

North Newton Community Primary School



“Together We Achieve”

Self-Evaluation Form

Updated September 2017

NORTH NEWTON PRIMARY SCHOOL - IN CONTEXT

All data and information should be considered in the following context.

The number on roll is currently 97 (September 2017) and has been this size for 2 years. The school has been a 4-class structure since 2011. We have 13 children who joined us (from 5 different Pre-School settings) in Reception Class. Foxes Class has Year 1 and 2 children. Squirrels have Years 3 and the majority of 4 children, and Badgers have five Year 4 children, and all Years 5 and 6 children. Equality of numbers in Key Stage 2 was the sole reason for the classing structure, but the five Year 4 children were chosen through specific criteria. Since September 2016, three classrooms swapped locations and this has greatly improved the flow of the school – there is now a dedicated EYFS/KS1 cloakroom, with the two classes having an adjoining door to develop further links. In addition, the upper Key Stage 2 class is now in the mobile classroom with a more appropriate amount of space. The class alterations have had a positive impact on all children and they are enjoying the new arrangements.

North Newton Primary School has figures well below national averages (0-20% percentile) for FSM, SEN, stability, ethnic minority and EAL pupils and so when comparing school results with those nationally, it must be remembered that because of the small cohorts individual children's results can distort comparisons. Only approximately 40% of families live 'within catchment' (North Newton and West Newton) and over 50% coming from North Petherton and Bridgwater. This percentage has gradually dropped due to house prices in North Newton and as a result of the huge housing development around the area. There are no plans to relocate as there is no actual housing development planned within 2 miles of the school. Our building continues to be monitored carefully and funding is allocated from County in order of priority.

Currently, we have 15 (16%) children in receipt of Pupil Premium Grant (PPG) funding (13 full & 2 Forces) and these children are a continual focus to ensure as much as possible is done to ensure they achieve at least in line with non-PPG funding children. There is little discrepancy between PPG and non-PPG children in terms of academic performance and progress and we will continue to monitor this, not only by teachers but also by the Governing Body.

1. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The Senior Leadership Team continues to work hard with all stake holders to develop a Vision for the coming years. Since 2014, systems have evolved through regular and rigorous review and the school community works well together to ensure children receive the best possible provision – for all children to be happy, self-motivated young people who drive their own learning, are enthusiastic in their work and leave Year 6 at least at Age Related Expectations in English and Maths.

Our school has met the demands of a rising number of pupils on roll and has successfully re-structured classes. The EYFS provision, led by our Senior Teacher (in post from April 2014) continues to improve and is focuses on Independent Learning through play, group work and target-led provision striving for accelerated progress. Reception children settle well due to the comprehensive programme devised between school and the number of Pre-Schools we work with. The outdoor provision (relocated in April 2015) directly outside the Hedgehogs classroom, provides free-flow, but is work in progress. The previous EYFS free-flow area – situated at the rear of the school - is now a beautiful and popular Quiet Area for all.

The Headteacher, Governors and Senior Leader have high expectations and constantly focus on **improving teaching and learning** through monitoring of lessons, book scrutiny and Learning Walks. As a result, the provision of effective and well targeted support and CPD has ensured teaching across the school continues to improve. The year 3/4 teacher as well as developing an excellent knowledge and understanding of all subjects has developed effective leadership skills, becoming the Maths Leader and Key Stage 2 Curriculum leader. On Fridays, we have a teacher (in their third year) who teaches in Year 3/4 and complementing the 4-day Year 3/4 teacher. The 4-day class teacher uses the 5th day as her Inclusion Leader / SENCO day. The 5/6 class teacher, in his fourth year of teaching and who started in September 2015, brings a new energy to the upper Key Stage. He is the English subject leader and has delivered effective INSET in Talk for Writing, Phonics and Reading. He teaches 4 days for family reasons, and the Head teacher teaches on Fridays in this class. In the Year 1/2 Class, there is a job share, with our PE leader teaching 2 days, and our Science leader teaching 3 days. They work effectively to ensure children continue to make effective progress building on from their Reception learning. All classrooms have recently been revamped and there is an excellent working atmosphere, with stimulating displays and a shared drive to develop child independence throughout the school. All classes have effective LSAs working each morning, with Reception class having full-time LSA provision, with all other classes having part time LSA provision for budget reasons. Over the years, we also provide initial teacher training and work experience for students from Bath Spa University, SCITT, Bridgwater College and Robert Blake Science College, which helps to focus attention on the quality of teaching and learning with teachers acting as mentors and being responsible for regular lesson observations.

Our school continues to develop a **broad and balanced curriculum** based around a thematic approach and often involves local visits and a high degree of practical and first hand learning experiences. WOW Days spark the launch with carefully planning days either in school, or often on relevant excursions. Recent days include spending a morning with the author of a book relating to Anglo-Saxons. The story was based at Burrow Mump! Our tailored curriculum is exciting and meets the needs of all pupils thus enabling them to achieve their full educational potential and make good progress in their learning. Our creative approach is progressive and actively promotes children's good behaviour and safety as well as providing for their spiritual, moral, social and cultural (SMSC) development.

Children are encouraged to lead healthy lives through PE and other sessions. We promote British Values in all we do, and commemorate relevant dates in the calendar, as well as promoting respect, democracy, liberty and tolerance within class activities, and during collective assemblies. All children have a voice - not limited to a School Council – but the Headteacher, Senior Teacher and teachers often discuss matters with the children which could further improve our school. Children and parents often work together on projects at home and this is very beneficial in terms of further strengthening school to home working relationships.

Leaders work alongside the teaching staff to regularly evaluate **strengths and weaknesses** and use their findings to create action plans. All members of staff who lead individual subjects now produce focused Subject Action Plans in order to ensure all provision continues to improve. (Appendix 2) This includes a thorough analysis of “Raise online” data with all teaching staff fully involved in the discussions. From September 2017, we will be analysing the new Assessing School Performance Document. Governors are kept fully informed of standards (See Governor Minutes) and are fully aware of the School Development Plan (SDP) (See School Development Plan) – the positive impact this has promotes quality Governor meetings where support and challenge help to ensure standards are as high as possible.

The Governing Body is a strength of the school both in terms of stability, expertise of the individuals, notably the Chair, as well as having two relatively new parent Governors to give ‘a fresh pair of eyes’ view. All Governors make regular visits to the school to support and monitor, both formally and informally, including taking part in Learning Walks and observation with the Headteacher or Senior Teacher. There is a comprehensive programme of visits which Governors carry out, focused on the 6 aspects of the SDP. Governors are well aware of their responsibilities and regularly attend relevant training run by Governor Services and more recently attend annual individual meetings with the Chair of Governors to evaluate their own efficiency for the year.

Effective use of the Pupil Progress funding ensures children who are in receipt of this benefit from carefully targeted provision, including focused interventions. As a result, Pupil Premium pupils make at least expected progress and attain in line with their peers, with the current exception of the children who are on the SEN register. Sports funding is devolved effectively to ensure all pupils gain a wide and varied experience in a range of sports. Throughout the year all children attend termly inter—schools sporting festivals to develop a range of sporting skills as well as an opportunity to work with children from other schools – essential for a small school. The Governing Body challenge the Headteacher and Senior Teacher to ensure progress is maintained and the school is being managed in an effective and forward-thinking manner to ensure all children are received the most effective provision possible for the school.

The Headteacher, senior leaders, including Governors are ambitious for the school and constantly looking to improve standards. A key focus is to develop the school’s capacity for sustaining improvement by further **strengthening leadership capacity**. The Headteacher works alongside the English subject leader to support his ambition for a more significant leadership role in the future, encouraging him to attend relevant training sessions as well as giving him additional responsibilities within the school. The SENCo is also eager to develop her role and attends relevant training as appropriate. All teachers are given opportunities to visit other schools and to observe other teachers to continue their development and to gain ideas, thus further improving our own schools’ provision. High professional standards are expected from all staff and Performance Management targets are challenging and are being achieved, in accordance with the Teacher Standards 2013 document.

The Headteacher and staff **engage effectively and appropriately with parents and carers to support pupils' achievement, behaviour and safety, and their spiritual, moral, social and cultural (SMSC) development.** Regular contact is maintained through newsletters, text messaging, the school website and our Facebook page which showcases the pupil's achievements. A regular article in the Link magazine offers the community an in-sight into our school too. Weekly Celebration Assemblies publicly celebrate excellent work, completed by the children in school, but also when children take part in activities out of school (Judo, gymnastics and Library Summer Challenges etc). When opportunities arise, the school is eager to participate in local events with other schools including the Christmas Carol Concert at Wells Cathedral, sporting festivals, singing festivals and inter-school competitions. We promote local clubs to encourage children to take part in locally run groups.

Well-targeted **INSET training sessions** are delivered for staff, focusing on a range of aspects of school development. The Headteacher values all staff members and therefore invites all staff to attend training, including LSAs to teacher-focused CPD in order to ensure all messages / training is across the school – this ultimately impacts positively on the whole school as all staff understand the reason and purpose of any training. In addition, the headteacher positively encourages all staff members to engage in other relevant training or courses – recently an LSA has made enquiries about learning a musical instrument with a visiting teacher!

Examples of CPD training – which have taken place since September 2015 - positively impacts on the whole school as all staff members are engaged and the messages are consistent. Training was arranged to support the main priorities of the School Development Plan.

Whole School ethos and vision Vision, forward planning and the 3 year journey.	English – Assessment, Talk for Writing, Phonics, Guided Reading, EYFS reading – new expectations.	Maths - Assessment Calculation, problem solving and the new expectations
Promoting British Values – How can we cover these aspects throughout our curriculum?	RE Making RE fun, exciting and relevant to the children.	PREVENT & Safeguarding training
The New Curriculum – an overview of expectations and coverage.	SIMs Assessment training in line with updated expectations.	Dyslexia Friendly Status Mindfulness, Emotion Coaching and Child Psychology
Online safety – for staff and for parents (annual)	Fire Safety Fire extinguishers and training	Promethean Training Also ipad teacher & LSAs
First Aid – selected members of staff. Some staff have also had paediatrics training	Safeguarding and Food Hygiene (Selected members of staff)	Minibus training for staff and parents.

The Headteacher, leaders and Governors are fully aware of their responsibilities to ensure all **pupils are safe** and meet the legal requirements for Health and Safety legislation. Our school works relentlessly to ensure all safeguarding aspects, including PREVENT, are constantly updated and procedures followed appropriately at all times. There is a comprehensive overview of all training, which records which members of staff complete relevant training, including dates to ensure all training is up to date.

Safety & Security

Safety and Security practices are effective and vigilance is maintained. Our **Single Central Register** of all staff members is updated termly, or when there is a change in staff. Our Safeguarding Governor monitors the SCR termly. All staff and volunteers are DBS checked and a comprehensive list of all checks carried out is kept on file. All staff wear name badges and visitors sign in and are given 'Visitor' stickers. The main gate is only opened via an Intercom. CCTV cameras *monitor* both gates. The side gate has a combination padlock, which remains locked, apart from when gaining access to and from the field. All external doors have jobs which ensure **security is good**. In January 2016, 20m of overgrown hedging was replaced with chain link to improve visibility; receiving praise from the police. Security lighting has been updated and is prevalent around the school improving security at all times. Recent advice has further improved our security but fixing a grill to the front gate, and adding an extra panel 'on the turn' facing our neighbour's house. Our neighbour is vigilant and is happy to report any issues – they also have the Caretaker's telephone number if required.

A recent **Health and Safety Report** carried out in November 2016 by Jon Saunders (Head of H&S, Somerset) granted us 100% success. Our Risk Assessment and Management Information System (RAMIS) is fully compliant and updated effectively.

All trips are managed well and risk assessments are carried out to ensure that the safety of children and staff is paramount. All children wear hi-viz jackets on journeys and ratios are always at least in line with government guidance.

Children behave well and consequently their safety is well managed both in and out of the classroom. Children feel safe both in school, and on school trips, with the School Council being used as a "sounding board" to check on this. We regularly have **positive comments from the public** when out and about.

The vast majority of children are good at making assessments about their own safety and know how to behave correctly or make safe judgements in situations that require it. Children have recently taken part in farm safety poster competitions, fire-safety and first-aid training, and also road safety awareness (including cycling proficiency for Year 5 & 6 children)

Termly Health & Safety Learning Walks take place with staff and Governors with one, more detailed, audit carried out annually with two Governors.

All classes receive half-termly opportunities to develop their understanding of **online safety** and take part in special activities as part of the annual Online Safety Day, usually in Februarys.

GRADE: Good

Areas for Improvement / Continued Development:

- Further improve communication so parents are fully informed how their children is progressing and achieving in school, through clearer information for parents to be shared during parent consultation evenings.
- Governing Body continue to make regular visits to school to gain an even greater insight on progress and improvements with more detailed understanding. Learning Walks take place half termly with different staff members.
- Continue to ensure new information regarding safeguarding, PREVENT and online safety is relayed across all staff.

2. PERSONAL DEVELOPMENT AND WELFARE

Behaviour

Pupils' behaviour is very good both in and out of lessons. Lesson observations, comments from visitors to the school, and on trips, confirm the children behave extremely well. Parent survey in July 2017 produced some very positive results: **100% think our school looks after their child well** and is able to **enjoy a wide range of provision. Poor and unacceptable behaviour is dealt with effectively** (83% at least agree and 11% do not know of any issues!) and swiftly when parents work with the school.

'**Footsteps to Success**' enable children to comprehend what it means to be a successful learner. Mindfulness and emotion coaching help children when they are faced with a barrier towards their learning or social difficulty. Children know the Learning Pit concept; a place all children have to enter if they wish to improve in their learning efficiency and develop resilience. As a school, we agreed 4 attributes of 'Footsteps to Success' as being;

- I am positive
- I continue to grow
- I am part of the community
- I am a thinker

The **children have designed relevant emblems** and these form part of our school ethos and vision for 2016 and beyond. This directly aims to allow children to take more responsibility for their learning, their thinking, their ability to co-operate and offer to the community.

In the last ten years, there has been one permanent exclusion and only two fixed term exclusions. Both children have now left the school; one has moved out of County. There have been zero racist incidents reported in the last 3 years, with 2 minor online issues – which were effectively resolved. Good behaviour is promoted in Celebration Assembly each week with English and Maths stars selected for each class, as well as the presentation of the 'class mascot' for the child/children who have excelled. We also promote childrens' successes at activities out of school.

Teachers and all support staff have high expectations of pupils' behaviour. The vast majority of children get straight down to work, and demonstrate positive attitudes to their learning. They are keen to tackle difficult problems and work very well both independently and in groups. Pupils respond quickly to instructions and requests from staff and also behave well for trainee teachers, supply teachers, PE coaches or musicians.

For children who face challenging situations at home, or at school, our **highly effective PFSA** worker spends 1:1 time with the child, also works with the family at home. This has been successful and, once children have settled sufficiently, the PFSA moves to another case. In September 2017, there were 4 families benefiting from the PFSA's work.

Outside of lessons pupils typically demonstrate a **good standard of behaviour** and there are very few reports of bullying from parents or children. Pupils generally play well together and there are no gender issues, with both sexes mixing well together. Pupils are always willing to talk to adults and are quick to report any problems that occur, knowing they will be swiftly and fairly dealt with. Any minor incidences of bullying are dealt with quickly and effectively by all staff. Children are proud of their good behaviour and support the staff, ensuring all children feel safe.

Attendance is good (96.69% September 2016 – July 2017) and parents are regularly reminded of the need to ensure their child has a good attendance record. Termly letters are sent out with each child's % compared to the class %. The end of year report includes the child's attendance over the year, together with what this means in terms of future achievement. Collaboration within the local Cluster Group (Compass Group) now ensures there is consistency between the different schools in their treatment of holiday requests. Since April 2014, one fine has been issued for an unauthorised holiday.

Children arrive punctually for the start of school and this is regularly monitored by the Headteacher. All children go straight into the classrooms from 8.45 and are met by their class teacher and LSAs. Children begin a calm learning activity after organising themselves (bags, letters and coats etc). Late arrivals are very rare. Behaviour at the Early Birds Breakfast Club is very good and well-managed by the staff. Recent County Council (external) moderation was extremely positive. Behaviour is also good at clubs and all after-school activities organised by the school. We run 24 clubs across the year, covering all year groups, but Reception join in after Christmas.

In July 2017, children were asked how they felt about the school, which was well-received. Our Governors 'survey' the Key Stage 1 and 2 separately to find out how they feel about the school. Recently, they described aspects of the school as:

Atmosphere	Learning Environment	Whole Site
Kind, caring, community, careful, buzzing, helpful, fun, great.	Step by step, great lessons, positive, enjoyable, stretching, imaginative, helpful, open-minded, fun	Safe, amazing, loving the different sections, fun, positive, friendly

As a school community, the impact of our hard work driving the ethos, and footsteps to success aspects is positive with children loving coming to our school. The Headteacher likes to be at the entrance gate at the start and end of each day, unless teaching or unavailable – parents welcome this and he is often able to answer questions, clarify or discuss aspects which have a positive effect on how the parents feel about the school.

GRADE Good

Areas for Improvement / Continued Development:

- Continue to monitor closely the behaviour of all children, ensure praise is given where appropriate.
- Embed specific areas around the playground to all different activities to take place in different areas.
- Improved communication with review meetings, and an ‘open-door’ policy for parents to see teachers at the end of a school day.
- Provide further opportunities for staff to develop their own CPD and ensure all staff maintain a work-life balance.
- ‘Improved’ CCTV to enable the office to see the access gates to further improve security.

3. QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Teachers across the school demonstrate high expectations, reflected in their teaching and planning especially in the core subjects. Lesson observations set high standards, are reflective and form part of the appraisal meetings. Filming of sessions allow effective coaching and promotes teachers to drive their own development. Provision is good; extending previous knowledge, skills and understanding of all pupils with well-differentiated work for both less and more able pupils. Work is well-matched to children’s needs and interests, and those with One-Page Profiles regularly have individual targets set for them to ensure they are successful. These plans are agreed with the child, their teacher and their parents. Review meetings for parents now take place on a termly basis and are well-received by parents and has a positive impact on children as well, in terms of their well-being, attitude towards work and progress.

Lesson observations, work scrutiny and data analysis show the vast majority of pupils develop good knowledge, understanding and skills in reading, writing, communication and maths. English and Maths expectations are significantly higher since ‘NC14’, and the delivery of lessons has improved as we ensure children are working at age-expected at the very least. Those who are not secure receive targeted intervention work (ILI, Rapid Reading, Rapid Writing) where possible, however due to our budget restraints, this has proved a challenge since April 2017. Biannual (December and April) Pupil Progress Meetings scrutinize effectiveness of intervention, as well as analysing year group progress. Work Scrutiny takes place at least every term in English and Maths across the school and termly across the Compass Group (Local cluster of schools) to highlight quality work and as a support mechanism to help others. It also gives an opportunity to share ideas, resources and issues. Teachers are given opportunity to visit and observe good practice at these schools.

Teaching staff take time to plan interesting “WOW” days either at the start to launch a topic or as a celebration at the end of a topic, when parents are invited to see their outcomes. Staff work collaboratively making the most of each other’s strengths and delivering some really exciting and challenging project work – collaborative working also extends to schools in the Compass Group.

The **curriculum is enriched** further by the range of quality external teachers, coaches and tutors. They cover some art, computing, MFL, music, drama and PE lessons which bring fresh stimulus and expertise to the teaching, learning and enjoyment for pupils. In a recent survey (June 2017) on extra-curricular activities,

53% of children attend 3+ clubs over the year, with 98% attending at least one of the 24 different clubs. Teachers successfully plan in a comprehensive timetable in order to ensure time is well used, with some subjects being taught weekly, others in blocks. Pupil Premium funding is used effectively in this area to enable identified children to access specialist teaching; one to one tuition in music and drama, sporting opportunities or extra interventions delivered by trained LSAs. Children in Hedgehogs class attend Forest School on a weekly basis. Other classes attend Forest School periodically with plans for improvements across the school to allow all classes an increased number of visits to our Forest School area at Dinklong, North Newton.

Teachers strive to ensure that pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback. This can be verbal in the early years but takes the form of written targets in other years. Teachers regularly spend time with pupils, ensuring they know how to make progress, especially in reading, writing and maths. Children are aware of their own personalised targets and in KS2, review their progress against them. They then discuss with their teacher what their next target(s) might be. In English, from KS1, children use “Toolkits”, against which the children and teacher systematically assess their work. Teachers also make good use of peer assessment and “two stars and a wish” to help children identify their own next steps. Our Marking and Feedback policy, with an agreed set of codes across the school, aid children and teachers; children know these codes and use them to improve their work and these are displayed in all classrooms. As a result, they are making good progress, as was confirmed during our recent external writing moderation.

Teachers make good use of questioning and discussion to promote learning with many different styles of questioning used to deepen understanding and evaluate progress. We have experienced teachers who use their expertise, including their good subject knowledge, to ensure pupils make good progress across the curriculum.

Children are assessed using 4 ‘strands’; Emerging, Developing, Secure and Greater Depth. An aspirational benchmark of 78% to be secure in Reading, Writing and Maths by the end of each academic year is aimed for and teachers monitor progress and use intervention to ensure good progress is sustained.

Teachers use homework well to help extend or reinforce children’s learning and strengthen the home-school link. In KS1, homework tasks focus on reading, spellings and times tables. In addition, homework is often linked into their term’s work and encourages the children to explore their topic in more detail across the curriculum. In KS2 homework often reinforces work undertaken in class (as well as reading, spelling and maths) and extends learning with some interesting (and creative!) challenges. In June 2017 parent’s survey, 91% agreed set homework complements the child’s learning.

All teachers are encouraged to visit practitioners in other schools to gain further ideas and are able to reflect on their own skills. All teachers are also encouraged to focus on their own CPD, including Emotion coaching and Dyslexia courses.

In a recent parent’s survey (June 2017 – Appendix 1) 100% of parents believe their child is making good progress, 97% parents believe their child feels happy and safe in school, and there are a wide range of opportunities and provision including clubs, trips and sporting events (100% strongly agree) 100% of our parents felt we have an appropriate balance with our security arrangements.

GRADE Good

Areas for Improvement / Continued Development:

- Improve benchmark to 80% to be at least secure in reading, writing and maths by the end of their year.
- Children who are developing have effective intervention programmes to accelerate their progress.
- Improved impact of Forest School – currently for Reception only - and develop the use of the outside environment for all classes.

4. OUTCOME OF CHILDREN AND LEARNERS in 2017

Whole School Data 2017

Reception 12 children, 1 January school starter, 83% achieved GLDs.

Phonics 94% - 6% increase from 2016 figures.

Year 2 Reading 80%, Writing 80% and Maths 80%.
 We have been unofficially moderated and the outcome was very pleasing.
 Reading, Writing and Maths results have all improved in comparison to 2016 data.
Progress from Reception – Year 2. In 2015, the GLD was 65%, which illustrates excellent progress.

Year 6 Results very pleasing predictions, especially the percentage achieving Greater Depth in each subject.
 This is an improvement from 2016 data.

Year 6 SATs Results (11 Children. 1 = 9%)

Subject	ARE+	GD+	National	Somerset Only
Reading	100%	27%	71%	72.3
GPaS	91%	45%	77%	73.8
Writing	82%	45%	76%	74.3
Maths	82%	36%	75%	71.4
Science	82%	--	--	--
R/W/M	82%	36%	61%	58.9

- **Reading / Writing / Maths** – The proportion of pupils attaining R/W/M is well above National average.
- **Reading** - The proportion of pupils attaining ARE is well above National average.

- **GPaS** - The proportion of pupils attaining ARE is well above National average.
- **Maths** - The proportion of pupils attaining ARE is above National average.
- **Greater Depth in Reading** - The proportion of pupils achieving Greater Depth is above National average
- **Greater Depth in GPaS** - The proportion of pupils achieving Greater Depth is well above National average
- **Greater Depth in Writing** - The proportion of pupils achieving Greater Depth is well above National average
- **Greater Depth in Maths** - The proportion of pupils achieving Greater Depth is well above National average
- **Greater Depth in R/W/M** - The proportion of pupils achieving Greater Depth is well above National average

Progress from KS1 to 2 based on L2a converting to ARE+:

- Reading: 100%
- Writing: 91%
- Maths: 91%

5. EARLY YEARS FOUNDATION STAGE (EYFS) ANALYSIS

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EARLY YEARS FOUNDATION STAGE (EYFS) ANALYSIS

Gender and Birth Information

Currently 13 children in the Reception – 8 boys and 5 girls.

5 children with Autumn term birthdays and 2 born very late in the summer term. There are No children currently who are eligible for PPG in Reception.

Children have come from 5 different pre-school settings.

Reception Teacher

The Phase Leader has worked in EYFS for 3 years and has a drive to improve. The EYFS team share the same vision. The leadership team works tirelessly to develop teaching and learning across the EYFS Phase through:

- Rigorous monitoring of teaching, learning and assessments.
- Regular 'drop ins', formal and peer video observations ensure high standards are maintained and rigorous support is planned, delivered and monitored.

- At least termly moderation of data, pupil Learning Journeys, Development Matters highlighting, the learning environment, planning and marking.

Children are assessed on entry through a baseline test. This also includes a parental input through home visits and questionnaires, observations and effective partnerships with our local pre-school providers.

The EYFS Leader regularly meets as part of a **compass group** to externally moderate work in Learning Journals to ensure there is **consistency in assessment**. She also attends **Moderation meetings** in the autumn and summer terms with other schools across Somerset enabling open dialogue about the children within the setting with EYFS colleagues. The EYFS LSA attends **Phonics update courses** with Anne Harvey (Somerset Literacy Network) to ensure Early Phonics teaching in Reception is effective. The Class teacher also **regularly visits other schools** to continually improve the provision within her class room.

- The EYFS leader has ambitions to become a Deputy Headteacher and is developing skills and experience through effective training courses, SLT meetings, has become a staff Governor and is ever-willing to offer advice to others when required.

Classroom provision

- All Reception children, from 6th September were offered a full time position in school which was well received by all parents.
- Effective planning and high expectations from class teacher and LSA encourage children to become independent learners from very early on, with continuous provision activities set up each week to encourage independence and allow all children access to a rich curriculum where they have to challenge themselves.
- Quality and consistent provision, planned weekly, continues to be a real strength and used to further develop specific areas such as concepts of number – number recognition, number formation, mark making, letter formation, gross and fine motor skills. Further effective provision includes daily ‘dough gym’ sessions immediately after Registration for all children who have poor fine motor control.
- The LSA carries out daily 15 minute handwriting (Teodorescu) session with some Reception children in order to improve letter formation and in turn fluency in writing.
- A Social group for a small group of 4 children (EY) who were assessed as below age related expectation has impacted on their learning positively and aims to address their current 30-50m assessment level in ‘Self Confidence and Self Awareness’, are now more likely to achieve GLD. This ‘Socially Speaking’ group enabled them to learn the skills to speak in a small group successfully and all 4 were a ‘Secure’ GLD in June.

- All children exposed to Phases 2-5 Phonics from their first full week in school; 11th September, learning initially 2 sounds per day to 5 sounds a week by November. Children are assessed 3 x per year and children needing additional support complete intervention 'Sound Linkage' with the class LSA.
- The class teacher wears a hair band to signify to all children that they cannot ask for her support when working with a group or 1:1 (unless there is an emergency) and this provides them with an opportunity to think of different strategies to solve their problem.

Parent partnership

- The class teacher maintains excellent liaison with parents through:
- Pre-visits to pre-school visits for every child attending our school
- Home visits offered
- First days induction with parent where they are invited in to the setting with their child to meet staff, share any concerns/ queries and learn about the expectations at the end of EYFS
- Daily personalised meet and greets for each child with an opportunity to share concerns from 8.45-9am
- Parents are invited into classrooms, throughout the year, during 'Open book afternoon' to look through Learning Journeys and observe teaching and can comment (with their child) on what they believe their child's next steps are
- Parent support packs are given out to help support children with reading and maths at home
- We work closely with the local Pre-school to support parents and pupils in their child's transition to school
- For the past 2 years a parent has been a member of the Governing body
- Home-based activities have been set up to encourage parents to support their child's learning.
- Each day WOW moments are shared from home with the class. Listening to children and their interests informs planning and ensures all children have a regular opportunity to speak in front of the class. These are also displayed in the classroom.
- A weekly phonics activity book is sent home for all children to complete based upon the sounds taught that week.
- There are also occasional challenges (during the holidays) sent home to allow each child the opportunity to share learning that is going on at home to contribute to areas of the EYFS curriculum. The subject focus is dependent on the moderation focus for to cluster group meetings in the summer term.
- From their first day, children have a picture reading book sent home with very little or no text to encourage story sharing with parents. This is changed for a true reading book (Jelly and Bean/Songbirds/Big Cat book) as children learn the Phase 2 sounds or as and when they are ready through teacher assessment.

- ‘Talk for Writing’ story maps are being sent home to allow parents to support their child learn the text. The children then perform the text as a whole with actions. This encourages speaking and listening skills and allows the children to learn a story off by heart without being able to ‘read’. This will later transfer into writing.
- 2 times per week the children have their reading books changed and new key words (100 high frequency words) are changed when the children are secure in reading them. This continues into Year 1 so that all children will be able to read the first 100 high frequency words which improve fluency as they move into more challenging reading bands.

Outdoor provision

- The Reception class has access to an enclosed outside area, which is gated on each side for security.
- The outdoor garden, while markedly improved since being relocated in 2015 still needs further investment in order to allow the children access to engaging activities where children can learn purposefully outdoors in all weathers. There is a covered area where children can continue their learning in bad weather.
- There are specific areas for Reading and Writing with large white boards as well as a writing station for children to mark-make.
- Large construction pieces have been purchased to allow children to work collaboratively to produce large-scale models.
- Children can free-flow into the outside area from indoors at any time, and understand there can be no more than 6 children outside at a time for their safety. Children have to sign in and out of the area to ensure adults can locate them quickly to continue their adult led learning.

Promoting British Values within EYFS

- British Values are at the heart of our curriculum and there is a working wall of British values display outside the EYFS classroom. This has all the values presented in ‘child speak’ and photographs where appropriate of the children demonstrating these values. We learn about British Values during teaching sessions and these are practised in free flow.
- British Values are embedded and promoted within our planning.

Improving last year’s data

- Use of tracking grids to track progress and identify children who are not on track who are discussed during 3 x yearly PPMs has resulted in specific interventions and SENCO and Headteacher has a clearer picture of class data.
- Introduction of phonics areas in free flow for children to independently access phonics and develop skills.
- Teaching phonics from 1st full week in school

- ‘Writing on the move initiative’ (pens, pencils and books in a portable box for children to grab and go)
- WOW WORK wall to showcase fantastic work at home and school.

Children attend Forest School with Mrs Annie Elkington who is fully trained. Forest School allows all reception children the opportunity to achieve, develop confidence and self-esteem through hands-on learning experiences in our local woodland.

GRADE: Good

Areas for Improvement / Continued Development:

- Early reading – continue to work with parents to engage young readers into books.
- Outdoor provision – improve all weather conditions – this is financially restricted at present.
- Technology - consider how iPads can further enrich the EYFS curriculum and form part of continuous provision.

APPENDIX 1

North Newton Community Primary School Parent Survey

RESULTS – June 2017.

Number of Surveys Received: 39 (% rounded to whole number)

“TOGETHER WE ACHIEVE”

Parental Comment		Response				
		strongly agree	agree	disagree	strongly disagree	don't know
1	My child likes coming to our school and feels safe.	97		3		
2	My child is making good progress at our school, works hard and enjoys the challenges of the activities set by teachers.	100				
3	My child is well looked after at our school and is able to enjoy a wide range of provision.	100				
4	My child receives appropriate homework for their age.	88		9		3
5	School has a good balance of security – good enough to keep my child safe, but not too much so it feels unwelcoming.	100				
6	I am kept well informed about my child's progress through parents' evenings, reports (& Hedgehogs / Foxes home school books).	97		3		
7	I feel comfortable approaching staff to discuss about my child if I have questions or require clarification about something.	97		3		
8	This school deals effectively with unacceptable behaviour.	83		6		11
9	The school works hard to ensure its pupils are well behaved and set good examples to others.	94		3		3
10	My child is encouraged to be healthy and take regular exercise.	94		6		
11	My child uses online programmes at home – Bug Club (KS1), Sum Dog & Languagenut (French).	82		15		3
12	Communication through email, letters, text, Newsletters, calls, Facebook, display boards, is at least good.	97		3		
13	There is a good range of opportunities and provision including Breakfast Club, clubs (24 across the year!), trips, visits & sport.	97		3		
14	I know most of our Governors and consider the overall management of the school to be good and is child-centred.	91		3	6	
15	I would recommend others to send their children to our school.	97		3		
At times, it might not be quite clear what my child in x class should be working on.		School needs to work harder to direct parents to curriculum part of our website to help inform them.				

I remain unhappy my child is not allowed to keep their water bottles on their tables during lessons.	Staff will discuss this further. Many sessions having laptops, ipads, it would be dangerous to have them on the tables, but can understand need.
We are very happy with the school; he enjoys school, likes to tell me what he has been up to.	Good News
Homework – Varied quantity throughout the year	With raised expectations from Government, we are trying to maintain a balance. Parents also wish for their child to make good progress and if progress was not made, parents would not be impressed. We try to vary homework to ensure interest.
Homework – Maybe too much at times	
With reading, spellings and times tables, think there's still too much!	
X responds to the more project-based and varied homework. Super idea to allow choice to decide which homework to do. Love Sum dog but it gets too hard when they keep answering correctly! My children have had a brilliant year and made super progress.	
Communication – some letters are last minute – tricky for arrangements	The school needs to work harder to simplify the number of events and extra activities we plan to make it easier for organisation.
I do not know who the Governors are (4 or 5 comments similar)	The school needs to encourage parents to view the website to know who the Governors are. Photos are on display in the office. Governors regularly come into classes when we conduct Learning Walks.
The school is brilliant	One happy Reception parent!
I feel my older child has felt bullied over the last couple of years and there is still a problem. My younger child feels unhappy but they find it hard with social interactions	We would like to discuss this further with the parents and the child's class teacher. The school works hard with the parents with regular meetings and updates. The SENCo works very effectively with this child.
After attending Sports Day, the way the older children 'looked out' for the younger ones is quite remarkable. Helps them feel even more secure.	We are very lucky to have such wonderfully supportive children.
My children helped to fill this form out and they were both very positive about all aspects.	Filling in the form together is a lovely idea.
Breakfast Club needs more qualified staff to improve and be better.	Appropriately qualified staff in terms of Food and Hygiene Safety.
Very disappointed the Badgers Residential has changed	The decision was made in light of the staff circumstance, but fully appreciate the disappointment.
Morning issue on the gate. Should have Afternoon and Holiday Clubs. Sad that school lost a lot of music in favour of sport.	Unless the Headteacher is able to welcome children in the morning, no member of staff is required to be there as the children go straight to their classrooms.

	<p>Music lessons have reduced due to lack of interest. Lesson costs for parents who pay is far more expensive than if a child is eligible for PPG funding.</p>
<p>Not enough support by staff / Governors / Outside village parents for fundraising efforts.</p>	<p>Staff support most events including May Fayre, Christmas Fayre, Sleepovers, Movie Nights, Discos. For parents living outside the community, we will continue to encourage.</p>
<p>Over-reaction to certain things by staff / Headmaster / Governor</p>	<p>The huge responsibility to be accountable may require over-reaction if needed, but appreciate a balance is required.</p>
<p>Facebook / Social Media should work 'both ways' and should not dictate this – It has its uses and helps explain when school fails to.</p>	<p>The school agrees Facebook can be an excellent social media platform. The Headteacher would be delighted to discuss this issue further.</p>