

## Primary SEF

### Effectiveness of Leadership and Management Outstanding

#### Evidence to Support the Judgement

#### Key Strengths

- ..... School has an aspirational culture of high expectations which has enabled pupils to excel. Attainment at all key assessment points is above national results. The children consistently achieve results above LA and National in phonics and at the end of KS1.
- **(Evidence – see section 1)**
- The Governors hold the school accountable for all aspects of performance. They are well informed, challenging the SLT when required. All Governors are involved in the monitoring process, carrying out book trawls, pupil discussions and being involved in lesson observations. A Governor meets regularly with the SEND Leader to look at progress and discuss the impact of interventions on the progress disadvantaged children make. **(Evidence – see section 2)**
- A broad, balanced and challenging curriculum meets the needs of all children and inspires them to learn. There is a strong focus on developing high standards in reading, writing and maths. The range of subjects helps the children to acquire knowledge, understanding and skills needed to develop in all aspects of their education. Consequently, learning behaviour throughout the school is outstanding as the children are engaged and enthused by the variety. **(Evidence – see section 3)**
- The members of the SLT are uncompromising in their ambitions to consistently improve outcomes for all pupils. The quality of teaching is closely monitored. The school's rigorous monitoring policy ensures all actions have a positive impact on achievement. These actions have led to teaching being highly effective across the school. **(Evidence – see section 4 for examples, see Monitoring File)**
- School development is consistent at all levels, with all stakeholders contributing to the SIP. Main targets are set by the Headteacher, Governing Body and SLT with subject leaders extending the main priorities of the school and also setting targets relevant to their own curriculum area. Middle leaders are beginning to have a role in improving progress in their curriculum areas, expected to hold other staff to account for standards. **(Evidence – see section 5)**
- CPD is tightly focused on both individual needs and on targets in the School Improvement Plan. An audit of needs leads to high quality CPD and careful monitoring then measures the impact of the CPD. Newly qualified teachers are well supported and monitored by their mentors. **(Evidence – see section 6)**
- Leaders and Governors have an accurate understanding of the school's effectiveness which is informed by regular requests for feedback from staff, pupils and parents. An audit of all responses is carried out and is used by the SLT and Governors to review the impact of their actions.
- Assessment is established and external moderation has confirmed judgements to be 100% accurate. Cluster moderation across all years ensures consistency and baseline assessment has been independently verified by an LA advisor. **(See report from EYFS advisor)**
- Details of PPG spending and Sports Premium are reported on the website. Spending is meticulously planned and monitored so that it has the most impact on progress and attainment. **(Evidence – See Website)**

### Next Steps

- Following a period of transition between two curriculums, the SLT will ensure that all classes throughout the school achieve a benchmark success rate at the end of the academic year.
- Continue to improve intervention offered throughout the school by the Teaching Assistants,

## The Quality of Provision Outstanding

### Evidence to Support the Judgement

#### Key Strengths

- The school's environment is bright and vibrant. Each classroom has an inviting reading area, a writing area and literacy and numeracy challenges, all of which help to promote a positive climate for learning and develop effective learning behaviours. **(Evidence – see section 8 + Monitoring File)**
- The curriculum has been developed to engage and enthuse the children in their learning. There is a clear progression with a focus on key skills. The curriculum is enriched with regular [REDACTED] activities, trips and visits including a residential visit for Year 6 children, workshops and visiting speakers.
- Lesson monitoring has shown that teaching is never less than "good" and most is "outstanding". All learning walks and lesson observations are clearly focused with actions being shared at staff meetings. Teachers demonstrate excellent subject knowledge and have the ability to ask a range of high order thinking questions which enables children to become reflective and challenged. **(Evidence – see section 9 + Monitoring File)**
- The teaching of Maths, Reading and Writing is strong throughout the school. For many years results have at least met national benchmark standards and, in many instances, they have exceeded the national averages. This is due to expert knowledge of the teaching staff and outstanding teaching which is delivered on a regular basis. **(Evidence – see section 10)**
- Formative assessment in reading, writing and maths is used effectively to inform provision at all abilities. This leads to highly differentiated learning, where all groups of children are challenged. School monitoring also records examples of quality intervention being offered by Teaching Assistants. Regular pupil progress meetings ensure there is a continual focus on standards and progress. Detailed IEPs ensure SEND pupils have highly specific targets.
- Learning behaviours are outstanding and consistent throughout the school with the children demonstrating high levels of engagement, independence and resilience in their learning.
- Monitoring identifies a high level of consistency throughout the school with all staff following the school marking policy. Marking and feedback are both having a positive impact on teaching and achievement over time. As a result, pupils' outcomes are outstanding and they are able to explain how teachers helped them to improve. Pupils are given time to read comments and to discuss their work and their targets. **(Evidence – see section 11)**

### Next Steps

- To continue to improve outcomes for all pupils, especially disadvantaged pupils by monitoring the impact of intervention offered by Teaching Assistants.
- To focus on the disadvantaged and the more able disadvantaged to ensure that progress and attainment is maintained.

Outcomes for Pupils	Outstanding
Evidence to Support the Judgement	
Key Strengths	
<ul style="list-style-type: none"> <li>● From a low baseline in Reception children make outstanding progress and leave well prepared for High School.</li> <li>● From the baseline assessments carried out in Reception the majority of children enter below the expected level for their age. A combination of both careful planning and targeted provision ensures that all children in Reception make at least expected progress and in many cases outstanding progress. Reception cohort Sept 2018 were very challenging with many special needs. Results for July 2019 demonstrate that 70% of children achieved a Good Level of Development. This is slightly below National and LA results. This figure has increased from 64.9% of children achieving GLD in 2018. <b>(Evidence – see section 1+ 10)</b></li> <li>● Excellent teaching, learning and provision means that the Year 1 phonic results year on year are above LA and National results. In 2019 90% of the children achieved the pass mark. <b>(Evidence – see section 1 + 10)</b></li> <li>● Progress and standards in KS1 and KS2 are consistently high due to high quality teaching and targeted intervention. Results are consistently above those of the LA and National averages. By the end of KS1 and KS2 (2019) the percentage of children achieving expected or exceeding progress in reading, writing and maths was above national values. <b>(Evidence – see section 1 + 10)</b></li> <li>● High expectations of standards by staff means that all cohorts of children make at least good progress. EAL children make up over a half of the school and they generally make outstanding progress from very low starting points. <b>(Evidence – see section 16)</b></li> <li>● Tracking at the end of Year 6 show the majority of the children are achieving expected progress with many achieving exceeding progress. <b>(Evidence – see section 16)</b></li> <li>● Intervention programmes take place in the form of provision mapping, precision reading, phonic support, extra guided reading sessions, Reading Club, Numeracy support groups and Literacy support groups. Extra support is also in place for children who have English as an additional language. Where necessary targeted 1:1 support assists individual children in their learning.</li> </ul>	