

**Report to Governors**  
**Spring 2018**

**Cleves School**

**School Improvement Partner**

**Kim Bergamasco**

## Report to Governors: Spring Term 2018

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; amendments to the report will be highlighted in blue for the spring term.

### 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:**

Leaders know the school well. They take great pains to ensure that what could be distractions to learning and teaching, such as the expansion project for the school, enhance provision and do not hinder progress.

Both the Headteacher and Deputy Headteacher are out of school for part of the week to support a local school. It appears as if that work provides reciprocal benefit. Again, leaders are not distracted from their core purpose.

Three 'new' areas to the school have been created to enhance provision. Such areas create opportunities for pupils to use core skills in a creative and meaningful way. Clearly you are at the start of the process and outcome will need to be monitored fully by leaders, and also monitored by governors in terms of value for money.

Pupils are provided with enhanced lunchtime provision and again it will be interesting to see, as the year pans out, how this impacts on afternoon learning.

The school reports that Year 3 pupils made a fantastic start to life at Cleves and from day one arrived happy and confident. The Year 3 team did a great job welcoming and settling the children in and their transition was seamless. Anecdotal evidence would support the transition process this year. However, the school reports that there were a higher number of lower ability pupils entering the school. They would welcome better information regarding lower ability pupils prior to entry.

The school is well aware of the safety issues pertaining to one project that did not get completed by Surrey. The new crossing on Oatlands Chase and the path around the field were not delivered as planned and the school awaits further information and a start date. This is of concern regarding both safety of pupils and parents and also the perception of the school in the community.

**Part 2: Effectiveness of leadership and management**

	<b>Judgement at last Ofsted</b>	<b>Self-evaluation by school</b>
<b>Effectiveness of leadership and management</b>	Outstanding	Outstanding

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

Leaders report that 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. Leaders report that there is evidence to show consistency across teams and year groups.

The Headteacher is able to review the strengths and areas of development of all other leaders. Where support is needed, it is provided.

Governors' monitoring is rigorous and regular. They are challenging and interrogate data thoroughly. Clearly new provision and enhancement of the curriculum will need to be monitored as the year progresses. There are two new governors this year. Three governors are also supporting at Groveland's. As with school leaders, governors will need to remain focused on Cleves.

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. Chrome books or I pads have been provided for any PPG pupil without access to technology.

New interventions have begun. New year 6 groups have also been established to support pupils with writing and mathematics.

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. To ensure good handover the Year 3 and 4 leaders worked together as did the Year 4 and 5 etc.

Pupil voice is a high priority in the school and trained play leaders and peer mediators take their roles seriously

Leaders report that three new teachers have all made a positive start. Their mentors are offering continuous support. Leaders are well aware, already of the strengths and weaknesses of new staff. There have also been new support staff appointments.

Leaders are adept at supporting each other and all staff. Where there are new curriculum initiatives staff work alongside each other to ensure consistency of practise and to develop staff subject knowledge. This is a costly practice but shodul pay dividends in terms of pupils' outcomes. Staff model lessons for each other.

Staff are released before each half term to look at what comes next in the curriculum and to

ensure cohesion.

Performance Management has been completed for all staff.

There is a new lunch provider and the school is pleased with the service and support.

The new travel plan and current activity meant that the school was awarded the Bronze Travel Award.

A parent forum has been held which provided feedback, especially about transition and the process for organising the classes each year. Leaders are receptive to external comment. The parents had reported that they felt that there was too big a gap between pupils knowing what class they were going into and then formally meeting their new teacher.

The after-school care club has been reviewed.

One member of staff has started the NPQML, one the NPQSL and one is completing the NPQH. There are also two external NPQH candidates completing their second placements. One has focused in cross curricula learning and one on motivating reluctant readers in Year 4. Leaders place a high priority on targeted CPD recognising that staff may wish to move on in the future and need to be ready for internal or external leadership roles.

The school continues to develop a number of partnerships and there has been good progress. The Headteacher the Heads of Oatlands and Manby Infant Schools towards the start of term and agreed an ambitious action plan. There is now a formal memorandum of Understanding with the intention to be more open regarding the school plans, budgets, data etc.

The main partnership work has continued with Groveland's School and this had broadened out to involve more Cleves staff. The Deputy Headteacher has offered support with both IT and assessment. One member of staff is doing some work at Groveland's this term developing their sports provision and establishing sports festivals between our schools to increase our competitive sports offer. The work with Groveland's is proving mutually beneficially their early years department helping Cleves with resources and good practise with lower ability pupils in Year 3. Both schools have working with the more able pupils as school priority and this might lead to further joint activity or even a fixed term teaching post for the rest of the year. After half term the Year 6 lead has agreed to meet the Year 6 staff from Groveland's and discuss her work around preparation for the SATs and writing in Year 6. The Headteacher and Deputy Headteacher are only off site together one afternoon a week and have released other leaders in the school to provide cover,

A meeting with the RSC and the school continues to investigate and prepare a MAT application.

#### Spring 2018

Cleves continues to support Groveland's and is now involving more leaders in this process. The SENCo is undertaking joint working, the Year 6 leader has supported aspects around literacy, the Deputy Headteacher is working on assessment and a Phase Leader is looking at mathematics and higher attaining pupils. Staff from Groveland's have visited Cleves to watch modelled lessons e.g. work based on Read, Write Inc. Cleves can use evidence from this when discussing Teaching School Status. The Headteacher feels that staff from Cleves are proud to share their

understanding and knowledge. It gives them further opportunities and he finds it a good retention tool. The Deputy Headteacher finds that it is of benefit to work with different staff in a different context. Governors from Cleves continue to support Groveland's and to provide a benchmark of expectations. The Headteacher of Cleves will continue to be Interim Executive Headteacher across Groveland's with a two term notice period on either side. Groveland's are going to advert for a substantive Head of School.

Further discussion has taken place with the RSC around the MAT. The DfE are not currently supporting 'Empty Shell' MATs, and there is a growing expectation that any new MAT will need to have in the region of 4000 pupils. This is not yet departmental policy and may be subject to change.

The school has put in an application to become a Teaching School. An Assessor will visit the school next week.

Year group leaders are confident in discussing the action they are taking. They work with other senior leaders in supporting and challenging their colleagues. They report undertaking book scrutinies and learning walks. Where they are new to role they are supported by Phase Leaders as well as their colleagues. There have been joint learning walks with the Deputy Headteacher and the senior leadership team looks together at sets of books. They report that attainment and progress of pupils in receipt of additional funding is a priority.

Year group action plans are variable. They all note the data issues and follow up with further information on groups of pupils. The most effective plans note which pupils, not just groups, need differentiated support. The best plans also talk about looking for evidence as to what has worked so that they can learn from best practice. It would be useful to see another time how these action plans tie in with the SEN Provision Map.

Interventions are put in place, in discussion with other leaders, as appropriate. Year leaders are positive that other senior leaders as what they can do to help and support, and if necessary find the time to undertake interventions. There is a sense of collaboration and ownership. Leaders value that the Headteacher and Deputy Headteacher undertake teaching roles.

Year leaders understand and can articulate school systems and values. They know the pupils in their year groups. They are clear as to their roles as opposed to that of Phase Leaders. They are instrumental in planning across their year groups. PPA time is used so that the whole year group can plan together. Units of work are discussed in advance so initial planning can be undertaken and then brought back to the group. Most year leaders can articulate the strengths and areas of development of the staff with whom they work. They are not directly involved in appraisals of teachers in their year groups but will feed back reports and any points of interest to other senior leaders.

Newly Qualified Teachers are supported by their Year Group Leader and other staff as appropriate. Values and expectations are scaffolded for them through the year group meetings, through looking at books and through sharing planning.

There has been cluster moderation for writing, which has been led by Babcock staff. This with a focus on Years 6/7 and Years 2/3. Leaders say that this helps confirm that they are on the right track.

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**KEY PRIORITIES FOR IMPROVEMENT:****. Autumn 2017**

- Consider how you gain information regarding low ability pupils as soon as places are offered. Leaders and staff were positive about improved transition with the feeder schools. There has been further discussion with these schools and there will be additional visits this year. The three SENCOs have started a programme of meeting in each school and sharing successful interventions.
- How do you manage information sharing with parents regarding working with other schools? The Chair of Governors has /is keeping parents informed as to continuing involvement. To date just one parent has made any comment. Leaders are confident that across both sites there is collective responsibility.
- If the MAT does not pan out with the two infant schools, how will you proceed? See notes in text above.
- Are you able to use expertise from the infant schools to support Groveland's? Whilst both Headteachers are keen on being involved this has not yet resulted in action. However, they have confirmed their support through the possible Teaching School application.

**Spring 2018**

- Ensure year leaders feel licensed/confident to talk openly about strengths and areas for development
- Continue support for Groveland's
- Pursue Teaching School application.
- Continue to assess and provide targeted support for the few 'outlying' pupils.

**Summer 2018**

### **Part 3: Quality of teaching, learning and assessment**

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

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

Autumn first half term 2017 100% of lessons observed were at least good with 83% outstanding. Of the 3 lessons graded good all were taught by out NQTs

Initial INSET day focused on reading and how the school might further improve the approach. A literacy working party considered the reading learning objectives from classroom monitor and broke them down into smaller steps that could be more easily assessed. The team also ensured the reading objectives were more evenly spread across all the year groups and across the three terms.

There are a number of key school improvement strands around the curriculum this year, the first being to continue improvement work around mathematics to ensure last year's improvements and training are fully embedded. An external consultant comes in on a termly basis to offer training to year leaders. This is a realistic approach to ensure gains from previous years are not lost.

A working party has reviewed the approach to science. They plan to introduce a new theme to science by covering 14 big ideas. The intention is to better link science modules together and help children learn how the science knowledge and skills covered through each year group link together. They will build in a greater emphasis on investigational science and the use of the lab.

Opportunities where cross curricula activities can be enhanced with IT and use of the Multi Media room have been reviewed. The Google expeditions are well underway and teachers are finding plenty of opportunity to employ the new technology.

Whilst revision for core subjects and the teaching of test technique still need to be factored in (to all year groups not just year 6) the school, rightly intends to maintain a broad and balanced curriculum balance. They plan to invest in this area by releasing staff to consider and improve creative teaching and creative opportunities for pupils.

A key focus will be to consider further how pupils contribute and commit to their own learning. The school had intended to look to Osiris as a long term CPD programme looking at Visible learning. The way the package is presented may mean that this is not possible and the school will look at other forms of CPD.

Another team are considering the Well-being agenda.

The marking policy will be reviewed

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.

All pupils end of year targets have been reviewed and revised to add higher expectation where pupils have made accelerated progress.

The school uses Classroom Monitor to generate and print targets for pupils. These have been shared with parents.

The school is investigating and considering the Dyslexia Friendly Schools Award.

A joint action plan has been created with Groveland's to target the more able. The school is attempting to appoint an additional teacher to extend the offer to more able and increase the numbers supported.

Leaders are ambitious and creative in their approach to funding and are looking to further recruit a HLTA to Year 5 using additional income from lettings.

### **Spring 18**

Teaching, based on what is seen in classes, and from looking at books is very strong. Shared planning ensures that no pupil is left far behind others. Leaders articulate the impetus for most pupils to work at the same pace, but with different levels of support. Individual staff strengths are used to lead on planning, alongside knowledge of how units of work were received last year. Pupils are set for mathematics and there is a strong picture that entitlement of opportunity is there for all pupils and that those less able have differentiated support to achieve the outcomes. Most pupils are using reasoning skills well, but there are varying opportunities for pupils to apply and demonstrate this. The adapted approach to marking is working very well, and pupils are given good scaffolded support to consolidate their learning. In some cases, pupils are spending too long on repeating the same type of algorithm.

Written work, is well scaffolded. It is very clear as to what is taught to pupils, how it is marked so that they can move their learning on, and then how it is edited and adapted. The Special Writing Books provided a vehicle for publishing work and instil a sense of pride. These books are of exceptional quality.

Topic work is in a separate folder. From my limited evidence, pupils work around a subject based theme - such as invaders. In some cases, the learning intentions are not subject specific and are more related to literacy. In other cases, they are totally subject specific and make it very clear to the learner what is expected. There are many more worksheets used in topic that would be found in the writing books. The school is working on developing practice around Topic based work.

Pupils work with new technologies with enthusiasm and excitement. High quality teaching ensures that such technologies support learning and are not a distraction from it. Pupils are attentive as well as being excited. They listen well to instruction and can record what they have seen and heard. Resources are of exceptionally high quality.



Evidence of works from books shows pupils making good or very good progress in their reasoning and writing skills. They are developing in confidence as they move through the school. Assessment techniques used in writing in Year 3 are used with enthusiasm and adapted in Year 6.

Teachers use a range of assessment techniques, from pupils working individually or together, to recalling previous work and to shared ideas. Other pupils are called in to help if pupils get stuck in their responses. The main device in gathering information and attention in the classroom is 'hands up', which may mean that some pupils choose not to participate.

The revised marking policy is clear in the books. There are examples of teachers marking at depth, and of pupils responding to marking. There are times when adults tick work. There are times when next steps are provided for pupils. There seems to be a good balance overall. What is not consistent is an expectation as to how pupils respond to an adult.

Interventions are put in place based upon what comes from the data. In Year 4 there has been an addition focus on boys writing with a specific group established this term. There is a lunchtime reading group which is supported by Year 6 pupils. Guided reading interventions take place in the afternoons. There is a middle ability writing club to ensure that pupils remain excited about their writing.

Pupils in Year 3 were assessed in the first few weeks of term and interventions were put in place. This is supportive for those pupils with greatest need. The Year Leader reports better transition practices with the feeder schools and was able to describe SENCO to SENCO, teacher to teacher and LSA to LSA contact. This enable pupils to be successful learners as soon as they start at Cleves.

In the classes pupils listen well to adults and mostly to each other. They have very good background knowledge and are confident in talking aloud. Teachers provide interesting and challenging texts for them to read and critique. Lessons are well resourced and give clear guidance to support all pupils. Those who are most able are encouraged to work independently but also to debate and discuss with each other. They share their ideas with confidence. Because of the quality of teaching in two classes, in particular there was total engagement of pupils.

#### **KEY PRIORITIES FOR IMPROVEMENT:**

Autumn 17

There have been several curriculum initiatives over the past few months – how are outcomes and impact going to be measured by leaders and governors? Governors are going to undertake learning walks. The science coordinator is undertaking a mid-year review. So far, the work scrutiny has shown a positive impact of the use of the designated room. Leaders will schedule formal observations of staff using the rooms. My own observation of use of the media room showed highly motivated and focussed pupils.

If not using Osiris, how will the aspects of metacognition/pupil's commitment to their own learning be pursued? Osiris have responded saying that they may be able to offer more tailored support. It may be that a condensed programme is available.

What was the trigger for looking at a Dyslexic Friendly School – what difference will this make for all pupils? Leaders are no longer pursuing this.

What impact do you expect from running parent workshops? Leaders report that these run well. A core of parents attend. At the last meeting there were 12. There continues to be a group of 'hard to reach' parents.

#### Spring 18

- Refine how data is used to be even more granular and precise
- Continue to look at how work other than the core subjects is presented and marked. Check that subject specific learning objectives are used. How to pupils know when they are acting as a historian or geographer. Base this on current good practice in the school.
- Continue to focus support on individual staff around planning.
- Consider which worksheets/recording sheets are necessary/unnecessary.

#### Summer 18

### **Part 4: Personal development, behaviour and welfare**

	<b>Judgement at last Ofsted</b>	<b>Self-evaluation by school</b>
<b>Personal development, behaviour Welfare</b>	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 16-17	96.76	24	0	0	0	0
1 <sup>st</sup> Sept – Nov	97.33	16	1	1	3	0
			0	0	0	0

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

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.

An internet safety day has been booked for the Spring term with an external expert

There is a working party to support work around this agenda and well-being. One member of staff

will plan well-being and mental health lessons and direct SEAL resources to year leaders for assemblies.

The school is using a classroom as a break time and lunchtime nurture room.

The PPG coordinator and SEND coordinator are in the process of producing case studies for the autumn term

The school, rightly is continuing holding a half termly mid-way pupil progress meeting for both PPG and vulnerable pupils. This is to ensure they are more frequently considered and tracked.

Counselling provision has been increased with 9 hours a week available and 22 children currently offered support. This is in addition to the drawing and talking intervention.

Pastoral updates are a weekly standing item on PA agenda. The SBM visited Groveland's to compare approaches and record keeping for Single Central Register and safeguarding.

The school is looking to appoint a holiday club provider to ensure holiday care is available on site from 8- 6 throughout all holiday periods.

With the introduction of the additional Sports Premium money this year, the school is focusing on the small numbers of inactive children throughout the school. As a result, they have started three different Change 4 Life clubs which take place during lunch times. Through the analysis of questionnaire results, they have targeted children to attend these.

The school is focusing on giving as many pupils the opportunity to take part in competitive sport throughout the year.

There is an extensive range of extracurricular clubs. Last year 89% of pupils attended an extracurricular club throughout the year.

In the summer the school was once again awarded the Gold School Game Mark.

### **Spring 2018**

The learning behaviours of pupils in the classes is impeccable. Teaching engages and excites the pupils. They listen well to the adults and to each other. They are proud of their work and are able to articulate their learning. They present work very well, even when writing on white boards. They collaborate with each other, whatever the size of the groups.

Pupils challenge themselves in their work. They are not afraid to take risks and to go on to a higher challenge.

Pupils respond well to the high expectations of presentation. Books are so well cared for. Pupil understand the guidelines. They self mark and peer mark, with respect and understanding.

Autumn 17

- How will the Break/lunch time classroom be used.? How will you measure impact? The school is considering using PASS to assess attitudes. This can then be used to look at impact of such interventions as this room.
- With the extracurricular clubs – do pupils attend a range, just one? Do they attend clubs that develop talents or extend knowledge? How do you intend to target those pupils who do not attend clubs? Leaders have used the additional sports premium funding to target pupils who may not attend. There are further yoga clubs and other activities are being considered.
- How nimble are you in reviewing and amending provision for PPG pupils following the half termly progress meetings? There are now half termly meetings to pick up progress and discuss pupils. Looking at the data and information sharing is proving useful.
- How will the PPG/SEND case studies be used? Coordinator shares studies with staff and is picking up on what works well. Information is shared with LSAs.

Spring 18

- Consider whether to use the PASS survey
- Well being leaders needs to compete action plan – how the room will be used and impact
- Continue with the next round of meetings around vulnerable pupils and adjust provision as necessary.
- Consider how to use current counselling resource or how it may be extended.

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**Part 5: Outcomes for pupils**

	Judgement at last Ofsted	Self-evaluation by school
<b>Outcomes for pupils</b>	Outstanding	Outstanding

<b>CHILDREN ELIGIBLE FOR PUPIL PREMIUM GRANT (PPG) FUNDING:</b>				
	Number of children eligible for PPG	Number targeted to achieve the expected standard	Number on track Spring term	Number who reached the expected standard. Summer term 2016
Year 6	11	Ma: 11 R: 11 W: 10	Ma: R: W:	Ma: R: W:

**COMMENT ON THE SCHOOL'S SELF-EVALUATION OF ACHIEVEMENT:**

**Attainment and Progress at Cleves compared with National and other Outstanding schools**

Arbor 2016/7 overview	Cleves 2016	Cleves 2017	National 2016	National 2017	Average outstanding school 2016	Average outstanding school 2017
Achieving expected standard RWM	65%	89.2	53%	61	61.2%	65
Expected standard reading	78%	95.3	66%	71.4	72.9%	74.9
Expected standard writing	89%	95.9	74%	76.3	77.2%	76.9
Expected standard maths	72%	91.2	70%	74.8	75.8%	77.7
Expected standard spag	87%	98	72%	76.9	78.1%	73.2
Higher standard RWM	13%	15.5	5.8%	8.6	7.8%	11.3
Higher standard reading	30%	50	19%	24.5	25.5%	29.5
Greater depth writing	27%	29.1	15%	17.7	19.2%	21.4
Higher standard maths	24%	37.2	17%	22.6	21.1%	27.2
Higher standard spag	37%	58.1	22%	35.6	28.7%	30.9
Average scaled score reading	105.3	110	102.6	104.1	104.6	105.7
Average scaled score maths	103.8	107.4	103	104.2	104.5	105.5
Average scaled score spag	106.9	110.8	104	106	105.6	107.2
Overall progress reading	0.4	3.3	0	0.0	0.9	0.9
Overall progress writing	1.3	1.3	0	0.0	0.4	0.4
Overall progress maths	-1.3	1.1	0	0.0	0.4	0.8

**Spring 2018**

All Year Leaders are well aware that the autumn term can allow a 'jump' in the attainment of lower ability pupils and possibly masks the progress of the higher ability pupils. They can talk about individual pupils with confidence and the books seen reflect their judgments on where the pupils currently are.

Attainment throughout the school is particularly strong, with just mathematics in Years 5 and 6 being assessed lower than other areas. (Exception reading in Year 3). In Year 6 it looks to be an issue around low prior attainers. There are also five pupils with EAL for whom there is no initial data. In Year 5 it is a much broader picture. There are inconsistencies in the assessment of greater depth attainment, which may be as the pupils have not yet completed the full curriculum. Year 6 is much closer aligned. Attainment overall, for Year 5 and 6 is exceptional.

Reading in Year 3 looks to be around a combination of low prior attainment as well as pupils in receipt of pupil premium funding.

Progress is more varied across the school with particular improvement in mathematics in Year 3. It is still good or very good overall. The numbers of pupils working at expected or greater depth in all areas in Year 6 is much higher than at the end of Key Stage 1. For example, in mathematics, which has been a major school focus there appear to be 88 pupils working at greater depth compared with 61 prior higher attainers. For writing and reading the number of pupils who were low prior attainers has significantly improved so that at least 96% of pupils appear to be working at expected or better.

Pupils in receipt of pupil premium do well overall, but there is still a gap in mathematics between this group and all pupils.

Leaders identify discrepancies in classes and there are checks in place to support pupils.

## **KEY PRIORITIES FOR IMPROVEMENT:**

### **Autumn 17**

- Have you investigated the inconsistency in the greater depth attainment? Last year there appeared to be more 'cusp' pupils, and the school had not been able to offer the detailed support they might have wished. There is additional support in Year 6 up to the tests and then that support will be shared with other year groups.
- Were you able to undertake a class by class analysis? There was no overall picture in either strengths or weaknesses in Year 6. Internal data shows that there are some gaps as to how pupils are being assessed, which leads to some gaps not being picked up later on in the school.
- Are there any learning points from this for learning across the school? Individual staff are being supported. There is also a focus on how staff need to 'spiral' reading objectives.

### **Whole school issues from internal data analysis**

- Low number of Pupil Premium pupils not at national expectation and further targeting required. Pupil conferencing is being introduced with each Pupil Premium pupil. A script has been provided and additional support will be given if pupils need mentors. There is an individual profile for each pupil. We talked about recording some comments in class books so that pupils see how their comments are valued.
- Pupils who did not make three points progress last year that were not mastered. Not discussed.
- SEND pupils - summer progress. Leaders feel that last year there may have been some drop off in the summer. We discussed if pupils need fresh interventions at this point and if they need

interventions that will take them into the next year group.

- Mathematics – whole school. This continues to be a focus, and support is tailored to teachers and other adults who are new or who will benefit from individual support.
- Progress of prior higher attainers – all subjects. This has been investigated by leaders. The changes in mastery approaches and enabling pupils to have a greater understanding of learning is embedded. This area was raised by the summer data analysis.

#### Spring 18

- Continue with aspects above
- Continue focus on the progress made by higher attainers. Evidence so far is positive.
- Continue in depth support for pupils in receipt of pupil premium who do not make sufficient progress. Numbers are falling and leaders recognise that these pupils can have targeted support.

#### Summer 18

	Expected standard			
	RWM	Reading	Writing	Mathematics
<b>Targets 2018 Current Year 6</b>	90%	95.98%	95.3%	93.96%
<b>School 2019 Current year 5</b>	91.6%	95.51%	94.38%	97.75%

#### Autumn 2017

- Pupils have end of year targets. Leader have talked to governs as to how to use 'stretch' targets. They are rightly cautious from inferring too much from two years' worth of new data. They are looking at shadow data to see how accurately targets can be set in granulated detail for greater depth in particular. Leaders will refer back to the previous few years to see if there is an inherent pattern.
- Targets are not set for science.

#### Summer 2017 Data.

	Teacher assessments 2016	Teacher assessments 2017	% achieved expected standard 2016		% achieved expected standard 2017	
			Cleves	National	Cleves	National
<b>Reading</b>	93%	96%	78%	66%	95%	71%
<b>SPAG</b>			87%	72%	98%	77%
<b>Writing*</b>	89%	96%	89%	74%	96%	76%
<b>Maths</b>	91%	88%	73%	70%	91%	75%
<b>Reading, Writing, Maths Combined</b>	85%	86%	65%	53%	89%	61%



## 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](http://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

<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• The quality of teaching, learning and assessment is outstanding.</li> <li>• 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.</li> <li>• 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.</li> <li>• Safeguarding is effective.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• The quality of teaching, learning and assessment is at least good.</li> <li>• 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.</li> <li>• Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.</li> <li>• Safeguarding is effective.</li> </ul>
<b>Requires improvement (3)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• There are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.</li> <li>• Safeguarding is effective.</li> </ul>
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>