

Mayville Primary School Self-Evaluation Form

SCHOOL	Mayville Primary	HEADTEACHER	C. Russell	DATE:	September 2017
---------------	------------------	--------------------	------------	--------------	----------------

SCHOOL CONTEXT	<p>Mayville Primary School is part of the Urbis Academy Trust, which was formed in April 2016. The school serves the community of Leytonstone, an area of considerable socio-economic disadvantage in one of London's most deprived boroughs. Mayville was extended to 3 forms of entry in September 2015 but due to a miscalculation from the borough and the low number of children within the area, the school will be reverting back to 2 forms of entry in September 2018. There are currently 410 children on roll but this number fluctuates daily due to mobility.</p> <p>We are a very diverse school, with 98% of the children coming from ethnic minority backgrounds, 69% having English as a second language and over 34 languages are represented from 30 different countries. The majority of our children live in local authority accommodation and short-let housing. There is a high level of overcrowded households and the school community has a high level of pupil mobility, which is currently at 17.2%. Levels of local unemployment are high and 36% of the school population qualify for free school meals.</p> <p>24% of our school population have Special Educational Needs, which is double the National average. However, the number of children with an EHCP is lower than the National average. On entry to the Nursery, 2016-17, 70% of the children were at 16-26 months developmentally, while only 30% were within the 22-36 months age-related expectation. These figures clearly demonstrate that our children come to school well below the expected levels for their chronological age. We strive to accelerate pupil's learning both during the school day and in our 'out-of-hours' extended provision. We provide a wide range of clubs based on consultation with parents and children. We run a breakfast club and an after school club for working parents with children from age 3-11.</p>
-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OUR VISION	<p>To develop the best school possible for pupils in urban contexts</p> <p>To be the best school we can be by:</p> <ul style="list-style-type: none"> • Being an exemplary and inclusive school, focused on closing the gap • Achieving excellent academic standards • Providing an enriching curriculum for pupils in urban contexts • Celebrating individuality and diversity • Being innovative and forward thinking • Embedding a 'can do' culture • Providing excellent value for money and ensuring robust financial probity <p>Our Pupils</p> <p>To be the best pupils they can be by:</p> <ul style="list-style-type: none"> • Attaining the best academic results possible for their ability • Being confident, resilient, enquiring, co-operative and balanced. In essence, becoming purposeful, happy and productive citizens of the 21st century • Engaging in a range of extra-curricular and enriching activities • Developing a 'can do' attitude <p>Our Employees</p> <p>To be the best employees they can be by:</p> <ul style="list-style-type: none"> • Understanding and living the moral purpose which underpins our mission • Being excellent practitioners focused on achieving outcomes • Becoming successful leaders • Providing excellent care and support for pupils, their families and the community • Exuding a 'can do' attitude
-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PREVIOUS INSPECTION KEY ISSUES

<p>The school was judged as good in all areas.</p> <p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> • Raise attainment in reading by the end of Year 6, especially for the most able pupils, by securing recent steps to strengthen pupils' skills and deepen their understanding. • Refine teaching to ensure that all groups of pupils have work that sufficiently challenges them whatever their level of ability.

Position Statement

Good progress has been made in improving standards in reading for the most able pupils by the end of Year 6. For the past 2 years attainment in reading, at the end of KS2, has been well above national for both expected and greater depth. Our target now is to ensure consistency in reading progress throughout the school. Planning and lesson observations show that tasks are differentiated to meet the needs of most children. Phase group leaders work with new members of staff in order to ensure high expectations of all the children.

OVERALL EFFECTIVENESS

Overview - we believe we are outstanding in the following areas

- ☑ Leadership and management
- ☑ Quality of teaching and Learning and assessment in over 40% of the school
- ☑ Personal development behaviour and welfare
- ☑ Outcomes for pupils
- ☑ Effectiveness of early years provision quality and standards

There is excellent communication and working partnerships between parents and staff to support pupil wellbeing. 98% of parents who returned their survey are happy with their child's experience at the school. We have high levels of parent/community involvement across the school, especially with the PTA-Friends of Mayville.

The diversity of the area we live in is celebrated through the curriculum and international events, and is one of our greatest strengths. We promote British values to celebrate as one community. We are all able to learn together and challenge each other to be the best we can be. Community languages are represented across the school and we are fortunate that the staff also speak over 20 different languages. The children speak positively about their experiences and sense of cultural identity, which only enhances their learning opportunities.

Friends of Mayville work in partnership with the school and have raised money for much needed resources and supported many local charities. The children collect food for the local Salvation Army and they also take part in fundraising events for Haven House Children's Hospice, Red Nose Day and Children in Need.

We have close links with all of our secondary schools, where our students attend week-long transition programmes and Saturday School. Students from The University of East London work in the school on a voluntary basis and we work in partnership with both Princess May and St Marys School for CPD and NQT training. From year 4, our children have opportunities to attend residential trips to Norfolk and France. The school offers over 40 free after school clubs, including ballet, gymnastics, multi-sports, karate, French, fencing, art and drama.

Awards achieved in the last three years

Mayor of London School for Success Award
Healthy Schools
UFA –Peer Tutoring
Rights Respecting Schools
Investing In People-Silver
Basic Skills
Arts Award
Quality in Study Support
Kidscape-BIT Kite mark for anti-Bullying
School Games Mark Bronze Award

LEADERSHIP and MANAGEMENT

The governors fulfil all of their statutory duties to ensure the school is challenged and supported to meet the needs of all pupils. The Senior Leadership Team has been extended and acts as the driving force to articulate and deliver the vision. The Senior Leadership Team is accessible and leads from the front.

Throughout the school there is a relentless and uncompromising pursuit for excellence. The leadership across the school provides a strong sense of direction and is focused clearly upon the learning and achievements of all pupils. We set high and ambitious standards for quality and performance. There is a clear moral purpose and a passionate, shared belief that the school can impact upon the lives and life-chances of pupils. All of the senior leaders lead on improvements within their phase. As a consequence the capacity for improvement is outstanding.

The inclusion team is led by a Senior Leader who oversees all provision mapping within the school and line-manages all the support staff. The staffing structure is now very clear in that it utilises the best use of human resources to deliver high-quality strategic leadership across the school. Leadership is highly visible at all times during the school day, at the beginning and end of the day and in the dining hall every lunch time.

All teaching staff are given the opportunity to participate in high quality CPD both internally and externally in order to further support their understanding of teaching and learning and to develop their leadership skills. The learning

support staff have fortnightly CPD sessions with the Assistant Head and all other support staff have the opportunity to take part in training relevant to their area of responsibility.

The strategies that have been put in place by the senior and middle leaders have supported improvements in all areas of the curriculum and this is evident from the outcomes of the core subjects at the end of KS2.

Every member of staff is included in the performance management cycle. For teaching staff, performance management is linked to the teaching standards and all teachers are given challenging targets with the aim to raise attainment and expectations. The majority of the targets were achieved last academic year and where they were not achieved the teachers were given extra guidance and support.

The school reviewed the curriculum, in light of the changes to the national curriculum and, as a result, introduced the Prospectus curriculum which will be used in KS1 and 2 from September 2017.

All members of staff are aware that safeguarding is a whole school responsibility and all staff complete the online Safeguarding, including anti-radicalisation and e-safety training every year.

All teachers are involved in pupil progress meetings where the data is deconstructed and each child is tracked with rigor.

In order to sustain improvements for the next academic year the school needs to:

- Further develop the senior and new middle leaders so that they are able to fulfil their roles and responsibilities.
- Further support the link Governors on their roles and responsibilities.
- Keep safeguarding at the heart of everything that we do in order to ensure that all staff are vigilant with every aspect of safeguarding at all times.
- Monitor the new Prospectus curriculum in order to ensure that the children are receiving a broad and balanced curriculum.

TEACHING and LEARNING

Teaching Profile 2016-2017%				Teaching Profile By Key %					
%	Autumn	Spring	Summer	%		EYFS	KS1	LKS2	UKS2
Outstanding	33%	33%	40%	Outstanding	Autumn	13	7	0	13
					Spring	13	7	0	13
					Summer	13	7	7	13
Good	27%	33%	47%	Good	Autumn	0	7	13	7
					Spring	0	13	20	0
					Summer	7	20	20	0
Require Improvement	40%	27%	13%	Requires Improvement	Autumn	7	20	13	0
					Spring	7	0	7	13
					Summer	0	0	0	13
Inadequate	0	7%	0	Inadequate	Autumn	0	0	0	0
					Spring	0	0	7	0
					Summer	0	0	0	0

Staffing was once again an issue throughout the school. Four classes were disrupted during the academic year due to staff pregnancy and poor quality of teaching. However, at the end of the academic year, 87% of teaching was judged as good with 40% outstanding. The long term supply teachers who were underperforming are no longer working in the school. The high quality of teaching by the permanent teachers can be attributed to the fact that all teachers have high expectations of the children. This is demonstrated in the quality of work produced across the school, throughout the years, especially in writing. Lesson observations and monitoring of planning show that lessons are

generally differentiated by access.

All teachers follow the Marking Policy, the children are versed with the marking code and evidence shows that they are given time to feedback to the marking. The children receive homework that challenges and deepens their understanding. Parents are invited to curriculum evenings and given guidance on how to support their children to improve. The teaching of phonics is a plus within the school. This year the school achieved 90% in the phonics screening which is 9% higher than national.

We are developing a new on-line data system for the whole school with the aim to track children's attainment and progress for both formative and summative assessment each half term. Teachers all have access to the pupil tracker and the data is shared with all teachers to ensure they have a good understanding of the needs of their pupils.

Targets are shared with children and parents, and regular data meetings are held with class teachers. Children are involved in intervention groups outside of the normal teaching hours and children from years 2, 5 and 6 also attend Saturday school. The children received further opportunities to enhance their learning through:

- After school/lunchtime clubs
- UFA – Each one teach one programme
- Educational Visits
- Children's University
- Every child a Musician
- Theatre groups
- Science week
- Virtual Learning Environments- Bug club
- Secondary school partnerships
- Full-time Sports coach
- Residential trips for years 4, 5, 6
- Arts Award – Discover, Explore and Arts Award Level 1.
- LAMDA –Public Speaking Award
- Police Cadets

The school traditionally take on a number of NQTs each year, so we have introduced a CPD Teaching Diploma programme from Education 101 as the next step in teaching and learning for all teachers within their 2nd year of teaching.

In order to sustain improvements for the next academic year the school needs to:

- Ensure that 100% of the teaching and learning is good and that at least 60% is outstanding
- Fully develop the new on-line data assessment system in order to fully support teaching and learning in both summative and formative assessment
- Monitor the Education 101 programme so that all new teachers in their second year of teaching achieve a minimum grade of 'Good' with outstanding features by the end of term 1 and that further improvements in teaching and learning is evident by the following terms.

PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE

The behaviour and safety of the pupils is outstanding. Feedback from lesson observation, pupils, parental and staff surveys, as well as the many positive comments from visitors, all support this judgement.

- The children have a positive attitude to learning. Lesson observations showed that the vast majority were focused throughout the lessons. They know how to take turns and they show respect for self and others.
- The school was involved in anti-bullying week and the children demonstrated their understanding through discussions, their work and their manner around the school.

Our school safeguarding system provides evidence that the school keeps up-to-date with changes from the DfE. This includes:

- An up –to-date Single Central Record and monitoring checking log
- Keeping Children Safe in Education document / Log of all staff.
- Guidance to Employees on Completing the School Staff Disqualification Declaration - There is also an additional column on the Single Central Record that indicates this declaration has been completed.
- Safeguarding information for Contractors - every contractor has to sign this form and we retain this for our records.
- Safeguarding notice for all visitors - this is given to every visitor when they check in at reception.
 - Every member of staff completes an on-line Safeguarding training every year and when starting work at the school.
 - We have termly safeguarding meetings to ensure that safeguarding remains a high priority of the school.
 - We carry out highly effective Health and Safety risk assessments and Educational Visit risk assessments. Every member of staff must complete a pre-visit check before taking the children on a school trip.
 - We have include safeguarding into our curriculum to develop pupils' knowledge and

- understanding of staying safe through PHSE, drugs and SRE and half-termly e-safety sessions.
- The curriculum is also supported by outside agencies such as the police who visit the school to work with year 6 children to discuss a variety of topics such as gangs and knife crime. The school also has effective groups for identified pupils at risk such as the nurture group which is led by the learning mentors.
- The rare instances of negative behaviour are dealt with effectively by both class teacher and SLT.
- Our work with the Educational Welfare Officer has helped to reduce our unauthorised absence and our attendance is now 96.4% which is 0.4% higher than national.

The new welfare officer works well with the children and parents, and her employment has made a difference to the well-being of the children.

One member of staff has used the Private Health insurance that is offered by the school and this has supported her well-being and helped her to be fit for work much earlier than if she had waited for the NHS.

In order to sustain improvements for the next academic year the school needs to:

- Develop the staff well-being room
- Further monitor behaviour in the Foundation Stage and KS1 in order to identify and put strategies in place for those children who are causing concern.
- Maintain the good attendance record of 96.4%
- Maintain the outstanding behaviour that is shown throughout the school.

OUTCOMES of PUPILS

Primary School EYFS and Key Stage 1 attainment data: Summer 2017

EYFS FULL SUMMARY: SUMMER 2017

EYFS: 70 GLD % National % Guidance on GLD and APS variance from National (GLD) and Expected (APS) for each of the 7 areas. Examples included					ELGs. % (Nat)	CL	Physical	PSED	Literacy	Maths
					Proportion of children achieving the Early Learning Goals (ELGs) in areas					
-15%+	-14 to -6%	-5 to +2%	+3 to +7%	8%+	GLD	79%	100%	90%	80%	81%
-1.75	1.75 – 1.90	1.90 – 2.09	2.10 – 2.24	2.25+	APS					

ELGs	SCHOOL	EYFSP SETTING SUMMARY	EMERGE	EXPECT	EXCEED
PRIME	Communication and language	01 Listening and attention	14%	66%	20%
		02 Understanding	21%	61%	17%
		03 Speaking	19%	59%	23%
	Physical development	04 Moving and handling	1%	73%	26%
		05 Health and self-care	1%	73%	26%
	Personal, social and emotional development	06 Self-confidence awareness	3%	79%	19%
		07 Managing feelings and behaviour	9%	69%	23%
		08 Making relationships	7%	67%	26%
SPECIFIC	Literacy	09 Reading	20%	61%	19%
		10 Writing	21%	59%	20%
	Mathematics	11 Numbers	14%	67%	19%
		12 Shapes, space and measures	20%	70%	10%
		13 People and communities	17%	59%	24%
	Understanding the world	14 The world	17%	61%	21%
		15 Technology	1%	83%	14%
Expressive arts and design	16 Exploring using media/materials	3%	71%	26%	
	17 Being imaginative	9%	67%	24%	
National Ave APS		No. of pupils 70	Average total points for cohort		

Criteria & National/School	No.	Below	At & Above	Above (in comb – RWM)
EYFS – GLD (71%)	70	21%	79%	9%
Phonics Year 1 (81%)	56	10%	90%	

END OF KEY STAGE 1 (inc. 2 pupils who attended for less than a week)

SUBJECT	No.	Below	At & Above
READING - Percentage meeting expected standard 76% National			
READING	45	27%	73%
WRITING - Percentage meeting expected standard 68% National			
WRITING	45	20%	80%
MATHEMATICS - Percentage meeting expected standard 75% National			
MATHEMATICS	45	18%	82%
COMBINED: Reading, writing and mathematics: 64% National			
COMBINED RWM	45	31%	69%
SCIENCE: Percentage meeting expected standard: 83% National			
SCIENCE	45	22%	78%
COMBINED READING, WRITING, MATHS & SCIENCE: 64% National			
COMBINED RWM & SC	45	31%	69%

END OF KEY STAGE 1: GREATER DEPTH/HIGH STANDARD		
SUBJECT	No.	
READING - 25% National		
READING	46	18%
WRITING - 16% National		
WRITING	46	13%
MATHEMATICS - 21% National		
MATHEMATICS	46	20%
COMBINED - 11% National		
COMBINED	46	4%

SUBJECT	No.	PAG- LA		PAG- MA		PAG - HA	
% Variance from FS	PAG	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
READING	35 (6, 23, 6)	34%	0%	78%	17%	33%	67%
WRITING	35 (6, 23, 6)	34%	0%	91%	9%	33%	67%
MATHS	35 (5, 21, 9)	20%	0%	76%	24%	56%	44%

PRIMARY SCHOOL: KEY STAGE 2 DATA: JULY 2017

END OF KEY STAGE 2: SCALED SCORES						
SUBJECT	No.	Well Below	Below	At	Above	Well Above
READING - 2017 National Standard 104.0						
READING	45	Below 100 11%	100.0 – 102.9 16%	103 – 105 22%	105.1 – 107.9 16%	108+ 36%
MATHEMATICS - 2017 National Standard 104.0						
MATHS	45	Below 100 0%	100.0 – 102.9 4%	103 – 105 22%	105.1 – 107.9 13%	108+ 62%
SPAG - 2017 National Standard 106.0						
SPAG	45	Below 102 11%	102.0 – 104.9 2%	105 – 107 18%	107.1 – 108.9 2%	109+ 67%

END OF KEY STAGE 2: PERCENTAGE MEETING EXPECTED STANDARD			
SUBJECT	No.	Below	At & Above
READING - Percentage meeting expected national standard 71% National			
READING	45	11%	89%
MATHEMATICS - Percentage meeting expected national standard 75% National			
MATHEMATICS	45	0%	100%
SPAG - Percentage meeting expected national standard 77% National			
SPAG	45	2%	98%
WRITING - Percentage meeting expected national standard 76% National			
WRITING	45	4%	96%
COMBINED READING, WRITING & MATHEMATICS - Percentage meeting expected national standard 61% National			
COMBINED	45	13%	87%

END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD		
SUBJECT	No	.
READING - Greater depth/high standard: 25% National		
READING	45	29%
MATHEMATICS - Greater depth/high standard: 23% National		
MATHEMATICS	45	56%
SPAG - Greater depth/high standard: 31% National		
SPAG	45	67%
WRITING - Greater depth/high standard: 18% National		
WRITING	45	44%
COMBINED - Greater depth/high standard: 9% National		
COMBINED	45	20%

KEY STAGE 1 to END OF KEY STAGE 2 PROGRESS (2016 National Percentiles)							
3 children do not have KS1 result for R & W, though 1 of these has a score for M.							
2016 Floor	Bottom 5%	Next 20%	Next 15%	Middle 20%	Next 15%	Next 20%	Top 5%
-5 Rd &Ma. -7 Wr	Bottom 5%	5% - 20%	25% - 40%	40% - 60%	60% - 75%	75% - 95%	95%+
READING	-3.9 and Below 2%	-3.8 to -1.5 12%	-1.4 to -0.6 0	-0.5 to +0.7 7%	+0.8 to +1.7 10%	+1.8 to +4.3 19%	4.4+ 50%
WRITING	-4.0 and Below 2%	-3.9 to -1.4 2%	-1.3 to -0.4 7%	-0.3 to +0.7 0	+0.8 to +1.5 5%	+1.6 to +3.7 17%	3.8 + 67%
MATHEMATICS	-4.3 and Below 0	-4.2 to -1.8 0	-1.7 to -0.7 0	-0.6 to +0.6 0	+0.7 to +1.7 0	+1.8 to +4.3 14%	4.4+ 86%

KS1

Progress

10 of the 45 children do not have end of EYFS data. Therefore, the cohort is 35.

Reading					
PAG based of end of EYFS	% PKF/BLW	% WTE	% expected	% greater depth	Comment
LA – 6 children	50%	17%	33%	0	33% made accelerated progress. 17% made expected progress, reaching WTE and actually passing the reading SATs test. The 3 that didn't make expected progress are on the SEND register with emotional and behavioural difficulties. These children will be targeted for next term.
MA – 23 children	4%		78%	17%	78% made expected progress and 17% accelerated progress.
HA – 6 children	0		33%	67%	67% made at least expected progress. Of the 2 that didn't, 1 got greater depth in the SATs test and the other was experiencing emotional and psychological upset because his mother has been undergoing chemotherapy this year.
3 children (9%) of the cohort did not make even expected progress. 91% made at least expected progress.					

Writing					
PAG based of end of EYFS	% PKF/BLW	% WTE	% expected	% greater depth	Comment
LA – 6 children	33%	33%	33%	0	33% made accelerated and 33% expected progress.
MA – 23 children	0		91%	9%	9% made accelerated and 91% expected progress.
HA – 6 children			33%	66%	66% made expected progress.
2 LA and 2 HA children (11%) did not make expected progress. 89% made at least expected progress.					

Maths					
PAG based of end of EYFS	% PKF/BLW	% WTE	% at expected	% greater depth	Comment
LA – 6 children	50%	17%	33%	0	33% made accelerated and 17% expected progress. One of those considered 'below' in the TA actually passed the SATs test.
MA – 23 children			78%	22%	22% made accelerated and 78% expected progress.
HA – 6 children			33%	66%	66% made expected progress. 1 of the 2 children graded 'expected' actually achieved GD in the SATs test.
At least 86% made expected or better progress.					

Contextual Factors

Reading				
PAG based on end of EYFS	% did not make expected progress	% made expected progress	% made better than expected	Comment
PP – 9 with EYFS results	33%	66%	0	2 LA, 4 MA, 3 HA. 4 MA and 2 HA children made expected progress. The 2 LA children remained below working towards. 1 of the HA children was awarded expected standard though he achieved greater depth in his reading test. This was because the teacher felt, through the TA, that his skills were not secure enough to be classed as greater depth
SEN -10 with EYFS results	30%	50%	20%	6 LA & 4 MA children. 5 children made expected progress, 2 children made accelerated progress and 3 children didn't make expected progress. The latter were all LA children and 2 of the 3 are also the PP children counted above.
HA – 6 children	33%	67%		67% made at least expected progress. Of the 2 that didn't, 1 got greater depth in the SATs test and the other was experiencing emotional and psychological upset because his mother has been undergoing chemotherapy this year.

Writing				
PAG based of end of EYFS	% did not make expected progress	% made expected progress	% made better than expected progress	Comment
PP – 9 with EYFS results	33%	66%	0	2 LA, 4 MA, 3 HA. 6 made expected progress in writing. 3 made less than expected progress; 2 of these were HA and 1 LA.
SEN -10 with EYFS results	20%	50%	30%	6 LA & 4 MA children. 5 children made expected and 3 children accelerated progress. 2 LA did not make expected progress; 1 of these is also PP and counted above.
HA – 6 children	33%	66%		66% made expected progress.
2 LA and 2 HA children (11%) did not make good progress. 89% made at least satisfactory progress.				

Maths				
PAG based of end of EYFS	% did not make expected progress	% made expected progress	% made better than expected progress	Comment
PP – 9 with EYFS results	22%	66%	11%	2 LA, 4 MA, 3 HA. 1 made accelerated and 6 expected progress. 2 children did not make expected progress – 1 LA and 1 HA. However the LA child actually passed the maths SATs paper and the HA child achieved GD in the test.
SEN -10 with EYFS results	30%	30%	40%	6 LA, 4 MA. 4 made accelerated and 3 expected progress in maths. 3 LA children did not make expected progress. However, 1 of these actually achieved the expected standard in the maths test.
HA – 6 children	33%	66%		66% made good progress.
2 LA and 2 HA children (11%) did not make good progress. 89% made at least satisfactory progress.				

3 of the 45 do not have KS1 results, so the cohort includes 42 children.

KS2 PROGRESS						
Progress Points	-10 to -5	-4.9 to -- 0.1	0 - 5	5.1 – 10	> 10	Comment
Reading	2%	12%	38%	26%	21%	98% made at least similar progress to national for their PAG. 85% were at least in the top half for progress for their PAG. 47% made at least accelerated progress and 21% made exceptional progress.
Writing	2%	10%	29%	29%	31%	98% made at least similar progress to national for their PAG. 88% were at least in the top half for progress for their PAG. 60% made at least accelerated progress and 31% made exceptional progress.
Maths	0	0	21%	48%	33%	100% made at least similar progress to national for their PAG. 100% were at least in the top half for progress for their PAG. 81% made at least accelerated progress and 33% made exceptional progress.

The average progress point score in:

- reading is 4.83
- writing is 6.39
- maths is 8.67

Contextual Factors

KS2 PROGRESS Reading						
Progress Points	-10 to -5	-4.9 to -- 0.1	0 - 5	5.1 - 10	> 10	Comment
Whole cohort of 42	2%	12%	38%	26%	21%	98% made at least similar progress to national for their PAG. 85% were at least in the top half for progress for their PAG. 47% made at least accelerated progress and 21% made exceptional progress.
PP (26)	4%	19%	35%	15%	27%	96% made at least similar progress to national for their PAG. 77% were at least in the top half for progress for their PAG. 42% made at least accelerated progress and 27% made exceptional progress. When compared with the cohort as a whole, 1 more child did not make expected progress, but 3 more children made exceptional progress.
SEN (12)	8%	0	33%	17%	42%	1 child did not make expected progress but 92% were at least in the higher half for progress for their PAG. 59% made at least accelerated progress. A significant 42% of children with SEN made exceptional progress. This is twice the cohort as a whole.
MAP (5)	0	0	20%	80%	0	20% were within the higher range of expected for their PAG. 80% made accelerated progress. 100% made expected or more progress.

KS2 PROGRESS Writing						
Progress Points	-10 to -5	-4.9 to -- 0.1	0 - 5	5.1 - 10	> 10	Comment
Whole cohort of 42	2%	10%	29%	29%	31%	98% made at least similar progress to national for their PAG. 88% were at least in the top half for progress for their PAG. 60% made at least accelerated progress and 31% made exceptional progress.
PP (26)	4%	8%	31%	35%	23%	1 child did not make expected progress for his PAG. 49% were in line with national progress for their PAG. 35% made accelerated and 23% exceptional progress. 96% were at least in line with national progress performance based on their KS1 attainment data.
SEN (12)	8%	0	17%	58%	17%	The 1 child with SEN this did not make expected progress is also PP and noted above. The remaining 11 children made good to exceptional progress.
MAP (3)			66%	33%		66% made good and 33% accelerated progress.

KS2 PROGRESS Maths						
Progress Points	-10 to -5	-4.9 to -- 0.1	0 - 5	5.1 - 10	> 10	Comment
Maths	0	0	21%	48%	33%	100% made at least similar progress to national for their PAG. 100% were at least in the top half for progress for their PAG. 81% made at least accelerated progress and 33% made exceptional progress.
PP (26)	0	0	27%	50%	23%	100% made at least good progress for their PAG. 73% made at least accelerated and 23% exceptional progress.
SEN (13)	0	0	23%	54%	15%	All made to exceptional progress. 69% made at least accelerated and 15% exceptional progress.
MAP (3)			33%	66%		33% made good and 66% accelerated progress.

Significant groups
How the school is addressing any under performance

**Pupil premium
2016-17 RESULTS**

**EYFSP
% reaching GLD**

	% Sch	% LA	% National
Not eligible for FSM	81	76	72
Eligible for FSM	83	67	54
Difference	+2	-9	-18

	% Sch	% LA	% National
Not Ever 6	80	75	69
Ever 6	79	68	52
Difference	-1	-7	-17

EYFS results for those achieving GLD indicate that pupils currently eligible for FSM and those who are classified as Ever6 have performed relatively well at Mayville. Indeed, FSM children outperformed non-FSM and there was only a 1% gap between the performance of PP children and non-PP children, much smaller than the 7% and 17% at the local and national level respectively.

PHONICS

% passing the screen test in Year 1

	% Sch	% LA	% National
Not eligible for FSM	91	85	83
Eligible for FSM	90	80	69
Difference	-1	-5	-14

	% Sch	% LA	% National
Not Ever 6	89	85	Not yet available
Ever 6	92	80	
Difference	+3	-5	

In phonics, the difference between the performance of those eligible for FSM and those not eligible was also smaller than that of the borough and at a national level.

In the Year 1 screening, the gap was 1% compared to a nation gap of 14%. Whereas if the Ever6 measure is used, in Mayville, pupil premium children actually outperformed non-pupil premium children, whereas there was a 5% negative gap at a LA level.

% of KS1 children who had passed their phonics screening at the end of Y2.

	% Sch	% LA	% National
--	-------	------	------------

Not Ever 6	97	93	Not yet available
Ever 6	100	92	
Difference	+3	-1	

In the Year 2 phonics screening, again the PP children outperformed the non-PP children by 3%, whereas LBWF there was a 1% gap with non-PP outperforming PP.

KS2

	Reading Test		Reading TA		Writing TA		GPS Test		Maths Test		Maths TA		R, W & M	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Non-PP	89	76	89	82	95	82	100	83	100	82	100	83	89	69
PP	88	68	92	78	96	79	96	76	100	75	100	78	85	61
Difference	-1	-8	+3	-4	+1	-3	-4	-7	-	-7	-	-5	-4	-8

Children on PP also performed relatively well at the end of KS2 when compared to the rest of the LA. In every component the difference between the performance of non-PP and PP was smaller than was the case in the LA and in reading and writing TA PP children actually outperformed non-PP children.

KS1

PP children underperformed in this phase. The gap between the performance of PP and non-PP was larger than was the case at a LA level in every subject: reading, writing, maths, science and combined.

High levels of mobility significantly affected the attainment of this phase. 15 children did not achieve combined. However, of these 15, 53% were mid-term admissions and all but one of these was a new arrival who spoke no English. The majority of these mid-term admissions joined the school either in the summer term of Year 1 or during Year 2. Of the remaining 47% who did not achieve combined, all but 1 was a prior low-attainer. The majority of these prior low-attainers actually passed some or all of their SATs tests, indicated accelerated progress during KS1. However, the teachers felt that in some subjects they were only just beginning to display this level of competence, so had not produced the volume of evidence to support a teacher assessment of 'expected'.

Nevertheless, the unusual number of new arrivals joining this year group put an unforeseen strain on the school's limited resources. An intensive package of interventions had to be provided for more than twice as many children: instead of 6 prior low-attaining children, we needed to provide an intensive personalised support package for 14 children, each with very different needs.

WHAT IS BEING DONE TO ADDRESS THE UNDERPERFORMANCE OF PUPIL PREMIUM CHILDREN IN KS1

- Those that did not reach expected and/or did not make at least expected progress at the end of the last academic year have been identified.
- Teachers have identified gaps and barriers to their learning, and have planned how they will address these.
- The wave model has been used to plan their intervention.
- Those that are only slightly behind may simply receive more personalised and targeted differentiation in class.
- Those who are further below expected standards will receive this plus individual and small-group teaching in class and interventions outside of lesson time.
- Finally, those who are significantly behind will receive all 3 waves of intervention with a fully personalised, comprehensive package.
- Interventions include: personalised additional homework, I-pad packages, becoming a tutee on the UFA programme, additional groups to address weaknesses in particular skills (e.g. handwriting group, specific phonics skills), booster sessions to address gaps in particular curriculum subjects, more regular liaison between home and school, additional support at breakfast or after-school club if attended, enrolment in

Saturday School, 1:1 mentoring sessions, group mentoring sessions, a wide-range of pastoral work inside and outside of the classroom, inclusion in a particular school club with the view to developing specific skills.

- We ensure that all catch-up interventions take place outside of lesson times, so that they are **in addition to**, rather than instead of, regular lessons.
- Interventions will be delivered by LSAs, teachers, or, in the case of UFA, children. However, they are always co-ordinated and monitored by the child's class teacher.
- We run a wide-ranging enrichment programmes to broaden the children's experiences and to raise aspirations. Over the past few years, children on pupil premium have fully utilised these opportunities and are at least proportionately represented on attendance registered.
- Teachers will continually assess every child's performance on an on-going basis using a progression tracker that is specific to the subject and the programme of study in which the child is working.
- If a child is performing below his/her curriculum year, work will be planned to address these gaps using progression trackers designed for lower year groups.

In addition, in the final week of every half-term, summative assessments are completed in reading, SPAG and maths, and a fully assessed piece of writing is also produced.

- This is used to further identify knowledge-gaps which need to be addressed the following half-term.
- The results are also used to evaluate the support packages employed throughout the half-term.
- They also clearly indicate who is under performing.
- Thus this group will then be re-identified, plans of support and intervention drawn up for the following half-term and then the cycle will begin again.
- This year, inclusion surgeries will be held every Friday after school. The 6 or 7 children causing the greatest concern in terms of poor performance will be discussed. The meetings will be attended by all staff involved with the education of the children. Problems and solutions will be identified.
- An action plan and support package will be drawn up. The inclusion manager will then request the parent/carer's views.

SEND

EYFSP

Percentage Achieving GLD

	School	LA	Nat 2016 (FSM not E6)
non-SEN	86	79	75
SEN	45	34	23
	-41	-45	-52

Although the difference in the percentage achieving GLD is large, the gap is even larger at the level of the LA and larger still nationally.

PHONICS

Phonics Screening end of Year 1

	School	LA
Non-SEN	98	89
SEN	62	56
Difference	-36	-33

While the gap between the 2 groups is slightly larger than it was at the level of the local authority, a greater percentage of children with SEND passed the screening at Mayville than at a LA level.

Phonics Screening end of Year 2

	School	LA
Non-SEN	91	95
SEN	100	77
Difference	+9	-18

At Mayville children with SEN outperformed non-SEND in this area. This was significantly better than the LA performance.

KS2

	Reading Test		Reading TA		Writing TA		GPS Test		Maths Test		Maths TA		R, W & M	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Non - SEN	91	80	100	89	97	89	100	88	100	87	100	89	91	75
SEN	85	53	69	59	92	60	92	66	100	62	100	67	77	37
Diff erence	-6	-27	-31	-30	-5	-29	-8	-22	-	-25	-	-22	-14	-38

In every subject area, the gap between the performance of SEN and non-SEN is significantly smaller than at the borough level.

KS1

Children with SEND underperformed in this phase. The gap between the performance of SEN and non-SEND was larger than was the case at a LA level in every subject: reading, writing, maths, science and combined. This was largely due to the impact of the new arrivals during the final term of Y1 and throughout Y2. (For a fuller explanation, please see the section for pupil premium.)

WHAT IS BEING DONE TO ADDRESS THE UNDERPERFORMANCE OF CHILDREN WITH SEND IN KS1

- The assess-plan-do-review cycle that is used to address underperformance per se will be utilised not only with pupil premium children but also children with SEND if they are performing below expected or not making expected progress.
- As with pupil premium children, those with SEND are well represented in attendance figures in a broad range of enrichment activities.
- However, in addition, these children have an SEND pupil profile that is updated on a regular basis and formally reviewed with parents/carers at least 3 times a year.
- This precisely identifies difficulties, includes an on-going record of interventions the child has received and has a list of effective differentiation strategies.
- Interventions and differentiation strategies may be based on recommendations made the SENDCo or a specialist from an external agency.
- Staff receive regular training on different SEN and how to differentiate for these specific needs.
- The SENDCo is also on hand to give advice whenever it is needed.
- In some, but not all, cases the intervention and support package that children on the SEND register receive is more specialist and extensive than that received by children without SEND who fall behind.
- The number of LSA hours allocated to classes is also determined by the level of SEND need. However, we will insist that teachers use this additional support to allow them to spend more time with the children who are underperforming – SEND and non-SEND – rather than the LSA working with this most vulnerable group.

Main Ethnic Groups: Black Caribbean, Pakistani, White Eastern European**EYFSP
% reaching GLD**

	% Sch	% LA	% National
Total (71)	79.7	73.6	70.7
Black Caribbean (6)	70	67	Not yet available.
Pakistani (7)	72	62	
White Other (15)	69	62	

Each of our main ethnic groups performed relatively well when compared to LA figures. However, within the context of Mayville, they did not perform as well as other groups because the percentages are lower than the overall percentage for the school. Also, both White Other and Black Caribbean as ethnic groups at Mayville performed slightly less well than the same-age population throughout country.

ACTION: The attainment of White Other and Black Caribbean children will be a target for EYFS this year. They will carefully track the progress of these groups and swiftly take any necessary steps to address less than expected progress. Boosters and interventions will be promptly arranged and they will continue to work with the policy of keep up not catch up where possible.

PHONICS**% passing the screen test in Year 1**

	% Sch	% LA	% National
Total (58)	90	84	81
Black Caribbean (3)	100	83	79
Pakistani (8)	100	88	81
White Other (15)	87	80	78

All groups exceeded the national pass rate. Black Caribbean and Pakistani did better than other ethnic groups in the school. White Other was slightly below the percentage of the year group as a whole.

Each ethnic group performed better at Mayville than the same ethnic group at a local and a national level.

% of KS1 children who had passed their phonics screening at the end of Y2.

	% Sch	% LA	% National
Total (11)	98	93	91
Black Caribbean (2)	100	89	90
Pakistani (2)	100	94	92
White Other (10)	100	90	89

100% of each main ethnic group passed the phonics screening by the end of Year 2.

KS2

	Reading Test		Reading TA		Writing TA		GPS Test		Maths Test		Maths TA		R, W & M	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Total (45)	89	73	91	81	96	80	98	80	100	79	100	81	87	66
Black Caribbean (5)	100	73	86	80	100	71	100	71	100	70	100	74	100	60
Pakistani (7)	100	70	100	74	100	81	100	82	100	77	100	81	100	65
White Other (7)	71	64	86	73	86	73	100	72	100	76	100	77	71	60

Each ethnic group performed better than children from the same ethnic group at a local and national level. 100% of Pakistani children attending Mayville reached at least expected in all areas. This is also true of our Black Caribbean children in all areas apart from reading teacher assessment. White Other performed less well than a number of other ethnic groups within the school. However, this is because of the performance of 2 of the 7 White Other boys. 1 had acquired very little English due to lack of exposure to good English language role-models; the other had a diagnosed speech and language difficulty and was still developing his English language competence.

ACTION: Where a limited English vocabulary is the primary barrier, a programme of language enrichment will be provided at a much earlier stage and more intensively.

KS1

	Reading TA		Writing TA		Maths TA		Science		R, W & M	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Total (45)	73	81	80	75	82	81	93	83	69	71
Black Caribbean (2)	50	81	50	71	50	72	50	81	50	66
Pakistani (2)	100	85	100	81	100	82	100	86	100	77
White Other (7)	70	75	80	71	80	79	80	82	70	67

In general, Pakistani children have performed very well at the school (though the group is misleadingly small) and White Other more or less in line with White Other children in the borough. 1 Black Caribbean Child achieved combined, whereas the other did not reach expected in any subject area. However, because the group was so small, this creates a distorted impression when presented as a percentage.

- Well-being in EYFS is paramount; children were tracked on a termly basis in order to monitor their well-being.
- EYFS leader worked closely with the Head teacher and Key stage one team to lead the implementation of smooth transitions from Reception to Year 1. We also offered a comprehensive induction program to Reception pupils and their families in the summer term.
- All teachers have high expectations of the standard that children can achieve within EYFS and teaching is responsive to the needs of all the children.
- Children made good progress in their learning and development and this has resulted in EYFS maintaining years of good learning development where a high percentage of children have continuously worked within expected and exceeding achieving the early learning goals.
- All our staff know the children very well. This, combined with an effective 'key person' system and concise procedures for tracking progress, meant that staff accurately planned to meet the pupils' needs, and ensured that appropriate challenge and support were provided.
- Children with special educational needs within EYFS were catered for by providing additional support such as one to one support, working in small groups, using a visual and kinaesthetic learning approach, and it is evident from our results that these approaches helped the children to make good progress.
- Planning was detailed and purposeful and based precisely upon what the children needed and their next steps for learning -these were identified during observations using assessment for learning.
- Continuous assessment of learning ensured that we planned activities that were tailored to the interests of the children and closely matched their next stage of development.
- Robust observation procedures linked all areas of learning and clearly identified starting points and the progress that children have made; this was used as the basis for future planning.
- We provided current up to date EYFS information throughout the Year and we promoted Fundamental British Value throughout our school and curriculum. This helped the children to understand the values of sharing and kindness towards each other.
- Children and Parent information handbook was handed out at the beginning of the year, Weekly Newsletters and weekly home Learning were sent home for both Reception and Nursery.
- The curriculum was supported by workshops for parents on the teaching of phonics, reading and maths.
- We have a strong team in EYFS that continuously strives towards achieving success.

In order to sustain improvements for the next academic year the school needs to:

- Continue to work with KS1 teacher in order to further develop transition from the foundation stage to KS1.
- Further develop the outdoor area focusing on the interests of the children ensuring the same opportunities are offered both indoor and out.
- Outdoor shelter /canopy cover- wet weather to ensure outdoor learning can still take place effectively.
- Continue to develop all staff including all new members so that they have opportunities to further their professional development within the EYFS
- Further develop and enhance Parental engagement and partnership with parents in EYFS
- Use Tapestry Learning Journeys to provide current communication to parents/ careers and an opportunity for them to access Learning Journeys, add own observations and comment on observations carried out by Key Workers.

SEF supporting evidence

The curriculum

English

The children start the school in the foundation stage with very poor speaking and listening skills. Hence a majority of the children are given speech and language sessions in order to develop basic literacy skills when they start the school. The school uses RWI as the basis for phonics teaching and we feel that phonics is a real strength in the school. The teaching of phonics is started in the nursery and continues until the children finish the complete programme, which is usually by the end of year 1. The phonics screening for 2017 resulted in 90% of the children achieving over 32 marks. This is outstanding achievement considering the children's starting point.

The children's writing in year 1 is outstanding. By the end of the second term, all of the children in year 1 are joining their letters and the majority are producing at least a page of writing with the correct punctuation.

This year, the teachers in year 4 trialled a new approach to writing called the 6-Traits+1. This is an approach that is currently used in Year 6 with great success and will be used throughout the school from September 2017. This is in order to further raise the progress and

attainment of writing throughout the school.

Although the children have made good progress in reading at the end of KS2 and the attainment is above national in both expected and at greater depth, reading is still an area that we are working on throughout the school. In order to support this area, the school has invested in a number of resources in order to help the teachers with planning and developing their own understanding of the teaching of reading.

The school has also invested in a new SPAG programme from the Rising Stars series of books. This is to ensure consistency of teaching the basic skills throughout the school.

Maths

With a concerted effort, Mayville Primary School achieved a 100% pass rate in KS2 Maths SATs for two consecutive years.

All pupils make progress across the age and ability range. Children who are not meeting the age-related expectations are identified early and put on intervention programmes. These intervention programmes include: morning and after school booster classes, one-to-one support during lunch-time, and Saturday booster classes. Pupil-premium students are supported through: morning and after school interventions, Saturday booster classes, and additional homework that is complemented with maths tutorial videos. For the past two consecutive years, all pupil-premium students have successfully met, and in some cases exceeded, the national expected standard by the end of KS2.

This year, our aim is to achieve consistency in the teaching and learning of mathematics across all year groups. This means consistency in: teaching methods, marking, and the use of textbooks and resources. The CGP Mathematics programme has been implemented across the school (Yr1 – Yr6) with the intention of teaching for maths mastery. To make teaching and learning effective across the school, we have identified the need of maths pedagogical consistency in three areas: the use of models and images, pedagogical language, and method and layout. We aim to achieve this consistency across all year groups through: maths INSETs, phase meetings, maths method posters, maths tutorial videos, and regular monitoring. The maths coordinator has created maths-method posters that will be hung in all KS2 classrooms to achieve consistency in method and layout across the school. The maths coordinator has also created online maths tutorial videos that will help other teachers improve their subject knowledge and be in pedagogical unison.

Through a maths INSET, teachers have been given training on how to teach for maths mastery. Maths mastery in students is exhibited through both, procedural fluency and conceptual understanding. The CPA (concrete > pictorial > abstract) method of teaching will be used to cultivate a conceptual understanding of mathematics in pupils. When teaching a topic, the concept is initially modelled through a concrete/physical example, and then transitioned onto pictorial representations. Finally, the concept is represented in abstract form to challenge/extend pupils' understanding. Through this sequence of teaching, children will naturally develop a conceptual understanding of mathematics.

The mathematics coordinator and the senior management will closely monitor the effectiveness of this programme through: lesson observations, book scrutiny and assessment data analysis.

Science

From September 2017, the school will be using the Rising Stars Science scheme for the teaching of science throughout KS1 and 2. This scheme follows the new national curriculum for the teaching of science.

Curriculum areas other than Literacy, Maths and Science

- Key Stages One and Two have been using an online bought-into curriculum called Prospectus since June 2017. This is a project based curriculum which ensures coverage of all foundation subjects while giving creative links to the core subjects for teachers to incorporate where appropriate.
- Teachers and pupils were very positive about using the curriculum; teachers found that it gave excellent, creative ideas and was time saving and the children enjoyed working on the projects. Work samples collected last half term showed good coverage of foundation subjects and work of a generally high standard.

In order to sustain improvements for the next academic year the school needs to:

- Ensure that although projects are used to cover foundation subjects, children are given opportunities and are expected to produce high quality pieces of writing to demonstrate knowledge and understanding, where appropriate.
- Ensure that all teachers understand and are able to teach the skills children are required to acquire in each foundation subject, in each key stage
- Ensure that project lessons are of an equally high standard to literacy and numeracy lessons
- Give children further opportunities to develop skills and knowledge in aspects of the foundation curriculum through providing after school and lunch time clubs e.g. "Art Club", "Photography Club", etc.

Additional areas of the curriculum:

- All of the children from Reception to Year 6 are involved in 'Work Week.' This is a programme of activities that give the children a taste of the world of work. Each year group is given a work-related theme. Visitors come into the school to talk about the type of work that they do. The children also visit different work environments in order to gain a better understanding of the world of work.
- All of the children in Years 1, 4 and 6 complete the Arts Award Programme, Discover, Explore and Arts Award level1, which is assessed by Trinity College.
- Children in years 4 and 5 complete the LAMDA Public Speaking programme, which the majority of children passed with merit and distinction.
- All of the children from years 2-6 learn to play a musical instrument:

year 2 – recorder, year 3 – violin, year 4 ukulele, year 5 guitar and groups from years 5 and 6 – the steel pans.

- The curriculum is further supplemented with trips to the theatre, visitors to the school, residential trips to Norfolk and France and over 40 lunchtime and after school clubs.
- Meditation-Mindfulness assembly is taught every Wednesday.

Most recent effectiveness audits and strengths

- Necessary actions are taken promptly to protect pupils from harm.
- A comprehensive up-to-date safeguarding policy that is updated more than once a year and is readily available. It includes areas such as safer recruitment, Prevent, procedures for visitors, whistle-blowing, bullying, sexting, etc.
- Clear guidance on recording and reporting of safeguarding issues that is known by all staff.
- Strict adherence to the safer recruitment and selection policies and procedures
- Very regular training on different aspects of safeguarding including a general induction, the Prevent duty, CME, CSE, FGM, EH, etc.
- The school works closely and effectively with other agencies as per *Working Together to Safeguard Children*
- The school promptly and carefully records any changes in addresses, schools, etc.
- Admissions are promptly informed of entries and deletions from the school's roll; CTF is sent to the new school.
- There are online-safety rules in place and they are well publicised to children and staff, and an internet filtering and monitoring system is maintained.
- The children feel safe and secure, and they know what to do if they witness, or are a victim of, bullying.
- Pupils form trusting relationships with staff in the school and this has often been instrumental in helping them to feel safe.
- Pupils are taught about safeguarding including online safety and relationships through PSHE and ICT lessons.
- One of the DSL's is always on site.
- The DSL, deputies and governor for safeguarding have all received recent training.
- All staff are aware of the process for dealing with allegations against staff.
- Staff consistently promote positive behaviour.

In order to sustain improvements for the next academic year the school needs to:

- to continue to promote online safety amongst parents and carers;
- to regularly question and test staff understanding of safeguarding matters and procedures;
- to continue to analyse pupil questionnaires on safeguarding issues;
- DSL to continue to maintain a central record of any safeguarding training attended by any member of staff at the school;
- to continue to develop a more effective 'record of concern' tracking system;
- to more fully-exploit the Early Help facilities in the LA;
- DSL to continue to meet with Mr. Harding every half-term to audit safeguarding.

- School Learning Improvement Plan Focus Areas - 2017/2018

Teaching and Learning:

1. To continue to improve the quality of teaching and learning throughout the school so that 100% of teaching will be graded as Good and at least 60% will be graded as outstanding by the end of the autumn term.

Outcomes of pupils:

2. Reading - Continue to improve the quality of reading throughout the school so that at least 25% of children from years 1-5 will achieve greater depth in reading by the end of the academic year.
3. To continue to raise attainment in all core subjects so that all classes will achieve the minimum of 85% combined by the end of the academic year.
4. To continue to raise attainment and progress of all disadvantaged children throughout the school so that attainment is in line with expected by the end of the academic year.

Objective Focus Teaching and Learning

1. Ensure that 100% of the teaching and learning is good and that at least 60% is outstanding.
2. Fully develop the new on-line data assessment system in order to fully support teaching and learning in both summative and formative assessment.
3. Monitor the Education 101 programme so that all new teachers in their second year of teaching achieve a minimum grade of 'Good' with outstanding features by the end of term 1 and that further improvements in teaching and learning is evident by the following terms.

Action

Timescale

Person responsible

Budget/resource implications

Monitoring (Who by and how often)

Success criteria

1a. Phase leaders to support phase group on aspects of

All teachers will have a better understanding of what is meant by

<p>teaching and learning. 1b. Teachers to observe phase leaders and other outstanding teachers within the school.</p> <p>1c. Staff meetings relating to Teaching and Learning.</p> <p>1d. External Consultant to continue to monitor, coach and validate the quality of Teaching and Learning throughout the school</p> <p>1e. monitor the children's books in order to ensure that work is differentiated for the needs of all the children</p>	<p>Sept/2017/ ongoing</p> <p>Oct 2017</p> <p>Nov 2017</p> <p>Ongoing</p>	<p>All class teachers</p> <p>HT</p> <p>HT</p> <p>Jl, BW, SK, AB,HT</p>	<p>£1,00.00- supply cover</p> <p>0</p>	<p>Jl, RW, SK and AB</p> <p>HT</p> <p>Jl, BW, SK, AB,HT</p>	<p>good to outstanding teaching.</p> <p>Work will be differentiated to the needs of the class.</p> <p>All children will be involved in the learning process. 100% of teaching will be at least good by the end of the autumn term and the children will make good to outstanding progress.</p>
<p>2a. Work with John Sinnott to fully implement the new data tracking system.</p> <p>2b. Staff meeting to train teachers on the new system.</p> <p>2c. Monitor and support new teacher.</p>	<p>Sept 2017</p> <p>Ongoing</p>	<p>AV</p>	<p>£1500.00</p>	<p>AV</p>	<p>The senior leadership will have a more uniformed robust system to use for tracking the school's data. Tracking of attainment and progress will be more efficient and teachers will take ownership of data analysis.</p>
<p>3 Senior leaders to meet with the Education 101 consultant on a weekly basis in order to keep tracks of the work that they are doing with the class teachers.</p>	<p>Weekly/ Sept/ Dec</p>	<p>HT</p>	<p>£3500.00</p>	<p>HT</p>	<p>All teachers who are on the program will be judged as good to outstanding by the end of the autumn term.</p>
<p>Objective Focus Leadership and Management</p>	<ol style="list-style-type: none"> Further develop the senior and new middle leaders so that they are able to fulfil their roles and responsibilities. Further support the link Governors on their roles and responsibilities. Keep safeguarding at the heart of everything that we do in order to ensure that all staff are vigilant with every aspect of safeguarding at all times. Ensure that the children are receiving a broad and balanced curriculum. Introduce Reciprocal approach to the teaching of reading. 				
<p>Action</p>	<p>Timescale</p>	<p>Person responsible</p>	<p>Budget/resource implications</p>	<p>Monitoring (Who by and how often)</p>	<p>Success criteria</p>
<p>1a. All senior leaders to enroll onto NPQSL training course.</p> <p>1b. All middle leaders to enroll on Gerard Durcan Middle Leadership training.</p>	<p>Sept 2017- ongoing</p>	<p>AB, SK,BW,Jl.</p>	<p>£3,000.00</p> <p>£5000.</p>	<p>HT</p>	<p>All phase and curriculum leaders will have gained a better understanding of their roles and responsibilities and will have developed the skills to support colleagues and help to raise attainment and progress throughout the school.</p>

2. Invite governors to attend school functions and to work with link subject teachers.	Sept/ ongoing Ongoing	HT, WH		WH	New governors will be more informed about the day to day running of the school.
3. Continue to have half-termly staff meetings on all aspects of safeguarding.	Ongoing	AV	0	HT and AV	Safeguarding will be at the forefront on everyone's mind at all times and this will support the safety and well-being of both children and staff
4. Monitor the new Prospectus curriculum on a half termly basis					All children in KS1 and 2 will receive a broad and balance curriculum including SMSC, PHSE, Creative Arts and Latin
INSET to introduce Inference Training – a researched based approach for reading interventions	Autumn 2017	Mrs Varndell	£500.00 To buy additional resources	SLT	Increase in the % of lower attainers and disadvantaged children achieving expected and 20% to achieve greater depth by the end of the academic year 2018

Objective Focus Personal Development Behaviour and Welfare	<ol style="list-style-type: none"> 1. Develop staff well-being room. 2. Further monitor behaviour in the Foundation Stage and KS1 in order to identify and put strategies in place for those children who are causing concern. 3. Maintain the good attendance record of 96.4% 4. Maintain the outstanding behaviour portrayed in the school. 				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
1. Buy resources for the new staff well-being room.	Sept/2017	LC	£2000	LC /HT	All staff will have a quiet space to relax at break times or at the end of the day where they can have a massage, listen to light music or do some light exercise.
2. Learning mentors to organise timetable to work with small groups of children in KS1 and foundation stage	ongoing	NS / AK	£300.00	AV, AK, NS	Behaviour strategies will be put in place early in order to prevent the risk of exclusions.
3. a Continue to monitor the children's attendance. 3b. Work with the EWO in order to have an external body validating the school's vision of high attendance. 3c. Ensure that the curriculum is exciting, teaching and learning is consistently good in order for the children to be excited to go to school every day.					Attendance will continue to be outstanding. The children will be exposed to an enriched curriculum

Objective Focus Outcomes of pupils	<ol style="list-style-type: none"> 1. To increase the attainment and progress of LA in reading and Maths in KS1 2. To increase the attainment and progress of HA children in reading and maths 3. To increase attainment and progress of LA and HA children in writing in KS1 4. Increasing progress of PP and SEN children in reading in KS1 5. Increasing progress of PP and SEN, children in writing 6. Increasing progress of SEN, and to a lesser extent PP, children in maths 7. To increase combined attainment - at least 85% to achieve at least expected in all subjects in years 1-5 8. Ensure that all of the children leaving the foundation stage at exceeding achieve an exceeding grade at the end of KS1 <p>KS2</p> <ol style="list-style-type: none"> 9. Further increase the percentage of children achieving higher standard in reading so that it is more in line with writing and maths. 				
-----------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
1-5a Support class teachers with differentiation. 1-5b Saturday school intervention for targeted group. 1-5c Monitor teaching and learning more closely in KS1. 1-5d Offer children early morning booster.	ongoing	Class teachers		HT, AV	Attainment and progress will be accelerated for all year groups
6-7a. Introduce new strategy for the teaching of – Reciprocal Reading throughout the whole school. 6-7b. New literacy coordinator to monitor reading more closely throughout the school. Buy new literacy – reading books for whole class reading each half term	Sept 2017 Ongoing Ongoing	JI All class teachers JI All class teachers JI	£300 £3,000.00	JI JI	The standard of reading will improve and the combined outcomes at the end of KS1 to year 5 will improve to 85%, and 90% for year 6 + 20% greater depth for all year groups

Objective Focus Early Years	<ol style="list-style-type: none"> 1. Further develop the outdoor area focusing on the interests of the children ensuring the same opportunities are offered both indoor and out. 2. Outdoor shelter /canopy cover- wet weather to ensure outdoor learning can still take place effectively. 3. Continue to develop all staff including all new members so that they have opportunities to further their professional development within the EYFS 4. Further develop and enhance Parental engagement and partnership with parents in EYFS 5. Use Tapestry Learning Journeys to provide current communication to parents/ careers and an opportunity for them to access Learning Journeys, add own observations and comment on observations carried out by Key Workers. 				
----------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
<p>1. Audit the outdoor area in order to ascertain what the school have and make an inventory of the current resources. Buy resources for outdoor area that will stimulate the children's learning.</p> <p>2 research appropriate shelters.</p>	<p>Oct 2017</p> <p>Nov 2017</p>	<p>AB</p> <p>AB</p>	<p>£500.00</p> <p>£5000.</p>	<p>AB</p> <p>AB</p>	<p>The children will have further resources in order to develop their learning within the outside environment.</p>
<p>3. Audit staff current skills. Identify gaps and book courses relevant to the needs of the school.</p> <p>4. Continue to work with parents through parental workshops coffee mornings and toddler groups</p>	<p>Sept/ ongoing</p> <p>Ongoing</p>	<p>AB</p> <p>AB/HT/AV</p>	<p>£500.00</p> <p>£100.00</p>	<p>AB</p> <p>AB/HT/AV</p>	<p>All staff will be fully trained with the skills to work within the Foundation Stage.</p> <p>School will sustain the good relationship with parents.</p>
<p>5. School to order Tapestry</p>					<p>The children's Learning Journeys will be electronic. This will provide communication to parents/ careers and an opportunity for them to access Learning Journeys, add own observations and comment on observations carried out by Key Workers.</p>