

## Elson Infant School Self Evaluation Summary January 2018

<p><b>Overall effectiveness</b></p> <p><b>GOOD</b></p>	<p><b>Context of Elson Infant School</b></p> <p><b>We judge the school to be Good because:</b></p> <ul style="list-style-type: none"> <li>• Teaching is at least good and well supported by consistently strong practice from the LSA team</li> <li>• 2017 Pupil outcomes for reading and maths were in line with National figures and exceeded in some areas.</li> <li>• 2017 writing attainment has significantly improved from 2016 and also the phonic pass rate increased substantially in Key stage 1. This indicates attainment broadly in line with National levels or exceeding in some areas.</li> <li>• Pupil's behaviours for learning are very positive.</li> <li>• 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.</li> <li>• 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 support, nurture groups, a trained councillor and a comprehensive PSHE programme}</li> <li>• Leadership and Management at all levels are good with evidence of effective self-evaluation that identifies areas of improvement and the resulting impact on achievement.</li> <li>• The school has a detailed 2 Year Strategic plan and termly Raising Attainment Plans owned and used by all staff and governors</li> </ul> <p><b>Evidence:</b>  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	34
SEN	29	24
EAL	10	11
Services children	20	16

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 abuse 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. We have strong links with the Parent support service and have a well-established working relationship facilitating and supporting a comprehensive range of 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"> <li>• ensuring that work is always sufficiently challenging, especially for the most able</li> <li>• providing more systematic and effective teaching of handwriting skills</li> <li>• encouraging pupils to develop their responses more fully in class discussions in order to further their language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of teaching is moving to outstanding through programme of coaching self-reflection using video evidence and formal observations. Recent observations indicated growing percentage of outstanding practice and particular improvements in phonics and writing teaching.</li> <li>• 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.</li> <li>• 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.</li> <li>• Language links has been introduced into Early Years to identify need and encourage high level responses from start of school. All children are screened on entry and as a result individual programmes of support are implemented. This involves all staff in targeted teaching alongside regular parent workshops to consolidate and extend learning 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.</li> </ul>


School Judgement	Summary of Position	Next Steps From 2 year Strategic Plan
<p><b><u>Leadership and Management</u></b> <b>Good</b> <b>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.</b> <b>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> <b>The rich curriculum inspires children and provides many opportunities to</b></p>	<ul style="list-style-type: none"> <li>• Self evaluation is robust and drives the Strategic Plan and RAPs</li> <li>• Leadership team impacting positively on improving progress</li> <li>• Leadership succession planning is forward thinking NPQML</li> <li>• Effective performance management linked strongly to school improvement creates a culture of high aspirations</li> <li>• Focused Professional Development linked to SIP results in highly motivated ambitious 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> <li>• Effective use of partnerships and collaboration [ Federation GEIP Junior link projects</li> <li>• Secure safeguarding procedures (annual audit)</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Develop further Self evaluation processes across the Federation in response to CIF</li> <li>• Develop a pre school provision on the site along with community use of the previous Sure Start Centre.</li> <li>• Investigate and plan for schools future considering the establishment of a MAT</li> <li>• Research and develop funding opportunities in response to the challenging financial climate.</li> <li>• Proactively plan for succession provision at all levels through focussed high quality CPD</li> </ul>

<p>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>		<p><b>Evidence</b> 2 years strategic plan [SIP] Raising attainment plan {RAP} External LLP report Spring 2015 External LLP report Spring 2016 External LLP report Spring 2017 External CiC report Summer 2016 Middle leader Action and impact statements- subject folders Inclusion Leader reports to Governors Curriculum Leader reports to Governors Governor minutes- Governor folder Executive Head teacher Reports*</p>
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		<p>Performance management report showing consistent robust application of P.M systems</p> <p>Extra curricular club information sheet *</p> <p>Curriculum Policy - web site</p> <p>Curriculum topic webs - web site</p> <p>Safeguarding report</p> <p>Safeguarding audit survey</p> <p>Parent view - web</p> <p>Independent Finance report</p>
<p><b><u>Quality of Teaching and Learning and assessment</u></b></p> <p><b>Good -</b></p> <p><b>Teachers generally demonstrate a deep understanding and knowledge of areas they teach.</b></p> <p><b>Misconceptions are quickly identified and addresses and teacher systematically check</b></p>	<ul style="list-style-type: none"> <li>• Consistently good or better quality 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. Marking is consistent ,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 being developed 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.</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Develop our assessment systems in response to life with out levels .</li> <li>• Improve the standards in reading with particular focus on closing the gap between girls and boys outcomes</li> </ul>

<p>understanding 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</p>	<ul style="list-style-type: none"> <li>• Interventions for identified children are consolidated and extended in the classroom with some being delivered by teachers. The individual class provision maps detail provision.</li> <li>• Engaging curriculum that is responsive to children's needs</li> <li>• Outstanding sports provision is provided for the children including involvement through the year in interschool competitions.</li> </ul>	<p><b>Evidence</b></p> <p>Teaching observation file</p> <p>Triangulation of data including :</p> <p>Work sample summary reports</p> <p>Teaching observations data</p> <p>Learning walk example reports including monitoring behaviour</p> <p>Data - data file</p>
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<p>their immediate knowledge.</p>																																		
<p><b><u>Outcomes</u></b>  <b>Good</b>  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>	<p><b><u>Key Stage 1 progress and attainment</u></b>  5 steps expected as minimum  <b>End Key stage progress 2017</b></p> <table border="1" data-bbox="555 596 1391 1326"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.7</td> <td>5.8</td> <td>6.1</td> </tr> <tr> <td>Boys</td> <td>5.6</td> <td>5.5</td> <td>6.2</td> </tr> <tr> <td>Girls</td> <td>5.9</td> <td>6.1</td> <td>6.0</td> </tr> <tr> <td>Disadvantaged 13 children 7 SEND</td> <td>5.2</td> <td>6.0</td> <td>5.6</td> </tr> <tr> <td>Service Children 5 children</td> <td>6.0</td> <td>6.2</td> <td>6.4</td> </tr> <tr> <td>SEND 17 children</td> <td>5.1</td> <td>5.3</td> <td>5.1</td> </tr> <tr> <td>Academically more able children</td> <td>5.8</td> <td>5.7</td> <td>6.1</td> </tr> </tbody> </table>		Reading	Writing	Maths	All	5.7	5.8	6.1	Boys	5.6	5.5	6.2	Girls	5.9	6.1	6.0	Disadvantaged 13 children 7 SEND	5.2	6.0	5.6	Service Children 5 children	6.0	6.2	6.4	SEND 17 children	5.1	5.3	5.1	Academically more able children	5.8	5.7	6.1	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Develop further the use of Target Tracker by teachers to empower them to use gap analysis. This will focus on vulnerable groups such as:</li> <li>• Disadvantaged SEND</li> <li>• Consolidate improvement in writing and look at spelling programme and boys engagement</li> <li>• Target Better Reading programme at those at risk not achieving ARE</li> </ul>
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7 disadvantaged children also on SEN register 2017

**Diminishing the difference**

Progress difference with all children	2016 READ	2016 WRITE	2016 MATHS	2017 READ	2017 WRITE	2017 MATHS
SEND	4.6	3.3	3.4	0.8	0.6	1.2
Disadvantaged	1.9	2.0	1.8	1.1	0.2	0.8

- To develop further whole school mind-set project to raise aspirations of both parents and children.
- Introduce P4C strategy to further develop children's speaking and listening and creative thinking skills.

***Evidence***

Attendance report  
 Raiseonline- Data file  
 Perspective lite external data  
 Internal data- data pupil progress file  
 External LLP report  
 External phonic report

### 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	<b>74%</b> N 74%	27% N 24%	71%/33%	3.7% increase
Writing	<b>60%</b> - N 65%	<b>13%</b> N 13%	37%/4%	22.4% increase 9.7% GD
Maths	<b>73%</b> N 73%	<b>20%</b> - N 18%	69%/12%	3.8% increase 8.7% GD
Phonics	<b>71.4%</b> N 63.5		23.8% N 66.7	47.6% increase
Phonics Year 1	<b>88.5%</b> N 81.2		2016 Year 1 67.8% N 80.6	20.7% increase

A	Reading	Writing	Maths
All	74.2%	59.6%	73%
Boys	69.4%	55.1%	75.5%
Girls	80.0%	65%	70.0%
Disadvantaged	40.0%	20%	20%
Service Children	100%	80%	100%
SEND	31.3%	6.3%	18.8%
Academically more able	100%	88.9%	88.9%

### Conclusion

- Progress rates are increasing
- Academically more able disadvantaged children are carefully tracked and in 2017 the 1 child made good progress and attained well
- SEND progress rates are increasing however provision for this group of children is a current area of focus to irradiate any difference in progress rates at all. The RAP plans details actions
- Boys literacy progress rates have increased but this remains an area of further focus. Curriculum opportunities will continue to be reviewed to ensure high levels of motivation. English Leaders Action plan details further actions
- Disadvantaged progress and attainment is strong and is lower due to number SEND children in the group and this is clearly the target area.

Autumn 2017 data indicates following predictions for end Key Stage 1

	ARE	GD N = National
READING	74% in line N	28% stronger than N
WRITING	68% stronger N	16% stronger than N
MATHS	73% in line N	18% in line N

Pupil progress shows:

Disadvantaged children's progress is in line or better than the cohort. Progress rates for children on SEND register are reduced for reading and better than cohort progress for maths . There is currently a focus on writing development for these 5 children.

<p><b><u>Personal development Behaviour and Welfare</u></b></p> <p><b>Behaviour Good</b></p> <p><b>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.</b></p> <p><b>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 schools to support children at risk. Attendance is good and improving and incidents of lateness rare. The school has robust systems to</b></p>	<ul style="list-style-type: none"> <li>• A whole school 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 and has improved with very few children now 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 a Counsellor and nurture groups. As a consequence children identified make good progress in their emotional development.</li> <li>• The school provides a well ordered and improving environment.</li> <li>• The vast majority of parents feel their children are safe in school and well looked after. This is evidenced in parent view</li> <li>• 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.</li> <li>• The curriculum provides varied links to SMSC and continually promotes British values. An example would be a recent assembly where the election process was discussed.</li> <li>• The curriculum is innovative and rich providing an increasing range of first hand opportunities including Forest learning and regular access to a lego studio.</li> </ul>	<p><b>Next steps</b></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><b><u>Evidence</u></b></p> <p>PD leader monitoring evidence - Subject leader file</p> <p>Parent view -Web</p> <p>Pupil survey- 15/16 -</p> <p>Whole school pupil survey /16-17 - Whole school</p>
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<p>monitor this and is proactive in working with parents where there are concerns.</p> <p><b>Personal development and Welfare</b>  <b>Good</b>  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. <b>SMSC</b> opportunities run through the school curriculum with personal development seen as a foundation for learning.</p>		<p>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  Language Links assessment</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

### Outcomes

<u>%</u>	2014 Expected/ Exceeded ELG	2015 Expected/ Exceeded ELG	2016 Expected/ Exceeded ELG	2017 Expected/ Exceeding
Reading	70%	74%	77%	77%
Writing	64%	69%	72%	76%
Number	69%	78%	78%	81%

	GLD	Elson	National
2014		60%	60%
2015		66%	66%
2016		69%	69%
2017		71%	70%

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)	2017
All pupils	3.5	5.3	5.3	5.9
Males	3.5	5.4	5.4	6.2
Females	3.5	5.2	5.2	5.5
FSM	3.1	5.4	5.8	6.6
Non FSM	3.5	5.3	5.3	5.8
Pupil Premium	3.2	5.3	5.4	6.5
Non pupil premium	3.5	5.3	5.3	5.8

- 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

<p>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.</p> <p>Outcomes are good with GLD figures in line with National since 2014.</p>	<table border="1"> <tr> <td>SEN</td> <td>2.6</td> <td>5.4</td> <td>5.1</td> <td>5.9</td> </tr> <tr> <td>Not SEN</td> <td>3.6</td> <td>5.3</td> <td>5.4</td> <td>5.8</td> </tr> </table>					SEN	2.6	5.4	5.1	5.9	Not SEN	3.6	5.3	5.4	5.8	<p>External county inspection report</p> <p>External Baseline moderation report 13/14</p> <p>External Baseline moderation report 15/16</p> <p>External county inspection report</p>
	SEN	2.6	5.4	5.1	5.9											
Not SEN	3.6	5.3	5.4	5.8												
<ul style="list-style-type: none"> <li>• Rates of progress have greatly improved over the last 3 years</li> <li>• The difference in progress rates has significantly diminished</li> <li>• Attainment has consistently improved and is now slightly above National Levels.</li> <li>• Engagement of parents has been increasing. Weekly reading mornings now have an average of 75% of parents attending regularly. We had a successful phonics workshop with 89% of our disadvantaged pupil's parents attending and engaging with the session.</li> <li>• Planning formats have been developed to enhance learning opportunities during child initiated learning sessions (Discovery Time).</li> <li>• AFL processes are well established and continual reaction to needs and interests results.</li> <li>• Regular pupil progress meetings 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.</li> <li>• 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.</li> </ul>																

		2015	2015	2015	2016	2016	2016	2017	2017	2017
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MEASURE	GROUPINGS	SCHOOL	NATIONAL	DIFFERENCE	SCHOOL	NATIONAL	DIFFERENCE	SCHOOL	NATIONAL	DIFFERENCE
GLD	ALL	66	66	0	69	69	0	71.1	70.7	+0.4
CL	ALL	81	80	+1	83	82	+1			
PD	ALL	85	87	-2	94	88	+6			
PSED	ALL	83	83	0	90	85	+5			
LITERACY	ALL	72	70	+2	74	72	+2			
NUMERACY	ALL	79	76	+3	79	77	+2			