

## OfSTED 2016 Targets

### 1. Improve teaching by ensuring that:

- The most able pupils are provided with sufficient challenge
- Teaching assistants provide effective support and guidance to teachers and pupils

### 2. Simplify management systems to avoid repetition so that leaders build more efficiently on current strengths and priorities for improvement.

## School Context

- The school has two Co-Headteachers. Emma McLaughlin was appointed in April 2015 from a deputy position and Jo Wilson, appointed in September 2017.
- There are seven one-form entry, single year-group classes from EYFS to Year 6, with a maximum of 30 per class - most classes are full or nearly full.
- Children in EYFS attend full time.
- Most pupils are of white, British background and few speak English as an additional language.
- The proportion of pupils eligible for pupil premium funding is below average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The school meets requirements on the publication of specified information on its website (see website audit)
- The school meets the government's current floor standards.
- There is a school-run breakfast club and an after school club for pupils.

## Changes to the school since the last OfSTED (since December 2016)

- The headteacher Emma McLaughlin, was on maternity leave for the majority of the 2016/17 academic year, and returned part time to a coheadship with Jo Wilson.
- The Inclusion Leader resigned at Easter 2018 and the SLT covered the role for the Summer Term 2018; new inclusion leader began in September 2018.
- The school has joined the SCITT programme and taken its first SCITT student teacher in September 2018.
- Systems of summative assessment for core subjects were replaced and updated in the 2018/19 year, and SPAG assessment and tracking introduced throughout the school from September 2018.

	Strengths / areas of progress since last OfSTED	Targets for 2018/19 and <i>SLT lead</i>
<b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1. Progress of school maintained to secure GOOD OfSTED result during times of leadership transition.</li> <li>2. Leadership acted swiftly in response to concerns about a member of staff - positive impact</li> <li>3. Leadership coach brought in to provide leadership coaching for SLT as a group and individually</li> <li>4. Succession planning and strategic recruitment in place ahead of foreseen changes</li> <li>5. Improvements to recruitment procedures and marketing = better candidates and appointments</li> <li>6. Robust and thorough induction process with a high focus on safeguarding and safer recruitment.</li> <li>7. Business Manager effective, efficient and challenging</li> <li>8. New coheadship effective and cohesive - positive feedback from staff / parent surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. All leadership roles are clearly defined and effective. <b>JWi</b></li> <li>2. Monitoring is regular, thorough, accurate and effective at raising standards. <b>RD</b></li> </ol>
<b>GOOD</b>		
<b>Quality of Teaching, Learning and Assessment</b>	<ol style="list-style-type: none"> <li>1. Quality of Teaching, Learning and Learning good in all classes from permanent teachers</li> <li>2. Good to outstanding teaching of foundation subjects from PPA cover teachers in Key Stage 2</li> <li>3. Foundation subjects are based on a skills progression, ensuring progress in all areas</li> <li>4. A need for specialist French teaching identified in 2017/8, and teacher recruited for Sept. 2018.</li> <li>5. NQT feedback indicates support is good for NQTs, and NQTs make good progress</li> <li>6. Moderation (inc. external) consistently proves assessment at all Key Stages is very accurate</li> </ol>	<ol style="list-style-type: none"> <li>3. Teaching of spelling and handwriting is good; progress in spelling and handwriting is strong in every class <b>JWa</b></li> </ol>
<b>GOOD</b>		
<b>Personal Development, Behaviour and Welfare</b>	<ol style="list-style-type: none"> <li>1. Clear model of escalation of support for children with persistently challenging behaviour introduced and proven effective at reducing incidents from Autumn Term 2018 onwards.</li> <li>2. Review of school behaviour policy for September 2018 to reduce 'clutter' / 'systems' around behaviour management and prioritise a culture of positive behaviour and restorative justice.</li> <li>3. E-safety teaching and learning is comprehensive and thorough.</li> <li>4. Children support one another and show respect for one another e.g. play leaders, peer mediators, sports leaders, school council, many fair play / good sportsmanship awards, positive feedback from local community and visitors.</li> <li>5. Staff being trained as mental health first aiders to spot signs earlier of mental health difficulties and signpost support (and very positive feedback on the impact of the HSLW (July 2018)</li> </ol>	<ol style="list-style-type: none"> <li>4. Outstanding behaviour, restorative justice and school values are modelled and practised at all times by adults <b>EM</b></li> </ol>
<b>GOOD</b>		
<b>Outcomes for Pupils</b>	<ol style="list-style-type: none"> <li>1. ALL end of Key Stage results above National Average, in all areas.</li> <li>2. Significant increase in proportion of children achieving Greater Depth at KS1/2 (2018)</li> <li>3. Progress from KS1 to KS2 "well above average" for reading and writing and average for maths</li> <li>4. Progress from KS1 to KS2 "well above average" for reading, writing and maths for disadvantaged pupils</li> <li>5. Phonics pass rates above National Average and significantly improved since last OfSTED</li> </ol>	<ol style="list-style-type: none"> <li>5. To demonstrate accelerated progress for disadvantaged children in KS2 <b>HH</b></li> </ol>
<b>V GOOD</b>		
<b>Effectiveness of Early Years Provision</b>	<ol style="list-style-type: none"> <li>1. GLD 77% (above national and improved on previous) including three children (10%) with EHCPs.</li> <li>2. Moderation shows assessment is thorough and accurate</li> <li>3. Good support for NQT in EYFS from headteacher and colleagues in other schools</li> <li>4. Good outcomes maintained despite staffing challenges in 2017/18</li> <li>5. Good use of Tapestry involves parents in Learning Journeys</li> </ol>	<b>EYFS to work towards whole school targets 3/4/5 as appropriate to EYFS context.</b>
<b>GOOD</b>		