learning group, PSHE programme and an assembly programme} • Leadership and Management at all levels are good and evidenced by impact on achievement over a sustained period. • The school has a detailed 2 Year Strategic plan and termly Raising Attainment Plans owned and used by all staff and governors <p>Evidence: LLP reports RAISEonline Internal data IMD ranking</p>
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Context of Elson Infant school

Elson Infant school is three form entry and provides for a large community with increasing levels of deprivation. The IMDV indicator which measures levels of deprivation has reduced from 137 to 105 over three years. As a result the profile of vulnerability has increased.

School profile vulnerable groups

Group numbers For school	2015.16	2016.17
Disadvantaged	26	33
SEN	29	29
EAL	10	11
Services children	20	21

The school community has a diverse range of families with a proportion coming from affluent professional families, service families and a growing proportion from those who are disadvantaged. There is a further significant group who are marginally above the deprivation indicators. The extended school provision for the community including regular tea and talk session, counselling support, language workshops, service clubs and signposting is critical in the provision we offer. We also offer a comprehensive range of extra-curricular clubs for our children and proactively target disadvantaged children for these opportunities using Pupil Premium funding. We are currently developing the offer to our parents through taking management of the redundant sure Start Centre on site. This will include midwife provision, debt management courses. Domestic violence support courses along with school parent classes. The complex needs of many of our families require the school to be proactive in providing high level and comprehensive family support services.

Ofsted	Key Issues	Progress in addressing Ofsted key issues
May 2014	<p>Improve the quality of teaching to outstanding levels in order to accelerate the progress of all pupils further by:</p> <ul style="list-style-type: none"> • ensuring that work is always sufficiently challenging, especially for the most able • providing more systematic and effective teaching of handwriting skills • encouraging pupils to develop their responses more fully in class discussions in order to further their language skills. 	<ul style="list-style-type: none"> • The quality of teaching is moving to outstanding through programme of coaching self-reflection using video evidence and formal observations. Spring Observations indicated growing percentage of outstanding practice and particular improvements in phonics and writing teaching. • Lessons are consistently pitched at a challenging level with reinforcement and catch up sessions provided daily. Response marking has been developed across the school since the last inspection. • A handwriting scheme has been introduced through the school to ensure systematic teaching .Work sampling in Spring 2017 showed this is having a positive impact on handwriting skills. • Language links has been introduced into Early Years to identify need and encourage high level responses from start of school. Class discussion times have been developed including presentation assemblies. Both actions are having a significant impact on speaking and listening skills. EYFS data shows an upward trend and diminishing difference for disadvantaged children. 2016 EYFS data shows 83% Disadvantaged children achieving ELG for Listening and attention and 100% for speaking.

School Judgement	Summary of Position	Next Steps From 2 year Strategic Plan
<p><u>Leadership and Management</u> Good Leaders including Governors are committed to school improvement and set high expectations. As a result a culture of excellence is developing with all being uncompromising in their ambition for every child in the school. 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 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.</p>	<ul style="list-style-type: none"> • Self evaluation is robust and drives the Strategic Plan and RAPs • Leadership team impacting positively on improving progress • Leadership succession planning is forward thinking NPQML • Effective performance management linked strongly to school improvement creates a culture of high aspirations • Focused Professional Development linked to SIP 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 • Secure safeguarding procedures (annual audit) 	<p>Next steps</p> <ul style="list-style-type: none"> • Develop further Self evaluation processes across the Federation in response to CIF • Develop a pre school provision on the site along with community use of the previous Sure Start Centre. • Investigate and plan for schools future considering the establishment of a MAT • Research and develop funding opportunities in response to the challenging financial climate. • Proactively plan for succession provision at all levels through focussed high quality CPD <p>Evidence 2 years strategic plan [SIP} Raising attainment plan {RAP} External LLP report Spring 2015</p>

		<p>External LLP report Spring 2016 External LLP report Spring 2017 External CiC report Summer 2016 Middle leader Action and impact statements- subject folders Governor minutes- Governor folder Executive Head teacher Reports* Performance management report showing consistent robust application of P.M systems Extra curricular club information sheet * Curriculum Policy - web site Curriculum topic webs - web site Safeguarding report Safeguarding audit survey Parent view - web Independent Finance report</p>
<p><u>Quality of Teaching and Learning and assessment</u> Good - Teachers generally demonstrate a deep understanding and knowledge of areas they teach. Misconceptions are quickly identified and addresses and teacher systematically check</p>	<ul style="list-style-type: none"> • Consistently good or better quality 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. Marking is sharply focussed and has a direct impact on learning • Judgements across the school are consistent with weekly moderation sessions 	<p>Next steps</p> <ul style="list-style-type: none"> • Develop our assessment systems in response to life with out levels . • Improve the standards in reading with particular focus on closing the gap between girls and boys outcomes <p>Evidence</p>

<p>understanding intervening quickly when needed. 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. 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>	<ul style="list-style-type: none"> • A clear assessment system is being developed 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. This includes daily sessions when they or teacher support children who have not understood some new learning. • Engaging curriculum that is responsive to children's needs • Outstanding sports provision is provided for the children including involvement through the year in interschool competitions. 	<p>Teaching observation file Triangulation of data including : Work sample summary reports Teaching observations data Learning walk example reports including monitoring behaviour Data - data file</p>
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<p><u>Outcomes</u> Good Children in every year group and across the curriculum are generally making good progress from their starting points. Pupil progress processes ensure individuals and groups at risk are quickly identified and action taken. Attainment in all areas is broadly in line with or above National averages in all areas. This results in the vast majority of children being well prepared for next stage of their education.</p>	<ul style="list-style-type: none"> The majority of children in the school have attained National expectations over a sustained period. <p><u>End Year 2015 data</u></p> <p><u>KEY STAGE 1</u></p> <p><u>Level 2B+</u></p> <table border="1" data-bbox="591 592 1160 820"> <thead> <tr> <th><u>%</u></th> <th>National 2015</th> <th>Elson 2014</th> <th>Elson 2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82</td> <td>77</td> <td>80 </td> </tr> <tr> <td>Writing</td> <td>72</td> <td>77</td> <td>73</td> </tr> <tr> <td>Maths</td> <td>82</td> <td>81</td> <td>85</td> </tr> </tbody> </table> <p><u>APS Key Stage 1</u></p> <table border="1" data-bbox="591 1043 1473 1182"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>16.8</td> <td>15.8</td> <td>16.5</td> </tr> <tr> <td>2015</td> <td>16.4</td> <td>15.7</td> <td>16.8 </td> </tr> </tbody> </table> <p><u>2 Sub levels progress in 2014/2015</u></p> <ul style="list-style-type: none"> 2 sublevels expected progress rate KS1 	<u>%</u>	National 2015	Elson 2014	Elson 2015	Reading	82	77	80 	Writing	72	77	73	Maths	82	81	85		Reading	Writing	Maths	2014	16.8	15.8	16.5	2015	16.4	15.7	16.8 	<p>Next steps</p> <ul style="list-style-type: none"> Develop further the use of Target Tracker by teachers to empower them to use gap analysis. This will focus on vulnerable groups such as: <ul style="list-style-type: none"> Disadvantaged SEND To develop further provision for greater depth learning To develop further whole school mind-set project to raise aspirations of both parents and children. <p>Evidence Attendance report Raiseonline- Data file Internal data- data pupil progress file</p>
<u>%</u>	National 2015	Elson 2014	Elson 2015																											
Reading	82	77	80 																											
Writing	72	77	73																											
Maths	82	81	85																											
	Reading	Writing	Maths																											
2014	16.8	15.8	16.5																											
2015	16.4	15.7	16.8 																											

	2014 Boys	2014 Girls	2015 Boys	2015 Girls
Reading	72%	91%	73%	92%
Writing	81%	89%	69%	81%
Maths	79%	93%	81%	90%

SEN 2 Sub levels progress

	2014	2015
Reading	36%	67%
Writing	55%	60%

The improvement were due to:

- Review of quality 1st teaching
- CPD focus on interventions for all LSA's and teachers and direct link to class planning.
- Improved subject knowledge and strategies for learning through talk for writing project

Life after Levels assessment

Expected progress rate is 2+ steps per term

Year 1

Autumn 2016- Spring 2017

4 steps or more achieved	Year 1 2016	Year 1 2017
Reading	89%	85%

Writing	85%	83%
Maths	85%	85%

- The vast majority of children in year 1 are making expected or better progress. Disadvantaged children progress is in line with this and higher percentage in reading.

Year 1 attainment Spring 2017

Subject	Working at Expectation	2016 National
Reading	73%	74%
Writing	67%	65%
Mathematics	81%	73%

- Year 1 attainment is in line or higher when compared with National levels for 2016.

Year 2

Autumn 2016- Spring 2017

Expected progress	Year 2 2016	Year 2 2017
Reading	88%	76%
Writing	82%	87%
Maths	84%	89%

Progress rates have improved positively in writing and mathematics due to:

- Consistent high quality teaching of writing including Talk for writing strategies.
- Intense Phonic training and review of resourcing
- Development of CPA mathematic teaching and learning
- Reading progress rates are being monitored closely and additional strategies are currently in place. A group of children are being given additional support and there is currently a new whole school home reading project taking place.

Year 2 predication 2017

% children on track for ARE SATS 2017

	All	Service	EAL
Reading	68%	100%	100%
Writing	62%	80%	100%
Maths	73%	80%	100%

- Predictions are in line with National levels for 2016
- 5 out of 12 disadvantaged child receive SEND provision and will not obtain ARE. Remaining 7 children will reach ARE

Phonics

This has been an area of focus. There was a comprehensive review of teaching and resourcing in Summer 2016. As a result the following has been put in place :

Whole school intense training.

Purchase of consistent high quality resources.

	<p>A recent independent whole school monitoring visit showed consistent high quality provision. Tracking shows children are making good progress and most are on track to achieve expected National phonic score levels in year 1.</p> <table border="1" data-bbox="591 453 1128 592"> <tr> <td>Phonics screening</td> <td>2016 National</td> <td>2017 Prediction</td> </tr> <tr> <td>Year 1</td> <td>81%</td> <td>82%</td> </tr> </table>	Phonics screening	2016 National	2017 Prediction	Year 1	81%	82%	
Phonics screening	2016 National	2017 Prediction						
Year 1	81%	82%						
<p><u>Personal development Behaviour and Welfare</u> Behaviour Good 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 good progress. Exclusions are rare and the school works closely with parents and outside agencies , including other</p>	<ul style="list-style-type: none"> • A whole school 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 a Counsellor and small learning group run by the inclusion leader called TMF. This relates to one of the schools superhero learning powers Team Work and Managing Felling. As a consequence children identified make good progress in their emotional development. 	<p>Next steps</p> <p>To develop further Pupil voice opportunities and their links to Governance</p> <p>To develop further parent partnerships with harder to reach parents.</p> <p>.</p> <p><u>Evidence</u></p> <p>PD leader monitoring evidence - Subject leader file Parent view -Web</p>						

<p>schools to support children at risk. Attendance is good and improving and incidents of lateness 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 Good 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>	<ul style="list-style-type: none"> • The school provides a well ordered and improving environment. • The vast majority of parents feel their children are safe in school and well looked after. This is evidenced in parent view • The curriculum teaches children about the importance of health and positive relationships. All children learn how to keep themselves safe including e safety. As a result children are knowledgeable and proactive in keeping themselves safe and healthy. • The curriculum provides varied links to SMSC and continually promotes British values. An example would be a recent assembly where the general election process was discussed. 	<p>Pupil survey- 15/16 - Whole school pupil survey /16-17 - Whole school Curriculum planning - Topic webs on website Playground monitoring logs- Inclusion leader planning- Inclusion leader file Case studies - Inclusion leader file Safeguarding policy - website Computing planning including safety- Subject leader file</p>
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Early Years Provision Quality and Standards

Good

Rigorous systems and processes have been well developed resulting in highly effective monitoring and planning based on accurate on-going assessments involving parents and carers. The base provides a highly stimulating environment which is meticulously planned in which children are encouraged to explore and challenge themselves. Highly focused professional development is a priority and all staff set ambitious targets for all children. Safeguarding policies and procedures are robust, ensuring 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.

Outcomes

<u>%</u>	2014 Expected/ Exceeded ELG	2015 Expected/ Exceeded ELG	2016 Expected/ Exceeded ELG
Reading	70%	74%	77%
Writing	64%	69%	72%
Number	69%	78%	78%

GLD	Elson	National
2014	60%	60%
2015	66%	66%
2016	69%	69%
Prediction for 2017	70%	

- Tapestry programme is used allowing all practitioners to collect accurate and focussed assessments. Tapestry also allows parents to make valuable contributions in the form of observations outside of school.
- Engagement of parents has been high this year for weekly reading mornings with an average of 75% of parents attending regularly. We had a successful phonics workshop with 89% (8 out of 9) of our disadvantaged pupil's parents attending and engaging with the session.

- To continue to develop outdoor learning opportunities through Forest School sessions across Year R.
- All EYFS staff to continue to develop the use of Growth Mindset language with the children.
- Further develop of engaging hard to reach parents, particularly disadvantaged pupils.

Evidence

Early Years Leaders File including action plan.

Data- Pupil Progress file

Planning formats - EYFS leaders file

Risk assessments- Risk assessment file

External county inspection report

External Baseline moderation report 13/14

External Baseline moderation report 15/16

External county inspection report

Outcomes are good with GLD figures in line with National since 2014.

- Planning formats have been developed to enhance learning opportunities during child initiated learning sessions (Discovery Time).
- AFL processes are well established and continual reaction to needs and interests results.
- Regular pupil progress meetings track progress and identify individual and group focus areas. Gaps are as a result identified and planning put in place.

Average steps progress across the year (including all prime areas, Literacy & Mathematics).
Expected progress is 4 steps from Autumn 2

	2014	2015	2016 (Aut 2-Sum 2)
All pupils	3.5	5.3	5.3
Males	3.5	5.4	5.4
Females	3.5	5.2	5.2
FSM	3.1	5.4	5.8
Non FSM	3.5	5.3	5.3
Pupil Premium	3.2	5.3	5.4
Non pupil premium	3.5	5.3	5.3
SEN	2.6	5.4	5.1

Not SEN	3.6	5.3	5.4
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- Rates of progress have greatly improved over the last 2 years and are expected to be as strong as 2016 if not stronger.

Average steps progress across 2017 (including all prime areas, Literacy & Mathematics.
2 steps expected for this period

2017	Aut 1 - Spr 2
All pupils	3.7
Males	3.7
Females	3.7
FSM	3.7
Non FSM	3.7
Pupil Premium	3.7
Non pupil premium	3.7
EHCP	3.7
SEN	3.6
Not SEN	3.7

- Children feel safe and consequently are confident to take safe risks and fully explore their environment.
- Safeguarding practice is high priority and clear systems are in place. All staff are vigilant in identifying risk and taking appropriate action. As a result children feel and are safe.

		2014	2014	2014	2015	2015	2015	2016	2016	2016
MEASURE	GROUPINGS	SCHOOL	NATIONAL	DIFFERENCE	SCHOOL	NATIONAL	DIFFERENCE	SCHOOL	NATIONAL	DIFFERENCE
GLD	ALL	60	60	0	66	66	0	69	69	0
CL	ALL	82	77	+5	81	80	+1	83	82	+1
PD	ALL	85	86	-1	85	87	-2	94	88	+6
PSED	ALL	85	81	+4	83	83	0	90	85	+5
LITERACY	ALL	70	66	+4	72	70	+2	74	72	+2
NUMERACY	ALL	70	72	-2	79	76	+3	79	77	+2

January 2017 Data

Working at 40-60 B or above	Year R
PD	63%
PSED	50%

READING	37%
WRITING	52%
MATHS	75%

1 step half term 2 steps per term	Reading	Writing	Maths
All	2.5	2.3	3.6
Boys	2.7	2.5	3.4
Girls	2.3	2.1	3.7
Disadvantaged	2.5	3.0	2.8
SEND	2.0	1.0	6.0

Progress rates are strong

Disadvantaged good literacy progress

Disadvantaged children additional maths support being implemented