September 2018

KIBBLESWORTH ACADEMY

Self Evaluation Summary

## Context

Kibblesworth Academy is a smaller than average-sized primary school where almost all the pupil are of White British heritage. The proportion of disabled pupils and those with special educational needs is lower than the national average. This is also the case for the proportion of disadvantaged pupils for whom the pupil premium provides support, which currently stands at 19% of the school population.

The school currently meets the government’s floor standards, which are the minimum expectations for pupils’ attainment and progress by the end of Year 6.

The school employs seven full time teachers, two part times teachers, and one head teacher.

The school employs the following support staff: Five level 3 TA’s and an admin team of two. In addition, there is one caretaker and five lunch time supervisors.

The Head teacher, Deputy Head teacher, School Business Manager, EY lead and SENDCO form the current Senior Leadership Team. The SLT meet bi-weekly or more frequently when required, and feed back to staff through the weekly full staff meeting.

There are 188 children on roll at the Academy, boys and girls (Sept 2018). Within this we have children attending nursery. The school has lower than average stability with a declining trend due to an influx of pupils as a result of the expansion of housing. Some classes are particularly heavy in boys (Y6, Y2) and this is taken into account when considering themes and topics in order to engage and motivate boys in their learning.

In school 32 (16%) children are currently on the SEND register, one of who is in receipt of EHCP funding.

Although there is a wide range of ability, the attainment and skills on entry are broadly inline with age related expectations. On entry to nursery, many of our children display communication, speech and language difficulties.

|  |  |  |
| --- | --- | --- |
| SECTIONS | SUMMARY EVALUATION | |
| **1. Actions to address issues from last inspection.** | 1. **Ofsted Identified Priorities**   *Increase the level of challenge in lessons so that a greater proportion of pupils reach the higher standard in national tests.*  **Actions -**   * School has applied to successfully join NE Maths Hub to develop maths provision for the most able. * Successfully gained funding through NLE programme to develop more able provision. * Identified member of SLT (Sarah Renton) with responsibility for provision for the most able across all curriculum areas. * Continued development of pupil reviews to identify most able and those who have the potential to work at greater depth. * Development of master classes for Y2, Y5 and Y6 relating to reading, writing and maths across the year. * Development of pupil mentors for core subjects (Blue badge mentors) supporting the most able in other year groups. * Development of STEAM project for Spring Term 2019 * Lesson are designed with a focus on the development of the most able pupils.   **Impact -**   * In EY (2017) 36% of pupils achieved exceeding for reading, 27% for writing, and 23% for number cf 20%, 15%, 21% LA respectively. * KS1 combined greater depth RWM (2018) increased from 10% (2016) to 21% (2017) - ten percent higher than the LA and national average. Individually, the only subject below the national average for greater depth was reading 21% cf 25% (2018) * KS2 combined greater depth RWM (2018) sat at 13% cf 10% national. Greater depth for individual subjects were broadly in line with national figures.   *Further develop planning, teaching, and assessment in subjects outside the core of reading, writing and mathematics.*  **Actions –**   * Development of a skills based curriculum for humanities to ensure they do not become an extension of English. * Development of new assessment framework for humanities to work alongside classroom monitor. This has been extended to science and is to be rolled out to art & design, French & computing this academic year. * Development of more independent, history and geography based create units to ensure skills are taught. * New overview for history and geography developed to ensure progression and coverage across all year groups. * CPD sessions undertaken with LA on role of subject leader, and Historic England on building a history unit using research. * Development of teaching and assessment in PE through support of subject leader and external coaches.   **Impact –**   * Quality of teaching in humanities has increased through skills based approach. * History and geographical skills have been developed and embedded more consistently through school due to the use of the book plate system to ensure that the correct elements are being taught within the creative framework. * Children are clearer about the skills which are being taught, and are able to transfer these skills into other lessons.   *Ensure that boys in the early years make rapid progress so that they reach the same standards as the girls*.  **Actions -**   * Planning and provocations are designed to ensure that boys are encouraged to engage with all areas of the curriculum. * Texts are selected to engage boys, and where pupils’ interests are followed, materials to stimulate the boys are introduced into the areas to ensure they remain engaged and develop good attitudes to learning.   **Impact -** | |
| **2. Outcomes for pupils** | **Strengths** | **Areas for development** |
| **Foundation Stage**  On entry data to Nursery indicates that the pupils enter the school below age related expectations across the prime areas of learning. A significant number of children enter Nursery with poor skills in Communication and Language and Personal, Social and Emotional development.. A large proportion of children enter Nursery below ARE in Literacy and Mathematics. Expressive arts and design is a particular strength of the current nursery cohort.  By the end of the EYFS our most recent data indicates that 81% of our current Reception cohort have attained a good level of development (GLD.)  (2018) 64% of boys achieved a good level of development compared to 100% of girls. This gap has widened by 8% since last year, where 72% of the boys achieved a good level of development. A continued area for concern is boys writing, were 64% achieved GLD cf 66% LA, and 100% girls. This links with an Ofsted priority. The boys areas of strength all centre around physical development. (100% GLD)  **Key Stage 1**  By the end of Key Stage 1 pupils were in line with or above national averages in reading, writing and mathematics in terms of expected level in all subjects, and all subjects with the exception of reading at greater depth.  **Reading** – 79% achieved expected standard+ cf 76% nationally.(2017) School outperformed all LA and national figures for groups working at expected standards in reading.  Progress against ELG – 94% who completed EYFS at expected level achieved expected level at KS1.  21% of pupils achieved greater depth cf 25% nationally, this being the only area where the school was below national and local figures at KS1  **Writing –** 74% achieved expected standard + cf 70% nationally. School outperformed all LA figures for groups working at expected standards in writing, with the exception of boys who achieved 64% cf 64% LA.  The gender gap within writing at the expected standard widened with 64% of boys cf 88% of girls achieving the expected standard. This is a wider gap than the local authority.  26% of pupils achieved greater depth cf 16% nationally with girls surpassing LA averages by +15% and boys and girls both surpassing national averages for greater depth. An internal gender gap at greater depth exists at 10.2%.  SEN support at expected standard 60% cf LA 24%  20% achieved greater depth cf 1.8% LA.  Progress against ELG – 82% who completed EYFS at expected level achieved expected level at KS1. 100% of children who exceeded in writing at end of EYFS achieved greater depth. Two children moved from expected to greater depth across KS1, two girls. One disadvantaged pupil achieved greater depth.  **Mathematics**  - Expected standard+ 84% cf 76% nationally. All groups performed above national and LA averages at expected level. A small 5% gender gap exists within school at expected level.  32% of pupils achieved greater depth cf 22% nationally. All groups exceeded LA averages. Both gender groups also outperformed National averages.  Progress against ELG - 88% who completed EYFS at expected level achieved expected level at KS1 cf 86% nationally. 21% achieved greater depth cf 18% nationally. All chn who achieved exceeding in EYFS achieved greater depth, with three additional children added. One disadvantaged pupil achieved greater depth.  When looking at reading, writing and mathematics combined, the 2018 cohort saw 68% working at the expected standard + compared to 65% nationally, with 16% working at greater depth compared to 11% nationally. The % of children at greater depth in KS1 has consistently outperformed both national and local standards.  **Year 1 Phonics – 80**% achieved the standard cf 83% nationally. This figure is down 9% on 2017 due to cohort variance.  **Year 2 Cohort Attainment (July 18)**   |  |  |  |  | | --- | --- | --- | --- | | Subject | Proportion GLD | Proportion ARE | National ARE | | Maths | 89 | 84 | 76 | | Reading | 84 | 79 | 76 | | Writing | 84 | 74 | 70 |  |  |  |  |  | | --- | --- | --- | --- | | Subject | Proportion GLD | Proportion GD | National GD | | Maths | 89 | 31 | 21 | | Reading | 84 | 21 | 25 | | Writing | 84 | 26 | 16 |   **Key Stage 2**  In 2016, at the end of KS2, 63% of children met the expected standard in Reading, Mathematics and SPaG combined cf 64% nationally. This reduced figure was due to 10 children not achieving the expected standard in all three areas, but of these 10, 8 children only missed the expected standard in 1 out of the 3 subjects. This is illustrated by the fact that 92% of children met the required standard in mathematics, with 25% securing greater depth. The cohort outperformed the national averages at the expected standard in all subjects with the exception of reading which it matched. In addition it surpassed the national figures at greater depth in all areas with the exception of reading, which was below by 2%. This was a significant improvement on last year’s greater depth results, with a particular improvement in SPaG due to work undertaken in spelling.(54.2% of pupils at greater depth cf 31% nationally)  The average scaled score for reading was 103.6 cf 104.1 nationally and 105.2 locally, With maths scoring 105.3 cf 104.2 nationally and 105.2 locally.  The progress of **disadvantaged** pupils in KS2 was -3.1, -7.1 and +2.8 for reading, writing and maths respectively cf +1.3, +0.5 and +0.9 nationally. This was a disappointing result for this group of 6 pupils, but significant negative progress for one pupil masked some positive gained which had been made by other pupils.  In terms of attainment, 33% of disadvantaged pupils achieved the expected standard for reading, writing and mathematics combined cf 58% across the LA. More positively, compared to last year, 17% of disadvantaged pupils achieved greater depth and 33% achieved greater depth in mathematics. No pupils achieved greater depth in RWM combined.  **Please note - A more detailed evaluation of KS2 results will be undertaken when ASP data is published later in the year.**  **In reading** 75% of pupils achieved the expected standard, in line with national averages. 25% achieved greater depth cf 28% nationally. This is an area for development this year.  **In writing**, 83% of pupils reached the expected standard cf 78% nationally. 21% of pupils achieved greater depth compared to 20% nationally.  **In mathematics –** 92% of pupils achieved the expected standard cf 76% nationally, with 25% achieving greater depth compared to 24% nationally.  **SPaG**, - 92% achieved the expected standard, with 54% achieving greater depth cf 34% nationally.    **Year 6 Cohort Attainment (July 18)**   |  |  |  |  | | --- | --- | --- | --- | | Subject | ARE % @ KS1 | ARE %@ KS2 | National ARE | | Maths | 83 | 92 | 76 | | Reading | 83 | 75 | 75 | | Writing | 75 | 83 | 78 | | SPAG |  | 92 | 78 |  |  |  |  |  | | --- | --- | --- | --- | | Subject | GD % @ KS1 | GD%@ KS2 | National  GD | | Maths | 25 | 25 | 24 | | Reading | 25 | 25 | 28 | | Writing | 17 | 21 | 20 | | SPAG |  | 54 | 34 |   **Year 6 Cohort Achievement (July 17)**  Progress against the national figure for all pupils, which is zero, was as follows in core areas:   |  |  | | --- | --- | | Subject | Progress | | Reading | -1.1 | | Writing | -1.3 | | Maths | +4.1 | | **Foundation Stage**  Weaker areas in the 2017 cohort included personal, social and emotional development, with literacy being weaker than mathematics, and writing being the weakest element of this. This was particularly true for boys, where only 63% achieved the expected standard, and only 9% (1 boy) achieved greater depth. The development of boys writing will be a key development point for this year.  **2.1** Focus on planning provocations and equipping areas to support the continued development of early writing skills across the foundation stage. KEY PRIORITY 2 KEY PRIORITY 5  **2.2** Proactively plan for opportunities to engage boys in the specific learning areas of literacy and understanding the world. KEY PRIORITY 2 KEY PRIORITY 5  **2.3** Ensure that support is in place to develop PSED with specific emphasis on supporting the boys to manage their own feelings and behaviour.    **2.4** Continued discussion and development of EY offer to ensure it meets the needs of the children as they progress into KS1 and beyond.    **2.5** Continue to embed the EY philosophy across the early years including CPD opportunities for all staff.    **2.6** Continue to develop the learning environment, both indoors and out to reflect a calm home-from-home atmosphere where children feel safe and secure.  **2.7** Embed daily routines across EY with a plan-do-review focus.  **2.8** Maximise child initiated learning opportunities through the use of floor books to deepen children’s learning.  **2.9** Continue to improve on adult interaction through CPD sessions.    **Key Stage 1**  **2.10** Continue to target **gender gap** across core subjects in KS1, both at expected standard and greater depth. Although both boys and girls attainment in reading and mathematics was higher than national, the gap in attainment was 3% in reading and 18% in mathematics cf 7% in reading and 3% in maths nationally. This also compares poorly within an in school gender gap at greater depth of 23% in reading and mathematics.  **2.11** Target and track pupils working at expected standards to convert to greater depth, particularly SEN and disadvantaged.  **2.12** Target **disadvantaged pupils** in reading, writing and mathematics to achieve at greater depth  **2.13** Target boys to close the gap in attaining the expected standard in phonics in Year 1  **2.14** Target children who did not achieve phonics standard in Year 1 to ensure they achieve standard at Year 2 retest.  **Key Stage 2**  **2.15** Target attainment of all groups of pupils within the greater depth / higher band, both in terms of ensuring prior high attainers achieve the highest bands, and also in terms of ensuring a greater percentage of middle attainers reach the highest bands.  **2.16** Consider the rate of progress of most able in reading writing and mathematics compared to the rate of progress for other groups within school, and also the rate of progress for the most able nationally.  **2.17** Tackle the rate of progress of disadvantaged pupils in writing compared to other pupils within school – Disadvantaged pupils on average not making progress at the same rate in Years 2 and 6.    2**.18** Target reading attainment and achievement across Key Stage 2, improving attitudes to reading and standards by the end of Key Stage 2.  2.19 Continue to embed the gains made in spelling and SPaG across KS2.  **Targets for all Key Stages:**   * 1. Raise attainment in reading across all key stages.   2. Increase the percentage of pupils exceeding in reading, writing and mathematics to achievable targets indicated in 2018   3. Continue to close the gap in attainment at the end of all Key Stages   4. Review internal tracking to ensure it gives accurate predictions of gaps and attainment across all key stages.   5. Ensure all groups of children make equally good progress. |
| **3.Quality of teaching and learning** | **Strengths** | **Areas for development** |
| **Teaching overall is Good,** Good teaching has been observed in the majority of classes in the 2017/2018 academic year, including the most recent round of performance management observations (Sept 18) Our last ofsted inspection agreed with the school's evaluation that teaching is good with an increasing preportion of teachers demonstrating outstanding teaching over time. Observations by HT in September 2018 indicate that the majority of teaching continues to be good or better. Of the nine lessons observed, 3 were indicative of an outstanding level of teaching over time, which was also validated by progress in books and assessments. 9 out of 9 lessons were judged to be indicative of good teaching over time,.  Formative assessment is a particular strength of school, as ofsted indicated, "One striking aspect of teaching at the school is the extent to which teachers observe the pace of learning and shape lessons and planning accordingly. Teachers are skilled at identifying when pupils are beginning to fall behind or do not grasp a concept. They use this assessment to plan additional support or modify next steps in planning." Teachers have good subject knowledge appropriate to their stage. Where gaps in subject knowledge exist, teachers are proactive in addressing the issue through the support of senior leaders and colleagues.  Teaching assistants are effective, both within lessons and when supporting pupils on intervention. "Teaching assistants deliver good-quality support for individuals and groups of pupils. Teachers guide them well and use them effectively to support learning." (Ofsted June 17). Since the last inspection, teaching assistants have been deployed in a more strategic way, ensuring that they have the greatest impact possible. This is co-ordinated by the SENDCO and determined by the priorities dictated by the SEN register.  The teaching of mathematics across the school is outstanding, due to the quality of teaching and the emphasis on continued professional development across the subject. The school is now a member of North East Maths Hub and continues to develop its already strong mastery curriculum. "The teaching of mathematics is outstanding. Precise planning and expert delivery of lessons are leading to outstanding progress by pupils in this subject. Pupils are able to express their understanding of concepts and explain their reasoning when engaging with a problem. Teachers’ expectations of pupils are high." (Ofsted June 17) This was backed up by the outstanding results and progress across the school in 2017 (92% at ARE KS2, 25% GD, 4.1 progress score)    The quality of teaching has been instrumental in the academic standards that have been achieved in all key stages and also through the number of children who participate in extracurricular activities such as sports, arts and music. Through planning scrutiny and lesson observations we know that lessons are well prepared and assessment for learning is used effectively to match the lessons to the objectives needed by groups and individuals.  The EYFS staff work together to ensure a focus of child initiated activities and following pupil interests to extend learning. There is free flow to the outdoors during all plan-do-review sessions in the morning and afternoon giving all children the opportunity to choose to play in or out. Lesson monitoring shows that although most adults interact effectively with the pupils, additional work is required to ensure that the interests of pupils are followed and good play partnerships are established. In addition, work around the quality of provocations and the engagement of all pupils is a priority for the 18/19 academic year.  Marking and feedback is **good.** A new marking policy has been in place since 2016, and external training and support has been sought to embed and enhance this. A focus for this academic year is to ensure that this level of feedback is consistent across all subjects. Work monitoring shows teachers give clear points to pupils to help them improve their work, as well as identify their own successes. Pupils in KS1 and KS2 say they understand their teacher’s comments and find them useful. Pupils are set targets that are reviewed frequently and drive the curriculum. Work shows that children learn from their mistakes and show increased resilience. A whole school initiative to look at growth mindset and valuing mistakes as a part of learning is also improving resilience and pupil willingness to accept a challenge. Homework continues to be an area of development, with a more flexible, key stage based approach being developed across the school.  As a result of a subject audit, we are currently developing our curriculum to ensure that it remains broad and balanced, and that the skills which relate to each subject are taught and developed effectively. With the initial focus on geography and history now complete, attention turns to science, art and design, French and computing.  Through Pupil Review, pupils and parents are provided with good quality information that tells everyone how well they are doing, and crucially, what they need to do to improve further. Information is also given at half termly curriculum nights where parents are made more aware of the requirements of each subject.  At each parent consultation evening parents are provided with a written report on attitudes to learning and attainment as a point of discussion. This is also provided as an element of the written report in the summer term.  More able pupils from USK2 work as pupil mentors with the most able pupils from KS1 to support them in developing their learning further through targeted support. This has supported both groups to raise expectations, attitudes to learning and outcomes.  Digital leaders have also been identified to support the teaching and development of computing across the school, supporting elements such as lunchtime and after school clubs and curriculum delivery across the school. Digital leaders also take an active role in the school website and ecoms. | * 1. A need to continue to develop the curriculum to raise standards in **reading**, across all key stages, and to increase engagement and relevance for all children.   2. Increase the number of pupils working at greater depth across all subjects by the end of KS2.   3. Continue to develop the offering for the most able across all key stages.   4. Continue to ensure that the assessment of what pupils can do is accurate to allow the planning of relevant challenging tasks. Ensure that the gaps that exist between all groups of pupils are reduced.   5. Increase teacher expectations of what pupils can achieve, and support pupils to raise their own expectations of their own abilities.   6. Marking policy to be reviewed and amended to differentiate and stagger the feedback given to the children, making it more age and phase appropriate. (Autumn 18)   7. Develop skills based curriculum for Art and Design, French and Computing, following the model created for geography and history.   8. Continue work in mathematics, embedding good practice and continuing to work proactively with other schools in the NE Maths Hub. |
| **4. Personal development, behaviour and welfare** | **Strengths** | **Areas for development** |
| **Personal development and welfare is Outstanding**. According to Osted, "The school’s work to promote pupils’ personal development and welfare is outstanding. School leaders are clear about the importance of the personal development of pupils in their care." As a school we have been proactive in addressing issues identified in the 2015 inspection to ensure that personal development and welfare is at the heart pf everything we do. Safeguarding is robust, and systems are in place to ensure the secure recording of information which is generated within school and from outside agencies.  The school has also continued to develop a number of initiatives which have led to an outstanding judgement.  "They have developed ‘respect passports’ for the pupils, where pupils are rewarded for showing respect to others. Themes include developing responsibility, treating others equally, celebrating diversity and developing skills such as resilience." The passports continue to be developed and used effectively across the school this academic year  "Leaders plan strategically for opportunities for pupils to stay healthy. As part of the focus on PE, the ‘sports crew’ not only help staff increase opportunities for sport, the programme helps pupils develop leadership skills such as being in charge of clubs and activities." The sports crew continues to be a stong features of our personal development agenda, and is being extended this year through the development of our lunchtime and breaktime offers.  **Behaviour within school is outstanding**.  "Pupils conduct themselves impeccably around the school, moving quietly, safely and quickly to and from class. They play well together at break and lunchtimes, and some have additional responsibilities to ensure that others have people to play with. In class, behaviour is outstanding. Pupils are excited to learn, and cooperate well with each other, their teachers and other adults. Their attitude to their studies is helping them make at least good progress. When it is time to get to work in pairs or on a problem, they do so immediately and with their full attention. Their levels of concentration and resilience are high. Teachers have been focusing on developing resilience both to schoolwork and as a personality trait, and the fruits of this can be seen. The school is a calm, orderly environment, and is litter- and graffiti-free. Interesting displays of themes and topics and of pupils’ work are well respected by other pupils." (Ofsted June 17)    Monitoring shows most teachers are working closely within the school’s behaviour management and rewards system, although we continue to develop consistency across classrooms and key stages. Children stated they all felt safe in school, and that when issues do occur, they feel confident that teachers will get to the bottom of the problem and they will not be ignored. Children also stated that incidences of bullying are rare, and when they do occur, they are dealt with – this judgement was backed by ofsted.  Where behaviour is less than good, strategies and procedures are in place to ensure disruption in minimised and the pupil in question receives the support required to modify their behaviour. This is done in consultation with the SENDCO, parents, and external agencies where required.  Attitudes to learning are good, with the majority of children taking a pride in their written work and books. Teachers have worked hard to raise expectations of what pupils can achieve, both in terms of the expectation adults place on the children, and also the expectations the children place on themselves. All classrooms have worked to develop a whole school approach to growth mindset, and children have developed a range of strategies to welcome challenge and the associated feelings. This has increased the resilience of the children across the school. Pupils respect others and their opinions. Their spiritual, moral, social and cultural development is currently **good**, in part due to the respect passports, an increased focus in classrooms, and a revamp of the whole school assembly inputs. This has been a great improvement with SMSC having required improvement at the previous inspection.  The school council are involved in purchasing equipment for the yards, and all staff are proactively engaging the children in games and activities. A positive prefect system also helped the pupils to support their peers, as well as a pupil mentor program which encourages the development of role models within the older children in school. This is being extended and formailised this year through the development of peer mediators across Key Stage 2. The Children’s behaviour is monitored weekly and targeted pupils have discussions with the head teacher or a member of the SLT. Meetings have also been established with parents and families, and where appropriate this has led to the completion of CAFs and the initiation of additional support and TAFs.  A strong campaign of anti bullying, which is always the focus of anti bullying week, has led to raised awareness of the issue. This has remained a high focus for the school, where we have taken a positive approach to behaviour and celebrated all we do well to keep our children safe. Reported incidences of bullying are negligible. Safety awareness, for example internet safety and preventing cyber bullying are part of the computing curriculum, and form an integral part of our transition program.  Pupils are generally punctual and attendance continues to sit broadly in line with national expectations, sitting at 96.2% (July 18). School has worked hard on reducing the level of persistent non attendance which currently sits below 3%. School as redrafted the attendance policy and reviewed procedures, in conjunction with representatives from the local authority and governors, to tackle non-attenders. A combination of rewards and a well laid out path towards legal intervention has seen success in this area through increased engagement with target families. The current focus in regard to attendance is the reduction of unauthorised absences relating to holidays in term time, which are a particular problem in the summer term.  "Rates of attendance have improved considerably, both due to the tenacity of staff and leaders in following up any absences and also because pupils enjoy coming to school. Rates of attendance are well above the national average. All groups of pupils, including those who are disadvantaged, are attending school more regularly. The proportion of pupils who are persistently absent is very low compared to national figures. Pupils enjoy getting ‘hound pounds’ for good attendance, which are then spent at the attendance shop at the end of term." (Ofsted June 17) | 4.1 Develop lunchtime and breaktime provision, including the development of peer mediation within school.  4.2 To continue to develop the green badge pupil mentors and sports crew within school to support behaviour outside the classroom.  4.3To continue to develop the blue badge pupil mentor roles with the most able in school.  4.4 To continue to monitor the behaviour records to identify patterns and challenge any poor behaviour.  4.5 To work proactively with pupils to encourage them to recognise and celebrate good behaviour, and reduce the incidences of perceived poor behaviour.  4.6 To further develop pupil voice through the school council.  4.7 To continue to develop the passport system across school.  4.8 To revisit strategies for tackling attendance levels for persistent absentees.  4.9 To develop the UN Rights agenda. |
| **5. Effectiveness of leadership and management** | **Strengths** | **Areas for development** |
| **Leadership and management is good.**  "Leaders and governors know the school’s strengths and weaknesses well. As a result, plans for improvement are focused in the right areas. Improvements in planning and assessment in subjects other than English and mathematics are under way. Leaders know that more pupils could reach the higher standards in national tests. Under the strategic leadership of the acting deputy headteacher, the proportion of pupils reaching the higher standards is increasing." (Ofsted June 17)  Since the last inspection, leadership has continued to strengthen. Developments in planning and assessment of foundation subjects are well under way, with geography and history well embedded and the lessons learned being extended to science and other foundation subjects. Work on achieving the higher standards continues, and for the most part the percentage of pupils working at greater depth in above the national average in all year groups and subjects.  "Systems to check the quality of teaching are strong. These are closely linked to development programmes designed to support staff at different points in their career. Performance management of teachers and other staff is robust, and pay progression is linked to professional targets." (Ofsted June 17)  "Leaders have ensured that assessment systems are fit for purpose and, as a result, give detailed accounts of the progress groups of pupils are making at school in English and mathematics. This information is shared with governors, who are therefore able to challenge the school about the progress pupils are making. These systems are not yet as robust for other subjects, such as history and geography." (Ofsted June 17)  Safeguarding is thorough, including checks on staff and volunteers.    Ofsted inspection review of safeguarding (June 17) reported effective procedures and practices. Additional work has been completed since on the use of cpoms, and additional training provided to all staff using online training centre. All staff have completed an online safeguarding assessment which included the changes in 2018 KCSIE.  "There is a culture of safeguarding at school. All policies, protocols and systems are well understood by leaders, teachers and governors. These are reviewed regularly and are in line with statutory requirements. Staff training in issues linked to safeguarding is up to date. Leaders bring policies to life by engaging proactively with other agencies to ensure that pupils that are more vulnerable are protected, and by highlighting issues of safety in lessons and assemblies with pupils. Key information is shared with parents about what to do if they have a concern.  School leaders have a ‘watch list’ of pupils that they are concerned about for any reason, whether this be academic or pastoral. The school is proactive in checking the well-being of pupils in its care." (Ofsted June 17) The watch list continues to be maintained and used by all members of staff this academic year.  All staff are aware of the designated lead for child protection and make referrals where required. (See CPOMS files).  Four members of staff have received child protection training for designated persons. All staff and parents are aware of who the designated persons are. In 2018, an additional two members of staff received designated safeguarding officer training.  Staff have received relevant child protection and safeguarding training (June 18 & Sept 18, included the completion of the online module and associated test).  All staff have received e-safety awareness training (June 18)  All governors to receive online child protection training (Sept 18)  All staff undertake monthly safeguarding quizzes to review understanding and practice.  The school is proactively working with the cluster of schools to increase the frequency of this training beyond the current two year cycle, with all staff and governors receiving annual update training.  The leadership team and governing body are determined to develop high standards within the school, and have a clear strategy to do so.  Clear, accurate priorities have been set for the current academic year.  Frequent moderation of assessments, both internally and with external partners, help to ensure that teacher assessments are accurate and evidence based.  Governing body minutes clearly indicate that the governing body provides challenge and holds the senior leaders to account.  "Governance is good. Governors work positively with leaders, but also challenge them to ensure that they are doing the best for their pupils. Since the last inspection, governors have ensured that they have accurate information about the progress pupils make, how often they attend school, the performance of teachers and other staff, and the financial position of the school. As a result, their level of challenge has increased." (Ofsted June 17)  Governors play an effective strategic role and take a keen interest in the school. There are termly full governing body meetings, as well as termly education and finance sub committee meetings. A local authority clerk of governance is employed to ensure awareness of statutory requirements. The school also has a service level agreement for Governor Services. Delegated duties are assigned to sub-committees to enable skills and expertise to be used effectively. There are link governors for Literacy, Mathematics, key stages, SEND, gifted and talented and pupil premium. Governors monitor spending and have a clear view of spending priorities. Policies are reviewed regularly. The safety and welfare of everyone in our school is given the upmost priority.  Members meet annually, and are proactive in holding the governing body to account and ensuring they undertake their statutory duties.  Continuous Professional Development ensures that the right staff attend the right courses, training or support linked to the needs of the school as indicated in the school development plan. Feedback is sought and cascaded to other relevant staff through whole school or key stage meetings. The impact of courses is also monitored and acted upon where necessary. Where courses are not currently available externally, the HT will liaise with the SIP and the local authority to tailor training to our specific needs. A Continuing Professional Development pathway document has been created to allow focused CPD for all members of the school, which started Sept 16, has been continued into the 18/19 academic year.  We continue to develop our middle leadership through the creation of more opportunities within school and also in house an external CPD.  Parent and pupil surveys are regularly sought and information is collated and acted upon. Surveys can also be taken at Parent Curriculum Nights, which happen half termly, and also Parent Drop Ins, where current issues are discussed in an open and honest way. The school values its relationship with Parents and Carers and recognises that they have a vital role to play in their children’s education. We seek to strengthen links between school and home at every opportunity. Members of the leadership team regularly attend meeting of the Friends of Kibblesworth, our PTA, and support this group in organising fun and engaging activities for the children, parents and local community.  British values are discussed with the children as a way to engage them in positive discussion about the diversity of our country and local community. We actively seek out speakers from different cultures and religions to talk to the children about their experiences but place deliberate emphasis on the fact they are British and how our differences all help to make up the diversity that exists within our country. Our PSHE / SMSC lead has started some externally sourced professional development with the aim of fully embedding British values and SMSC within the life of the school and the curriculum. SMSC is tracked using SMSC grid tracker, and any gaps in provision are quickly identified and acted upon to ensure good coverage.  We have also developed links with the Gateshead Peoples Kitchen, where the pupils have engaged in fund raising and awareness raising activities to support the organisation, which has led to the development of a holiday club for disadvantaged pupils and their families in conjunction with the holiday hunger initiative.. (May 16 / Nov 16) | **5.1**To ensure that systems to track pupil progress continue to be used effectively to raise standards – particularly when developing tracking in foundation subjects.  **5.2** To continue to develop the quality of teaching and learning across the school through engaging with external support where appropriate  **5.3** To ensure that frequent classroom observations are focused on the progress of pupils over time.  **5.4** To ensure that performance management targets for teachers are sufficiently ambitious to secure good progress for all pupils.  **5.5** To continue to provide the governing body with the information it requires to hold the school to account.    **5.6** To continue to develop the curriculum, with particular reference to non-core subjects.  **5.7** To develop the role of the GTMA leader within school to support the attainment of greater depth for a greater percentage of pupils.    **5.8** To continue to develop middle leadership capacity through identifying relevant training and opportunities within school.  **5.9** To continue to develop and implement a curriculum which is fit for purpose, encompassing all of the skills required from each individual programme of study. |
| **6. Early Years** | **Strengths** | **Areas for development** |
| **The quality of provision in EY is good.** Staff are working to embed good early years practice, drawing from a range of sources including Highscope. The EY leader is continuing to embed the philosophy’ through regular CPD sessions and weekly EY meetings with the support of the SLT. All staff have high expectations of the children, and are aware of what the children can, and should, be able to achieve. The EY leader has supported staff to improve their adult interaction with the children and all staff model good language. Some staff need further support in being able to recast children’s language to help children expand their ideas and thoughts. Adults questioning also requires further support to ensure staff use open ended questions that explore, deepen and challenge children’s learning.  Through observations and professional discussion moststaff are able to identify what each child is able to do and can plan next steps to support this. Some EY staff need to ensure they fully understand the next steps for each child in their key worker groups to engage and challenge them through their interests. This will help to accelerate children’s progress. This can be communicated on a daily basis during daily reflection amongst staff but also more specifically during pupil progress meetings.  Planning is linking more to previous learning and observations through the introduction of daily reflection meetings. This is helping to identify what activities will best suit individuals to extend learning and accelerate progress. Activities are more challenging for individuals and provocations are established within the environment help to support the interests and next steps of the children. Further support is required in ensuring staff are confident in the implementation of provocations and how it supports the individual needs of children.  Learning opportunities are well planned and based on accurate assessments and observations carried out by all our staff. We observe children, which allows staff to plan experiences and learning opportunities through a highly structured environment in order to deepen children’s understanding and drive their learning forward to the next stage.  Last year’s EYFS pupils entered the school broadly in line and made good progress with an increased percentage of children leaving EYFS in line or exceeding. This year the Nursery baseline data shows a reduction in the percentage of children entering Nursery at ARE. The EY leader has identified areas of weakness from the baseline data in the EY action plan. Most of these children are already making good progress across the prime areas and those not closing the gap are being identified by the SENDCO.  Baseline meetings continue to be used to ensure that all Early Years staff are involved in the baselining process. Staff use evidence from the child’s learning journey, professional discussion as well as parental contributions from the child’s home visit to baseline the children. The EY leader ensures that all staff are challenged on their judgements to ensure accuracy and clarity in assessments. This also helps staff to understand next steps for children to enable them to challenge children appropriately.  Staff have successfully implemented a ‘free flow’ system allowing the children to have more access to the outdoor area during planning time - although further work is required to ensure that this is used consistently. The outdoor provision still remains a focus and the EY leader is working with staff, parents and members of the community to develop outdoor projects. This includes the development of a water wall, mud kitchen and a house. The outdoor area remains a focus, as does the need to challenge and engage all groups of pupils. During plan-do-review sessions and small group time, children are given the opportunity to take ownership of their learning. They are proud of their work and keen to show off what they have achieved during review time. Children show a developing interest in the world around them; they are keen to find out things for themselves following their own interests and exploring the open ended resources in the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.  Adults reflect on the children’s learning on a daily basis and record this in a ‘planning book’. Through professional discussion adults plan next steps, enhancements as well as provocations to challenge the children and plan activities around their interests. This is evidenced through floor books which enable adults to document children’s interests, encourage children to plan their own learning. Consulting children in this way makes them feel valued and motivated to learn whilst supporting them to deepen their learning.  A number of our children come from homes where boundaries and routines are inconsistent. We support children through this by embedding a consistent daily routine. The introduction of our ‘message board’ system allows children to communicate their feelings on a morning. This enables the ‘key worker’ to adapt the provision or environment to support their emotional needs. Staff support the children in negotiating and resolving conflicts between one another. At times this is not always successful and staff require further support in adopting other positive behavior management strategies. We use the outdoor area and wildlife area to allow the children to make safe choices with support e.g. how to lift, carry and build with large objects.  Parents are fully involved in the initial assessments of their children’s capabilities on entry, through the home visits and induction program. They are kept fully up to date with their child’s progress through the opportunity to talk to staff at both the start and end of the day. We receive good support from parents in order to help their children learn at home as well as at school. The EY leader has successfully carried out ‘stay and play’ days to help support parents with their children’s development. The feedback from parents was extremely positive about the impact these days had on helping them to support their children at home. | **6.1** Support staff in their questioning and helping them to recast children’s language.  **6.2** Ensure all key workers are aware of individual children’s progress and next steps.  **6.3** Continue to ensure planning and provocations take greater account of the needs of individual children to boost achievement. **KEY PRIORITY 5 SDP**  **6.4** Continue to audit all areas of learning and ensure plentiful resources to maximise opportunities for children.  **6.5** Make greater use of the outdoor area to extend the range of children’s experiences  **6.6** Provide governors with guidance on what to expect to see in EYFS, what they should not see and what they can ask of the staff and EYFS leader to ensure challenge, support and accountability.  **6.8** Support staff with the implementation of provocations in the environment. |
|  |  |  |