

Bridgewater School Improvement Plan 2015/16 and summary SEF



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Context

Bridgewater is now an average size school that continues to grow to two form entry. It is a 0-11 inner-city school in the west end of Newcastle0-11 serving a community that is one of the most deprived in England. Newcastle is a city with significant deprivation and social challenges, Bridgewater is placed in one of the most deprived parts. 72% of our children (159) live in the Benwell and Scotswood Ward, an area of substantial social and economic deprivation (it is in the 1% most deprived areas of England, 1-10% SOAs), with 77.1% of our children receiving Ever 6 free school meals (highest 1% nationally). Only 11 of the 32,482 wards in England have a lower score for adults' education, skills and training. Anti-social behaviour is high compared with England and hard drug dependence and violent crime are on the increase. Domestic Violence and alcohol related incidents are amongst the highest in the country. Child Poverty (before housing costs) statistics show 42% of children who live in the Scotswood/Benwell Ward live in poverty; the figure for Newcastle is 29% and the national figure is 20% (see www.endchildpoverty.org.uk). The 2011 national census (see www.officefornational statistics) shows the area to have a significantly higher percentage of poor health, lower economic activity and a significant percentage of people with no qualifications (40%). Indices of deprivation show it to be one of the most deprived areas of the country on all indicators , from health deprivation, to levels of people claiming benefits, life expectancy, unemployment levels, education, dwellings below the 'decent home standards' and property values.

Bridgewater Centre caters for children from birth to 11 and their families. It opened in September 2006 on the site of what was Delaval Road Primary School and it amalgamated 2 Nursery settings and 1 Primary. Until recently Surestart rented space in the building and we work very closely with them and the community family hubs which are replacing them. Children in the 0-3 provision are a mixture of fee paying and supported places(Local Authority funded places for children in need). Bridgewater is a full service extended school open 52 weeks of the year; we provide child care from 7.30am to 6pm, wrap-around care, education, courses for parents, access to other services (particularly health), family events and out-of-school activities. We work with a number of services and agencies and have a parent support team led by the extended services manager to support our families and communities, which includes social work students, a family support worker , well being officer and a psychotherapist two days per week. We also employ a speech and language therapist for two days per week, an Educational Psychologist and Occupational Therapist one day per week to support our children.

We have 8 pupils in our Early Years Additionally Resourced Centre (ARC), which serves the whole city and provides assessment and inclusion provision for those children under 7 who have complex learning difficulties. The attainment of these children is included in both the school's foundation stage profile scores, phonic scores and key stage one data.

Children on entry are well below national expectations in all areas but particularly in all aspects of their language development (see data). The impact of the 0-3 provision is seen when those children enter nursery and reception, they are nearer to being in line with national expectations. Pupils from Nursery to Y6 have a very high percentage of free school meals, it is currently 54%, however Ever 6 is over 77.1%. Those who are non-FSM are also vulnerable as they are on low incomes or are our EAL population who do not qualify for benefits. There is a growing proportion of pupils with English as an additional language (54%) and currently these children speak 21 languages including Chinese, Polish, Czech, Slovakian, Turkish and African languages as their home language. Our parent support team work with these families to fully integrate them into the community. We have a high casual intake rate and as a result our % stability is only 73.1%

20% of the children are on our more able register; 20% of children are on the Special Needs register . 10% are vulnerable children with either a CAF , Child Protection Plan or Child in Need Plan. 5 are Looked after Children. Our attendance figure continues to rise and for 2014/15 it was 95.5%.

Bridgewater is in Scotswood, which has been in a regeneration phase for over a decade; many houses have been demolished, families dispersed and uprooted, which had a significant impact on the school roll. New houses in the first phase are now being built and are selling rapidly. The school has recently been extended and refurbished to cater for the increased demand on school places. We are currently one-form entry in Y5 and Y6 only, 1.5 form entry in Y3 and Y4 where we have three mixed classes. Early Years and KS1 are two form entry and we are registered for 50 in our childcare.

The staffing at Bridgewater is relatively stable. There are new staff starting in Seotember due to the school expanding, two are NQTs, one is covering a maternity leave.

We have achieved a number of awards including the Basic Skills Quality Mark twice, Healthy School Award, Extended Services Quality Mark twice, the full International School Award, Arts Mark, the Active Mark, the Enviro Schools Award, the Investors in Children Award, fund-raising school award, Advanced Inclusion Mark, an award for our garden and allotment and we were a Creative Partnership School.

On February 1st 2015 we were the lead school in forming the West End Schools' Trust 6 other primary schools in our cluster. We have appointed a Trust Officer to drive the work of the business plan and coordinate the working parties who are focusing on raising standards, joint ventures and economies of scale. The Headteacher is a Local Leader of Education and is supporting one of the other schools in our Trust, Broadwood Primary School, as acting Head until a new head is appointed. This will be achieved with the support of the Deputy Head teachers, senior staff, Governors and all the staff working together across the two schools.

Criteria		Comment / evidence
Attainment on entry to school	Well below expected	Nursery 2015 on entry data.
SDI	(higher than National Average)	80% pupils drawn from the 1-10% most deprived wards in England, IDACI score: 0.48 (Latest DFE Deprivation indicator 94.38 = 22 nd most deprived in UK)
% Stability	(lower than National Average)	73.1%
FSM	(higher than National Average)	77% FSM Ever 6
SEN	(higher than National Average)	The school is committed to early identification of SEN and intervention is specific and focused. 27.3% are on the SEN register which includes 8 children in our Early Years Additionally Resourced Centre, 5 children with statements and 2 children with top up funding.
EAL	(higher than National Average)	22 different home languages, 54% of the population.

					2012	2013	2014	2015	
Achieving at least 78 points across EYFS					63%				
2013 Expected in all areas						25%*(23%)	28%* (18%)	37%*(32%)	
Achieving 6+ in PSED					51%	57%*(55%)	54%* (44%)	92%*(77%)	
Achieving 6+ in CLL					43%	57%*(55%)	50%* (40%)	66%*(62%)	
Achieving 6+ in PSRN					57%				
2013 Mathematics						37%*(35%)	46%* (36%)	72%*(68.1%)	
Achieving 6+ in PSED and CLL					40%				
Prime Area 2013						55%*(53%)	41%*(31%)	66%*(62%)	
Specific Areas 2013						25%*(23%)	28%* (18%)	37%*(32%)	
Achieving at least 78 points and 6+ in PSED and CLL					40%				National
Good Level of Development 2013						34%*(32.5%)	41%* (31%)	49%*(47%)	60%
					2012	2013	2014	2015	2014 Phonics test National

Maths : Level 2+					86%	76%(92%)*	82% (100%)*	73.2%(97%)*	77%
Reading : Level 2+					82%	76%(92%)*	71% (86%)*	68.3%(97%)*	
Writing : Level 2+					71%	59%(71%)*	68% (83%)*	66% (93%)*	
Y1 phonics test					56%(63%)*	57%(74%)*	58% (62%)*	49% (54%)*	
					2012	2013	2014	2015	2014 National figures
Maths : Level 4+					88%	94%	100%	77%(92%TA)	86%
English:Level 4+					100%	R=94% W=88% SP&G=56.3%	100% 87% 60%	R=73.1%(92%TA) W=92.3% SPAG=77%(92%TA)	89/85%
Combined : Level 4+					88%	88%	87%	65.4%(92%TA)	80%
					2012	2013	2014	2015	2014 National figures
Maths progress					88%	100%	100%	91.3%(100%TA)	89%
English progress					88%	100%	100%	R= 96%(100%TA) W=100%	91/93%

- Excludes ARC & recent EAL admits

	KS2 performance 2014					
	No. in cohort	Level 4+ E & M	2 Levels progress English	Exceeded 2levels	2 Levels progress Maths	Exceeded 2 levels
All pupils	26	65%(92%TA)	R = 96% (100%TA) W = 100%	R=22%(31%) W=73%	91.3% (100%TA)	30%(39%)
Girls	15	73%R,93%W,73%M	%		%	
boys	11	73%R, 91%W, 82%M	%		%	
Pupil Premium	21	67%R, 90%W, 71%M	%		%	
Aut b/days	15	73%R, 87%W, 80%M	%		%	
Spring b/days	7	71%R, 100%W, 71%M	%		%	

Summer b/days	4	75%R,100%W,75%M	%		%	
EAL	8	63%R,88%W,75%M	%		%	
SEN	7	57%R,71%W,29%M	%		%	

Summary SEF September 2015

Overall Effectiveness: Grade 1, Previous Inspection Report (1)

Outcomes, Teaching, Learning and Assessment, Leadership and Management and Personal development, behaviour and wellbeing are judged to be outstanding. Children are well prepared for their next stage of learning. Effective action is taken to ensure all groups including those with special educational needs and those who have fallen behind reach their potential. There is a positive climate for learning and spiritual, moral, social and cultural provision, as well as safeguarding and well being are a clear strength of the school.

Outcomes :

Context

Children enter Bridgewater at various points within our 0-5 phase. Either from birth, as a fee payer or on a supported place,(the very nature of the latter is due to the child or family having additional needs and vulnerable); when they are two; the term after they are three; the September of the start of their nursery year or the September of their reception year.

When children entered Nursey they have been historically well below national expectations, those children who have accessed the 0-3 provision are now more likely to be just below on entry to nursery and reception with an increasing number now at age related expectations. This has resulted in an improving trend in our profile scores over recent years.

We also have an Additionally Resourced Early Years Assessment Centre (ARC) on site which serves the city, the children in our ARC are included in our profile, phonics and KS1 published data. Historically they have represented a large proportion as class sizes were low. In July 2009 the first cohort of 30 children completed the profile and were the first year group to have accessed the 0-3 provision. In July 2011 this cohort completed their Y2 SATs and 100% of those children who had accessed the 0-3 provision achieved a Level 2 in all areas. This cohort were in Y6 in 2015 and made expected or better progress in all areas.

Children also enter Bridgewater at various times throughout the year, some have even been known to leave and then return and some, predominantly English as an Additional Language (EAL) families, only stay for a short time. Mobility overall is approximately 25% and has been higher for some cohorts. Almost all the children who join us throughout the year are EAL with no English.

Judgement: Outstanding, PIR (1) Evidence: half termly data summaries, RAISEONLINE, tracking systems

To improve further from last inspection: Meet the needs of all learners across the curriculum through effective differentiation.

Attainment over the past three years in KS2 and KS1

Key Stage Two

Very few children enter Bridgewater at age related expectations and almost all of those who do leave at the end of Nursery to go to faith schools. **On entry to Nursery 80%+ of children are in the below or well below bands**, those in the appropriate band or the below band tend to be children who have accessed our 0-3 provision (see context information above). When children leave us at the end of year 6 now almost all of them leave at national expectations or above having made good or better progress **In 2015** teacher assessment(backed by extensive evidence) judged 92% to have achieved level 4+ in English and Maths, however, on the day in the tests some children did not perform as well as they should and missed the level by just 1 or 2 marks resulting in the joint L4+ only being 65%. 100% made 2 levels of progress in writing with 73% making 3 levels. 96% made 2 levels of progress in reading and 22% made 3 levels and 91.3% in maths, 30% made 3 levels. 12%achieved L5 in all three areas. The school achieved its highest SPAG result with 77% attaining L4+ and 39% level 5. 39% attained a level 5 in writing and 1 child attained a level 6 in maths. Our 4b+ % increase from 47% to 50% in reading, 62% in writing and 54% in maths.

In 2014 100% of children in Y6 achieved L4+ in Reading and Maths and 87% in writing. 100% achieved 2 levels of progress in reading, writing and maths and those exceeding it were 27% in writing, 33% in reading and 40% in maths; which is likely to be in line or above with the national average . 60% achieved level 4 in the spelling, punctuation and grammar test, an increase of 4% from the previous year. Results were similar to this in **2013 and 2012**. Predictions for future cohorts (including all groups) based on current progress and prior attainment indicate that our trend of being in line or above is set to continue.

Our **Key Stage One results**, Profile & Phonics score are affected by children in our Early Years Assessment Additionally Resourced Centre (ARC) which has children with SEN up to the end of Year Two.

Whole cohort L2 : maths 70%, reading 67%, writing 65%, L2b+: maths 54%, reading 51%, writing 44%, L3: maths 5%, 2% reading,

Excluding 8 EAL admits L2: maths 86%, 83% reading, 80% writing, L2b+ 66% maths, 63% reading, 54% writing, L3: 6% maths, 3% reading

Excluding 8 EAL admits & 5 SEN taught in Y1 L2: maths 97%, 97% reading, 93% writing, L2b+: 77% maths, 77% reading, 64% writing, L3: 7% maths, 4% reading.

100% of children here at the end of Reception went on to make expected progress by the end of KS1, 52% in reading made better than expected progress, 46% in writing and 66% in maths.

In 2014 the published data includes 7 EAL & SEN (ARC) children.

2014 KS1 results: Whole cohort L2 : maths 81%, reading 69%, writing 67%, L2b+: maths 64%, reading 53%, writing 50%, L3: maths 3%, 11% reading,

Excluding 3 ARC children L2: maths 88%, 76% reading, 73% writing, L2b+ 70% maths, 58% reading, 55% writing, L3: 3% maths, 13% reading

Excluding 3 ARC children & 4 SEN & EAL Y2s taught in Y1 L2: maths 100%, 86% reading, 83% writing, L2b+: 79% maths, 66% reading, 62% writing

Stable population excluding ARC - 39% have made better than expected progress in reading from their profile score, same in writing and 61% in maths

In 2013, **Key Stage One results** included 5 recently arrived EAL children with no English and one with profound SEN (RAISE data does not reflect this). This affected our percentage of Level 2s. 76% attained level 2 in reading (92% if the EAL children are removed), 76% attained level 2 in maths (again, 92% if EAL children are removed), 59% attained level 2 in writing, (71% if EAL children are removed). Our proportion of 2bs+ in all areas continued the trend of improvement with our stable population, it increased in reading by 12%, stayed the same for writing and increased by 5% in maths. The 2012 Key Stage

One results continued to show an improving trend. Reading saw the highest attainment in the past 5 years as was writing, Maths is almost inline with the 2009 results. The 2010 dip was due to a small cohort with a significant number of ARC children, these children were our Y6 in 2014 and made two levels of progress and more and maintained our 87/88% joint attainment.

In 2013, the % of children who achieved 6+ at the end of foundation stage and then went on to attain L2B+ at the end of KS1 were 80% in reading, 78% in writing & 91% in maths, 3 more children achieved L2b in reading, 4 in Numeracy and 1 in writing . A greater proportion of these children actually attained above average ie 2a+. **In 2014** 39% have made better than expected progress in reading from their profile score, same in writing and 61% in maths.

In 2013, the number of children who are at age related expectations in Y1 (1a) increased from 32% to 45% then 50% in 2014. **In 2014** the % of Y1 children at age related expectation increased from 31% to 46%. Again in 2015 the % of children in Y1 meeting the end of year expectation increased from 41% to 51% in reading, 44% in writing and 44% in maths.

The results from the **Y1 phonics screen** decreased to 45% due to 4 ARC children and 11 recent EAL admits. When ARC children are removed it increases to 49% and to 80% when EAL admits are removed

EYS attainment and progress:

In 2015 49% (47% includes ARC) attained a good level of development. 66% (62%) attained the expected level in the prime areas this was higher than previous years; and 37% (32%) in specific. Between 0% and 11.5% were at age related expectation in any area of learning on entry. This rose to at least 86.4%.

In 2014 41% (31.1% includes ARC) attained a good level of development. 48% (36%) attained the expected level in the prime areas this was lower than last year due to a number of EAL admits in the Spring & Summer Terms; and 28% (18%) in all areas. Between 0% and 9.4% were at age related expectation in any area of learning on entry. This rose to at least 67%.

In 2013 34%(32.5% includes ARC children) attained a good level of development, 55.3% (52.2% includes ARC) attained the expected level of development in the prime areas and 26% (22.5% includes ARC) in the specific areas. On entry to Nursery and on entry to Reception, (as we loose a number of children to faith schools at the end of Nursery)between only 0 and 18% were in the age appropriate bands in any area of learning. At the end of the year the % of children working in the age appropriate band in each area of learning had significantly increased to at least 71% +.

In 2012 96% of children made 3 or more Foundation Stage Profile points across their Reception year. The improving trend continued in all areas and the % of children achieving the national expectation at the end of foundation stage for Reading, Calculation and Physical Development were in line or above the national in 2012 (excluding ARC children).

Progress:

Progress in all year groups last year, 2014/15, met the targets set to achieve better than expected progress. This has been the case for the past 6 years. Progress is good or better, we have been above the floor standard for both progress and attainment for the past four years and for progress for 6 years. In 2012, 2013, 2014 and 2015, the proportion making and exceeding expected progress compared favourably with national figures and this picture will continue over time based on our current tracking data. Evidence from children's work indicates they achieve well. The proportion of average to more able has increased over time in each year group (see progress over time document) with more children meeting and exceeding age appropriate standards year on year.

Progress of groups is at least good. In 2015 all groups in each year group made accelerated progress (see Summary of Summer 2015 data report)

Reading - At the end of Reception in 2015, the % of children at age related expectation was 91.2% (excluding ARC children) In 2015 83% (excluding recent EAL admits), achieved Level 2+ at the end of KS1. In 2015, 96% made 2 levels of progress+ across KS2. Children read widely and often use the class and school library. Children are heard read and books are changed regularly. 45% of children in Y1 achieved the required standard in the phonics test(80% when ARC & recent EAL admits are removed).

What we need to do to remain outstanding?

Results in 2012,13, 14 and 15, despite a dip in test attainment, best fit the descriptor for outstanding achievement, as those making and exceeding expected progress were high compared to national figures. In 2015 there was a dip in test attainment data, however teacher assessment was in line with previous figures.

Groups and cohorts across the school, in every year group have met targets over the last six years set to raise accelerated progress and so improve attainment. SEN, EAL (excluding recent admits) and pupil premium children have achieved exceptionally well.

Children are acquiring knowledge and develop their understanding rapidly across the foundation stage and KS1 and a larger proportion of children are achieving national expectations but we are not yet reaching national figures.

Increasing numbers of lessons with outstanding aspects are being seen and it is almost consistent across the school.

School Improvement Plan: Outcomes

Priorities:

- Continue to meet the needs of all learners through effective differentiation across the curriculum and increase the % of children meeting end of year expectations. Ensure 85% meet the Y6 expectation.
- Embed the new curriculum and assessment system
- Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for children.
- Through our Trust continue to strengthen partnership working and raise standards.
- Develop our provision and work with parents.

Actions:

- Continue to review our assessment systems to ensure they effectively inform teaching and learning.
- Use coaching, feedback and continuing professional development to enhance teaching practice which meets the needs of all learners.
- Continue to provide training for staff who require additional subject knowledge because of the new demands of the national curriculum.
- Ensure the Trust business plan is actioned to strengthen sharing of best practice to raise aspirations and standards.
- Support Y1 fully utilise their location to ensure the provision is used to meet learners needs.
- Increase our family learning opportunities and opportunities to engage and support parents.

Led by: SLT, Coordinators & class teachers.

Cost: Staff meeting time & SLA with LA, course cost some funded by pupil premium.

Monitoring: Half termly by SLT, teachers and Governors

Evaluation of impact: formative assessment observed in lessons and seen in books provides guidance and feedback to children to move their learning on. Clear evidence of progress in books and a good quantity of work in English and Maths books, more needed in some foundation subject books – Autumn 2015 work scrutiny. Some initial concerns about the challenge for Y4 in the mixed age class seen in work scrutiny in Autumn 1 have been addressed through coaching with DHT, sharing/reviewing practice and attending training with LA and Trust colleagues. Continue to monitor this.

Coaching with DHT and phase leaders for newer staff and with Broadwood teachers has taken place this term.

Staff have attended the LA English and Maths assessment courses and year group Trust meetings to further develop their knowledge of the curriculum and how to assess it.

All Business Plan working parties have clear terms of reference. Sharing of training, practice, expertise and resources.

A increased % of children are on track to meet end of year expectations in Y1, 76% in reading, 70% in writing and 82% in maths

SEF update: Judged outstanding.

Summary SEF - September 2014

Teaching, Learning and Assessment: Judgement: Outstanding, PIR (1)

To improve further from last inspection: Continue to increase the % of outstanding teaching including NQTs & new staff .

Evidence: monitoring and evaluation file, cohort action plans, provision maps & pupil progress meetings. Planning files, APP files and children's work, TA logs, CPD/Appraisal information, parent/pupil questionnaires, analysis of the impact of interventions.

Teaching has improved due to:

- Increased subject knowledge (CPD)
- Sharing of good and outstanding practice (CPD, visits, coaching)
- Improved use of assessment, including AFL (Assessment for Learning) techniques. This has led to a greater focus on learning, as assessment leads the planning, and improved marking and feedback. (CPD)
- Increased accountability and hence higher expectations (Pupil Progress Meetings, Data analysis, CPD, middle and senior leader training) Using staff strengths – some specialised teaching and mentoring, focused extra-curricular activities and homework. (adapting use of available resources).
- Improved use and purchase of resources – used for targeted and timely interventions and use of staff ie setting, in class or withdrawal support.
- Constructive regular feedback to staff and children.

100% of teaching was judged to be good or better in 2013/14. Over 60% of teaching and learning was outstanding. Scrutiny of children's books have shown progress and teaching over time to be outstanding (confirmed by AP). 9/16 lessons judged outstanding in recent Ofsted.

What we need to do to remain outstanding?

Continue to refine the above and support staff new to the role. Continue to analyse what we teach (the curriculum and our drivers) and how we teach (pedagogy and use of resources) to enable greater outcomes.

Continue to Increase the proportion of outstanding teaching.

School Improvement Plan: Teaching, Learning and Assessment

Priorities: Continue to increase the proportion of outstanding teaching including the development of NQTs and new staff.

Continue to review our assessment system to ensure it informs teaching and enables learning which meets the needs of all learners.

Further develop reading comprehension across the school so we achieve our target of 85% joint attainment.

Further develop computing across the school and consider employing an ICT apprentice.

Further develop Science across the school.

Further develop our foreign language provision.

Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for children

Actions:

- Focused observation, feedback and coaching to ensure new staff are fully inducted and supported.
- Continue to use assessment data to plan lessons which are a better match to pupils' abilities. Work with performance monitoring team to enhance our tracking system.
- Continue to ensure all children's needs are met through effective differentiation across the curriculum. Implement a new curriculum which can be differentiated to meet need.
- Use inference intervention, reciprocal reading, more guided reading and reading journals to develop reading comprehension.
- Embed the use of switched on computing and the use of ipads to support the computing curriculum. Provide placements for I.T. apprenticeships.

- Engage with Trust partners in the Enthuse project to enhance our teaching and assessment of Science.
- Introduce Mandarin in Upper KS2 and Spanish in KS1
- Introduce Reggio inspired practice indoors and out across the school including bringing in artists to work in our art and music rooms.

Led by and cost: HT, phase leaders and coordinators

Staff meeting time and CPD budget (includes Pupil Premium funding)

Monitoring: SLT & Gobs half termly

Evaluation of impact:

Monitoring shows the two new staff are performing highly and delivering good to outstanding teaching and learning.(see lesson obs and work scrutiny).

Formative assessment used to inform planning and as a result a higher % of children are on track to meet end of year expectations. Met with data monitoring team to merge our system with one produced by LA – work to continue.

Clear differentiation seen in lessons and books. Individual needs discussed and planned for through PPM and cohort action plans and provision plans. Increased % on track to meet end of year expectations.

Inference training taken place, all year groups using a range of reading comprehension strategies. Increased % of children on track to meet end of year expectations.

All using switched on computing, ipads widely used in all year groups. Provided work experience placements for IT apprentices which has increased support for curriculum delivery and technical support. Increased IT technical support with LA.

Science coordinator has delivered training to staff about assessing Science and attended training. All foundation subjects are being assessed against the Programme of study and whether they are emerging, met, or exceeded(1,2,3).

Children in KS2 were taught Mandarin ahead of the Chinese partner school visit. KS1 are to be taught Spanish next term.

Training for all staff on Reggio practice, resources bought and areas in early years set up to provoke interest. Artists working with classes on Newcastle project. Music room and art rooms well used by staff and visiting specialist teachers.

SEF update: Judged outstanding.

Summary SEF – September 2014

Personal Development, Behaviour and Wellbeing: Judgement: Outstanding, PIR (1)

Evidence: Behaviour log, questionnaires, attendance figures, case studies.

Attendance was 95.5% for 2014/15.

Pupils' attitudes to learning and behaviour in lessons and around school is exemplary for almost all pupils. Behaviour logs show a decrease in incidents over time and the positive outcomes of how incidents are managed.

Pupils feel safe in school. Parents, staff, Governors and children support these views. Children are respectful, courteous and show good manners. This has been developed and supported by a consistent whole school behaviour policy that is also responsive to need; training, specialist staff members, curriculum changes, improvements in teaching and learning, structure of the day and effective partnerships with other agencies. A small minority of children have social and emotional needs &/ special educational needs that require a different approach. Effective swift plans are put in place to enable the child to receive the support they need and so behave and learn well. Our Family Support Worker, Wellbeing Officer and Counsellors work effectively with these children. The children are aware of different forms of bullying as it permeates through a significant part of the curriculum and they know any incidents will be dealt with. The school values the opinions of children and incorporates pupil voice in a lot of our work, this enabled us to achieve the Investors in Children Award two years in a row as well as the Advanced Inclusion Award.

What we need to do to remain outstanding?

Attendance has improved over the past five years due to a range of highly effective strategies. At points in recent years we have been above the national average; our attendance needs to be consistently above the national average to maintain an outstanding judgement. Mobility and social deprivation remain a challenge for the school, a minority of the children with social and emotional needs, and who may have been excluded from other schools require effective strategies and support which can take some time to have an impact, there are a number of specific cases which can demonstrate our effectiveness in this area.

School Improvement Plan: Personal Development, Behaviour and Wellbeing

Priorities:

Continue our relentless drive to improve attendance and ensure it is at or above national average 96.4%.

Develop our provision and work with parents.

Actions:

Attendance team to continue with their robust systems and share practice with other schools.

Develop the use of our community room by increasing our family learning provision and link with partners such as Surestart.

Develop our parent voice through our bursary project.

Led by and cost: Attendance team, SLT and FSW

Monitoring: SLT & Gobs

Evaluation of impact: Attendance is currently 96.5%

A number of family learning sessions took place in the Autumn term (5) and Surestart are running a weekly stay and play session.

SEF update: The judgement remains outstanding.

Summary SEF – September 2014

Leadership & Management : Judgement: Outstanding, PIR (1)

Evidence: Monitoring file, Governors minutes and reports, CPD file & Appraisal file

Senior and middle leaders are responsible for producing improvement plans and monitoring their impact on learning. Their skills have been developed to support them in this role through professional development and this has improved.

Governors are involved in monitoring the impact of the School Improvement Plan. Governance has improved as they are more involved and more informed which enables them to both support and challenge effectively.

The curriculum offers effective learning opportunities and coordinators take a lead in shaping this, particularly around themed weeks. We offer broad experiences and through identified curriculum drivers and cohort action planning we tailor the curriculum to meet our children's needs. We have achieved the International School Award, Arts Mark and Healthy School Award as well as the Basic Skills Quality Mark, Extended Services Quality Mark and The Advanced Inclusion Award. We have also been a Creative Partnerships school, our garden/allotment has won first prize in a regional competition and two of our Y3 girls won first place in a regional primary engineering project.

Safeguarding is robust.

Provision for Spiritual, Moral, Social & Cultural development is very strong and supports the outstanding behaviour judgement.

Teaching has improved over time due to accurate monitoring, effective feedback and professional development.

We have effective systems to engage with hard to reach parents, in particular through the Extended Services Manager and Family Support Worker as a result we have a good relationship with parents and their participation in school life has increased.

Partnerships are a strong feature of the school and support the curriculum and extended aspects of the school. The school is currently consulting on forming a Trust with 6 other primary schools.

Financial management is robust and sound.

What we need to do to remain outstanding?

Leaders need to continue to support, guide and develop teaching and learning across the school in order for it to remain outstanding.

School Improvement Plan : Leadership and Management

Priorities:

- Induct new staff to ensure teaching & learning remains outstanding.
- Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for child
- Continue to work with our Trust partners.

Actions: Ensure new staff/coordinators are fully inducted and supported.

Review the staffing structure and roles with Governors to ensure resources meet the demands of a growing school and plan for further growth.

Introduce more specialists in art, music, languages and technology to work in the provision created and inspire the children in these areas.

Introduce Reggio inspired practice across the school to provoke children's interest.

Ensure the WESTrust Business Plan is actioned to raise aspirations and standards.

Led by and cost: SLT, Coordinators & Govs

Monitoring: SLT & Govs half termly

Evidence of impact: New staff have been fully inducted and supported by their phase leaders.

A number of year groups are now full with other only having a few places. Some children with significant SEN have required 1-1 support. Alterations to lunchtime sittings have had to be made to manage the volume of children. Increase % of children on track to meet end of year expectations.

Supported Broadwood school this term which has been mutually beneficial sharing resources, expertise and practice.

SEF update: Judged outstanding in this area.



Summary of Priorities for 2015/16

- Manage a growing school and the improved provision on site to maximise the potential for improved outcomes for children.
- Further develop reading comprehension across the school.
- Further develop computing across the school and consider employing an ICT apprentice.
- Develop our provision and work with parents.
- Further develop Science across the school.
- Further develop our relationship with the Trust.
- Further develop our MFL provision

Summary of impact of 2014/15 School Improvement Plan

Achievement:

Evaluation of impact:

Current date(April 2015) indicates that a higher % of children are on track to attain a GLD at the end of Rec and attain a 2b+ in Y2 than in previous years. At KS2, teacher assessment shows we are on track to at least maintain our previous attainment & progress results with an increased % attaining L5. In Y1,3,4 and 5 we are aiming to achieve the government expectations of 85% of children meeting the end of year expectations by adjusting provision for our target children. Figures in these year groups of pupils expected to achieve and those with the potential indicate that this will be met. Strong evidence in books of meeting children's needs including Science. Continue to share best practise across the staff team and embed this further in all curriculum areas.

Looked at current assessment arrangements and retained what works and fits with new curriculum. Researched different assessment tools. Currently using Clive Davies materials to assist with judgements. Looking at Local Authority's materials and possible tracking system. Ordered CEMs baseline for September and trialling end of year tests for other year groups. Collaborated with LA working party and now have a shared understanding of the expected level in writing for Y5. Using pupil's work to inform pupil progress meeting discussions and to evaluate process. Very strong evidence of outstanding progress across the school. Y1 & Y5 in particular shared with all staff.

All teachers have been involved in coaching pairs in the Autumn term and TAs in the Spring Term. All thought it had a positive effect on their teaching practice. All observations/ monitoring in Autumn & Spring Term showed good and outstanding practice .One member of staff attended outstanding teaching programme and two staff attended leadership development courses.

Coordinators have provided staff with additional info, courses have been attended and resources bought , a number of staff have taken part in literature works focus groups– this is ongoing.

Converted to a foundation school with a Trust on Feb 1st 2015. The Business Plan, which includes Y1 work, is in place and working parties are established and Trust Officer appointed.

Teaching and Learning:

Evaluation of impact:

NQTs enrolled and attending LA programme. Programme in school individualised to meet need led by JS – DHT. All successfully completed their Autumn term assessment. SD has passed her NQT year. Also supported by their line manager and subject leaders. Supporting a local school with a programme for NQTs. 1 NQTs's contract will end at the end of the Spring Term due to the post holder's return. LM set to successfully complete his NQT year this term. Teaching across the school remains outstanding. Ideas from visit to China & more recently Reggio Emilia will be used to enhance further teaching and learning across the school but particularly Early Years.

Evidence of differentiation but more needed in topic books in certain year groups. Across the Spring Term there was weekly monitoring of books and planning and feedback is given. Evidence of this being acted upon will be the focus of future monitoring. Strong evidence of Science differentiation across the school. KS1 to consider whether Science comes across strongly enough in topic book rather than in a Science book.

New curriculum now being implemented, Y2 will focus on this after SATs.

Behaviour and Safety

Evaluation of impact:

Attendance was above 97% for most of the Autumn term, currently it is 95.5% which is inline with the national average. Attendance team continue to relentlessly tackle attendance. Additional Education Welfare support is to be purchased.

Wellbeing Officer's role now established and there has been a decrease in behavioural incidents across the Autumn and Spring term compared to previous years. A Psychotherapist is working 2 days per week with families and the sensory room is being used for therapeutic sessions.

Our new SENCO is completing the national course, focusing on a dyslexia study. Staff are aware of new changes to Code of Practise and this is now embedded across the school. SEN staff have applied for new EHCPs for children and made the relevant changes to policies, practices & procedures. A speech and language therapist is working across the school 2 days per week working with staff and in particular our Early Years and SEN children.

Leadership & Management

Evidence of impact:

Coordinators given time in school & in staff meetings to share information and work alongside staff. DHT has ensured new coordinators are fully inducted and provided them with support. Phase leaders supporting colleagues in management time with implementing the new curriculum. Achieved the extended services quality mark for the second time, the Healthy School Award again and bronze ECO award. SENCO coming to the end of course and fully taken over the SENCO role. Embedded the new code of practice.

Ensured disruption was kept to a minimum. Business Manager & Facilities Manager liaised with builders & contractors on a daily basis to enable the rest of the SLT to focus on teaching & learning. Teaching & Learning still judged outstanding in the Autumn & Spring Term. Achieved a pupil premium award of £1000, only one of a few schools locally and nationally due to the progress & attainment of this group of children. We went through to the final stages of the larger award. We also got through to the latter stages of the national support school and leader of education. Head teacher is now a Local Leader of Education and a mentor for new Heads. Goldsmith's grant achieved to learn from international practice to further enhance our Early Years provision.

All Trust meetings attended and Chaired, ensured timeline adhered to. Implementation was on Feb 1st. Successfully implemented the first stages of the business plan and appointed a Trust Officer.