

COOMBE HILL INFANTS' SCHOOL

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Mrs Janet Berry
HEADTEACHER

COOMBE HILL INFANTS' SCHOOL SELF EVALUATION FORM (SEF) 2016-17



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OUR SELF-EVALUATION PROCESS

Our self-evaluation review takes place at the end of the school year. It is a record of the many successes we have enjoyed this year. It is also an opportunity to summarise our performance and progress against the targets we set at the beginning of the year and then set new targets for 2017-18 in our School Development Plan.

We are constantly striving to improve our school and to offer the best possible all-round education for all of our children. Staff, pupils, parents and Governors are involved in the evaluation. In addition to stakeholder feedback, we use a range of other evidence to complete this review. They include contextual data, progress/outcome data, external audits and feedback and Ofsted criteria. Sources of all the evidence used and their location can be found at the end of this document.

During the school year, we have a cycle of review and target setting. Curriculum and team leaders begin the year by setting ambitious targets for their area in the School Development Plan. They formulate Action Plans which state clear objectives and details of how progress is monitored, who is involved in the process, predicted costings and success criteria. Link governors work with staff to monitor these plans throughout the year. The Self Evaluation Form (SEFF) is a review of this process.

The challenges facing schools have changed significantly during the past two years. The new assessment systems and the impact this has had on the curriculum have been a prompt for us to consider our current priorities. Staff have adapted well, however there is more work to be done and this will be prioritised during the coming year. Maintaining the balance between assessing core skills whilst maintaining breadth to our curriculum will be a challenge. It is important to always refer back to our core vision and values and allow them to guide us in both strategic and everyday decisions.

It is important that, in response to the national changes to school funding, we plan our expenditure carefully and always strive for best value for money, without allowing this to impact negatively on our standards. This will be prioritised this year.

Engaging with parents and involving them in their child's learning will continue as a priority focus area this year. Last year we made good progress and improved our practice considerably. We intend to continue to prioritise this as we move into the new school year

We aim to increase the percentage of pupils achieving Greater Depth at the end of Year 2 in writing and maths this school year. We will also prioritise writing in general, with a whole school focus on spelling.

Pupils in receipt of free school meal funding (PPG), do continue to be a group of pupils who have lower outcomes than non-PPG pupils. These pupils generally make expected or accelerated progress from their differing starting points, however we will continue to prioritise this group and rigorously strive to diminish the difference in their outcomes.

Janet Berry, Headteacher

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KEY

SEF = Self-Evaluation Form

SDP = School Development Plan

EYFS = Early Years Foundation Stage (for us that means Reception)

KS1 = Key Stage 1 (Years 1 & 2)

RWM = Reading, Writing, Maths combined

GLD = Good level of development

EXS = expected level

GDS = greater depth

SP = sufficient progress

AP= accelerated progress

SEN = Special Educational Needs & Disability

PPG = Pupil Premium Grant

CP = Child Protection

V = Vulnerable

Home grown children = children who started with us at the beginning of Reception

ASP = Assessing School Performance

School Context

Coombe Hill Infants is a popular, consistently oversubscribed school. In 2016, there were 450 applications for 120 places. We do not have a Nursery and in September 2016 we received pupils from 38 different feeder settings. We are currently involved in a feasibility study to consider becoming a 4-form entry school.

We are a larger than average school. We have 3 forms of entry, with 4 forms every other year. The fluctuating roll began in 2008 and has had an impact on our catchment area, traditional cohort of pupils, pressure on space, organisational issues, budget and recruitment and retention of staff.

Although the number of pupils eligible for free school meals is below the National average, we have seen the percentage steadily increase. We have a diverse intake, although our deprivation indicator is below National average and our stability is high. However, we do have an increasing number of vulnerable families, including looked after pupils. The number of pupils with special educational needs is close to National averages.

Coombe Hill Infants has a high proportion of pupils from minority ethnic groups. This figure is well above average at 62%. The number of pupils who have English as an additional language is 55% and we have 40 languages, other than English, being used amongst our families. This is in the highest quintile against other schools nationally.

Listening to the Parents, Pupils and Staff

We regularly conduct surveys amongst our parents – feedback on curriculum workshops, transition into school and to the next year group etc, staff – job satisfaction, involvement in whole school decisions, etc and pupils – safety, happiness, enjoyment of learning etc. . Hearing the voices of all stakeholders is very important to us. The results of our most recent surveys within our school family show that:-

99% of our parents say their child is happy, feels safe and is well looked after at school.

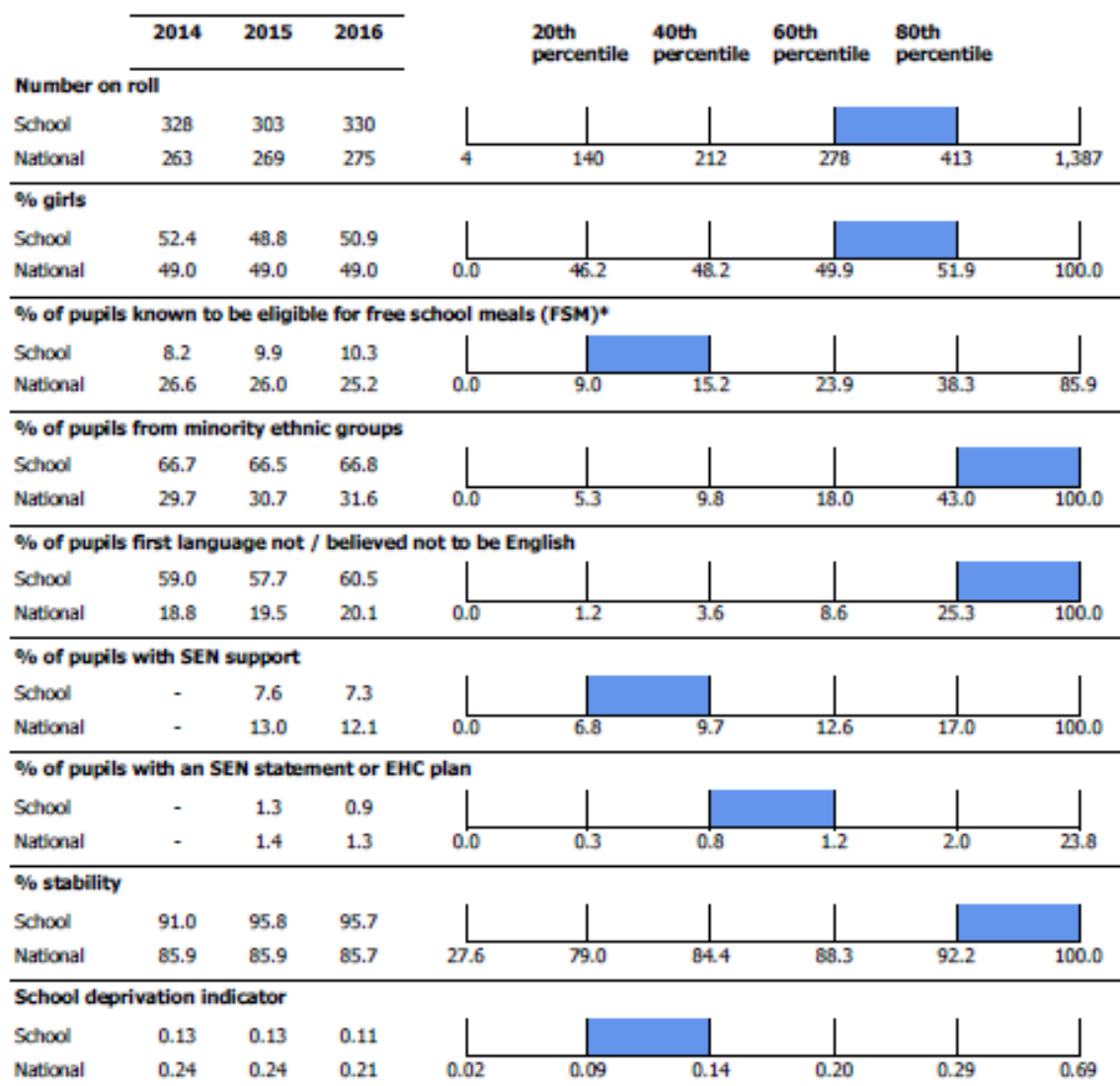
98% of our children say they feel safe at school and know who to talk to if they are worried.

100% of our staff enjoy working at our school and agree that our children are happy at school.

Coombe Hill Infant School (URN: 102567 DfE No. 3142004)

Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



SCHOOL DEVELOPMENT PLAN PRIORITIES

and

LINES OF ENQUIRY for 2017-18

based on analysis of 2017 results

SDP PRIORITIES 2017-18

1. To improve outcomes –meet forecast targets
- 2 To improve writing outcomes– spelling - meet forecast targets
- 3 To improve PPG outcomes - meet forecast targets
- 4 To increase level of challenge in all T&L opportunities greater depth, growth mind-set and well-being
- 5 To improve opportunities for parental engagement and pupil voice
- 6 To ensure sound financial management
- 7 To develop and strengthen leadership at all levels

LINES OF ENQUIRY

– see separate Action Plans

GDS Writing

GDS Maths

EXS Writing – spelling

Diminish the difference for PPG children in all areas

Gender (boys) all areas EYFS

Gender (girls) GDS Maths KS1

Gender (boys) GDS Reading KS1

OUTCOMES JULY 2017

2017-18 Cohort

Number on roll = 300
 Looked after children = 0
 Special Guardianship = 1
 Adopted = 0

PPG Definition at CHI = FSM, Ever 6, LAC, Adopted, Post Adopted, Special Guardianship

-74% of ch who achieved GLD in EY achieved EXS or above in RWM
 -6 ch who did not achieve GLD in EY achieved EXS or above
 -16 ch who achieved GLD in EY did not achieve EXS

Whole School 2016-17

SEND	23	8%	
PPG	29	10%	£45,460 staffing, interventions, trips, clubs, summer activities
EAL	166	55%	

ATTAINMENT

EYFS GLD Nat disadvantaged = 45%

	2017 90 ch	Nat	RBK	2016 120 ch	2015
All	83%	71%	76%	78%	76%
PPG	75%	72%	78%	78%	38%
2017 PPG Context	8 children, 50% EAL, 25% SEN, 38% CP/V				
2016 PPG Context	9 children, 44% EAL, 22% SEN, 44% CP/V				

YEAR 1 PHONICS Nat disadvantaged = 70%

	2017 120 ch	Nat	RBK	2016 90 ch	2015
All	83%	81%	84%	91%	72%
PPG	67%	83%	84%	64%	33%
2017 PPG Context	9 children, 56% EAL, 33% SEN, 44% CP/V				
2016 PPG Context	11 children, 36% EAL, 46% SEN, 82% CP/V, 36% SEN/CP/V				

KS1 RESULTS Nat disadvantaged RWM = 47%

	EXS	2017 90 ch	Nat	RBK	2016 120 ch
All	RWM	64%	64%	68%	50%
PPG		8%	65%	71%	
All	R	81%	76%	80%	70%
PPG		50%		83%	33%
All	W	64%	68%	71%	50%
PPG		8%		74%	13%
All	M	78%	75%	80%	64%
PPG		25%		83%	20%
	GDS	2017	Nat	RBK	2016
All	RWM	3%	11%	14%	10%
PPG		0%		16%	0%
All	R	23%	25%	29%	29%
PPG		0%		31%	7%
All	W	9%	16%	19%	13%
PPG		0%		21%	0%
All	M	9%	21%	24%	18%
PPG		8%		27%	0%
2017 PPG Context	12 children, 42% EAL, 42% SEN, 92% CP/V, 36% SEN/CP/V				
2016 PPG Context	15 children, 60% EAL, 40% SEND, 60% CP/V 27% SEND/CP				

YEAR 2 PHONICS

	2017 90 ch	Nat	RBK	2016 120 ch	2015
All	97%	91%	95%	89%	93%
PPG	82%			60%	88%
2017 PPG Context	12 children, 42% EAL, 46% SEN, 92% CP/V, 36% SEN/CP/V				
2016 PPG Context	15 children, 60% EAL, 40% SEND, 60% CP/V 27% SEND/CP				

ATTENDANCE

	2017 300 ch	Nat	RBK	2016 330ch	2015 300 ch
All	%	%	%	%	%
PPG	%			%	%
SEN					
PPG/SEN					
2017 PPG Context	29 children, 55% EAL, 8% SEN,				

All data has been checked against SparkEd Outcomes Report to Governors. Also, checked against Assessing School Performance (ASP) with Matthew Brown (data analyst at Afc).

PROGRESS

Pupil progress is measured for individuals and for different groups of pupils eg Pupil Premium children. Assessment data is entered formally three times a year – Autumn, Spring and Summer - on our data system (SIMS) and progress is measured from a pupil's starting point at the beginning of Reception.

SIMS measures progress using age related expectations. In the past, SIMS has not allowed us to measure accurately from one key stage (EYFS) to another (KS1). So we have also used our own CHI Progress Measure which has allowed us to calculate progress more accurately. For 2017-18, we will be using an improved SIMS system which has been adapted for us by our provider. This will allow us to measure, accurately and consistently, from the EYFS Baseline through to the end of Year 2 using a points system.

This table shows percentage of pupils making sufficient and accelerated progress within each year group in the Summer of 2017.

PROGRESS - 2017		Reading	Writing	Maths
		Sufficient & Accelerated Progress	Sufficient & Accelerated Progress	Sufficient & Accelerated Progress
Progress from start of R to end of R Based on SIMS points progress	All	93%	91%	92%
	PPG	83%	100%	83%
Progress from end of R to end of Yr 1 Based on CHI Progress Measure (114 home grown children)	All	91%	95%	91%
	PPG	88%	75%	88%
Progress from end of Yr 1 to end of Yr 2 Based on CHI Progress Measure (based on 8 home grown ch)	All	96%	93%	93%
	PPG	14%	80%	70%

This table shows percentage of pupils making sufficient and accelerated progress within each year group in the Summer of 2016.

PROGRESS – 2016 SIMS Age Related Expectations		Reading	Writing	Maths
		Sufficient & Accelerated Progress	Sufficient & Accelerated Progress	Sufficient & Accelerated Progress
Progress from start of R to end of R Based on SIMS points progress	All	95%	91%	91%
	PPG	89%	100%	100%
Progress from end of R to end of Yr 1	All	73%	67%	67%
	PPG	27%	18%	9%
Progress from end of Yr 1 to end of Yr 2	All	70%	50%	63%
	PPG	33%	13%	20%

ANALYSIS OF OUR 2017 OUTCOMES (results)

Overall at the end of EYFS in 2017 the percentage of children achieving a Good Level of Development is increased and is above RBK and National. However, we know we need to continue to focus on diminishing the gap between PPG children and non PPG children. Transition into Reception, has been further improved with visits made to the majority of nurseries and home visits made for those children not in nursery. Our EYFS Lead ensured these children registered with a nursery for at least a half term before entry into Reception in Sept 2017. This year (Sept 2017), our intake of 120 children come from 38 feeder settings. Handover between Reception and Year 1 has been very thorough, outlining next steps for children and analysing EYFS data to ensure accurate attainment forecasts.

Strengths in the following areas

- Good Level of Development up 5%
- EYFS attainment is above RBK and National
- Diminish the difference in Communication & Language between PPG and non PPG children

Aspects where we will continue to focus and target for improvement

- Reduce the gap in Literacy between PPG and non PPG
- Diminish the difference the gender gap in all areas (boys)
- Diminish the difference in GLD between PPG and non PPG

Year 1 and Phonic Screening in 2017 is slightly lower than we achieved in 2016 but is in line with RBK and National standards. However, our internal tracking and moderation between Yrs 1 & 2, show promising forecasts for outcomes for July 2018. Handover between Years 1 and 2 has been very thorough, outlining next steps for children and analysing Year 1 data to ensure accurate attainment forecasts.

Strengths in the following areas

- Phonics Screening – 70% of children achieved a score of 35+ (22% in 2016)
- Phonics Screening – PPG gap reduced to 18% (31% in 2016)

Aspects where we will continue to focus and target for improvement

- Continue to achieve in line with RBK standards
- Diminish the difference for PPG children

Overall achievement at the end of Key Stage 1 in 2017 is improved on July 2016, but is still lower than we have achieved in the past, prior to Assessment without Levels. Our RWM maths combined, Reading, Writing and Maths results are broadly in line with RBK and National Expected outcomes. However, the percentage of children achieving Greater Depth is lower than our 2016 results and lower than RBK and National. As 2016-17 was only the second year for changes in assessment processes, we continued to implement changes within our own practices for assessment, moderation and evidence gathering throughout the year. Although pleased by improved results in achieving Expected, we know that we need to improve and achieve in line (or above) RBK average results for Greater Depth. We remain determined to ensure our Infant children achieve their potential (progress and attainment) and continue their journey into KS2 as lifelong learners.

Strengths in the following areas

- Expected Standard - Reading, Writing, Maths combined up 14%
- Expected Standard - Reading up 11% (equal gender attainment)
- Expected Standard – Writing up 16% (equal gender attainment)
- Expected Standard – Maths up 13%

Aspects where we will continue to focus and target for improvement

- Expected Standard – Writing increase % of children achieving in line with RBK
- Greater Depth – Writing increase % of children achieving in line with RBK
- Greater Depth – Maths increase % of children achieving in line with RBK
- Diminish the difference for PPG children in all areas

OUR LAST OFSTED INSPECTION

Our last Ofsted Inspection took place in December 2013.

Last Inspection Overall Judgement	4 th & 5 th December 2013		SIP & School Current Self Evaluation
		Good	
	Overall effectiveness	Good	Good
	Achievement of pupils	Good	Good
	Quality of teaching	Good	Good
	Behaviour & safety of pupils	Outstanding	Outstanding
	Leadership & management	Good	Good

What Ofsted said in 2013 that the school needed to do to improve further?	Summary of actions taken post Ofsted
<p>Increase the proportion of outstanding teaching and improve pupils' achievement by:</p> <ul style="list-style-type: none"> ensuring that there is a consistently high level of challenge and engagement in learning in all lessons ensuring that pupil progress information is fully used by leaders and teachers so that all learning activities provide maximum benefit for pupils sharing best practice within the school 	<p>restructured SLT devolved responsibility for monitoring progress focus on internal & external moderation DH now moderator for borough all teachers involved in pupil progress meetings & whole school data share triad coaching/mentoring observations INSET style staff meetings – focus on CPD & pedagogy extended timetable precision teaching improved SDP (all staff involved) and Spotlight Documents</p>

Self-Evaluation using Ofsted Headings & criteria

<u>Effectiveness of Leadership and Management</u>	Judgement at last Ofsted	Self- evaluation by school
<p>Our Key Priorities for 2016-17 were:-</p> <ul style="list-style-type: none"> • Develop leadership capacity • Improve communication • Implement assessment change • Implement new curriculum <p>How well did we meet these?</p>	Good	Good

- School leadership including those responsible for governance, have a clear vision, are highly ambitious for the school and lead by example. It provides a clear vision to all endorsed by the governing body through the aims, objectives, the school vision and school mission statement (See Mission Statement)
- The ethos of the school is characterised by high expectations and aspirations for all pupils by all leaders which are communicated to all stakeholders. (see governors minutes ,SDP, assessment policy and expectations document and newsletters)
- The school is currently focussing on improving parental engagement (See action plan, evidence file and HTPM)
- Systems for communicating with all stakeholders has been improved (website, newsletter, noticeboards, e mails and restructure of curriculum mornings)
- The head teacher and leadership team are committed to achieving high standards for all pupils in order that they can attain the highest levels of achievement and personal development that they can(tracking, data sets, lesson observations, PM files)
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. (Pupil Voice, PM, staff handbook, CHI house style, stakeholder feedback)
- The schools rigorous self –evaluation cycle is thorough and accurately identifies the strengths and areas for development .Proactive systems and procedures are put in place to develop targeted areas (SDP, spotlight doc, curriculum committee minutes)
- The head teacher, senior leaders and Governors have a shared Development Plan to promote improvement.
- The curriculum has been updated and is creative, broad and exciting (curriculum plans)
- The curriculum meets all statutory requirements including the National Curriculum and it covers a wide range of subjects and provides opportunities for academic, technical, creative ,physical wellbeing
- Pupils have the opportunity to experience a wide range of activities. These range from drumming lessons, professional artists, forest school, sports coaches etc (See wider provision file) In addition a wide range of clubs (run by staff) are on offer to all pupils (see club info)
- Funding is used prioritised to offer high quality provision (see website, SDP and coordinator file)

- Learning behaviours are promoted consistently through our scheme (see scheme, classroom evidence ,SDP and commendation folders)
- The head teacher and leaders at all levels base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. (See assessment cycle plan, Performance Management system) As a result, the quality of teaching and pupils' progress across year groups shows an improving trend (see data sheet) Anomalies in trends have been identified and action plans put in place(GDS/PPG)
- The Senior Leadership team has been restructured and roles within the team have been clarified.
- Investment - training and restructure in middle leadership has resulted in the Subject leaders being more knowledgeable about developments needed in their subjects and in whole school standards. They have been involved in a range of monitoring and support activities across school and produced in-depth action plans for which they are accountable. Alongside staff, SLT and Middle leaders have developed an exciting and relevant curriculum that builds on children's prior attainments and expands their knowledge of the world.
- The Head teacher holds staff to account through challenging performance management targets. As a result, the overall quality of teaching is consistently good and improving, with some outstanding teaching.
- All leaders clearly focus on improving teaching and learning and therefore outcomes of monitoring exercises provide the vehicle from which appropriate professional development is planned for all staff. (See staff CPD lists and INSET timetable.)
- Devolved responsibility for monitoring progress in maths, reading, phonics, writing and science is having a positive impact of progress at expected level.
- Assessment systems/evidence collection routines continue to embed and develop, this is an area for further improvement and action plan in place.
- The Governing body has been re structured and streamlined (Governor File)

To reach Outstanding in the Effectiveness of Leadership and Management, the following areas need to be developed further.....

- ***Continue a distributed leadership approach to understand, analyse and respond to data***
- ***Ensure all groups continue to be monitored to ensure none fall behind and underachieve***
- ***Ensure all pupils make at sufficient progress in writing and outcomes are at least above RBK average***
- ***Embed assessment systems to ensure confidence and consistency- external support required***
- ***Further refine self-evaluation and School Development Plan***
- ***Further develop parental engagement***
- ***Focus on attracting and retaining governors with key skills and expertise***
- ***Leadership work to ensure an informed approach is understood at governance level. Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledge of the context and challenges including provision/progress for different groups***
- ***Governors continue to challenge leadership and management***
- ***Develop an Action Plan to respond to financial challenges and potential expansion***
- ***Continue to ensure rigorous Safeguarding procedures are in place***

Quality of Teaching, Learning & Assessment	Judgement at last Ofsted	Self-evaluation by school
<p>Our Key Priorities for 2016-17 were:-</p> <ul style="list-style-type: none"> • Ensure all T&L is good/outstanding • Develop Triad system of observations • Embed assessment systems <p>How well did we meet these?</p>	Good	Good

- All teaching is judged to be of a good or outstanding quality (observations/triad feedback/peer observations/Performance Management/pupil voice/questionnaires)
- Well organised and effective classrooms stimulate and support learning (Learning Environment Walks with staff, children, School Improvement partner and Governors)
- Rigorous programme of monitoring teaching quality involving SLT, advisers and peers (Performance Management/Staff Meeting minutes)
- Staff fully engage in effective CPD to ensure standards remain high and teaching is effective (Cluster work/peer observation/modelling/CPD evidence file)
- On-going moderation of feedback and marking and T & L ensures consistently high expectations (Performance Management evidence/ Cluster work/Best Practice meetings)
- Focussed weekly meetings, looking at specific areas of T & L
- Updated, creative curriculum - now broad, relevant and exciting
- Triad system of Peer observations now in place
- As a result of good and outstanding teaching, progress and outcomes improved on last year for most pupils and groups of pupils (data)
- Teachers and other adults set high expectations. They teach effectively and ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school (lesson observations)
- Teachers assess pupils' learning and progress regularly and accurately (assessment cycle, termly progress meetings, Year Group and inter Year Group meetings, moderation – internal & external)
- Feedback and marking is consistent (Assessment, Marking & Feedback Policy), Book Scrutiny, Lesson Observations)
- Support staff have a positive impact on pupil progress (Performance Management, half termly meetings with INCLO, MITA project)
- High Level personalised learning programmes are in place and the impact is closely monitored (Provision map, INCLO report, monitoring)
- Rigorous systems for assessment mean that pupils' needs are quickly identified (Provision Map, progress monitoring) and used to inform teaching and learning and impact of interventions
- Year Groups responsible for own budget
- CPD Year 2 Spelling, Punctuation & Grammar Curriculum changes
- INSET on dyslexia friendly classrooms for all
- CPD on Deep Learning
- Changed reading book system across school

To reach Outstanding in Teaching and Learning & Assessment, the following areas need to be developed further.....

- **More T & L to be outstanding (although proportion is increasing)**
- **Improve the quality of language and questioning in EYFS & KS1**
- **Develop pupil knowledge and understanding of personal targets and next steps to improve**
- **Set and achieve ambitious targets for pupils to achieve GDS in all areas**
- **Ensure all pupils make at least sufficient progress in writing and outcomes are at least above RBK average**
- **Ensure all pupils make at least sufficient progress in maths and outcomes are at least above RBK average**
- **Quality teaching and impactful provision to ensure all PPG pupils make at least sufficient progress, in line with non-PPG pupils**
- **Continue to embed revised system of peer observations and coaching and develop greater professional dialogue and self –evaluation**
- **Raising parental awareness of expectations for learning - EYFS & KS1**
- **Ensure best value for CPD and resources**

<u>Personal Development, Behaviour & Welfare</u>	Judgement at last Ofsted	Self-evaluation by school
<p>Our Key Priorities for 2016-17 were:-</p> <ul style="list-style-type: none"> • Ensure all Safeguarding policy and procedure are in place • Embed learning behaviours • Embed new lunchtime provision and procedures <p>How well did we meet these?</p>	Outstanding	Outstanding

- New lunchtime provision is highly successful. Uptake is now 89% compared with 80% in 2015-16.
- Our Learning Behaviours - Respect, Resilience, Responsibility, Resourcefulness and - are embedded into the curriculum and are celebrated each week (classroom displays/pupil voice/commendation books).
- The new lunchtime provision is highly successful. Uptake up by
- 96% of parents agree that there is a good standard of behaviour at school (Parent questionnaire)
- 99% of parents agree that their child feels safe at school
- 99% of parents agree that their child is happy at school
- All pupils are safe and feel safe in school (pupil voice)
- Trained Emotional Literacy support assistants support pupils
- Clear Behaviour Logs identify issues. Patterns over time are tracked and addressed (Behaviour Log)
- Pupils play an active part in self-monitoring behaviour through an active School Council/Prefects.
- Pupils show respect for each other and manners are taught regularly (Minutes of meetings)
- Skilled and consistent behaviour management by all staff makes a strong contribution to the positive climate for learning (observations/questionnaires)
- Safeguarding is high profile and prioritised across the school (Safeguarding audit/LA audit/Observation)
- Rigorous safeguarding procedures are in place and are a key element to all inductions (Audit/ staff handbook/safer recruitment policy)
- The school works very effectively with outside agencies (Reports)
- All Safeguarding training is up to date, this includes Prevent training and FGM (Training register)
- Safer Recruitment practices are in place and effective (SCR, Policy)
- E safety workshops held regularly for parents and staff
- Online safety is a priority
- Termly health and safety audits are carried out and action plans in place
- As a result of robust monitoring and action planning overall attendance is improving (attendance data /action plan)
- Pupil wellbeing is an ongoing focus– circle time, health and happiness week, PHSE activities, pupil questionnaires (pupil voice/curriculum planning)

To maintain outstanding in Personal development, behaviour and welfare, the following areas need to be developed further.....

- ***Analyse attendance data for different groups and create an action plan***
- ***Further develop our travel plan***
- ***Keep all training up to date and carry out staff quiz to ensure consistency and awareness***
- ***Implement on-line Safeguarding training for all staff (LSCB)***
- ***Opportunities for pupil voice increased***
- ***Continue high focus on staff and pupil well-being***
- ***Focus on involving parents in pupil well-being and positive mental health***
- ***Ensure all staff are given sufficient non-contact time (financial)***

<u>Outcomes for pupils 2017</u>	Judgement at last Ofsted	Self-evaluation by school
<p>Our Key Priorities for 2016-17 were:-</p> <ul style="list-style-type: none"> • Ensure all pupils make sufficient progress • Identify groups of pupils underperforming and plan interventions • Focus on raising maths attainment in EYFS and KS1 <p>How well did we meet these?</p>	Good	Good

- **EYFS**– 5% improvement on last year and 7% above RBK
- **EYFS** – increased % of children exceeding in maths – up 15%
- **Phonics** – 2% below RBK 2017
- **KS1**
RWM - 14% up on 2016 and 4% below RBK 2017
Reading – 11% up on 2016 and in line with RBK 2017
Writing – 16% up on 2016 and 5% below RBK
Maths – 13% up on 2016 and 3% below RBK 2017

(See Spotlight Document – July 2017 for breakdown)

- Pupil Premium children making sufficient progress from starting points (see INCLO case studies, small steps progress measures and Spotlight Document)
- Good moderation systems (internal and external) now in place - teacher assessment shows all pupils making sustained progress in all years groups and in many subjects, including Reading, Writing and Maths (see teacher assessment files, SIP report, EYFS data and use of Key Performance Indicators in KS1)
- Pupils read widely and often (1:1 with teacher, and TA, Guided Reading Sessions—see reading records)
- Pupils develop, use and apply a wide range of skills—reading, writing, maths, communication, social (lesson observations and learning environment walks)
- SEN pupils are making sufficient progress—INCLO and intervention group's (small steps of progress measure)
- All pupils tackle challenges and demonstrate resilience in their learning—School Learning Behaviours
- All EAL pupils make sufficient progress—(EAL termly levels)

To reach Outstanding in Outcomes for Pupils 2017, the following areas need to be developed further.....

- *Diminish the difference between the PPG and non PPG children achieving the expected standard in Reading, Writing and Maths and RWM combined*
- *Diminish the difference between the PPG and non PPG children achieving the expected standard in the Phonics Screening*
- *Diminish the gender gap in FS in Reading and Writing*
- *Whole school focus on spelling – audit, tailored CPD (to reach ambitious writing target EXS and GDS)*
- *Increase the number of GDS pupils in maths*
- *Parental involvement in spelling targets*
- *Greater emphasis on home /school learning*
- *Ensure value for money in CPD*

<u>Effectiveness of EYFS provision</u>	Judgement at last Ofsted	Self- evaluation by school
Key Priorities for 2016-17 <ul style="list-style-type: none"> • Improve C&L outcomes • Maintain or exceed 80% GLD • Prioritise outdoor/indoor free-flow play opportunities and quality 	Good	Good
How well did we meet these?		

- Children make at least expected progress and most children make progress that is better than this from their starting point (data)
- Disadvantaged pupils are making substantial and sustained progress and any gaps are beginning to diminish (data)
- Transition is managed skilfully (Policy/ transition plans/ pupil questionnaire/parent feedback)
- Pupils are well prepared for the next stage of their education (Pupil voice)
- The learning environment is well planned and creatively resourced (learning walks/ observations)
- The quality of teaching over time is consistently good (lesson observations /PM)
- Some teaching is outstanding (observations/PM)
- Pupils are highly motivated, eager to participate and discuss their learning (observations/pupil voice)
- Pupils have high levels of curiosity, imagination and concentration (observations)
- Pupils listen well and are highly responsive to adults (observations)
- Pupils demonstrate positive behaviour and high levels of self- control, cooperation and respect for each other (observations)
- Pupils health , safety and well- being are significantly enhanced by the vigilant implementation of robust policies
- Strategies to engage parents, including those from different groups, in their child's learning in school and at home are having a positive impact on pupil progress (Talking homework)
- Parents are actively engaged in supporting children's learning through a variety of well attended visits, workshops, assemblies, information meetings and parent meetings (Parent feedback)
- Accurate assessment informs both group and individual need. Moderation is increasingly robust, between school staff cluster schools and borough wide (Meeting records)
- All EYFS staff demonstrate a good understanding of the curriculum (observations/ PM)
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate learning
- Professional development improves the quality of teaching (Power of pictures)
- Teaching is highly responsive to children's needs (observations/PM)

To reach outstanding in EYFS, the following areas need to be developed further.....

- ***Diminish the gender gap in FS in Reading and Writing***
- ***Whole school focus on spelling – audit, tailored CPD (to reach ambitious writing target)***
- ***Close the gender gap for boys in literacy***
- ***Close gap in communication / language for disadvantaged pupils***
- ***Ensure all staff use skilful questioning and maximise learning opportunities through meaningful observations***
- ***Increase opportunities for parental engagement by introducing home/school reading book and maths challenges***
- ***Further develop the outdoor area so that it offers consistently excellent provision***
- ***Develop assessment systems and ensure every child undertakes highly challenging activities***
- ***Ensure value for money in new assessment system, CPD and resources***
- ***EYFS Lead to continue to ensure best practice shared throughout whole school***
- ***EYFS Lead to continue to work closely with KS1 Lead and SLT to share data, trends, groups, provisions etc***

OUR VALUES

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.

We provide an outstanding education for all children.

Our Values, Vision and Mission

OUR VISION

To develop *strong minds,*
bodies and *spirits*
in *preparation for life*

OUR MISSION

- We will ensure there is a warm, welcoming and secure environment for all
- We will provide high quality, personalised and inspirational teaching and learning
- We will offer a creative and adventurous curriculum delivered by a passionate and innovative team
- We will expect high standards for behaviour and conduct
- We will provide enriching experiences and role models
- We will foster a culture in which every child's contribution is encouraged, valued and celebrated
- We will build genuine, collaborative partnerships with families and the local and global community

We sow the seeds of

curiosity,
enthusiasm
and *resilience*

To ensure all children continue

to *delight* in their *lifelong*
love of learning



"It's like one big family, living in one big house"

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

