

# Henry Bradley Nursery & Infant School

## Self-evaluation Summary 2018-19

### The context and characteristics of the school

#### Size, type and nature of the school

Henry Bradley Nursery & Infant School is an average sized Infant school with a PAN of 60 and NOR of 180 + 52 place Nursery (26 morning, 26 afternoon).

There are currently 162 on roll in the main school with 42 in Nursery through the autumn term.

There is a fluctuating birth rate in the Brimington community at the moment leading to a range numbers across year groups (60 in Rec, 46 in Y1 and 56 in Y2). Fluctuating numbers and changes in funding has led to a reduction in teaching staff from Head+8 to Head+7 FTE.

PPA is covered by trained TAs. Although our underspend has consistently fallen over the last three years, to date we have been able to sustain 6 single year group classes plus Nursery. However, there has been a reduction of teaching assistant hours (achieved through "natural wastage") which has allowed the School to attain an underspend for 16/17 as set out in the Annex 1.

We have one teacher on a fixed one year contract. This situation will be revisited in March when it is clear what the funding for 19/20 will be.

The percentage of girls to boys is approximately 50-50 with slightly higher percentage of girls (52% - 48% Inspection Data Summary 2017)

#### Background and circumstances of learners paying particular attention to disadvantaged, EAL, CiC, highest & lowest attainers, SEND, gender, ethnicity and other vulnerable groups including WWC

The normal area of the school comprises of the Lower Super Output Areas (LSOAs) E01019530 and E01019531 in Brimington North Ward and E01019536 in Brimington South Ward which fall into the 4<sup>th</sup> most deprived category in the country. The remaining two LSOAs E01019532 in Brimington North and E01019534 in Brimington South fall into the 5<sup>th</sup> most deprived category (English Indices of Deprivation 2017).

The school takes children from a highly socially deprived area with a mixture of terraced housing, private semi-detached housing and social housing estates. The vast majority of children come from white working class british heritage with a very small percentage of children (3.9% – School Census summer 2018) from a mixed background heritage.

Over the last three years the school's deprivation indicator is consistently in line with the National Average; the National Average currently being 0.21% and ours being 0.22%.

24.8% of children take up FSM, generally in line with the NA of 25.2% (School Census summer 2018)

4.4% of children are from minority ethnic groups, significantly lower than the NA of 31.6%

We currently have 21.7% of our children on our special educational needs register compared to the national average of 12.1% (School Census summer 2018), with one child currently supported by an EHCP (Educational Health Care Plan) and two children supported with a GRIP (Graduated Response for an Individual Pupil).

Our attendance level in 2017-2018 was 95.7% (School Census summer 2018). This is generally in line with all schools nationally (95.3%) and primary schools nationally (96%) (DfE: pupils' absence in schools 16/17).

Attendance is an on-going issue, highlighted at the last two inspection of 2017. Whilst attendance has much improved over the last 6 years, the attendance of disadvantaged children remains an area that needs to be improved.

Persistent absenteeism was roughly in line with national averages; however, persistent absenteeism for disadvantaged children was still significantly higher (School Census summer 2018).

#### Features which have changed since last inspection, including staffing

One Nursery teacher on sabbatical returned whilst her job share has begun maternity leave.

There are now two job shares within school – Nursery and Year1.

A teacher who completed her NQT year with us has been appointed on a further one year contract pending a staffing review at the end of the year based on pupil numbers.

The Headteacher has reduced to 0.8 with the Deputy Headteacher acting up one day a week.

#### Features which distinguish school from other similar schools, for example, mobility

There is little mobility of pupils at this time. The vast majority of children (95.6%) are white british. Children entering into Reception from our Nursery have generally made better progress than by-pass children (School's baseline data).

The school is situated within a community of high deprivation (see background circumstances above).

#### Attainment on entry (for academic year 17-18)

## FS1

- The majority of children enter FS1 well below age related expectations (OFSTED) in all areas except self-confidence & self-awareness which appears to be a relative strength.
- PSED, C&L, MH and W appear to be particular areas of weakness. Boys in this cohort are relatively stronger in the Specific Areas. Girls are relatively stronger in the Primary Areas. (School's own data analysis).

## FS2

- Baseline analysis for FS2 shows that whilst children make good progress in FS1(OFSTED) they still entered FS2 generally below age related expectations. Reading, writing, numeracy, shape space & measures and speaking are areas of weakness.
- Boys and girls entered at a similar level. Boys were stronger in PSED, HSc & Sp. Girls were stronger in LA & W.
- Overall, disadvantaged children are well below age related expectations.
- Children in FS2 continue to make good progress (OFSTED) At the end of FS2 only 68% of children attained a GLD (Good Level of Development) in 2018. Whilst this is still below the national average (70.7% in 2017) it marks a large improvement from 57% in 2017.

### Involvement in Quality Initiatives & Key Partners who work with the school

The school works closely with its neighbouring schools as part of the SBLC (Staveley & Brimington School Community).

The school currently holds the Basic Skills Quality mark for English and Mathematics ( renewed Summer 2018).

The SENCO has the National Award for SENCOs (Autumn 2014).

The school SENCO is also a trained Y2 LA moderator and the school works in partnership with other local schools on moderation, collaboration and transition initiatives.

The school is involved with LA strategies to improve speaking and listening; Talk Boost and ECaT (Every Child a Talker).

The school has been successful in gaining five matched funding grants over the last six years to help improve the school's structure, security and teaching & learning spaces.

## **Progress in relation to previous Ofsted areas for improvement**

### Ofsted 2017

Next steps for the school following the latest inspection (2017) are that leaders and those responsible for governance should ensure that:

Teachers routinely provide children in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a good level of development by the end of the Reception year.

- each classroom Standardised displays for spelling and phonics have been set in
- Literacy and Numeracy action plans highlight curriculum actions focusing on developing the reading scheme, introducing and embedding new writing approaches, embedding and enhancing the White Rose Hub scheme.

Staff focus on improving pupils' confidence and fluency in phonics so that more pupils reach a higher standard in the phonics screening checks.

- reading interests. Purchase of new reading books provide greater breadth and
- See also Literacy action plan.

Teachers maintain a strong emphasis on supporting disadvantaged pupils so that the remaining differences in attainment between disadvantaged pupils and other pupils nationally are eliminated.

- identified and targeted provision applied. PP action plans reviewed. Children requiring additional support
- Regular termly reviews identify progress or barriers to learning.

Staff work extensively with the parents of disadvantaged pupils who are absent to improve their attendance, so that it matches that of other pupils in the school.

- See reviewed attendance action plan.

## Overall effectiveness: the quality and standards of education

Suggested grade: Good (2)

Evidence that supports this judgement

- The majority of lessons for 17/18 were judged to be at least Good with only a small minority of lessons requiring improvement.
- KS1 school data shows 80% of children were attaining at or above the expected standard in Reading compared to 76% nationally in 2017; 76% of children were attaining at or above the expected standard in Writing compared to 68% nationally in 2017, and 76% of children were attaining at or above the expected standard in Maths compared to 75% nationally in 2017.
- However, disadvantaged children attained significantly lower this year with 67% attaining at or above the expected standard in Reading, 67% attaining at or above the expected standard in writing and 72% attaining at or above the expected standard in Maths. These percentages are an increase on last year, significantly so for maths.
- "Governors play a key role in supporting the work school leaders do. Member of the governing board have a broad range of experience and skills, which they use well to evaluate the effectiveness of the school. They make good use of the detailed information provided to them by the leadership team and of what they gain from their visits to the school. The governing board make sure that additional funding is used effectively and has a positive impact on pupils' well-being and progress." (OFSTED)
- Pupil engagement in all lessons is very high. The majority of children enjoy their learning and are motivated. "Pupils' behavior and conduct are good. Pupils are happy and enjoy being at school, and those I spoke with were keen to tell me about their learning". (OFSTED, lesson observation/ Performance Management file, Pupil questionnaires)
- "The school's assessment systems indicate that pupils in Y2 are making good progress" (OFSTED)
- Teachers and TAs regularly give feedback (written and oral) to children which relates directly to their learning. (child feedback, lesson observations, learning walks, pupil progress meetings, work scrutiny)
- Effective support from the SENCO, Learning Mentor, outside providers, teachers and TAs ensure quality provision for children with additional needs.
- TA interventions take place immediately and target children who have been identified as needing some reinforcement to enable them to learn key knowledge, skills, understanding.
- Effective differentiation and the effective use of Pupil Premium funding means that the majority of children make at least expected progress and are challenged in their learning (Lesson observations, Learning Walks) although disadvantaged children have not yet caught up with others nationally. (OFSTED)
- The school is firmly committed to the safeguarding and wellbeing of all in the school community. This is articulated through the school's provision for disadvantaged groups and the achievement and attainment of these groups over time. (School's own data)
- Robust screening of all adults within school (Single Central Record) as part of safer recruitment and safeguarding processes helps safeguard our children. (Single Central Record, Appointment documentation)
- Recent pupil discussions and questionnaire show children feel safe within school and this is demonstrated through their engagement in lessons, school life and social interaction.
- Staff questionnaires have identified the understanding of the need for rigour in safeguarding procedures and all staff, Governors and volunteers have read all required safeguarding documentation as part of induction and documentation review cycle. (Lesson observations and Learning Walks, pupil discussions, questionnaires)
- Annual Safeguarding reports highlight training for First Aid, Safeguarding and Safer Recruitment. Safeguarding training for all staff takes place every year and all new staff are trained as part of our induction process.
- Safer Recruitment training ensures there are always trained members on interview panels and all procedures and protocols are adhered to. (Governing Body minutes, annual safeguarding reports to Governors)
- All staff have undertaken Channel Prevent training and SDLs have attended current WRAP training. All staff have undertaken Private Fostering training. All certificates related to Safeguarding can be found in our Safeguarding folder in the reception area.

Overall Effectiveness is not yet Outstanding because:

- All other key judgements are not outstanding.
- The school's actions have not yet secured substantial improvement in the progress of disadvantaged pupils that closes the gap on other children nationally.
- The school's actions have not yet secured substantial improvement in the persistent absence of a large percentage of disadvantaged children.
- The quality of T&L and Assessment is not yet outstanding.
- The attendance of disadvantaged pupils is below that of the national average.

## Effectiveness of Leadership and management

Suggested grade: Good (2)

Evidence that supports this judgement

- The quality of T&L and assessment is generally good with only a small minority of lessons requiring improvement. The school continues to work hard to move lessons to Outstanding. (learning walks, lesson observations, planning & work scrutiny, CPD)
- Attainment in Phonics over the last three years has generally been consistent. At Y1 81% of children passed the threshold, in line with the national average in 2017; 87% compared to 92% nationally at the end of KS1 (School's own data).
- The SLT articulates an ambitious vision of school improvement that builds upon past attainment using rigorous self-evaluation. The school's SES and SIP. The ASP, Inspection Dashboard, Databooks and the school's own data summaries are shared and discussed with all staff and Governors.
- The School Evaluation Summary (SES) is compiled and shared, and all documents are used to inform the School Improvement Plan (SIP).
- The school has a robust Performance Management system that supports the SIP and uses the Ofsted areas for improvement and Teaching Standards as a benchmark tool (Performance Management Folder, Lesson Observations, Learning Walks, planning/work scrutiny, moderation).
- All curriculum planning has been shared with Governors and is available to parents via our website. End of Year expectations are shared with parents at parent evenings and by leaflet in the children's report (to support the next academic year).
- The school vision is promoted and shared by all staff, Governors and children. It seeks to create an ethos where children can perceive no limits to their accomplishments and "Reach for the Stars".
- The SLT leads improvement in teaching and learning; the Ofsted areas for improvement and the T&L standards are used as a benchmark against which to measure teacher performance. Current evaluation is that T&L is generally good. T&L provision has remained consistent over the last three years (Lesson Observations, work & planning scrutiny, data scrutiny and moderation)
- Effective use of Pupil Premium money means "disadvantaged pupils make good progress in their phonics screening check in Y1". "Disadvantaged pupils benefit from targeted help and extra teaching, which is carefully planned to fill any gaps in their knowledge, skills or understanding. Disadvantaged pupils are making good progress from their different starting points, and those in Y1 are making rapid progress." (OFSTED)
- However, disadvantaged pupils have not yet caught up with other pupils nationally.
- PE and Sports Premium money is used to support teacher training (Gymnastics, team and invasion games, dance). It has also paid for a PE health & safety audit and for a Local Authority PE specialist to conduct an audit including conduction joint PE lesson observations. It has also been used to supplement the purchase of PE equipment. Sports Premium money has also been used to fund a lunchtime play equipment to support structured games and activities at lunchtime.
- Assessment (including AfL) is used effectively to plan children's next steps in learning. Regular assessment captures are used for summative assessment and to measure the progress of groups of children over time. In the light of assessment without levels, Classroom Monitor has been purchased as our tracking tool allowing school to review the progress of all groups target learning accordingly. This assessment data supports Performance Management progress review meetings. (Performance Management folder)
- Our whole school approach to the tracking of Reading, Writing and Mathematics leads to productive review meetings that enable accurate targeting of provision and differentiated learning with ability matched target setting. (Performance Management folder)
- The Governing Body is uncompromising and is ambitious. Governors spend time in school, supporting the Headteacher as a critical friend. They operate successfully as a team and monitor and evaluate through meetings, visits, Learning Walks and the scrutiny of policies, schemes and School Improvement documentation. (Governing Body Minutes)
- "Governors play a key role in supporting the work school leaders do. Member of the governing board have a broad range of experience and skills, which they use well to evaluate the effectiveness of the school. They make good use of the detailed information provided to them by the leadership team and of what they gain from their visits to the school. The governing board make sure that additional funding is used effectively and has a positive impact on pupils' well-being and progress." (OFSTED)
- The school uses home visits as part of its transition process into Nursery. The school ensures all "by-pass" children and parents are involved in transition into Reception. Through the Children's Centre the school has links with local Early Years settings with strong working relationships. The Reception staff visit those settings as part of transition.
- Questionnaires to parents/carers and children and staff supports our Self-Evaluation process and feeds into our

## SIP.

- The school is firmly committed to the safeguarding and wellbeing of all in the school community. This is articulated through the school's provision for disadvantaged groups and the achievement and attainment of these groups over time. "Safeguarding is effective and fit for purpose." (OFSTED)
- Robust screening of all adults within school (Single Central Record) as part of safer recruitment processes helps safeguard our children. (Single Central Record, Appointment documentation)
- Children feel safe within school (OFSTED) and this is demonstrated through their engagement in lessons, school life and social interaction. (Lesson observations and Learning Walks, pupil discussion & questionnaires)
- Annual Safeguarding reports highlight training for First Aid, Safeguarding, Online Safety and Safer Recruitment.(School Safeguarding Wall)
- All staff have undertaken Channel Prevent training and SDLs have attended WRAP training. All staff have undertaken Private Fostering training. All certificates related to Safeguarding can be found on our Safeguarding Wall in the reception area.
- Staff meetings are used effectively for the SLT to progress school improvement and ensure all staff are focused on teaching and learning and, key areas for improvement. (Staff meeting Agendas)
- There are regular staff meetings, SLT meetings, TA and MDS meetings to ensure all staff are aware of (and can contribute to) initiatives, developments and key school priorities. This ensures everyone has an opportunity to have an input into school improvement and direction.
- Children are encouraged to take leadership responsibility in school through the school action group; contributing their thoughts regarding the school's vision, setting their class and school rules regarding behaviour and conduct and conducting Learning Walks on Health & Safety and Staying Safe (class & school rules, action plans, Governing Body minutes)

The quality of Leadership & Management is not yet Outstanding because:

- The school's actions have not yet secured substantial improvement in the progress of disadvantaged pupils that closes the gap on other children nationally every year.
- The school's actions have not yet secured substantial improvement in the persistent absence of a large percentage of disadvantaged children.
- Work extensively with the parents of disadvantaged pupils who are absent to improve their attendance, so that it matches that of other pupils in the school.
- More work on anti-bullying is required as some children do not always understand the nature of bullying or how to identify if they are being bullied.

## Quality of teaching, learning and assessment

Suggested grade: Good (2)

Evidence that supports this judgement

- Analysis of lesson observations undertaken under the new Ofsted framework in 2015-2016 showed that lessons are generally at least good. (Performance Management Folder)
- During the last 12 months, the quality of teaching has remained consistent.
- Pupil engagement in all lessons is very high. The majority of children enjoy their learning and are motivated. "Pupils' behavior and conduct are good. Pupils are happy and enjoy being at school, and those I spoke with were keen to tell me about their learning". (OFSTED, lesson observation/ Performance Management file, Pupil questionnaires)
- "The school's assessment systems indicate that pupils in Y2 are making good progress" (OFSTED)
- Teachers and TAs regularly give feedback (written and oral) to children which relates directly to their learning. (child feedback, lesson observations, learning walks, pupil progress meetings, work scrutiny)
- Effective support from the SENCO, Learning Mentor, outside providers, teachers and TAs ensure quality provision for children with additional needs.
- Effective differentiation and the effective use of Pupil Premium funding means that the majority of children make at least expected progress and are challenged in their learning (Lesson observations, work scrutiny, moderation, pupil voice, Learning Walks) although disadvantaged children have not yet caught up with others nationally. (OFSTED)
- Teacher assessment and tracking of children is rigorous and accurate and contributes to the effective tracking and targeting of learning and effective differentiated challenge. (lesson observations, planning and work scrutiny, analysis of tracking)
- Staff have high expectations of all children, reflected through target setting, the delivery of lessons, differentiation, the level of challenge and teacher assessment. Teachers have strong subject knowledge and all staff have good working relationships with children based on mutual respect. (lesson observations and planning, learning walks, pupil discussions and questionnaires)

The quality of T&L and Assessment is not yet Outstanding because:

- Teachers do not consistently provide pupils with incisive feedback across all areas of the curriculum, about what pupils can do to improve their knowledge, understanding and skills; and it is not clear pupils use this feedback effectively.
- Teachers need to routinely provide children in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a good level of development by the end of the Reception year.
- Staff need to focus on improving pupils' confidence and fluency in phonics so that more pupils reach a higher standard in the phonics screening checks.
- Teachers need to maintain a strong emphasis on supporting disadvantaged pupils so that the remaining differences in attainment between disadvantaged pupils and other pupils nationally are eliminated.

## Personal development, behaviour and welfare

Suggested grade: Good (2)

Evidence that supports this judgement

- Pupils' behaviour and conduct are good. Pupils are happy and enjoy being at school, and those I spoke with were keen to tell me about their learning. (OFSTED) They sustain their concentration very well in lessons, demonstrating enthusiasm for and engagement in their learning. Lessons are rarely interrupted by poor behaviour. (lesson observations, incidental observations, Governor & LA Learning Walks, pupil feedback, parental comments and comments made by visitors)
- Children generally move around school very calmly (particularly when using the many steps between buildings on site) and show respect and concern for others. (incidental observations, Governor Learning Walks, pupil feedback, parental comments and comments made by visitors)
- Children can articulate what good behaviour is (questionnaires & pupil interviews), have good attitudes and have a good understanding of (and show) respect toward one another. Children draw up their own class rules. Good behaviour is celebrated through the school's Rewards and Sanctions policy and the strategies therein (Golden Book assembly, star of the day & week, Improved Behaviour award)
- In rare cases where an individual's behaviour raises concerns, effective measures and support are put in place and advice and support are sought from outside agencies: BSS, EdPsych, MAT.
- The school Action Group undertake termly Health and Safety walks with a staff Governor on all aspects of school safety (including behaviour) and this is reported back to the Governing Body for actioning. (GB minutes)
- A pupil "Feeling Safe" questionnaire and pupil discussions showed children generally see school as a safe place where they are happy. However, there were a couple of lunchtime issues raised that the school is acting on. (children's questionnaire)
- Staff deal promptly and fairly to resolve any behaviour incidents and reports of bullying are very rare but dealt with effectively and with discretion. The school uses the LA STOP campaign on anti-bullying, using a variety of support strategies for both the victim and perpetrator. (children's questionnaires and pupil discussions, STOP file)
- We have reviewed our attendance and lateness policy and shared this with our school community, setting our attendance target at 96.3% and putting a range of reward systems in place to encourage attendance. (attendance action plan) However, we are aware that disadvantaged pupils do not attend as well as others.
- The Positive Play/Nurture Leader is used effectively with children who are having social or emotional difficulties. The school works in close partnership with outside agencies such as Behaviour Support, Child Psychologist, Children's Centre Multi-agency Team (MAT) and Social Care to support children and families and affect change. (Child Protection & Safeguarding documentation and SEND documentation)
- The curriculum effectively supports children in understanding how to keep themselves safe. Safeguarding and online safety are built into the curriculum. A range of support services such as School Health, local emergency services and the Road Safety team support children in understanding how to stay safe.
- Safeguarding training for Staff, Governors and volunteers regularly takes place to ensure all the school community are aware of all procedures, policies and initiatives as well as their responsibilities.
- The school has adopted the LA's new PHSE scheme. PSHE and children's opportunities for reflection during collective worship support children's social, emotional, moral and spiritual development. (pupil discussions and incidental observations)
- On-site risk assessments are undertaken systematically and all off-site trips and visits are planned through the LA's online trips and visits site; EVOLVE.
- We have a first response system in place to address unauthorised absence and lateness.

The quality of Personal Development, Behaviour and Welfare is not yet Outstanding because:

- In spite of our attendance action plan (and the work done to engage with hard to reach disadvantaged families) there are still a number of persistent absentees that significantly affect the school's overall attendance.
- More work on anti-bullying is required as some children do not always understand the nature of bullying or how to identify if they are being bullied.

## Outcomes for pupils

Suggested grade: Good (2)

Evidence that supports this judgement

### FS1

- The majority of children entered FS1 well below age related expectations (22-36 mnths) in all areas except self-confidence & self-awareness which was a relative strength. The Listening & attention, speaking, Number and space shape & measures were particularly weak areas. Girls are relatively stronger than boys (School's own baseline data analysis).
- Girls are ahead of boys in all areas except reading and writing (where they are in line) and space shape & measures where they are below. (School's own baseline data analysis).
- Overall, the cohort is well below age related expectations; more girls are at age related expectations or above than boys.
- Consistently high expectations, effective learning opportunities and effective and accurate assessments result in children making good progress. "A team of enthusiastic and skilled adults support children in early years. The learning environment is stimulating and offers a wide range of activities for the children to engage in. (OFSTED)

### FS2

- The majority of children entering our Reception (FS2) are from our Nursery with places being filled from other surrounding Nursery settings.
- Baseline assessments show that in spite of the good progress made in FS1, on entry to FS2 a large number of children are below age related expectations.
- FS2 data demonstrates good progress. "Children enter the early years with skills below those typical of their age. Over the last few years this has become more evident. Children's attainment at the end of Reception year is below the national average, but their progress is good. Many children make rapid progress. Almost all disadvantaged children in the current Reception year are making good progress towards the early learning goals. Half of them are making rapid progress." (OFSTED)

### Year 1

- Attainment in Phonics over the last three years has been relatively consistent in Y1. In 2018 81% attained the threshold, in line with last year's national figure.
- Boys were below the national average (78% compared to 81%) whilst girls were above the national average (85% compared to 81%).
- Disadvantaged children attained higher than disadvantaged children nationally (76% compared to 68%).
- By the end of KS1, 92% of the children passed the phonics screen compared to 91% nationally last year.

### End of KS1 results for 1718:

- In reading 80% of pupils attained the expected standard compared to 76% nationally in 2017. 20% were working at greater depth compared to 25% nationally in 2017.
- For disadvantaged pupils, 67% attained the expected standard compared to 76% nationally in 2017. 17% were working at greater depth compared to 25% nationally.
- In writing 76% of pupils attained the expected standard compared to 68% nationally in 2017. 11% were working at greater depth compared to 16% nationally.
- For disadvantaged pupils, 67% attained the expected standard compared to 68% nationally in 2017. 6% were working at greater depth compared to 16% nationally.
- In maths 76% of pupils attained the expected standard as opposed to 75% nationally in 2017. 9% were working at greater depth as opposed to 21% nationally in 2017.
- For disadvantaged pupils, 72% attained the expected standard compared to 75% nationally in 2017. 0% were working at greater depth as opposed to 21% nationally.

The quality of Outcomes for pupils is not yet Outstanding because:

- Disadvantaged children do not yet achieve as well as other children nationally.
- Boys do not yet achieve as well as other children nationally.
- Children do not yet achieve as well as other children nationally at Greater Depth.

## Effectiveness of the Early Years provision: Quality & Standards

Suggested grade: Good (2)

Evidence that supports this judgement

### FS1

- Approximately 50%+ children entered Nursery below ARE (age related expectations), working at 30-50 beginning. By the end of the year 5 accelerated progress had been made across all areas except MFB (managing feelings & behaviour) and MH (moving & handling).
- Girls were marginally ahead of boys on exit from Nursery.
- Provision in Nursery is well matched to the needs of our young learners and it effectively contributes to the development of key skills and engages children's imaginations.
- A large number of our children enter into Nursery with limited early years experience and the development of early language skills and PSED are key priorities for our learners. The ECaT programme is used to help target our children requiring intervention with CLL.
- The development of continuous provision gives children greater and more sustained opportunities to apply learning and do so independently.
- "A team of enthusiastic and skilled adults support children in early years. The learning environment is stimulating and offers a wide range of activities for the children to engage. Routines are clear and the children cooperate in their learning and play well together." (OFSTED)

### FS2

- The majority of children entered into Reception below ARE (age related expectations), Reading, Writing, Number and Space Shape & Measures being particularly low. All the children made at least expected progress and a large percentage made accelerated progress. (school's own data)
- "Areas for improvement from the last Ofsted inspection (2013) have been successfully tackled. Children in the Reception year have good listening skills. They stay focused on their activities and respond positively to adults' questions." (OFSTED)
- "Children enter the early years with skills below those typical for their age. Over the last few years, this has become more evident. Children's attainment at the end of the Reception year is below the national average, but their progress is good. Many children make rapid progress. Almost all disadvantaged children in the current Reception year are making good progress towards the early learning goals. Half of them are making rapid progress." (OFSTED)
- The development of continuous provision gives children greater and more sustained opportunities to apply learning independently. Planning and assessment procedures are focused and contribute to the accelerated progress children make. (Lesson observations & Learning Walks)
- Pupils' attitude to learning is a strength and children settle quickly and happily. (pupil questionnaires)
- Our highly effective teaching team of teachers and TAs ensure effective provision of both indoor and outdoor learning opportunities. TAs contribute to the planning and organisation of outdoor learning and play a key role in the ongoing assessments. (Lesson observations & Learning Walks)

The quality of the Effectiveness of EYFS Provision is not yet Outstanding because:

- All groups of children do not make consistently high rates of progress in relation to their starting points in all areas (specifically boys) enabling them to attain a GLD at least in line with the national average (71%)
- Gaps between the attainment of all groups of children and all children nationally, (specifically boys and disadvantaged children) have not closed or are not rapidly closing.
- The school's GLD (68%) is well below the national average (71%).
- Teachers need to routinely provide children in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a good level of development by the end of the Reception year.

## Key areas for improvement

### Overall Effectiveness – Quality & Standards of Education:

- All other key judgements are not outstanding.
- The school's actions have not yet secured substantial improvement in the progress of disadvantaged pupils that closes the gap on other children nationally.
- The school's actions have not yet secured substantial improvement in the persistent absence of a large percentage of disadvantaged children.
- The quality of T&L and Assessment is not yet outstanding.
- The attendance of disadvantaged pupils is below that of the national average.

### Effectiveness of Leadership & Management:

- The school's actions have not yet secured substantial improvement in the progress of disadvantaged pupils that closes the gap on other children nationally every year.
- The school's actions have not yet secured substantial improvement in the persistent absence of a large percentage of disadvantaged children.
- Work extensively with the parents of disadvantaged pupils who are absent to improve their attendance, so that it matches that of other pupils in the school.
- More work on anti-bullying is required as some children do not always understand the nature of bullying or how to identify if they are being bullied.

### Quality of T&L and Assessment:

- Teachers do not consistently provide pupils with incisive feedback across all areas of the curriculum, about what pupils can do to improve their knowledge, understanding and skills; and it is not clear pupils use this feedback effectively.
- Teachers need to routinely provide children in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a good level of development by the end of the Reception year.
- Staff need to focus on improving pupils' confidence and fluency in phonics so that more pupils reach a higher standard in the phonics screening checks.
- Teachers need to maintain a strong emphasis on supporting disadvantaged pupils so that the remaining differences in attainment between disadvantaged pupils and other pupils nationally are eliminated.

### Personal Development, Behaviour and Welfare:

- In spite of our attendance action plan (and the work done to engage with hard to reach disadvantaged families) there are still a number of persistent absentees that significantly affect the school's overall attendance.
- More work on anti-bullying is required as some children do not always understand the nature of bullying or how to identify if they are being bullied.

### Outcomes for Pupils:

- Disadvantaged children do not yet achieve as well as other children nationally.
- Boys do not yet achieve as well as other children nationally.
- Children do not yet achieve as well as other children nationally at Greater Depth.

### Inspecting the Effectiveness of the EYFS Provision, Quality & Standards:

- All groups of children do not make consistently high rates of progress in relation to their starting points in all areas (specifically boys) enabling them to attain a GLD at least in line with the national average (71%)
- Gaps between the attainment of all groups of children and all children nationally, (specifically boys and disadvantaged children) have not closed or are not rapidly closing.
- The school's GLD (68%) is well below the national average (71%).
- Teachers need to routinely provide children in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a good level of development by the end of the Reception year.