

**Report to Governors
Summer Term 2016**

Cleves School

School Improvement Partner

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Report to Governors: Summer Term 2016

This report has been completed after discussion and consultation with your headteacher and consideration of the school's self-evaluation. My aim is to provide governors with an external and independent view of the school's performance.

This report will be updated termly; later amendments to the report will be highlighted in green.

Part 1: Overall effectiveness

Judgement at the last Ofsted inspection in July 2007	Outstanding
School self-evaluation of overall effectiveness	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF OVERALL EFFECTIVENESS:

Autumn 2015

The school has a very clear understanding of its strengths and areas for developments. Leadership has extremely high expectations and has spent the last year making many necessary changes in order that improvements are made. They have implemented many new strategies and structures very successfully, and as a result the school is in a good place this year to consolidate those changes and move further forward. The School Development Plan is comprehensive and shows that leadership continues to demand high standards and move the school further forward, doing all it can to secure good and outstanding outcomes for all pupils.

Teaching, learning and assessment are at least good with many examples of outstanding practice. Personal development, behaviour and welfare is outstanding. Whilst outcomes for pupils at the end of year 6 in 2015 were less strong, internal data shows that this cohort make outstanding progress during year 6, and attainment is high. Progress for years 3, 4 and 5 was outstanding during 2014 – 15 and all groups of children made at least good progress. Spiritual, moral, social and cultural development is strong, and safeguarding is effective.

Therefore it is concluded that the standard of education at Cleves is outstanding and therefore the overall effectiveness of the school is outstanding.

Spring Term 2016

The school continues to reflect and move forward. Expectations remain high and audits are undertaken to ensure that all areas for development are known and addressed.

Summer Term 2016

The school has made excellent progress towards achieving the areas for development on the development plan, with the vast majority of areas under way or completed. Two outstanding areas concern the introduction of a parent forum and the development of the role of the school council. Ideas for inclusion in the next development plan have been gathered and this plan is due to be in place for the Autumn term.

Leaders are extremely reflective and were extremely disappointed with the SATs results this year. However, when seen in context, the school has done very well, and leaders should be pleased with the outcomes. Nevertheless, leaders are not satisfied and are always looking for ways to improve and I am sure will find a way forward to ensure that the mathematics outcomes are higher next year.

This has been a much more settled year for the school although staffing issues have still been high on the agenda and a number of support staff changes have been made. Staff morale appears high as seen by the outcome of the recent questionnaire. Parent satisfaction has risen and pupils appear happy at school. A wide number of extra-curricular activities complement the broad and balanced school curriculum.

Part 2: Effectiveness of leadership and management

	Judgement at last Ofsted	Self-evaluation by school
Effectiveness of leadership and management	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF LEADERSHIP AND MANAGEMENT:

Autumn 2015

Leaders and governors have extremely high expectations, both educationally and socially, and this is also evident amongst the staff at the school. The new staffing structure has ensured that senior leaders are of the highest quality and that they understand the demands of their role. They effectively target priorities to ensure whole school development and improvement.

The new curriculum is in place in the core subjects, and the school is focusing on the development of the foundation subjects this year.

The school prepares pupils well for life in modern Britain through an annual calendar of events, half termly assemblies and special themed activity days each half term. An annual audit is undertaken which has led to the development of an action plan which is regularly updated. The curriculum evidences many opportunities for pupils to develop their understanding of life in modern Britain.

There is a clear monitoring system in place which is well planned and documented. Monitoring of teaching and learning is regularly undertaken by senior leaders, year leaders and phase leaders. Middle leaders have been well supported to undertake evidence based monitoring and to give feedback. All monitoring and feedback is followed up to ensure good impact and improvement. There is evidence to show consistency across teams and year groups.

Governors' monitoring is rigorous and regular. They are challenging and interrogate data thoroughly. They have a good understanding of the strengths and areas for development of the school.

A new assessment and record keeping system is in place and is being embedded this year.

Leaders engage parents well, and have plans to develop their involvement in school life further. A questionnaire was completed by parents in the summer term and the school has analysed the results, acting upon those areas which were less positive. For example, where parents feel that they do not have enough information about the progress their child is making, the school has made changes to the number of times reports are made, and the style of the reports. A plan is in place to support parents to know how to support their child at home, as the result of a further questionnaire to parents focussing on this area.

The use of pupil premium funding to support the outcomes for these pupils has been well thought through, and each pupil eligible for this funding is known by their class teacher. There is a profile on each child which is reviewed termly, and a planner identifying future support. A PPG coordinator has been appointed.

Performance Management has been completed for all staff.

Safeguarding arrangements are compliant and have been audited by the head of safeguarding for Surrey. The annual safeguarding audit is shared with governors and this audit results in an action plan to deliver improvement. All staff have completed the on-line Prevent training this term. Three senior leaders are trained as safeguarding leads. E-Safety is embedded in the curriculum and parents are offered training.

The school website has been redesigned and relaunched. All statutory requirements are included and are up to date.

From the evidence given and observed, it is clear that leadership is strong and that their grading of outstanding is accurate. To confirm this judgement further it would be useful to talk to a group of parents next term.

Spring Term 2016

The leadership structure which has been developed during the year is proving to be very effective, especially following the development of the Year Leaders.

Leaders know the school very well, and are aware of strengths and reflect carefully on areas which have not worked so effectively this year. They ensure that all staff are aware of the school's priorities through inset and there has been a focus on how to ensure that pupils at all ability levels are appropriately challenged. Leaders are confident in the new staffing structure and see improvements as a result. Due to an increase in the number of permanent staff, there are more opportunities for staff development and training.

New interventions have begun, financed through pupil premium funding, and a new full time LSA has been appointed. New year 6 groups have also been established to support pupils with writing and mathematics.

Staff development is encouraged and a number of staff are producing case studies to review and capture the impact of improvement strategies and SEND interventions. Year leaders have written new action plans based on Autumn term attainment and progress data. These target pupil groups and/or attainment gaps and ensure all staff in each year team know relevant issues and priorities.

Pupil voice is a high priority in the school and trained play leaders and peer mediators take their roles seriously. The newly appointed house captains are working well. They have produced newsletters for their teams and house websites. The school reports that a positive house spirit is already developing and staff are offering House points for good work and behaviour. Eco warriors have made suggestions for new resources and developments within the school grounds and these have been included in the school's outdoor learning plan, drawn up by a member of staff. She has met the architect for the expansion, to draw up a proposal for some new facilities. This includes a large pond area, new allotment, extra seating areas, an outdoor classroom and changes to the main tarmac playground.

It is good to hear of the positive meeting held with the Head teachers from Manby and Oatlands Infant schools, where a discussion about closer working relationships was held. A number of proposals were agreed which have been discussed with the chairs from each school and reported to Governors. All three schools are committed to working closely together and sharing best practice.

The budget settlement for 2016-17 presents a challenge yet again with increased staff costs and budget settlements reduced for the third year in a row. This is despite having 60 additional pupils (two bulge classes – one in Year 3 and one in Year 4) in total by September. A number of cuts have been made (for example, in supply costs, CPD, resources) and the employment of LSAs has been rationalised.

Governors are seen to be involved and pro-active. They have undertaken a Health and Safety review which showed that there were no significant actions needed by the school. Governors have carried out a thorough safeguarding visit to check that practice is aligned with policy. An extensive report has been produced following this visit and minor recommendations made. One Governor has also interrogated spring term data. Each half term a governor will visit to look at a foundation subject.

Summer Term 2016

A parent forum is due to start after the May half term.

Linked to the reduction in funding, the school is currently working through the process of interviewing and appointing to a number of posts. 6 Learning Support Assistant posts are being offered, one of which has HLTA status. The 10 support staff on fixed term contracts have all applied and with a strong field the school is confident they will appoint. The school is also advertising for two teachers.

Self-evaluation surveys will be undertaken this term and leaders plan to draw together the views and suggestions from all stakeholders. A number of staff are also investigating potential projects on teaching and learning, ability grouping and mindfulness.

The parent forum is not yet in place.

The SIP interviewed a group of parents during her most recent visit to the school. The following areas were discussed:

Communication: Parents state that this has greatly improved since the arrival of the present headteacher. They particularly appreciate the timely letter sent to parents to inform them of their child's new class.

Transition procedures: Parents say that these are good – both when joining the school and when moving to another school. Parents like that older pupils mentor the younger ones and appreciate the taster days. Transition to a new school is seen to be smooth, with pupils well prepared. However they raised some concerns about the move to year 7 being discussed too early in the year.

Support for parents: Parents like the meetings, workshops etc that are held and find them informative and useful. However they would appreciate more notice, so that they can get time off work.

Parents evening: A suggestion made by parents was to have some time during these evenings where they could talk to the teacher without their child present.

Homework: One parent asked whether more use could be made of the parent platform to support parents, so that they better know how to help their children. They was some concern that not all homework is marked and that children who spent a long time on projects, working alone, without parent support, were not recognised and rewarded appropriately.

Behaviour: There were no concerns about behaviour.

SEN: Some parents felt that they would benefit from more information about dyslexia.

General issues: Parents would like the Twitter feed to include more information about activities other than sport. There have been a number of musical activities which have not been sufficiently celebrated. Parents were delighted in the improvement in music.

Parents held a long discussion about parking issues and security of the site, particularly at the beginning and the end of the day.

Parents were very positive and appreciated and recognised the hard work of the staff. The above points have been discussed with the headteacher and deputy headteacher who have ideas to address many of the points raised.

Parent, staff and pupil survey have been undertaken and analysed carefully. All were very positive, and any issues arising have been noted and addressed. The parent survey is more positive than the one undertaken a year ago, with many sections achieving 100% agreement. In a small number of cases the percentage of those strongly agreeing has reduced and leaders are considering reasons for this.

Leadership and management remains very strong in the school.

KEY PRIORITIES FOR IMPROVEMENT:

In order for leadership and management to remain outstanding the school needs to:

- 1. Develop the foundation curriculum in order to align it to the new curriculum.**
- 2. To develop middle leaders still further**
- 3. To engage parents still further in school life through the launch of a Parent Council and establishing a programme of curriculum workshops.**
- 4. To embed a new SEND high quality provision and review the impact of the intervention and support given.**
- 5. To consider and be involved in the management of the expansion programme.**

Spring 2016

- 1. Develop the foundation curriculum in order to align it to the new curriculum.**

The re-planning of the foundation subjects is progressing well and refreshed schemes of work will be in place in September. The coordinators have been extremely thorough and systematic throughout this process, reviewing the most successful parts of each scheme to ensure good activities and practice remain, cross referring to the schemes of work of feeder schools to avoid repetition, ensuring the objectives of the new national curriculum are present but most importantly developing skill based schemes of work which get progressively harder through the school. A new outdoor learning scheme has been completed and will be in use in the summer term. This is an exciting addition to the curriculum and offers cross curricula activities focused around the school environment. Governors have visited and reviewed recent developments in music in the first of a series of visits to look at foundation subjects

2. To develop middle leaders still further

This has been a great success and has had a major impact upon leadership and management. Weekly meetings are held with middle leaders to focus on strategic planning. They have been supported with analysis of data and action planning and now show their confidence in analysing data and action plans are detailed and specific. All year leaders have weekly release time, some of which is directed by leaders to ensure continued support and development. One member of the team is currently undertaking the NPQSL and two other staff are applying to do this in September. One of the team is applying for NPQH.

3. To engage parents still further in school life through the launch of a Parent Council and establishing a programme of curriculum workshops.

A new series of curriculum workshops for parents is planned, starting with reading. This is in response to feedback in the annual self-evaluation study. Over the year the school intends to offer a workshop each month across a range of subjects in order to show parents how they could support their children at home. A member of SLT is working on a series of video clips explaining how various number operations in mathematics are taught. These will be put on the website and provide helpful reminders to pupils or parents.

4. To embed a new SEND high quality provision and review the impact of the intervention and support given.

A very helpful audit of the SEND policy and provision was undertaken by an external consultant in March. The school found this a very useful process and has actioned the recommendations made. An inset was held addressing the issue of target setting. As a result targets are now more consistent, quantifiable and specific.

5. To consider and be involved in the management of the expansion programme.

The school is still awaiting final planning permission.

Summer Term 2016

1. Develop the foundation curriculum in order to align it to the new curriculum.

Governors have carried out a monitoring visit to look at MFL. The school states that planning for foundation subjects is almost complete and plans for art, DT, RE, PSHE, Philosophy, history and geography have all been finalised.

2. To develop middle leaders still further

A further member of staff has applied to undertake the NPQH and two further members of staff are hoping to undertake the NPQSL next year. Two support staff will be following the HTLA course next term. Other training attended include instruction on software use in the library, a well-being conference, and support for the gifted and talented and most able pupils. Currently one member of the support staff has attended a training course on 1-1 mathematics tutoring and two more support staff have attended Read Write Inc training.

3. To engage parents still further in school life through the launch of a Parent Council and establishing a programme of curriculum workshops.

A number of workshops have taken place and been well attended

4. To embed a new SEND high quality provision and review the impact of the intervention and support given.

The SENCo has returned from maternity leave which has enabled the school to offer some extra provision to years 3 and 4.

5. To consider and be involved in the management of the expansion programme.

Work has now started on the expansion programme and residents have been informed. To date, no complaints have been made. It is expected that the new block will be ready for September and will be used by Year 6 pupils. Further work should be completed by January 2017 and this will result in 4 rooms being available for specialist teaching.

Part 3: Quality of teaching, learning and assessment

	Judgement at last Ofsted	Self-evaluation by school
Quality of teaching, learning and assessment	Outstanding	Outstanding

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT:

Autumn 2015

The school states that 100% of teaching is at least good, with the majority of teaching being outstanding. Of those teachers who are graded as good, many are said to have outstanding elements. Two teachers were observed during the SIP visit and both teachers had many strengths. These included outstanding questioning, excellent relationships with pupils, who were confident to disagree, and outstanding teacher knowledge. All pupils were engaged in their work and good and outstanding learning was seen, both in the lesson and in the pupils' books. In the books seen, marking is in line with the policy and pupils are responding to questions and next steps. The SIP is able to confirm the judgement of the headteacher and therefore can conclude that the self-evaluation of teaching, learning and assessment is accurate.

To ensure this area continues to improve the school has put a number of initiatives in place:

Each phase leader and year leader receives ½ day a week release to support and monitor standards. All staff are offered high quality support. This rigorous but supportive monitoring is closely linked to appraisal.

Peer observation has been introduced for all staff, including support staff.

Members of the leadership team and year leaders regularly model best practice.

Outstanding learning skills have been introduced, along with Philosophy for Children.

The new curriculum is skills based and makes cross curricular links through a topic based approach.

Learning walks are used to identify consistency and any areas for development. These areas are addressed effectively.

Pupil voice groups are used to identify any areas of concern.

Staff surveys are undertaken annually and areas identified as a concern are addressed. For example, communication with administrative staff has now been improved through regular meetings.

The SIP will be observing the headteacher teaching later this term. It would be helpful to observe mathematics teaching and hear children read next term.

Spring Term 2016

The school states that a number of learning walks have been undertaken this term evidencing some impressive practice.

Behaviour for learning remains a great asset with pupils being motivated and able to talk confidently about their learning and work. Work is planned for all abilities, ensuring pupils are able to make at least good progress. Learning walks and planning have shown teachers delivering a broad and balanced curriculum.

Staff have undertaken professional development to improve teaching and learning. These have included Read Write Inc training and Numicon.

Science moderation allowed all staff to view the work going on across the whole school and consider any potential improvements. Increased differentiation was a common action across the year teams and this will be monitored.

The headteacher was observed teaching a mathematics class in March. Pupils were fully engaged and challenged appropriately in order to make at least good progress. Outstanding relationships between all contributed to the positive learning environment. The headteacher is providing an excellent role model for staff.

Summer Term 2016

Formal observations are planned for the week beginning 16th May

The strength of PE teaching has been seen in the outstanding results of recent football competitions. The Year 5 boys' football team won the Football Surrey County Championships – a great achievement. The Year 5/6 girls' team also reached the final but unfortunately were beaten. The Year 5/6 football team have reached the national finals and will be playing at Wembley. A football tour for Year 5/6 pupils – both boys and girls – is planned for this term. The group of 58 pupils will take part in an international tournament on their 4 day tour of Holland. The deputy headteacher should be recognised for his hard work and enthusiasm in leading these pupils to such success.

Throughout the year teaching that has been observed has been graded as good or better by leaders. Only one lesson has been graded as inadequate. The high quality of teaching has resulted in outstanding progress of pupils.

Further sporting successes include winning the District Sports again this year along with the borough cricket competition. The year 6 football team are the national champions.

KEY PRIORITIES FOR IMPROVEMENT:

In order for teaching, learning and assessment to remain outstanding the school needs to:

1. Facilitate further mechanisms for sharing best practice within the school and to visit other schools to seek best practice.
2. To continue to evaluate and review the new curriculum.
3. To increase moderation opportunities to secure teacher assessments and to embed classroom monitor procedures.

Spring 2016

1. Facilitate further mechanisms for sharing best practice within the school and to visit other schools to seek best practice. There have been several opportunities taken for staff to visit other schools. For example the SENCo has met with the SENCos of both feeder infant schools to discuss practice. The leads for pupil premium will meet in the summer term.
2. To continue to evaluate and review the new curriculum. This is a continuous process and has been detailed in the Leadership and Management section.
3. To increase moderation opportunities to secure teacher assessments and to embed classroom monitor procedures. Writing has been moderated within the cluster, and an IT group has been set up. Through the strong development of the year leaders, teachers are more secure in their assessments. The majority of teacher access classroom monitor on a daily basis, showing their confidence in assessing pupils.

Summer 2016

1. Facilitate further mechanisms for sharing best practice within the school and to visit other schools to seek best practice.

Year 3 staff have visited the local infant schools to undertake learning walks and the Year 2 staff from the infant schools have visited the junior school. Staff have found this a valuable experience. Links between the Junior and Infant schools have strengthened greatly recently and a long term plan developed. Several objectives on the plan have already been met. Links with the local secondary school have also been made and there is a commitment to develop closer working relationships and to the development of an action plan next term.

A termly meeting is held by the head and deputy to discuss best practice with those staff who have attended conferences and courses. This is due to be held before the end of term. A member of staff has attended a conference on well-being. Whilst the conference itself was helpful, even more useful was the opportunity to network and learn from others. Following the meeting with the senior leaders, an action plan will be developed and this area will become a priority on the next school development plan

2. To continue to evaluate and review the new curriculum.

Some re-planning is being undertaken due to the links forged with the infant schools.

3. To increase moderation opportunities to secure teacher assessments and to embed classroom monitor procedures.

Classroom Monitor is working well and leaders are now considering giving time to teachers to analyse their own class data. This will give them ownership of the data as well as developing their skills in analysis.

Part 4: Personal development, behaviour and welfare

	Judgement at last Ofsted	Self-evaluation by school
Personal development, behaviour Welfare	Outstanding	Outstanding

	Attendance		Fixed term Exclusions			Number of permanent exclusions
	Overall attendance	Number of pupils with attendance $\leq 90\%$	Number of exclusions	Number of pupils	Number of days lost	
Academic year 2014-15	97%	32	13	3	38	0
1 st Sept – 31 st Dec 2015	97.5	24	0	0	0	0
1 st Sept – Easter 2016	96.7	17	0	0	0	0

COMMENT ON THE SCHOOL'S SELF-EVALUATION OF PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

Autumn 2015

Documentation and pupil voice demonstrate that behaviour is outstanding. The high number of exclusions last year were limited to three children who are all now attending specialist provision. The school has a good tracking system in place to monitor attendance, especially of those with low attendance. The school writes to parents and meets with them to support improved attendance and the EWO is involved if no improvement is evident. No holidays are authorised. Attendance so far this term remains high at 97%, with the number of pupils with attendance less than 90% being reduced. There have been no exclusions this term.

Pupils state that there is no bullying in the school. However they do know the procedures for dealing with bullying should it occur. They also state that behaviour in class is 'perfect' and that staff are always fair. The school keeps good records of any incidents.

Records from lesson observations deem that behaviour for learning as outstanding and this was confirmed by observations undertaken by the SIP.

Pupils are confident and are able to hold extended conversations with adults. During a meeting with the SIP, they showed respect for each other.

Pupils state that they feel safe in all parts of the school.

Pupils' welfare is supported through the Draw and Talk programme and the use of a counsellor. Self-esteem groups are in place for children identified as needing to develop their confidence.

Spring 2016

It is good to see the percentage of pupils with attendance below 90% decreasing.

An internet safety day has been held, led by an external expert who spoke to pupils, delivered an inset for staff, and presented a workshop for parents which was extremely well attended.

The school has broadened its approach to teaching fundamental British values and a calendar of activities has been created which includes whole school events, class assemblies and lesson plans. Religious ceremonies and festivals are now included to ensure a number of faiths are celebrated. All values are covered throughout the year, with two values being covered in the autumn term and one value in each of the spring and summer terms. Upper school and lower school classes have participated in debates and mock trials which proved stimulating and valuable.

Summer Term 2016

Pupil, parent and staff surveys show that the perception is that behaviour is at least good in the school. With the majority of lesson observations being graded as good, behaviour for learning is at least good.

In order for personal development, behaviour and welfare to remain outstanding the school needs to:

1. Develop an even more comprehensive mentoring system for the most vulnerable children.
2. Develop pupil voice even further
3. Organise visits to other schools for the members of the School Council, to share good ideas.

Spring 2016

1. Develop an even more comprehensive mentoring system for the most vulnerable children.
An additional counselling intervention has been introduced focussing on drawing and talking. The acting SEND coordinator is due to take on the responsibility for pupil well-being in the summer term.
2. Develop pupil voice even further
This has been mentioned in the Leadership and Management section above. The House Captains are now in place. On Friday afternoons, the headteacher and deputy headteacher meet pupils with their work in order to monitor books as well as ensuring that pupils are able to talk about their learning. Every half term SLT take pupil voice groups to discuss an item on the school development plan. Year leaders meet pupil groups termly to review the curriculum. Pupils' thoughts are noted on planning and reviewed in the light of the changes made for the new curriculum.
3. Organise visits to other schools for the members of the School Council, to share good ideas.
This has yet to be actioned.

Summer 2016

1. Develop an even more comprehensive mentoring system for the most vulnerable children.

This will be linked to the action plan focused on well-being.

2. Develop pupil voice even further

A pupil survey has been undertaken which is extremely positive. The school has analysed the results by year group as well as looking at the overall picture. There were no surprises.

3. Organise visits to other schools for the members of the School Council, to share good ideas.

This has not yet happened.

Part 5: Outcomes for pupils

		Judgement at last Ofsted	Self-evaluation by school	
Outcomes for pupils		Outstanding		Outstanding
CHILDREN ELIGIBLE FOR PUPIL PREMIUM GRANT (PPG) FUNDING:				
	Number of children eligible for PPG	Number targeted to achieve the expected standard	Number on track Spring term 2016	Number who reached the expected standard. Summer term 2016
Year 6	18	Ma: 11 R: 12 W: 10	Ma: 14 R: 11 W: 11	Ma: 7 R: 10 W: 12
COMMENT ON THE SCHOOL'S SELF-EVALUATION OF ACHIEVEMENT:				
<u>Autumn 2015</u>				
<p>The school has carried out a detailed and accurate analysis of RaiseOnline, and identified areas for improvement. It has been recognised that many children enter the school assessed as being L3 at the end of KS1 and that some of these pupils do not appear to be secure at this level. This has led to issues when progress is measured. The school is aiming to address this problem. There appears to be a lack of pupil tracking before the present headteacher arrived at the school and this has also hindered assessments related to progress. Over the past two years progress across all year groups has been carefully tracked and data shows that progress is at least good, and in many cases, outstanding.</p>				
<p>Attainment is high at the end of year 6, with results of SATs being significantly above national averages in mathematics, reading, writing and SPAG. Attainment is also high and well and significantly above the national averages at level 5 in all areas, and at L6 in mathematics and SPAG. All groups achieve highly, although from the data, mathematics is an area where some groups (such as boys and FSM pupils) do not achieve so well, being more in line with the national averages.</p>				
<p>Progress at the end of 2015 for Y6 as detailed in RaiseOnline is in line with and below national averages. This is progress over the 4 years at the school. The school is questioning the progress made by these pupils during their first two years at the school and lack of data means that the school is not able to track where these children became stuck or failed to progress. However progress during their last year at the school is at least good with much of this year group showing outstanding progress, in line with that made by pupils in all other year groups. Therefore it can be concluded that with the new leadership team, raised expectations and current excellent tracking and assessment systems, progress could be said to be outstanding.</p>				
<p>RaiseOnline headlines:</p> <p>Progress is in line with the national averages in reading and writing. However progress in mathematics is significantly lower and indications are that there is a downward trend in this subject. The progress of boys here is particularly concerning. The school has already taken action to investigate the reasons for this. The percentage of those making expected progress is slightly below the national average whilst the percentage making more than expected progress is just above the national average. Six children who achieved L2 at KS1 and ten children at L3 did not make the expected two levels of progress.</p>				
<p>It is good to see improved progress in writing. 99% of pupils made expected progress, and the percentage of children making more than expected progress is almost in line with the national average.</p>				
<p>Expected progress in reading is better than national although the percentage of children achieving more than expected progress is below the national average.</p>				
<p>The school has worked hard to close the gap between the disadvantaged children and other pupils, and in some cases, the</p>				

disadvantaged pupils make better progress than other pupils in the school. Eg the percentage making more than expected progress in mathematics and reading.

Spring Term 2016

Spring term data has been analysed by leaders together with the SLT to ensure all leaders are fully aware of the school trends. Year leaders then looked in more detail at their own year group data. They have each produced detailed action plans, which will be shared with the whole team. Data has been shared with governors.

Three key areas were identified for action:

1. Year 3 lower ability writing group
2. Boys progress in writing
3. The progress of more able readers

The SIP, having examined data, agrees with these areas for action. Progress and attainment appear good or better. A high percentage of pupils are working above expectation. It has also been recognised that progress in mathematics, particularly of the less able, is a whole school issue.

To support high levels of pupil attainment and progress the school has invested in additional release time for each year team, allowing staff the opportunity to develop lesson plans and refine differentiation.

The Numicon maths intervention has started.

Summer Term 2016

The end of summer term assessments have been analysed and show that in years 3, 4 and 5 the vast majority of children have made good or better progress. Those who have not done so are known by the school and all are receiving support. Attainment has improved since this time last year with the percentage of those children achieving below the expected standard much reduced. Over 50% of all children in these year groups are attaining above national expectations in all subjects, apart from year 3 writing.

Of the 11 pupils eligible for pupil premium funding who failed to meet the expected standard in mathematics at the end of year 6, all are on the SEN register. In reading, of the 8 that failed 7 are on SEN register and 3 came up with Level 1 at KS1. In writing, of the 6 that failed, all are on the SEN register and 3 came up with level 1 at KS1.

KEY PRIORITIES FOR IMPROVEMENT:

In order for outcomes to be outstanding the school needs to:

1. Ensure at least good progress is made in the following areas:
 - Reading, writing and mathematics
 - For more able pupils
 - SEN without a statement
 - Pupil premium children
 - Boys in mathematics.
2. To engage reluctant readers to ensure an even higher rate of progress.
3. To continue the high focus on writing to maintain the recent success.

Spring 2016

An audit of pupil premium children took place in March. This included a discussion with the PPG lead, the SENCO, scrutiny of

pupils' work and data. It was concluded that good provision is being made for these pupils who are making good and accelerated progress.

1. Ensure at least good progress is made in the following areas:
 - Reading, writing and mathematics
 - Spring data shows that at least good progress is being made by pupils in reading, writing and mathematics.
 - For more able pupils
 - The school is focusing on more able readers and is aware of the difficulty of finding appropriate reading material at the right maturity level of these pupils. Progress in mathematics and writing is at least good.
 - SEN without a statement
 - Data shows that the gap between this group and their peers is closing. The majority of this group are working at the expected level and making good progress. The school is reviewing the way in which Read Write Inc is taught as they have recognised a lack of opportunities for writing in this programme.
 - Pupil premium children
 - Data show that good improvements have been made and many of these pupils are catching up with their peers. Of the 43 pupils eligible for funding, only 3 pupils did not make good progress in the spring term in reading and writing and 4 pupils in mathematics.
 - Boys in mathematics.
 - Data shows that whilst good progress is being made, there is a slightly higher percentage of pupils working below national expectations in mathematics than in reading and writing. Leaders have recognised that this is not a 'boys' issue and that there is a concern about the progress that the less able are making in mathematics across the school. As a result of this, leaders are considering setting, and how mathematics might be taught in order to support the less able more effectively. A new mathematics intervention programme is also being introduced in the summer term.
2. To engage reluctant readers to ensure an even higher rate of progress.
Year leaders have identified pupils who need extra support and this is provided by an LSA. Approximately 12 boys in year 4 attend a reading club, where they access boy specific materials.
3. To continue the high focus on writing to maintain the recent success.
A literacy specialist leads a number of literacy groups to support learning. Planning is reviewed to ensure texts are gender neutral.

Summer 2016

1. Ensure at least good progress is made in the following areas:
 - Reading, writing and mathematics
 - For more able pupils
 - SEN without a statement
 - Pupil premium children
 - Boys in mathematics.

This will be commented upon when further analysis has been undertaken by the school

2. To engage reluctant readers to ensure an even higher rate of progress.

This will be commented upon when further analysis has been undertaken by the school

3. To continue the high focus on writing to maintain the recent success.

Writing levels are high and this focus has obviously had the desired outcome.

KS2	Expected standard (4b)	Expected progress		
	RWM	Reading	Writing	Mathematics
Targets 2016		95% - 98%	93% - 98%	90% - 99%
National 2015	80%	91%	94%	90%

School 2015	93%	93%	99%	88%
School 2014	89%	96%	92%	92%

Is the school on track to meet its KS2 targets?

Autumn 2015

- The current Y6 cohort is being tracked closely and current data indicates that targets should be met. Those pupils who achieved a 2C at the end of KS1 are being targeted to ensure that they make at least good progress.

Spring 2016

- Due to the changes in the SATs and move away from levels, it is difficult for the school to assess whether the pupils will meet the above targets. The SATs papers were considered to be hard. It is recognised that year 6 staff have worked extremely hard to prepare pupils for the SATs, whilst also maintaining a broad and balanced curriculum.

Summer 2016

The school was disappointed in the outcomes of the SATs tests which were as follows:

	Teacher assessments	% achieved expected standard	
		Cleves	National
Reading	93%	78%	66%
SPAG		87%	72%
Writing*	89%	89%	74%
Maths	91%	73%	70%
Reading, Writing, Maths Combined		65%	53%

However, it should be noted that the school is well above the national average in reading, SPAG and writing, which is to be commended. Leaders have been reflecting on the teaching of mathematics and this is an area that may benefit from more thought considering the outcome in the SATs. Leaders are looking for schools who have done well in mathematics to see what they do differently.

Teacher assessment is somewhat higher than the test results. This is due to the uncertainty of the tests and is common this year. At this time there is a lot of discussion nationally about the tests and schools have found their results lower than expected.

	B Chevis	12 th July 2016
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Overall effectiveness: the quality of education provided in the school

School leaders are encouraged to carry out regular self-evaluation. In order to support this self-evaluation, school leaders should refer to the Ofsted criteria for outstanding, good, requires improvement and inadequate. The Ofsted School Inspection Handbook and other key documents can be found at www.gov.uk/government/organisations/ofsted

Inspectors first make key judgements on the quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for pupils. In coming to each of these key judgements, inspectors also draw on evidence from any early years or sixth form provision. They then judge the effectiveness of any early years or sixth form provision. Inspectors then make the key judgement on the effectiveness of leadership and management. Before making the final judgement on overall effectiveness, inspectors evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development; and the extent to which the education provided by the school meets the needs of the range of pupils.

Grade descriptors – overall effectiveness: the quality of education provided by the school

Outstanding (1)	<ul style="list-style-type: none">● The quality of teaching, learning and assessment is outstanding.● All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.● The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.● Safeguarding is effective.
Good (2)	<ul style="list-style-type: none">● The quality of teaching, learning and assessment is at least good.● All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgements may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.● Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.● Safeguarding is effective.
Requires improvement (3)	<ul style="list-style-type: none">● Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.● There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.● Safeguarding is effective.
Inadequate (4)	<ul style="list-style-type: none">● The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and / or safeguarding is ineffective and / or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.