

# Self Evaluation Form 2020 – 2021



## Westoning Lower School



**WESTONING LOWER SCHOOL**  
**SCHOOL SELF EVALUATION**  
**2020-2021**

Updated: September 2020

Context	<ul style="list-style-type: none"><li>▪ We believe that Westoning Lower School is at least a good school.</li><li>▪ We are a small, rural Lower school that caters for 2-9 year olds.</li><li>▪ The school opened on its present site in 1913 and there have been many additions to the building over the years, with the newest being our extended Smilers Room which is used for our Breakfast and After School Club, Nursery activities and cookery, art and ICT for the whole school. We have also had our offices redesigned in April 2018 to improve safeguarding and compliance with data protection, as well as permission from the Parish Council to install a fence around the hardstanding area we rent from them to improve safety for our children.</li><li>▪ Our vision is 'To provide a stimulating, caring and secure learning environment in which our children will be happy, achieve success and reach their full potential'. This is revisited at the beginning of each academic year with staff at INSET day and the first team meetings back.</li><li>▪ Westoning Lower School is a Values based school and this permeates the whole ethos and learning environment of the school.</li><li>▪ The school usually offers a range of lunchtime and after school clubs (this is being reviewed at half term due to COVID 19 restrictions), and also has a school managed Breakfast and After School Club called Smilers, which is well regarded by parents. This is to ensure enrichment of opportunity.</li><li>▪ There is an active PTA and Local Governing Board, and we have volunteers throughout the week to help with reading and other activities.</li><li>▪ The school maintains close links with the Parish Church. There are also links with Westoning Youth Football Club, Westoning Netball Club, The Chequers Public House and other local businesses. All of these help to establish a strong sense of community and promote spiritual, moral, social and cultural opportunities.</li><li>▪ Westoning Lower School is part of the Pyramid Schools Trust which is a Multi Academy Trust made up of 2 lowers, 2 middles and 1 upper school. The MAT was formed on 1<sup>st</sup> June 2020. We also belong to the Harlington Cluster which is a group of local schools (lowers, middles and upper) who work together to ensure that pupils in this area have the best education possible.</li><li>▪ The school currently has a roll of 109 (99 Year R-4 and 10 Nursery) with a standard admission number of 30. We are in the lowest 20% of all schools for the number of pupils.</li><li>▪ There are no mixed year group classes within the school at present.</li><li>▪ The majority of pupils have had pre-school experience or nursery experience. The percentage of pupils claiming free school meals is 2.7% and those on Ever6 is 3.6%. We are in the lowest 20% of all schools for the proportion of FSM.</li><li>▪ The percentage of pupils identified with Special Educational Needs and Disabilities is 10.1%. 79% of the children on roll are White British, 18.2% are from other ethnic heritages and 2.8% either refused or did not provide ethnic group information. 3 children have been reported as having a first language other than English. We are in the lowest 20% of all schools for the proportion of EAL.</li><li>▪ The level of attendance is currently 97%. Persistent absenteeism is 9% and we work closely with the Attendance Officer to help families improve attendance of their children. This is through meetings, plans and fines where relevant.</li><li>▪ The school have had no permanent or fixed term exclusions in recent years.</li><li>▪ External accreditations: Silver Arts Mark – 2006, 2009, 2017; Healthy Schools – 2007, 2011, 2015, 2018; Active Schools Award – 2008; Values Mark – July 2010, December 2013; Bronze Eco School Award – July 2012; Silver Eco School Award – July 2016; Bronze School Games Award – July 2014; Silver School Games Award – September 2015; Gold School Games Award – July 2016, July 2018, July 2019; Intermediate International Award – July 2018; Bronze Anti-Bullying Alliance Award – July 2018</li></ul>
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Progress against previous inspection	
Areas to improve	Progress
<b>Teachers plan lessons in subjects such as science, history and geography that develop subject-specific skills and provide appropriate challenge for all groups of pupils, especially the most able.</b>	Differentiated tasks have started to be planned in all subjects by resources, support or task, not always by outcome. Children have the opportunity to plan their own independent investigations. Children are better able to conduct independent research by being taught appropriate skills. Teachers are starting to teach specific skills sessions at the start of topics. Planned challenge tasks with next steps and highlighted TDWs (to do wells) with increasing difficulty are being used. Cross-curricular lessons are planned and delivered where appropriate. Subject data is analysed by class teachers and leaders, to ensure consistent progress across the school in some subjects. Skills progression charts have been written. Reading is starting to be clearly documented across all subjects and planned for. Pupil progress meetings are held to discuss pupils to aid identification of pupils and explore gaps in achievement. Opportunities for sharing and seeing good practice are built in to meeting times and the school day, as well as across the MAT and Harlington Cluster.
<b>Recent improvements in the pre-school provision continue so that all adults maximise opportunities to support children in reaching the early learning goals.</b>	The environment in the setting has been audited. A stimulating environment has been created to support children's learning. A new daily structure that supports children's learning opportunities has been created and is followed. Whole team meetings are held regularly. This has meant that the EY team now work as a cohesive team with improved communication across classes. Independent open snack was used to encourage independence skills. Weekly focus children has helped identify strengths and areas for development and there is now more liaison with parents on progress. Data from Target Tracker is being used to support next steps for all children to aid good progress. The Nursery is now part of the wider school. The hall is used for movement sessions to integrate the nursery children into the school better. The Nursery children currently eat lunch with the Reception Class children.
<b>The work to engage positively with parents remains a high priority.</b>	The Head teacher continues to be on the gate in the mornings. There is a 24 hour response time to parent concerns / complaints. Staff now deal with issues before they become bigger. This has enabled a more constant dialogue between home and school. ParentMail is now more coordinated so parents are not overloaded with emails/information constantly through the week.

School  
improvement  
priorities

**Insert current school improvement priorities based against the following headlines:**

**Quality of education:**

To ensure that lessons in subjects such as science, history and geography develop subject-specific skills and reading skills, and provide appropriate challenge for all groups of pupils, especially the most able.

**Behaviour and attitudes:**

To develop approaches to anti-bullying.

**Personal development:**

To enable all children to make at least good progress and be resilient learners.

**Leadership and management:**

To further develop the roles of subject leaders so that they can confidently talk about their subject in terms of intent, implementation and impact across the whole school. To work to engage positively with parents remains a high priority.

**Quality of education in early years:**

To develop age appropriate strategies to support a wide variety of needs.

**Overall effectiveness:**

To ensure that school data is consistently improving across all areas, which is the impact of outstanding teaching and learning over an extended period of time.

## QUALITY OF EDUCATION – Good

### Strengths

#### Intent:

- ✓ We believe that we have constructed a curriculum using the National Curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Our draft curriculum intent statement shows the depth and breadth of learning that takes place throughout our school.
- ✓ The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Staff are currently ensuring that long term and medium term planning documents include evidence of character education, PSHE and SMSC being embedded into plans. The school is also working with other schools in the Harlington Cluster to ensure consistency of approach.
- ✓ Our curriculum is successfully adapted and developed to be ambitious and meet the needs of pupils including those with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. We are currently updating our documentation to show this clearly.
- ✓ Our pupils study the full curriculum and we ensure that a broad range of subjects is taught throughout the whole school.

#### Implementation:

- ✓ Our teachers have good knowledge of the subjects they teach. School leaders provide effect support for those teaching outside their main areas of expertise. This is through subject leaders taking staff meetings to lead CPD on areas identified by staff and mentoring and coaching when needed.
- ✓ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. This means that teachers adapt their teaching as necessary.
- ✓ Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- ✓ Teachers create class environments that are focussed on pupils. Teaching materials are selected in a way that does not promote unnecessary workloads for staff, and reflect the school's ambitious intentions. Materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.
- ✓ The work given to pupils is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. This is reflected in planning and books.
- ✓ Reading is prioritised to allow pupils to access the full curriculum offer. Reading is encouraged in classrooms every day (ERIC-everybody reading in class), there are class reading areas, a school library and adults read to children too.
- ✓ We have a rigorous and sequential approach to the reading curriculum, which follows Oxford Reading Tree. This develops pupils' fluency, confidence and enjoyment of reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught (Letters and Sounds) when they are learning to read.
- ✓ We have a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate which gives them the foundations for future learning. This is evident from the nursery years up.
- ✓ Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact:

- ✓ Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well from their starting points. This is reflected in our results from national tests that meet government expectations. As a small school, we are cohort driven.

### Early Years

	No of Pupils	GLD	Prime Areas of Learning			Specific Areas of Learning				APS
			COM	PHY	PSE	LIT	MAT	UTW	EXP	
			% of pupils achieving Expected or Exceeded							
2017	22	73	82	86	86	73	82	82	86	36.7
National 2017	-	71	82	88	85	73	78	84	87	34.5
2018	18	89	100	94	100	89	94	100	94	38.9
National 2018	-	72	82	87	85	73	78	84	87	34.6
2019	15	80	87	87	87	87	80	80	73	38.8
National 2019	-	72	82	87	85	73	79	84	87	34.6

### Phonics

	Number of Pupils	Breakdown of Phonics Outcomes		Percentage achieving WA
		Number of Children: Wt	Number of Children: Wa	
2017	24	4	20	83
National 2017	-	-	-	81
2018	22 (1 absent)	5	16	73
National 2018	-	-	-	83
2019	19	2	17	90
National 2019	-	-	-	82

### Key Stage 1 (Year 2)

	No of pupils	Reading		Writing		Maths	
		% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth
2017	26	92	31	85	31	85	35
Nat 2017	-	76	25	68	16	75	21
2018	23	91	39	83	35	87	39
Nat 2018	-	75	26	70	16	76	22
2019	24	71	29	75	21	83	33
Nat 2019	-	75	25	69	15	76	22

- ✓ Our pupils are ready for the next stage of education. They have the knowledge and skills they need to do well. 86% of Matched pupils at Arnold Academy in Year 6, achieved 86% for Reading and writing, and 79% for Mathematics in the Key Stage 2 SATs test in 2019.
- ✓ Our pupils with SEND achieve the best possible outcomes. Progress for SEN pupils combined was 6.4 for Reading, 6.2 for Writing and 6.1 for Maths. This was better progress for Reading and Maths and the same for Writing when compared to the non-SEN group (6.1, 6.2, and 6.0). This shows that the pupils have been accurately identified and the interventions used have accelerated progress.
- ✓ Our pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Actions from previous year:

**To ensure that lessons in subjects such science, history and geography develop subject-specific skills and reading skills, and provide appropriate challenge for all groups of pupils, especially the most able:**

Plan differentiated tasks in all subjects by resources, support or task, not always by outcome.

Encourage children to plan their own independent investigations.

Enable children to be able to conduct independent research by teaching appropriate skills.

Teach specific skills sessions at the start of topics.

Plan challenge tasks with next steps and show by highlighting TDWs (to do wells) with increasing difficulty.

Use Blooms taxonomy to ensure higher level questioning for the more able when doing tasks.

Have a variety of ways of delivering subject content / skills, e.g..trips, visitors, outdoor learning, art, creative approaches, physical tasks.

Plan and deliver cross-curricular lessons where appropriate.

Dedicate a Diamond Day to 4 subject skills.

Subject data analysed by class teachers in conjunction with TAs, as well as leaders, to ensure consistent progress across the school in all subjects.

Skills progression charts written and used.

Reading is clearly documented across all subjects and planned for.

Pupil progress meetings are held to discuss pupils to aid identification of pupils and explore gaps in achievement.

Opportunities for sharing and seeing good practice are built in to meeting times and the school day, as well as across the HAST pyramid.

Effective Marking Handbook is used consistently to ensure high quality marking across all subjects with opportunities for pupils to act on suggestions.

Impact of actions:

Standards of attainment for each group are in line or better when compared national data (2019 National KS1 Reading – Expected 71%, Above 29%; Writing Expected 75%, Above 21%; Maths – Expected 83%, Above 33%). This is true of Year 1; Year 2 apart from Expected in Reading; Year 3; and Year 4 apart from expected in Maths.

Progress for SEN pupils combined was 6.4 for Reading, 6.2 for Writing and 6.1 for Maths. This was better progress for Reading and Maths and the same for Writing when compared to the non-SEN group (6.1, 6.2, and 6.0). This shows that the pupils have been accurately identified and the interventions used have accelerated progress.

The work during work scrutinies and whole staff book looks has demonstrated high expectations of progress and attainment, particularly in writing and maths.

The school closure in March meant that we did not finish our tasks and therefore a true impact assessment cannot be made. We will roll this over to 2020-21.

Areas for development

Remote learning offer

Curriculum intent and finalising progression skills

Reading

Next steps

- Update the curriculum action plan to reflect the 6 months we did have in school 2019-2020
- Finalise the curriculum intent statement
- Ensure long and medium term plans have character education, PSHE and SMSC embedded in them
- Plan lessons that challenge and inspire, particularly in subjects other than English and Maths
- Update Curriculum policy and Teaching and Learning policy
- Ensure reading continues to be part of the subject leader action plan and features in the SDP
- Develop Remote learning policy and skills of staff to deliver it and pupils to access it

## BEHAVIOUR AND ATTITUDES - Good

Strengths	<ul style="list-style-type: none"> <li>✓ We believe that the behaviour and attitudes of pupils at Westoning Lower School is at least good.</li> <li>✓ During lesson observations, pupils consistently display good positive attitudes.</li> <li>✓ Pupils are always courteous and respectful.</li> <li>✓ Pupils are well behaved throughout the school, at all points of the day. The school has not excluded pupils in recent years, preferring to work closely with pupils and their families before behaviour issues get to this point.</li> <li>✓ All members of the school community consistently display the values that our school community upholds and are always polite to each other. This is regularly commented on by visitors and the public.</li> <li>✓ Attendance is currently 97%. Persistent absenteeism is 9% and we work closely with the Attendance Officer to help families improve attendance of their children. This is through meetings, plans and fines where relevant. Almost all pupils are punctual every day and where there are concerns the school works with the families to improve punctuality.</li> <li>✓ Pupils work very well together and always show respect for each other. There are extremely low rates of bullying behaviour. When reported, this is dealt with efficiently and effectively, for example through friendship group programmes. The school is also part of the Anti Bullying Alliance development programme and achieved Bronze last year. We are now working towards Silver.</li> <li>✓ The management of behaviour is highly skilled across the school. Where behaviour occasionally needs support, an effective policy ensures the behaviour and the cause are dealt with. All staff follow a Behaviour Blueprint, which encompasses the Good to be Green approach and the Pivotal education approach, and this is also issued to outside providers of clubs within the school.</li> <li>✓ Pupils are aware of personal safety, including online safety, and different forms of bullying. They feel safe in school and know how to ensure they are safe within the community and when on the internet.</li> </ul>	
<p>Actions from previous year:</p> <p><b>To embed the new behaviour blueprint and restorative conversation approach to managing behaviour:</b></p> <p>Introduce behaviour blueprint to staff September INSET.</p> <p>Staff to record behaviour on CPOMS under general, yellow and red and detail the answers to the questions asked during restorative conversations and sanction given.</p>		<p>Impact of actions:</p> <p>Staff are now dealing with behaviour more consistently. The records on CPOMS give a clearer picture of how children have responded to restorative conversations and flagged up those children who need extra support with behaviour.</p>
Areas for development	<p>School community awareness and understanding of different types of bullying</p> <p>Improve ways to gather the views of pupils</p> <p>Improve consistency of approach when dealing with more challenging behaviour</p>	
Next steps	<ul style="list-style-type: none"> <li>• Include bullying and behaviour training in staff CPD cycle to expand understanding to be able to talk to parents appropriately</li> <li>• Ensure planning is clear around the teaching of all forms of bullying</li> <li>• Implement actions from Anti Bullying Alliance action plan</li> <li>• Conduct pupil survey</li> <li>• Continue utilising the School Ambassadors to feed into school development and planning</li> </ul>	



## PERSONAL DEVELOPMENT – Good

Strengths	<ul style="list-style-type: none"><li>✓ We believe that the personal development of pupils at Westoning Lower School is at least good.</li><li>✓ Our curriculum extends beyond the academic and provides for pupils' broader development.</li><li>✓ Our work to enhance pupils' SMSC development is ongoing and of a high quality.</li><li>✓ The WLS curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. This is through our specific Reflect Ed and Growth Mindset lessons, and through the way this is then encouraged in every lesson to support learners.</li><li>✓ We provide high quality pastoral support. The Deputy Head is a qualified Youth Mental Health First Aider and there is a team that pupils can go to if they need support. This is also communicated to parents so that they know who to contact if they feel their child needs support.</li><li>✓ Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age appropriate understanding of healthy relationships. This is carefully mapped and planned across the school from nursery age through to Year 4.</li><li>✓ We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. These include participation in Harlington Cluster events such as Maths Venturers, Bake Off and the annual Art Exhibition at Poplars, a local garden Centre, as well as offering a variety of before school, lunchtime and after school clubs such as Karate, Chess, Multi Sports, Art Adventurers, Dance, Cheerleading and photography. Our pupils appreciate these and make good use of them. (these are currently on hold due to COVID-19 and our school risk assessment)</li><li>✓ We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. Much of this links in with the school's values education and permeates the school's work on a daily basis.</li><li>✓ We promote equality of opportunity and diversity effectively. This is through PSHE lessons, RE lessons and assemblies. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</li><li>✓ Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They have opportunities to discuss these aspects in assemblies, PSHE and RE lessons, including RSE education. Our pupils have the opportunity to work with pupils from other schools such as the Arnold Values Day and sporting events organised by Redborne Sports Partnership (currently on hold due to COVID 19). They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. There have been no incidents of discrimination recorded.</li><li>✓ We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. We have active School, Sports and Arts Ambassadors, and our Year 4s take on responsibilities across the school such as distributing registers and being class helpers (currently on hold due to COVID-19). The school regularly takes part in school charity events, both for national and local charities. This has included Children in Need, Sports Relief, and High Five for Ollie.</li><li>✓ Our pupils are prepared well for their next stage of learning. We have a programme of transition activities with the local Middle schools that helps pupils prepare for transition into Year 5. We also ensure that Year 4 pupils are gradually used to the expectation and volume of work that will be expected when they move to their next schools but increasing expectation across the year. We also ensure that pupils staying within the school are prepared for transition to the next year group. This is through Diamond days when we mix the children up in house colours and move around the school taking part in different activities, as well as more traditional move up mornings near the end of the Summer term (currently on hold).</li></ul>
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Actions from previous year:

**To enable all children to make at least good progress and be resilient learners:**

KAGAN INSET to introduce the project to staff and a follow up session.

Regular assemblies to support growth mindset, resilience and KAGAN.

Growth mindset lessons every Friday afternoon across the school

Plan and deliver abstract and open challenges.

Encourage independent working and model resilience.

Regular review at staff meetings and SLT meetings to monitor impact of the initiatives.

Collect feedback from pupils and report back to staff and governors.

Dedicate a Diamond Day to growth mindset / resilience

Teach pupils to recognise and value growth mindsets in their own learning and in the learning of others.

Develop with children and staff how to keep mentally healthy and the importance of being active, eg physical activities between and during lessons.

Regular meetings between SENDCo and teachers to plan interventions and discuss progress of groups.

Data analysed by class teachers, as well as leaders, to ensure consistent progress of groups across the school.

SMART targets for individuals and groups of pupils are reviewed regularly.

Pupil progress meetings are held to discuss pupils to aid identification of pupils and explore gaps in achievement.

Impact of actions:

Progress is at least good across groups. (March 2020 teacher assessment)

Those at risk of underachievement have been accurately identified and the interventions used are effective in accelerating progress.

When we closed in March, pupils work showed high expectations of progress and attainment. They were resilient when approaching tasks and knew what they needed to be good learners.

Teachers had embraced KAGAN approaches have an impact on the active engagement of pupils. This helped them to be reflective and use critical thinking. They also had a positive sense of wellbeing.

Areas for development

Mental health and wellbeing

KAGAN

RSE education

British Values

Next steps

- Focus on pupil mental health and wellbeing to support them back into school
- Ensure RSE is finalised and parents consulted
- Further embed British values as integral part of the school through systematic planning and mapping across subjects
- Adapt KAGAN approaches to suit new class structures

## LEADERSHIP AND MANAGEMENT – Good

### Strengths

- ✓ We believe that leadership and management at Westoning Lower School is at least good.
- ✓ Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practices. The vision and aims are included in all key documents including the SEF, SDP and staff handbook. They are communicated at the beginning of each academic year and are referred back to when developing the priorities for improvement. Staff are involved in school development planning through contributing to actions that will meet the main areas for development, and outcomes of pupil and staff surveys also feed into the development cycle. There is a cycle of policy review to ensure that policies are compliant and effective school based and MAT based).
- ✓ Our leaders focus on improving teachers' subject, pedagogical and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of our staff build and improve over time. All meeting cycles link to the school priorities, as does any other CPD that is planned to ensure constant evolving of practice. Appraisal includes a review of the previous year's CPD and how this has had an impact on school improvement. New members of staff follow an induction programme that covers CPD and knowledge and understanding that is required for their role in school.
- ✓ Our leaders aim to ensure that all pupils successfully complete their programmes of study. Interventions are planned for those who have SEND or other issues that may prevent them from making progress, and the impact of these interventions is tracked through Learning Journey Profiles. We provide support for staff to make this possible through regular training, time to plan interventions and supporting them in meetings with parents and other professionals. This enables us to create an inclusive culture and we do not allow gaming or off rolling.
- ✓ Our leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. There is a standing agenda item in meetings around staff well-being and is part of the professional dialogue during appraisals. The Head Teacher has completed a two day course on Leading a Mentally Healthy School and this is part of the work being planned and carried out this academic year.
- ✓ Our leaders protect staff from bullying and harassment. There are policies and procedures in place, which are communicated to the school community. When staff feel threatened or under pressure, senior leaders will meet with those causing the upset to talk through the issues and what can be done in future. Where necessary, the school will prevent people from coming into contact with staff if it is felt that their presence and interactions continue to be classed as harassment, bullying or vexatious.
- ✓ Our leaders engage effectively with pupils and others in the community, including parents and local services. Engagement opportunities are focused and purposive. Any surveys carried out are fed back into the school improvement cycle and planning takes into account when and why we engage with the local community. There have been big improvements with the school's relationship with parents, and we are pleased that this has been recognised.
- ✓ Those responsible for Governance understand their role and carry this out effectively. They ensure the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. They meet with key staff during the year and ensure that all are held to account for their actions. Governors ensure that the schools finances are well managed. The school submitted their SVFS in March 2020. School improvement is at the heart of all spending decisions. The Local Governing Board also ensure that the school fulfils its statutory duties, including the Equality Act, Prevent duty, safeguarding and website. This is reported to the MAT Board.
- ✓ We have a culture of safeguarding that supports effective arrangements to identify pupils, help pupils and manage safe recruitment. Any concerns are logged on CPOMs and general observations are flagged up as a standing agenda item at meetings. Safeguarding training takes place across the school year, and the Head teacher has recent Safe recruitment training. The Office manager ensures all relevant checks take place, including DBS and right to work in the UK, and this is recorded on the Single Central Record. This is regularly monitored by the Head Teacher and Safeguarding Governor. The Finance Manager ensures all mandatory Health and Safety checks take place. This is regularly reported to Governors and the MAT Board.

<p>Actions from previous year:</p> <p><b>To further develop the roles of subject leaders so that they can confidently talk about their subject in terms of intent, implementation and impact across the whole school. To work to engage positively with parents remains a high priority:</b></p> <p>Subject leaders to work with other subject leaders in HAST to develop skills progression</p> <p>Work with SIP to develop subject leaders skills to</p> <p>Continue weekly newsletter</p> <p>Prompt response to any communication received</p> <p>Ensure Facebook page and Website regularly updated</p> <p>Head teacher visibility and availability each morning</p> <p>Streamline use of Parent Mail</p>	<p>Impact of actions:</p> <p>Subject leaders have sent through their curriculum which has been collated with other HAST schools to produce skills progression sheets. The Science leaders met to finalise their subject. The other subject meetings have been on hold due to COVID-19, as has the work that was planned with the SIP.</p> <p>The newsletter continued weekly all year, even through partial closure. This was well received by parents.</p> <p>The Head teacher continued to be on the gate and was able to deal with issues as they arose.</p> <p>Parent mail has been streamlined so that parents are not receiving so many updates throughout the week, with less important documents being sent out with the weekly newsletter.</p> <p>The website has been updated regularly throughout the year.</p>
<p>Areas for development</p>	<p>Staff mental health and well being</p> <p>Further develop subject leadership</p> <p>Parental support and communication</p>
<p>Next steps</p>	<ul style="list-style-type: none"> <li>• Ensure there is provision to support staff mental health and wellbeing</li> <li>• Ensure subject leaders receive appropriate training and support so they can talk knowledgeably about their subjects</li> <li>• Ensure subject leaders update policies and roll out skills progression sheets to bring curriculum into alignment with Harlington Cluster.</li> <li>• Put in place training for staff so that they can successfully address parental concerns</li> </ul>

## QUALITY OF EDUCATION IN EARLY YEARS – Good

### Strengths

#### Intent:

- ✓ We believe that we have constructed a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- ✓ Our curriculum is coherently planned and sequenced. It build on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- ✓ There is a sharp focus on ensuring that our children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- ✓ Our school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception. We use Letters and Sounds as the basis for our phonics teaching.
- ✓ We have the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

#### Implementation:

- ✓ Our children benefit from meaningful learning across the curriculum in both nursery and reception. This is based on continuous observation of the children and activities planned to engage them fully.
- ✓ Our staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Our staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonic knowledge.
- ✓ Our staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. We communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt their teaching as necessary.
- ✓ Our staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- ✓ Our staff are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practise to be confident in using and understanding numbers. Our mathematics curriculum provides a strong basis for more complex learning later on.
- ✓ Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders.
- ✓ Staff and leaders understand the limitations of assessment, and leaders avoid unnecessary burdens on staff or children.
- ✓ EYFS staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- ✓ Our curriculum and care practices promote and support children's emotional security and development of their character. Our leaders and staff are particularly attentive to the youngest children's needs.
- ✓ Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- ✓ Ours staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

	<p>Impact:</p> <ul style="list-style-type: none"> <li>✓ Our children develop detailed knowledge and skills across the seven areas of learning in an age appropriate way. They develop their vocabulary and use it across the EYFS curriculum. By the end of reception, our children use their knowledge of phonics to read accurately and with increasing speed and fluency.</li> <li>✓ Our children are ready for the next stage of education, especially in Year 1. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of reception, our children achieve well, particularly those children with lower starting points.</li> <li>✓ By the end of reception, our children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.</li> <li>✓ Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Our children develop their vocabulary and understanding of language across the seven areas of learning.</li> <li>✓ Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. They are developing their resilience to setbacks and take pride in their achievements.</li> <li>✓ Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong through being part of the whole school behaviour blueprint strategy.</li> </ul>
<p>Actions from previous year:</p> <p><b>To make sure recent improvements in the Early Years provision continue so that all adults maximise opportunities to support children in reaching the early learning goals:</b></p> <p>Audit the environment in the setting.  Plan the two rooms so that they are stimulating environments that support children's learning.  Introduce a new day structure that supports children's learning opportunities.  Hold whole team meetings regularly.  Work as a cohesive team with improved communication across classes.  Introduce independent open snack to encourage independence skills.  Have weekly focus children and liaise with parents on progress.  Use data from Target Tracker to support next steps for all children to aid good progress.  Plan links and inclusion in the wider school.  Use the hall for movement sessions to integrate the nursery children into the school better.  Eat lunch in the hall to integrate the nursery children into the school better.</p>	<p>Impact of actions:</p> <p>The environment was audited at the beginning of the year and adjustments made to improve the provision. This was regularly revisited to ensure stimulating environments were provided for the children.  The new structured day has helped to focus staff and children, and maximised every second of the day to ensure children are provided with quality learning opportunities. It has also been good to have the children integrated into the rest of the school through eating lunch in the hall and having weekly movement sessions.  Regular team meetings has created a cohesive team that can work across both the nursery and Reception classes.  The focus children approach has worked well and parents have welcomed the opportunity to discuss their children's progress on a more regular basis than two parent consultation slots a year.  Target Tracker has been developed and this is ongoing.</p>
Areas for development	<p>Staff understanding of data</p> <p>Supporting SEND children</p> <p>Early phonic skills</p>
Next steps	<ul style="list-style-type: none"> <li>• Train nursery staff in how to use Target Tracker effectively.</li> <li>• Develop strategies to support a variety of SEND children</li> <li>• Upskill staff to support the teaching and learning of phonics.</li> </ul>

## OVERALL EFFECTIVENESS – Good

Strengths	<ul style="list-style-type: none"> <li>✓ We believe that the quality of education in our school is at least good.</li> <li>✓ All other key judgements are good.</li> <li>✓ The learning, quality and progress of groups is good. Children make progress from their starting points.</li> <li>✓ The quality of attainment for all groups is at least expected.</li> <li>✓ Best practice is being developed throughout the school, with all taking responsibility for their own learning.</li> <li>✓ The school's spiritual, moral, social and cultural development is cohesive and allows children to thrive.</li> <li>✓ The school takes action to ensure children reach their potential and have high expectations.</li> <li>✓ Interventions are put in place to support pupils who are not achieving their full potential.</li> <li>✓ Safeguarding in our school is effective.</li> </ul>	
<p>Actions from previous year:</p> <p><b>To ensure that school data is consistently improving across all areas, which is the impact of outstanding teaching and learning over an extended period of time.</b></p>	<p>Impact of actions:</p> <p>All teaching seen in Reception-Year 4 has been consistently good across all subjects, with some that is outstanding. The outstanding elements seen have been highly effective questioning, phonics teaching, high expectations and challenge within English and Maths. Work seen has triangulated with the progress data. The marking has provided constructive next steps in English and Maths and this has led to pupils improving work, particularly in writing. Governors have regularly monitored the school's performance and challenged where necessary (see Governor meeting minutes).</p> <p>The Phonics result for 2019 (90%) is 17% higher than the previous year, which makes it 8% above the national result.</p> <p>2019: In Writing, Year 1 improved on last year's attainment for Writing for Expected and Above – 90% and 26% (last year 82% and 23%); Year 2 improved on progress – 6.3 (last year 6.1); Year 3 improved on attainment for Expected and Above – 89% and 30% (last year 82% and 29%); Year 4 improved on Expected, remained the same for Above and improved on progress – 83%, 27% and 6.3 (last year 80%, 27% and 6.2).</p>	
Areas for development	<p>Quality of education</p> <p>Pupils work</p> <p>Attainment and progress</p>	
Next steps	<ul style="list-style-type: none"> <li>• Upskill teachers so that their teaching is outstanding through strategically planned CPD and mentoring / coaching</li> <li>• Ensure pupils' work across the whole curriculum is of a consistently high quality</li> <li>• Support in place for all learners so that pupils consistently achieve highly and those who are disadvantaged or have SEND achieve exceptionally well.</li> </ul>	



## EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	<p>February 2019 – Good <a href="https://38238833-72da-4c3e-91d9-14159a11c6e6.filesusr.com/ugd/ad7c59_31d372f4db21459ea0ce7683bd0b1b16.pdf">https://38238833-72da-4c3e-91d9-14159a11c6e6.filesusr.com/ugd/ad7c59_31d372f4db21459ea0ce7683bd0b1b16.pdf</a></p> <p>July 2015 – Good</p> <p>February 2014 – Requires Improvement</p> <p>June 2011 - Good</p>
Quality of education:	<p><b>School Improvement Plan</b> – impact of how end of KS results have improved;</p> <p><b>Curriculum Action Plan</b> – evidence of research taken place when developing curriculum; evidence leaders are confident about knowledge and skills pupils need; knowledge and skills are embedded; school leaders ensure all pupils have the best opportunities; future plans improve curriculum provision; evidence of curriculum journey; staff training and development and impact in classroom;</p> <p><b>Curriculum Intent Statement</b> – shows depth and breadth of learning; explaining what and how teachers teach;</p> <p><b>Policies</b> – curriculum; teaching and learning explaining how reading and maths is taught in school, how phonics and communications and language is taught and impact; assessment showing evidence of continuous assessment, assessment for learning and impact; marking and feedback showing evidence of assessment for learning embedded into feedback</p> <p><b>Planning</b> – evidence of character education, PSHE and SMSC embedded into the plans; evidence of way curriculum progresses throughout school</p> <p><b>Monitoring and Evaluation</b> – impact current curriculum has on pupils; monitoring schedule; curriculum leads measuring impact of learning; work scrutiny focussing on long term learning; work scrutiny as evidence of assessment for learning; work as evidence of challenge; learning walks and observations; class reading areas and school library; impact of transition approaches; high expectations evident in books;</p> <p><b>Staff support</b> – evidence and impact of senior staff and curriculum leads supporting others; Teacher on a page to evidence support given to improve and develop; appraisal targets; impact of CPD; impact of lesson observations</p> <p><b>Data</b> – reading assessment; phonics results; EYFS; school data compared to local and national; progress data for SEND</p> <p><b>Reading</b> – school reading systems; books sent home; reading records; class reading activities; impact of approaches; impact of phonics learning;</p>



Behaviour and attitudes:	<p><b>School Behaviour Policy</b> – impact of improved and consistent behaviour throughout the school</p> <p><b>Behaviour logs</b> – showing positive trends; bullying; evidence of any fixed term and internal exclusions</p> <p><b>Lesson Observations</b> – impact of high pupil engagement in lessons and positive behaviour and conduct; evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience</p> <p><b>Case studies</b> – bullying incidents and impact of intervention; impact of support given to pupils with particular needs</p> <p><b>Intervention group records</b> - showing impact on a pupil level</p> <p><b>Attendance Policy and records</b> – processes to monitor attendance; impact of interventions; rigorous systems; attendance data; punctuality data; impact of school attendance initiatives</p> <p><b>Pupils work and books</b> – evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this</p> <p><b>Relationships education</b> – evidence of supporting pupils to know and understand how to respect each other and adults</p> <p><b>Observations of the interaction between pupils and staff</b> – in class, around school and in the playground</p> <p><b>Safeguarding Policy</b> – evidence of all systems in place throughout the school</p>
Personal development:	<p><b>School SMSC Policy</b> – evidence of how we enhance SMSC and impact of this</p> <p><b>Character education</b> – how it is systematically planned and evidence of opportunities and experiences and impact; pastoral leadership responsibilities for pupils to role model positive behaviours</p> <p><b>School Development Plan</b> – impact of school initiative to develop pupils’ strength of character</p> <p><b>PSHE Policy</b> – impact this has on pupils; long-term and medium-term planning</p> <p><b>RSE Policy</b> – impact this has on pupils; pupils understanding how to respect others</p> <p><b>Whole school initiatives</b> – healthy eating; maintaining active lifestyles; keeping physically and mentally healthy; School Ambassadors impact on school, local and national environment; whole school charity events and impact on pupils</p> <p><b>Pastoral provision in school</b> – impact of support given to pupils; transition opportunities</p> <p><b>Extra-curricular provision</b> – short, medium and long term goals; opportunities for pupils to meet and work with range of pupils and adults and impact; evidence of speakers, inter-school opportunities and opportunities communicate / work with pupils from other schools</p> <p><b>British Values Statement</b> – impact of learning opportunities and initiatives</p> <p><b>Equality Policy</b> – how this has supported promotion of equality and diversity in school</p>

Leadership and management:	<p><b>School Improvement Plan</b> – evidence of involving whole school community</p> <p><b>School Vision and Aims</b> – impact on school improvement</p> <p><b>School Policies</b> – review cycle; compliance; reviewed and followed</p> <p><b>CPD</b> – impact on school improvement; evidence on how it has developed knowledge and understanding of curriculum, teaching and learning</p> <p><b>Induction</b> – impact of the support</p> <p><b>Appraisal</b> – impact on school improvement; impact on supporting performance and mental health and wellbeing of staff</p> <p><b>Interventions</b> – impact for those with SEND; impact for those at risk of exclusion</p> <p><b>Progress and attainment data</b> – impact of support given</p> <p><b>School surveys</b> – impact on school improvement planning; evidence that pupils feel safe at the school</p> <p><b>Governance minutes / reports</b> – evidence of collaborative working; impact of involvement in school improvement planning and self-evaluation; statutory functions; evidence of checking school fulfils all statutory duties</p> <p><b>Parents</b> – evidence of meetings to share learning</p> <p><b>Local community</b> - evidence and impact of working with local services</p> <p><b>Mentoring / Pastoral support</b> – impact on mental health and wellbeing of all staff</p> <p><b>Safeguarding</b> – evidence all policies, processes and procedures in place; evidence of staff training and impact on safeguarding in the school; evidence of RSE and impact on pupils; evidence that school follows safer recruitment expectations; up to date single central record; staff personnel files complete; evidence of staff allegations recorded and due process followed; health and safety schedule in place; asset management plan</p>
Quality of education in early years:	<p><b>Planning</b> – long and medium term engages children; transition arrangements; new topics introduced through stories, rhymes and songs</p> <p><b>Assessment</b> – continuous showing observations; end of EYFS data to show impact of meaningful learning; policy shows EYFS expectations; good progress; PSED development; external moderation; attainment and progress data; GLD data; impact of intervention and support</p> <p><b>Staff support</b> – appraisals include training to become better practitioners; EYFS specific CPD and impact; working collaboratively with other settings and impact; Phonics training; role model expected behaviours; support all children;</p> <p><b>Environment</b> – language rich; engaging reading area; integrating books into the curriculum e.g. topics introduced through books; protected reading time each day; engaging and challenging maths areas; encourages inquiry, challenge and resilience; PSED area to enable children to learn and apply skills learnt through play; healthy food and drink accessible to children as and when they need it;</p> <p><b>Monitoring and Evaluation</b> – lesson observations; impact of assessment for learning; evidence of progress and challenge; evidence of language used to support learning in all seven areas</p> <p><b>Policies</b> – teaching and learning shows how early literacy and maths is taught;</p> <p><b>Parents</b> – effective communication through regular meetings, reports and information sharing; surveys showing satisfaction and impact</p>
Overall effectiveness:	<p><b>Key judgement evidence</b> - The above evidence shows we meet all the good requirements for each key judgement.</p> <p><b>Safeguarding</b> – evidence all policies, processes and procedures in place; evidence of staff training and impact on safeguarding in the school; evidence of RSE and impact on pupils; evidence that school follows safer recruitment expectations; up to date single central record; staff personnel files complete; evidence of staff allegations recorded and due process followed; health and safety schedule in place; asset management plan</p>