



WEST MINSTER PRIMARY SCHOOL

Part of the

Sheerness West Federation of Schools

SELF EVALUATION SUMMARY FOR
GOVERNORS 2018 – 2019

(Updated September 2018)

Mission Statement and Values

At Sheerness West Federation we believe that “dreams come true with a positive view”.

At Sheerness West Federation we are driven by the following targets.

- 1) From year 1 onwards 100% of children will have the opportunity to attend two off the island WOW experiences.
- 2) All children will have the opportunity to learn about their local environment and community and celebrate its proud heritage.
- 3) All children will be taught to swim at least 10m by the time they leave our schools.
- 4) All children will represent the schools at a sporting or creative event at some point in their school career.
- 5) All children will be taught road safety awareness and cycling proficiency in order to keep themselves safe.
- 6) All children will be taught and know how to react and respond in an emergency situation.
- 7) All parents will be engaged in their child’s learning and school experiences.
- 8) All children will have a voice and use this to have a say in the running of the school.
- 9) All children will be given the opportunity to take on a whole school or class responsibility at some point in their school career.
- 10) 100% of children will have the opportunity to learn to play a musical instrument.

School Context

- West Minster is a larger than average, two form entry school with over 484 full and part time pupils on roll, this includes an on-site nursery and speech and language Unit (from September 2015)
- School is expanding year on year with its new building provision to 3 forms of entry
- The school is situated in the most deprived part of Swale borough and is the sixth most deprived of 456 primary schools in Kent.
- ROL shows that the school is in the bottom quartile: 0.42 deprivation indicator which is significantly higher than the national average of 0.24.
- Pupils enjoy coming to school and this is reflected in the school's improving level of attendance (95% in 2015 and 96% in 2016) and is further reflected in the latest children's survey where 94% said they enjoy coming to West Minster School (June 2015)
- Over 42.3% of children are eligible for pupil premium compared to the national figure of 14.1%
- 4.73% of our children speak English as an additional language
- 10.6% of our children have been identified as having special educational needs with 6 children in receipt of an EHCP plans.
- We currently have 1 child in care
- A further 14 children with ECHPS attend the Ivy Centre (school provision for SALT)
- We operate a heavily subsidised Breakfast Club and have extended this to after school provision to provide wrap around care.
- Children enter reception well below their peers in both literacy and maths with literacy the lower due to poor levels of Speech and Language (see Well come base line report)

Year Group	No on roll	No of Boys /Girls	% of PP	% of EAL	% of SEN	No with EHCP	No Children in Care
Nursery	41	20/21	1	1	2	0	0
Reception	66	31/35	6	3	10	0	0
1	73	39/34	23	4	5	1	0
2	75	46/29	33	3	10	5	0
3	58	32/26	31	3	6	3	0
4	59	22/37	35	3	4	3	0
5	59	24/35	27	2	2	0	0
6	62	34/28	31	2	3	5	0

Significant changes since the last inspection:

- Speech and Language Resource Centre now in place at the school (September 2017)
- Dedicated speech and language specialist appointed to address low SAL baselines on entry to the school
- 2 New SENCO appointed in September 2017.
- New federation leadership structure in place with senior and subject leaders now leading more effectively
- Partnership with Greenwich University embedded to address the long term recruitment issue we face as a coastal challenge school
- New chair of governors elected (November 2017)
- New buildings opened to enable expansion to 3fe along with a new SALT provision for children with severe speech and language issues.(September 2017)
- Dedicated additional teachers appointed to target gaps for disadvantaged children in KS1 and KS2
- Parents Forum embedded and going from strength to strength.
- Parents Hub created in existing building space
- Music teacher employed across the federation appointed
- School is now part of the steering group for the Local Cultural education project which is funding arts provision on the island
- School is a founding partner in the new Queenborough Teaching School Alliance.

Key Strengths	Significant barriers / Challenges
<p>Stable and effective leadership across the school and federation.</p> <p>Improved teaching and learning across the school</p> <p>Leaders have an accurate view of the school's strengths and areas for improvement because of effective checking of pupils' progress and teaching.</p> <p>Rigorous data analysis systems and practices through robust pupil progress meetings.</p> <p>Robust targeted intervention pro-grams are in place to ensure that all pupil premium achieve better outcomes and gap between them and non- pupil premium pupils continues to narrow.</p> <p>Pupils have excellent behaviour and outstanding attitudes to learning and cooperate well which enables them to work and play together successfully</p> <p>Pupils feel safe at school and in re-cent pupil survey almost 100% said they liked coming to the school in the most recent Pupil survey carried out in September 2017.</p> <p>Parents forum established and embedded, and effectively engaging parents</p> <p>Improved CPD outcomes for support staff via early school closure on Fridays.</p> <p>Inclusion team enhanced to address the needs of school population.</p> <p>Specialist sports team and music teacher established and embedded across the federation to ensure we meet our school aims.</p> <p>Improved succession planning to address the recruitment issues on the island.</p> <p>Recruitment video proving to have had an impact in raising the profile of the school. And attracting a larger field of candidates for teaching jobs.</p>	<p>Recruitment of quality staff is a barrier to all coastal challenge schools.</p> <p>Significant deprivation and a number of families, who because of their own negative experiences of their education don't value education.</p> <p>Mobility of children in school year has increased because of massive building programme on the island.</p> <p>A high proportion of nursery children enter school below typical age related expectations particularly around language skills (see baseline assessment)</p>

Areas for improvement / key priorities for the school plan

Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils
<p>To embed the leadership restructure of the federation to ensure that the schools continue to work and improve with a federated approach.</p> <p>Continue to improve CPD of all staff and governors</p> <p>Continue to raise the profile and effectiveness of governance</p> <p>Governors to revisit terms of reference to ensure these are still effective</p> <p>Ensure that we continue to provide a broad and balanced curriculum for all children.</p> <p>Implement “Freedom without chaos” Comenius funded project with European school partners.</p> <p>Ensure that appraisal processes continue to be fully effective in terms of identifying training needs for all staff and for managing performance.</p> <p>Ensure that all groups are represented and the children are exposed to them.</p> <p>All planning to enables opportunities for mastery</p>	<p>All planning to enable further opportunities for mastery and all staff have clear expectation of what mastery is.</p> <p>Continue to ensure 100% of teaching is consistently good or better.</p> <p>Increase the percentage of outstanding teaching and learning</p> <p>Identify and narrow differences in learning outcomes including for the more able</p> <p>Children to take ownership of their individual targets (including SEND)</p> <p>Continue to improve and develop pupil voice via the Dalton pedagogical approach.</p> <p>Continue to undertake termly lesson studies that impact on teaching</p> <p>Use Sutton Trust Research and results of CPD carried out by the QTSA to guide how we use the expertise of teaching assistants to ensure they impact on T and L.</p> <p>Develop teaching and learning strategies that will impact on the more able</p>	<p>Continue to Increase parental engagement across the federation in order to improve outcomes for children and sustained focus on dads involvement.</p> <p>To achieve at least 96% and better for attendance</p> <p>To ensure consistency in behaviour management</p>	<p>85% of children will achieve expected or above attainment</p> <p>100% of children will make expected progress from their respective starting points</p> <p>Curriculum offered is relevant, exciting and stimulating.</p> <p>Teachers are excited to teach and children are excited to learn because of the vibrant curriculum we offer.</p>

Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils
<p>Ensure that all leaders know internal school data</p> <p>New data tracking system implemented and embedded and known by all staff</p> <p>Consistency of evidence in books across the federation in place and embedded.</p>	<p>To implement an effective transition programme at the end of the academic year to enable children to move smoothly from age group to age group.</p> <p>To embed SMSC, RE and values and place a renewed emphasis on community cohesion</p> <p>Continue to raise standards in writing across all subjects</p> <p>Know the difference between mastery and differentiation</p> <p>Teacher confidences raised in order for them to plan and deliver curriculum effectively</p> <p>Continue to monitor the impact of guided reading across the federation</p>		

Main Findings from the Last Inspection (Next Steps for the School)

- Lift the overall quality of teaching to outstanding by;
 - Enabling most able pupils to excel, including those who are also disadvantaged
 - Developing pupils’ reasoning skills in Maths
- Deepen pupils knowledge and understanding of faiths and cultures beyond those in their immediate community
- Sustain the drive to bring attendance of all groups at least in line with national averages, particularly for those who have special needs and/or disabilities.

Overall effectiveness:	Current Grade:	2
The quality of education provided in the school.	Last Inspection Grade:	2

As a school community we are determined and committed to overcoming disadvantage and barriers to learning that our children may have. We promote inclusion and seek to broadly raise achievement academically, socially, creatively and personally.

From April 2015 a new Executive Head Teacher was appointed mainly because of his experience of working in inner city schools in challenging circumstances and he has expanded the senior and middle leadership teams to ensure that there is broader leadership accountability for school improvement. The Head of school now works across both schools in the federation.

The leadership team, (Graded as Outstanding in Ofsted inspection November 2016) have a realistic view of the school’s strengths and areas for improvement, this is because of the rigorous checking of pupil’s progress and teaching (see monitoring files). Impact of data analysis is robust. Leadership roles and responsibilities are clearly defined. The school’s inclusive ethos is underlined through a good understanding of tracking data for individual pupils and the impact of interventions via provision maps.

Leaders regularly monitor teaching through a planned timetable and when inconsistencies are identified they are quickly addressed. This demonstrates the positive impact of leadership at all levels.

Teaching across the school has been consistently good for some time. Robust tri-angulated monitoring evidences teaching and learning now judged 100% to be good and better across the school with 40% judged to be outstanding.

Systematic approaches to appraisal of staff, focused CPD and rigorous pupil progress meetings all drive improvement. Staff know that they are held accountable for the progress of the pupils.

Pupil’s outstanding behavior supports them to work and play together. Federation Leadership Team has taken action to improve equality of supervision during lunch time, this has involved changes to work patterns of TAs.

The federation works to one set of agreed principles and values. This allows teams in both schools to work closely enhancing capacity across the federation. (we call this the “One school on two Sites” approach)

In-school data shows good and in most cases outstanding progress in all areas and where there are concerns these are identified early and addressed through clear and effective targeted support.

There is a clear and concise quality improvement plan with definitive milestones.

Overall effectiveness:	Current Grade:	2
The quality of education provided in the school.	Last Inspection Grade:	2
<p>A robust targeted intervention program to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly. For the last two years Year6 children who receive PP grant monies have achieved higher than their non-PP peers.</p> <p>Newly appointed Deputy Heads and assistant Heads work across the federation and with the EHT and Head of Schools they form the federated leadership team.</p>		

Following the end of year results in 2018 the school's current self-evaluation of overall effectiveness is:

- The school now has major strengths which means it is well on the way to being judged as outstanding for overall effectiveness including 100% good quality first teaching and a significant amount of outstanding teaching and learning in evidence on a day to day basis.
- The school also has excellent 3 year upward trends in Key Stage 1 and 2 data especially for disadvantaged groups who are doing better than national in year 6 for the third year in succession.
- To be able to judge the school as outstanding overall the following issues are being tackled by the outstanding federated leadership team at the school:
 - Attendance levels generally need to improve as do those for persistent absentees which is a targeted area for the school and the following key strategies have been put in place:
 - Previous Attendance Officer encouraged to move on as her performance was judged to be inadequate
 - Newly appointed Attendance Officer with good knowledge of the parent community and excellent data analysis skill set – appointed from July 2018
 - Penalty charge notices being used more effectively to improve attendance levels
 - Parents invited in more often to discuss attendance and absence issues face to face with Attendance Officer and senior leadership
 - Mini bus targeting not only PP children but also persistent absentee groups
 - Non uniform days for classes who achieve 100% weekly attendance
- Key Stage 1 greater depth focus needs to improve if the outcomes for pupils is to be judged as consistently outstanding.
- Phonics results for both year 1 and year 2 retakes need to consistently reach national levels and above.

Main Strengths	Why the overall quality of education is not yet outstanding.
<p>Better and more effective professional development for all staff, including teaching assistants, to ensure more effective teaching and learning throughout the school. “The staff professional development strategy is highly effective....This approach has significantly strengthened the school’s capacity for continuous improvement.” (Ofsted November 2016)</p> <p>A more rigorous and robust self-evaluation schedule where evidence of teaching and learning can be triangulated more effectively, using lesson observations data analysis and book scrutiny, to inform judgements.</p> <p>A more effective targeted intervention pro-gram to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly.</p> <p>Children’s behavior and attitude to learning in the classroom is excellent and offers no barrier to learning</p> <p>“Pupils are developing excellent attitudes to learning that support their improving progress.” (Ofsted November 2016)</p>	<p>Teaching and learning is now consistently 100% Good and better but school needs to ensure that where we have good teaching and learning, effective CPD is given to ensure more of this converts to out-standing</p> <p>Lessons are not yet impacting enough to ensure more able pupils always consistently do well</p> <p>Reasoning and mastery skills need to be better taught at all age phases.</p>

The Effectiveness of Leadership and Management	Current Grade:	1
	Last Inspection Grade:	1

Outstanding leadership has ensured that, for the first time in many years, West Minster primary is a good and rapidly improving school.” (Ofsted November 2016)

Leadership capacity has been further enhanced by the continuation of the excellent coaching of the middle leadership team. This has led to broader accountability in the school

Performance management targets which are set for all staff directly impact and work to-wards embedding school improvement.

Self-evaluation is carried out using a full range of performance data. Evaluation outcomes are shared with all staff, governors which identifies priorities and actions for the Quality Improvement Plan (New QIP priorities set with all stakeholders in September 2017)

FLT/MLT make accurate judgments using robust triangulation monitoring. Teachers are set targets for improvement and are provided with support, training and guidance in order to achieve their targets.

The Deputy Head Teacher for Inclusion is an experienced and outstanding practitioner in the area of send and inclusion. He is a strong advocate for vulnerable children. This has helped to improve outcomes for SEND children and make the provision at the school and federation outstanding.

The outstanding leadership team at West Minster has provided support for our partner school in the Federation. This has helped broaden the skills of the WM Leadership Team and has helped our partner school to address standards of teaching and learning in a time of change.

The school works hard and is committed to ensuring the safety and wellbeing of all pupils. Training is given to ensure all staff know how to respond to and carry out child protection procedures which are in place. (Safeguarding training for all federation staff took place in October 2017 and is due to be updated on 3rd June 2019) **“The high priority placed on the care and well-being of pupils is significant part of the school’s out-standing promotion of pupils’ personal development and welfare.”** (Ofsted November 2016)

The school has worked in collaboration with the local network of schools that has helped to share good practice and quality assure judgements. The Executive Head Teacher was the Chair of the island schools collaborative which was praised as a group for leading and improving its schools in a coastal challenge area. This ensured high wider engagement.

The collaborative has now been taken over by the Queenborough Teaching School Alliance.

The capacity of school governors has improved through CPD and they now effectively challenge and hold the leadership of the school to account.

“The governing body provides very effective challenge and support for school leaders, Governors place a high priority on the effectiveness of their own work. They at-tend regular training in a range of areas including impressive commitment to attend an hour’s bespoke training directly before every governing body meeting.” (Ofsted November 2016)

Main Strengths	Leadership and management is judged as outstanding but areas for development are:
<p>Executive Head Teacher with extensive experience of inner city school improvement has been in place since April 2015 which is providing much needed stability.</p> <p>Outstanding senior leadership team in place with highly effective head of school.</p> <p>Shared and devolved leadership at all levels ensuring broader accountability.</p> <p>Strong vision and emphasis on rigorous and robust monitoring.</p> <p>Well established and effective monitoring which is triangulated to make use of excellent data analysis, observational evidence and regular book dipping to ensure accurate self-evaluation of teaching and learning.</p> <p>Inadequate teaching and learning has been eradicated and teachers are supported to continually improve their practice. Where issues have been identified swift action has been taken to address, and resolve these.</p> <p>Governors have had an active input on the new Quality improvement Plan at recent staff INSET day in September 2018 giving them greater ownership of the improvement agenda.</p> <p>Governors have allocated link champions for Pupil premium, reading, writing, Maths and SEND and they visit the school 6 times a year and liaise with the school leaders in these are-as on a regular basis to support and challenge practice.</p>	<p>Data analysis is showing that although there are strengths in areas of the school there is still work to do to improve our more able children's Key Stage 2 outcomes and to sustain the good progress made at Key Stage 1.</p> <p>Governance has undergone much change recently with a new chair appointed in October 2017.</p> <p>The school needs to deepen pupils' understanding and knowledge of cultural diversity and different faith groups beyond those in their immediate community.</p> <p>Attendance levels need to be improved so that they are at National averages for all groups of pupils.</p>

Main Priorities for Improving Leadership and Management

Need to continue to develop the federated leadership model so that leadership at all levels is impacting on both schools as a working and effective collaborative federation.

Continue to develop the succession plan for leadership across the school and the federation to ensure that leadership is broad and effective at all levels.

Governors to work in close liaison with FLT of the school to ensure rapid improvements are sustained and built upon. They took a full and active part as a whole body in the re-cent INSET day where we set the Quality Improvement Plan priorities for the following academic year.

Gaps and differences in learning outcomes for key groups to close incrementally throughout the year.

School has entered a European project via the Comenius funding programme to ensure that both leaders and teaching staff develop their thinking and pedagogy more widely and are able to look out and bring back good, tried and tested methodologies around pupil's self- assessment and success.(September 2018)

The Quality of Teaching, Learning and Assessment	Current Grade:	1
	Last Inspection Grade:	2

Current Teaching Profile September 2018 (after triangulation)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Interventions
G	O G G+	G G O	G O O	G G	G G+	G+ G	O G	O G

Inadequate 0%, Requires Improvement 0%, Good 50%, Good+ 20%, Outstanding 30%

Historic Triangulated Judgements (from HOS reports to Governors)

	Inadequate	Requires Improvement	Good	Good+	Outstanding
Term 6 2016 beginning 6 June (observations of 17 teachers)	0%	0%	59%	0%	41%
Term 2 2017 beginning 13 November (observations of 17 teachers)	0%	6%	53%	18%	23%
September 2018	0%	0%	50%	20	30%
April 2019					

Main Strengths	Why the teaching is not yet outstanding.
<p>West Minster has consistently high expectations of all pupils. The quality of teaching is constantly improving which is demonstrated through the record of observations and triangulated monitoring evidence. The result of this is that most pupils make good and sustained progress.</p> <p>Children start school well below age related expectations. To improve this we have implemented effective early intervention strategies.</p> <p>Pupils in EYFS make rapid progress from low starting points and have been Above national baseline for last three years "in the bustling and busy but remarkably calm atmosphere across early years provision, children get the best start to their schooling. Children make outstanding progress from their varying starting points" (Ofsted November 2016)</p>	<p>Increase the % of outstanding teaching by ensuring in all lessons and that work is adapted well to meet the different needs and to ensure that all pupils are appropriately and consistently challenged to succeed.</p> <p>Develop more effective reasoning skills in Maths and a mastery curriculum.</p> <p>Ensure that all teachers and teaching assistants use deep level questioning consistently to ensure learning is deepened and extended.</p> <p>Ensure that teachers are marking and intervening in children's written work to a high standard to ensure there is a learning dialogue which moves all children on in their learning.</p>

Main Strengths	Why the teaching is not yet outstanding.
Pupil progress meetings are rigorous. Under achieving and slow moving groups are identified and when required, focused interventions are put in place.	

Main Priorities for Improving Teaching

Continue to triangulate monitoring evidence to ensure that we:

- 100% teaching and learning recording consistently good and better judgements
- Move 30-40% of teaching and learning judgements to outstanding
- Continue to ensure there is no RI or inadequate teaching and learning at the school.
- Ensure that new teachers to the school are inducted effectively so that they are aware of the high expectations to move rapidly to good and better(From September 1 NQT in place)
- Continuation of collaboration with other schools to support moderation. And full and active participation in the QTSA.
- Ensure that staff know what mastery in all subjects looks like and that they are teaching for mastery in all maths lessons.

Personal Development, Behaviour and Welfare	Current Grade:	1
	Last Inspection Grade:	2

Main Strengths	Why the behaviour and safety is not yet outstanding.
<p>The behaviour of the pupils is good. Pupils show a pride in their school which helps them acquire attitudes that support their learning and personal development.</p> <p>The school has a positive behaviour policy and incidents of poor behaviour are low but are dealt with quickly and effectively.</p> <p>Attendance at the school has been steadily improving over the last three years and this is as a result of the rigorous and robust approach the school has adopted to attendance. We have dipped recently here but We fully expect this to improve again in 2018-19.</p> <p>“Leaders go the extra mile to ensure that pupils attend regularly.” (Ofsted November 2016)</p> <p>SAFEGUARDING: “The school’s work to promote pupils’ personal development and welfare is outstanding (Ofsted November 2016)</p> <p>School has Designated child protection officers with up to date training who ensure issues are dealt with effectively and quickly</p> <p>All staff members receive appropriate C P training which is regularly updated to ensure they can identify issues early</p> <p>Staff are aware and know the procedures to carry out safeguarding</p> <p>DCPCs attend updated training to ensure good leadership</p> <p>DBS and enhanced checks are carried out and register is up to date.</p> <p>Single Central record is checked regularly by the chair of governors and Executive Head Teacher</p> <p>Safer recruitment training is carried out with both governors and most FLT have all attended training to ensure interviews for new posts are conducted effectively</p>	<p>Although steadily improving attendance is not yet consistently sustaining national expectation</p> <p>New Attendance Officer has been recruited from September 2018</p> <p>Cultural diversity and knowledge of other faith groups is not yet embedded in the curriculum planning.</p>

Main Strengths	Why the behaviour and safety is not yet outstanding.
<p>E safety is a priority e.g. All pupils in term 1 computing lessons involve this. In every topic E-safety is embedded throughout.</p> <p>Staff have received a basic briefing on Prevent</p>	

Main Priorities for Improving Safety and Behaviour

<p>Externally provided CPD on CP and Safeguarding planned for June 218 to ensure outstanding practice is sustained.</p> <p>Narrow the attendance gap for all groups of children</p>

Attendance to date (September 2018)

Attendance this academic year to date	95%
Attendance Disadvantaged pupils to date	95%
Attendance boys to date	94%
Attendance girls to date	96%
Attendance of any significant group flagged as concern from achievement data if applicable	N/A
Target for Attendance (2018-19)	100%
Number of persistent absentees (2017-18)	6%
Number of fixed term exclusions (2017-18)	0
Number of permanent exclusion (2017-18)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period (New Concerns Raised)	14
Pupil Applications & Admissions	9/7

Outcomes for Pupils	Current Grade:	2
	Last Inspection Grade:	2

Outstanding attainment for Key Stage 2 children with all PP children above national for expected levels and above national for maths in Greater depth score.

PP children were also above national for GPS at both expected and greater depth measures.

EYFS Good Level of Development (GLD)								
	2015		2016		2017		2018	
	School	National	School	National	School	National	School	National
All Pupils	69.5	66.2	81.4	69.3	76	71	75	71.5

Year 1 Phonics – Phonics Screening Test:

Years	School All	School FSM	National
2015	78.3	62.5	76.8
2016	75	64.3	80.6
2017	79	76	81.2
2018	81.6	78.8	82.3

End of Key Stage 1

Levels	2017			2018		
	School All	School FSM	National	School All	School FSM	National
Expected						
Reading	82	80.6	75.5	81.4	76.7	75.4
Writing	82	80.6	68.2	79.7	76.7	69.9
Maths	82	77.4	75.1	84.7	80.0	76.1
Exceeding						
Reading	26	25.8	25.2	16.9	16.7	25.6
Writing	15	9.7	15.6	6.8	10.0	15.9
Maths	23	22.6	20.5	8.5	10.0	21.8

End of Key Stage 2

Levels	2017			2018		
	School All	School FSM	National	School All	School FSM	National
Reading						
Expected	88	82.9	71	81.7	78.4	75
Greater Depth	26	14.3	25	31.7	27	28
Writing						
Expected	81	80	76	83.3	78.4	78
Greater Depth	16	8.6	18	23.3	18.9	20
Maths						
Expected	91	94.3	75	91.7	91.9	76
Greater Depth	48	51.4	23	45	29.7	24
R, W and M Combined						
Expected	78	74.3	61	81.7	78.4	64
Greater Depth	12	5.7	9	20	13.5	10
GPS						
Expected	91	91.4	77	81.7	78.4	78
Greater Depth	67	62.9	31	56.7	43.2	34
Expected Levels of Progress Scaled Scores						
Reading	107	105.2	104	107.4	106.1	105
GPS	111	109.9	106	110.2	108.4	106
Maths	109	108.5	104	109.7	108.3	104

Main Strengths	Why the achievement is not yet outstanding.
<p>EYFS Above national for the fourth year for GLD</p> <p>Above national for the third year for Literacy goals</p> <p>Phonics Year 2 re-takes above national which is improved on last year</p> <p>Key Stage 1 Reading, writing and maths expected all above national for the second year</p> <p>Key Stage 2 Combined RW and M well above national for expected</p> <p>Combined RW and M well above national for greater depth</p> <p>Reading expected and greater depth above national</p> <p>Writing expected and greater depth above national</p> <p>Maths expected and greater depth well above national</p> <p>GPS expected above national</p> <p>GPS greater depth well above national</p> <p>Pupil premium children's attainment was above national in all areas for expected levels</p> <p>Pupil premium children's attainment was well above national in maths for greater depth level</p> <p>Pupil premium children's attainment in GPS was above national in both expected and greater depth levels</p> <p>Pupil premium children's scaled scores, like their non-pupil premium peers all above national.</p>	<p>Phonics Year 1 just below national but improved on last year school score.</p> <p>Key Stage 1 Reading, writing and maths greater depth scores are all below national and maths is well below.</p> <p>Attendance At 94.3% it has declined on previous 2 years so a major worry</p> <p>Persistent absentees at 14.7 which is way above national expectation.</p>

Main Priorities for Raising Achievement

Persistent absentees needs a focus and a push to improve this but this is well documented and we have a good plan to address this in place.

Phonics needs a boost at Year 1 so targeted interventions are in place

KS 1 greater depth scores are hampering the overall outstanding judgement for attainment and progress as expected but in contrast, all KS 2 outcomes are outstanding.