

Self-evaluation summary 2017-18

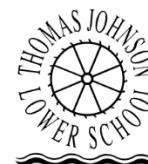
The context of the school

Thomas Johnson Lower School is a small maintained community school situated in the village of Lidlington in Central Bedfordshire (NOR Jan 2017 = 86 including Nursery). Pupils join in Nursery (age 3) or Reception (4-5) and are educated through to Year 4 (8-9 years). Attainment on entry has been above or in line with national average in Reading, Writing and Maths and children continue to make expected or better progress (see **Pupils' Outcomes** for a more detailed breakdown and analysis).

EYFSP 2017	Good level of development	Total Average point score	
School (14 pupils)	79% (*85%)	34.1 (*35.5)	Those pupils achieving GLD was above the most recent National Average, and attainment overall (total average point score) was broadly in line. (*matched pupils: excludes late changes to cohort)
Boys	83%	33.3	
Girls	75%	34.7	
Pupil premium (1)	0%	19.0	
School 2016	84%	36.9	
School cluster average (2015)	71%	34.3	
Local Authority 2016	72%	34.1	
National Average 2016	69%	34.5	

Year 1 phonics	2015 % achieving	2016 % achieving	2017 % achieving	
School (15 pupils)	82%	93%	All	80%
			Boys	80%
			Girls	80%
			PPG (2)	50%
School cluster average	-	-	-	-
Local Authority	-	-	-	-
National Average 2016	77%	81%	-	-
Year 2 resit			All	100%

KS1: All subjects School (15 pupils)	Expected standard or above	Greater depth than expected		
Reading (NA) All	100% (74%)	43% (24%)	Attainment well above the most recent national average in all aspects, and well above 2016 outcomes. No child in receipt of pupil premium.	
Boys	100%	25%		
Girls	100%	67%		
Writing (NA) All	93% (65%)	29% (13%)		
Boys	86%	13%		
Girls	100%	50%		
Maths (NA) All	93% (73%)	36% (18%)		
Boys	100%	25%		
Girls	83%	50%		
School cluster average				
Local Authority	74%	23%		



Year 4: All subjects School (21 pupils)	Expected standard or above	Greater depth than expected	
Reading (NA) All	81% (81%)	43% (38%)	NA = National Average 2016 The cohort had a relatively high proportion of pupils with Special Educational needs, thus outcomes were lower than those for pupils at the end of year 4 in 2016. However, matched pupils (ie: pupils who remained in school since Year 2) have made good progress throughout lower KS2 with 90% making expected or better progress in Reading and Maths, and 85% making expected or better progress in Writing.
Boys	56%	22%	
Girls	100%	50%	
PPG (1)	100%	0%	
Writing (NA) All	67% (71%)	33% (24%)	
Boys	44%	22%	
Girls	83%	42%	
PPG (1)	0%	0%	
Maths (NA) All	71% (73%)	14% (26%)	
Boys	56%	11%	
Girls	83%	16%	
PPG (1)	100%	0%	
School 2016 (11 pupils)	94%	61%	
School cluster average 2016	78%	24%	
Local Authority 2016	75%	29%	

According to our January 2016 census contextual data, our school averages 16 pupils per class, predominantly White British (81%) with English as first language. Employment rates of parents are relatively high. In 2016 attendance was 95.42%. Stability is relatively high, with building developments in Marston Vale marginally impacting on numbers as families leave or join the area.

DPG/EYPP numbers at January 2017 were 6 pupils (c.7%) including one nursery EYPP.

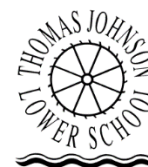
The number of pupils identified with SEN was 10.5% with 3% pupils supported by an EHC plan. The school's two Learning Mentors support pupils' Emotional Wellbeing; linking parent, school and pupil in securing social, emotional and mental health. In this way the school recognises the link between meeting emotional needs, supporting families who have undergone emotional trauma, and raising attendance and attainment. The school's extremely strong work in this area has been recognised by other local schools (who have joined our research) and by the Local Authority (our Senior Leadership Team lead workshops on supporting behaviour through Emotional Wellbeing).

The school has a combined Nursery and Reception unit, open to 3 year old pupils from 9am each day. This EYFS unit, encourages high-quality pre-school learning opportunities and enables smooth transition into full time education as the pupils are encouraged to mix at lunchtimes with older pupils and join in whole school enrichment activities (including some assemblies).

The school introduced Values-based Education in Sept 2014 in order to develop pupils' spiritual, cultural, social and moral awareness and to underpin a culture of behaviour for learning. Last year, the school developed a Pilot Project working with 10 other local schools with a focus on embedding Nurturing techniques in order to secure Emotional Well Being.

In 2017-18 there will be 3 classrooms on the site, including an Early Years Unit that allows shared experiences for nursery and EYFS pupils. All classes are mixed year groups. An extensive playing field, specialist led PE teaching each week, and membership of the Redborne School Sports Partnership have resulted in a Sainsbury's Gold Sportsmark award for 3 consecutive years (2014-16), and Silver in 2017. The school was rated "Good" overall (Ofsted February 2016).

Parent engagement is key, and the Headteacher actively seeks parent feedback and opportunities to bring parents into school and provide an open door for comments, queries and those seeking advice. Parents have become actively involved in the school through a number of initiatives, presentations, open-days, and Drop Everything and Read sessions. Links between Headteacher and the PTFA are particularly strong, resulting in a number of schemes to raise money for EYFS furniture (in 2014-15) and I-pads (2015-16). In 2017-18, the PTFA will be looking to raise funding for exciting outdoor equipment to replace the recently decommissioned swimming pool. The school works closely with parents in terms of supporting them in helping raise standards even further. Positive Parenting Sessions are organized by



the Learning Mentors to provide active support which closely aligns to the school's ethos of values and achievement. Parent Workshops are also organized by staff to enable parents to understand teaching strategies and more actively support their child at home (e.g. Phonics is fun! Maths can be marvellous – specifically aimed at building confidence in adults who profess to be “not good at maths”).

In questionnaires 4th and 5th October 2016, parents ranked the following statements most positively (as “strongly agreed” or “agreed”)

- My child is happy at this school = 98%
- My child feels safe = 98%
- The school understands and responds to my child's needs = 92%
- My child makes good progress = 98%
- My child is encouraged to work hard and do their best = 94%
- Children are well behaved = 90%
- My child knows who to go to if they are worried, anxious or upset = 92%
- The school is well led and managed = 96%
- I would recommend this school to another parent = 92%
- The school is welcoming and there are opportunities to get involved = 96%
- Staff are approachable = 98%

83% of parents feel that “the school seeks my views and listens to my concerns”. In response the school ran two Parent Information evenings in Sept, but will be developing a Parent Forum to keep up-to-date with parental concerns.

The following areas were raised as an issue by some parents:

- My child is encouraged to lead a healthy lifestyle = 83%

The school received Health in Education status in Summer 2016, with “An outstanding review” which “clearly demonstrated that Health and Wellbeing continue to be a priority in the school”. We recognise that we need to improve communication with parents about our successes and in 2017-18 we look are re-introducing the monthly Healthy Eating Enrichment activity days which are run in conjunction with Eden our food provider. The kitchen was recently awarded 5 stars.

The school communicates with me effectively about how to support my child's learning = 81% and my child's progress = 79%

- My child receives an appropriate amount of homework for his/her age = 77%

We repeated our Parent Support workshops last Autumn term (2016), but this time with the focus “English shouldn't be scary”; “Maths can be marvellous”; “Phonics is fun!” and “Establishing Routines at Home – which incorporated a session on Homework doesn't have to be hell!” (The latter working with our Learning Mentors to provide support strategies for parents who feel that bedtimes, homework, computer times etc can be a struggle). We also developed a Homework Club at lunchtimes, which is run by Year 4 Leaders, and which has been very well attended.

In Summer 2017 we revised our homework policy, so that KS1 & 2 now have Homework Bingo. This provides excellent transition links with our Middle School's who offer a similar system.

*Note: References to Headteacher and Governor files 2016-17 and 2017-18 information is shared with Governors through secure files in Dropbox.

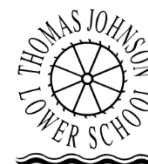
Pupils' Outcomes

Suggested grade: **Good (2)**

Evidence that supports this judgement

Ofsted inspection Feb 2016:

- *The improvements in EYFS provision at the school give pupils a supportive, well-structured start to school life. The significant increase in pupils reaching a good level of development is underpinned by better provision.*
- *The standards attained by pupils are rising.*
- *Outcomes are above average in maths, reading and writing.*



- *Different groups of pupils make equally good progress. Pupils who find learning difficult are well supported. Disadvantaged pupils achieve as well as their peers at the school and other pupils nationally.*

The July 2017 SIP report commented positively on progress towards school development priorities for the second year running. With regard to the priority of *securing continued high outcomes at the end of EYFS and year 4 and to improve outcomes in core areas at the end of KS1*, the report noted:

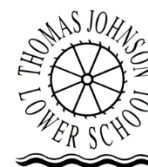
- *The school has continued to implement the full range of actions outlined (in its SDP). As a result, there has been **good** progress towards the agreed success criteria for this priority.*
- *Outcomes have remained high at the end of the EYFS and attainment at the end of KS1 in 2017 was exceptionally high.*
- *Tracking shows increasing proportions of pupils making accelerated progress to be working at greater depth.*
- *The improved programme of guided reading introduced at KS1 has had a strong impact on pupil outcomes at the end of the key stage. Very high proportions of pupils [43% - almost double the most recent national average] were working at greater depth.*
- *The development of IT skills has been positive. Evidence indicates that this has supported work in core areas of the curriculum very effectively.*
- *The school's policy on marking and feedback continues to be applied rigorously, impacting positively on pupil's development, as evidenced by outcomes of the work scrutiny.*
- *Monitoring shows that pupils continue to have regular opportunities to engage in self and peer-assessment. The use of agreed success criteria is particularly powerful, ensuring that pupils have clear guidance on how they can improve.*

Attainment

Foundation Stage

- The proportion of children achieving a **GLD in 2017 was 79%**, which was above national average, with **attainment overall of 34.1 APS** which was broadly in line, However analysis shows the negative impact of one late admission to the cohort. For **matched pupils (13)** the proportion achieving a GLD rises to **85%**, in line with the school's target, with overall attainment at **35.5 APS**.
- For matched pupils, GLD of **85%** in 2017 reflects the school's upward improvements in attainment and well above national average of 2016 of 69%: 2015 (80%); 2016 (89%).
- For matched pupils, overall attainment of **35.5 APS** again reflects the school's upward improvements and well above national average 2016 of 34.5: 2015 (33.9 APS); 2016 (36.9 APS).
- Overall attainment in the prime areas of learning was broadly similar to the national average.
- Overall attainment in the specific areas of learning were above the national average in all but *expressive arts and design*.
- Outcomes for all pupils in the key areas of literacy and mathematics were above the most recent national average and well above in the strands of *reading* and *numbers*, with good proportions of children "exceeding" in all strands. The proportions of all children who were 'exceeding' in the specific areas of *literacy* showed a continuing rise compared to previous years at 29% in *reading* (20%: 2015; 26%: 2016) and 29% in *writing* (13%: 2015; 16% 2016). In *numbers* 93% were at or exceeding, reflecting the increased challenge for more able learners.
- The attainment of boys and girls was broadly similar in *physical development (86/88%)*, *personal, social and emotional development (86/88%)*, *understanding the world (86/88%)* and *expressive arts and design. (67/63%)* However, in *communication and language (83/75%)*, *literacy and mathematics (86/75%)*, the school has reversed the national trend, with boys attaining above girls.

	Reading		Writing		Numbers		SSM	
	At or exceeding	Exceeding	At or exceeding	Exceeding	At or exceeding	Exceeding	At or exceeding	Exceeding
All	86%	29%	79%	29%	93%	21%	79%	14%
Boys	83%	0%	86%	17%	100%	17%	86%	17%
Girls	88%	50%	75%	38%	88%	25%	75%	13%
PPG	0%	0%	0%	0%	100%	0%	0%	0%



- One disadvantaged pupil [in receipt of PPG] met the Early Learning Goals [ELGs] in *number* and one strand of *PSED*. This child has made significant progress, and now attends regularly, since the start of the year.
- A higher proportion of boys than girls achieved a GLD overall (boys: 83%; Girls 75%) , demonstrating the positive impact of a dual focus on emotional wellbeing and writing for boys.

Phonics test 2017

Year 1: The proportion of pupils, in a cohort of 15, who met the standard in the phonics screening check in 2017 was in line with the most recent national average at **81%**. One additional pupil scored 31 marks out of 40, which was one below the pass mark. This compares to the overall positive trend since 2014 (93% in 2016; 82% in 2015; 46% in 2014)

- The cohort has made significant progress since April 2017, at which point 67% of the cohort were on track to meet the expected standard, to achieve outcomes that were in line with the national average. Pupils benefitted from highly focused phonics teaching jointly with year 2 since the mid-point of the Spring term.
- Attainment by gender was identical.
- The average score in the check was **34.3**, which was above the most recent national average, **with 6 pupils [40%] scoring 38 marks or more.**

Year 2 re-sit: 2 pupils re-took the screening check in year 2 in 2017, giving a cumulative total of 100% of pupils meeting the standard in phonics by the end of the key stage, which was well above the most recent national average.

Key Stage 1 attainment 2017

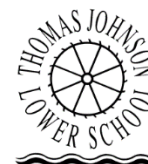
	Reading		Writing		Maths	
	ARE and above	Above ARE	ARE and above	Above ARE	ARE and above	Above ARE
Nat Ave 2016	74%	24%	65%	13%	73%	18%
All	100%	43%	93%	29%	93%	36%
Boys	100%	25%	86%	13%	100%	25%
Girls	100%	67%	100%	50%	83%	50%

- We are proud of these excellent set of results, with attainment being well above the most recent national average in all aspects. They are also well above 2016 outcomes, which saw 80% of pupils at the expected standard or above in reading and 70% in writing and maths.
- At the expected standard and above, the attainment of boys and girls was similar in reading, with girls attaining higher than boys in writing and boys attaining higher than girls in maths.
- At greater depth, however, girls attained significantly higher than boys in all areas.
- The school was successfully moderated in 2017, with all judgements upheld and one raised from "ARE" to "GDR"

Year 4 attainment 2017

Baselines for this cohort were low at the end of KS1 in 2015 with a relatively high proportion of pupils with SEND (20%). Nevertheless, the cohort has benefitted from consistently good teaching through lower KS2, enabling them to make strong progress. This is a larger cohort than is typical within the school, which has seen relatively high levels of mobility over time, with only 17 pupils 'matched' since the end of the EYFS

- While outcomes were lower than those at the end of year 4 in 2016, strong progress has been evident since the end of KS1 in 2015.
- Attainment in reading was in line with the most recent LA average, but slightly below in writing and maths.
- The proportions of pupils working above ARE were higher than the LA average in reading and writing, but lower in maths.
- The one disadvantaged pupil met the expected standard for the end of year 4 in reading and maths.



	Reading		Writing		Maths	
	ARE and above	Above ARE	ARE and above	Above ARE	ARE and above	Above ARE
LA Ave 2016	81%	38%	71%	24%	73%	26%
All	81%	43%	67%	33%	71%	14%
Boys	56%	22%	44%	22%	56%	11%
Girls	100%	50%	83%	42%	83%	16%
PPG	100%	0%	0%	0%	100%	0%
SEND	20%	0%	0%	0%	20%	0%

Progress

EYFS

- Children made at least good progress through the reception class in 2016-2017.
- Records show that over 30% of the cohort had significant wellbeing needs in entry, which impacted significantly on PSED.
- From these below average baselines on entry, children made strong progress through the reception class to reach standards that were above the most recent national average by the end the EYFS in 2017
- This good progress is also evident in the school’s tracking data and in children’s work, particularly in mathematics and writing, as evidenced during SIP visit 2.

Key Stage 1

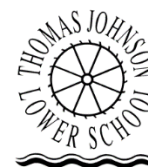
- Pupils made at least good progress through KS1 between 2015 and 2017.
- Baselines for this cohort were above the national average in 2015, with 80% of pupils achieving a GLD, though one more able pupil subsequently left the school.
- From these already high baselines, higher proportions of pupils met or exceeded the expected standard by the end of KS1 in 2017, with 100% doing so in reading and 93% in writing and maths.
- Significantly higher proportions of pupils are now working at the higher standard than was the case at the end of the EYFS in 2015, indicating effective challenge for more able pupils.

	Reading	Writing	Maths
% ‘exceeding’ in EYFS in 2015	20%	13%	20%
% working at greater depth in KS1 in 2017	43%	29%	36%

Year 4

- Pupils made good progress through lower KS2 between 2015 and 2017.
- Baselines for this cohort have been low throughout the school, including in year 1 phonics, when 46% met the expected standard. From these low baselines, pupils made good progress to attain standards that were in line with the LA average in reading and slightly below in writing and maths by the end of year 4 in 2017.
- A similar analysis for the 17 matched pupils since the end of the EYFS shows that the proportions of pupils achieving the expected standard have risen significantly, with 65% securing a GLD at the end of the EYFS in 2015 compared to 88% meeting the expected standard in reading, writing and maths by the end of year 4.
- The school has used the LA conversion matrix to identify the following progress measures for 20 matched pupils from the end of KS1 in 2015 to the end of year 4 in 2017. These were above the most recent LA average in reading and maths and broadly in line in writing.

	Reading	Writing	Maths
% making expected progress or better	90%	85%	90%
% making better than expected progress	20%	25%	5%



Why pupil outcomes is not the grade (above/below)

Initiatives to promote phonics and writing across the school (e.g. in-house training for TAs; early writing for boys; use of Early Years specialist; visits to outstanding schools; use of interactive programmes to support current resources) have ensured continued success. The gender gap continues to be a focus, and has resulted in some boys achieving at high level. With very small cohorts, trends need to be carefully identified.

While attainment at the end of year 4 was not as high as in 2016, this is cohort-related, with a significant percentage (20%) of boys with SEN/(D). Nevertheless, attainment in most areas remained in line with the most recent LA average, with high proportions of pupils exceeding the LA average in reading and writing. Matched progress for these pupils shows a significant rise in proportions of those achieving the expected standard.

The impact of long term staff sickness in Year 1 has been carefully managed, and careful teaching (including year 1 / 2 mixed teaching for some lessons) resulted positively in outcomes.

Improving outcomes in maths has been identified as a focus for development in 2017-2018.

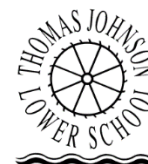
Teaching, Learning and Assessment

Suggested grade: **Good (2);**

Evidence that supports this judgement

Ofsted inspection Feb 2016:

- *The wide range of evidence used to judge the quality of teaching makes training relevant to the needs of staff and pupils.*
- *Staff are clear about the skills and knowledge they are required to teach and use every opportunity to help pupils apply their literacy skills.*
- *Teachers explain the overall purpose of learning clearly to pupils.*
- *External specialists in subjects such as sports and music enrich pupils' learning.*
- *Pupils develop very positive attitudes to learning. This includes vulnerable pupils, disadvantaged pupils and those with special educational needs. The intensive support provided by learning mentors is a contributory factor.*
- *Pupils' good behaviour contributes to the positive learning environment.*
- As part of school monitoring and self-evaluation staff observe each other, often in conjunction with the Headteacher, and feed back on strengths and areas for development. All teachers are observed teaching English (EYFS/KS1 phonics) and Maths. (See Performance Appraisal file).
- Senior Leaders are judged as outstanding practitioners, with both the Head and Assistant Head having a teaching commitment. In addition, the Assistant Head has taken on a Specialist Leader in Education role with the focus areas of Behaviour and SENCO. They are therefore well placed to role-model, observe and support other staff members.
- The Headteacher monitors day-to-day learning experiences by drop-ins and using pupil voice. This is used by her to inform staff meetings and define next steps for the school.
- The Headteacher's judgements are supported by SIP and Senior Leaders.
- Teacher and Teaching Assistant performance appraisal targets are aligned to the SDP focusing on whole school priorities of raising attainment.
- Work book scrutinies are carried out termly – both in a staff meeting setting so that staff can comment on their own and other's practice, and by the Headteacher. Outcomes of the Headteacher's scrutiny are discussed at the staff meeting to ensure commonality of approach, to define next steps and to celebrate successes. (see Headteacher and Governor file – Workbook scrutiny)
- TA's have been offered a series of CPD training sessions (phonics, positive behaviour management, Autism awareness) to offer comprehensive class support and to enhance 1-1 and small group intervention activities. (see Headteacher and Governor file – Training record)
- Intervention strategies are discussed with individual teachers and shared through staff meetings. Targets and monitoring are through the "Target Tracker" assessment and target tracking sheets.
- The school holds Interschool moderation sessions termly with other schools in the Wootton pyramid.
- Staff want to know what they need to do to achieve outstanding teaching and learning and are proactive in researching new strategies, seeking out CPD courses and in the continuing dialogue



amongst staff and the Headteacher. This is evident by requests from staff to attend specific training both external and in-house to further own CPD (See training record)

- The school has close links with two Outstanding Academies, an NLE and the Central Beds Teaching School Partnership. Through these the Headteacher has been able to access Early Years Support, CPD training, visits to other schools to share good practice and visits from two SIPs to drive improvement.
- Student mentoring is monitored externally by the University of Bedfordshire and described as being of a very high standard. NQT mentoring was also successfully monitored by the Local Authority in 2017, and further endorsed by an external auditor. *"The systems and processes which have been put in place by the school ...provide an NQT with a good support mechanism to enable them to pass their NQT year successfully"*
- All processes inform staff CPD and are driven by the SDP targets for improvement.

Why teaching, learning and assessment is not the grade (above/below)

Teaching is consistently good or better, with a significant proportion of learning opportunities judged to be outstanding. Teachers are focused and reflective practitioners. A small number of SEND children who have attachment needs continue to receive high quality support so that their anxieties do not impact on lessons. The school offers an outstanding level of support – working closely in the past with the Jigsaw Behavioural Centre to minimize exclusions and develop emotional wellbeing training to other schools; involving and encouraging parental support through the use of our Learning Mentors; providing 1-1 child therapy sessions and whole class "Sunshine Circles" through our Learning Mentors; providing high-quality SENCO involvement and guidance; and through CPD and training for staff.

Personal Development

Suggested grade **Good (2)**

Evidence that supports this judgement

Ofsted 2016: *"Your aim to promote strong values across the school is embedded in the culture of the school. Leaders, governors, teaching and support staff, pupils, parents and carers all value the same qualities."*

Since joining the school in Sept 2014, the Headteacher has focused on behaviour for learning, mental health needs and emotional personal development and wellbeing. She has driven new attitudes to understanding amongst staff in TJLS and other settings by promoting positive behaviours and delivering a wide range of training opportunities to support improvements in this category.

Pupils' attendance is judged to be Good:

The school's overall attendance for Autumn 2016-Spring 2017 was 95.7% (in line with our Local Authority and school cluster). Our overall absence for the same period was 4.3%, (below the Local Authority average, and in line with the school cluster). Our % persistent absence (7.8%) was below the school cluster average of 8.2% and well below the Local Authority average of 10.7%. The school is proactive in encouraging attendance through certificates, text reminders and pro-active parent relations. The school issues a penalty fee for 10 sessions missed in any 10-week period (in accordance with new guidelines). There were no permanent exclusions.

The extent to which pupils feel safe is judged to be Good or better:

Ofsted 2016: *"The school's safeguarding procedures help pupils feel safe and supported. They know who to turn to should they have any concerns. This is reflected in strong parental confidence that their child feels safe at school"*

Parent surveys (Oct 2016) indicate:

- My child feels safe = 98%
- My child knows who to go to if they are worried, anxious or upset = 92%
- Values-based Education, originally introduced in Sept 2014, is supported through ongoing training and discussion. This enables staff and pupils to share a common vocabulary and to tackle behaviour positively. It ensures that pupils have more skills in order to take ownership and control of their own behaviour.
- Year 4 children took the initiative to organize their own assemblies in 2016 in order to discuss a range of topics, and this excellent use of pupil voice has continued this year. Pupils have elected to compile their own PowerPoint displays, and role model scenarios, to raise awareness of issues they

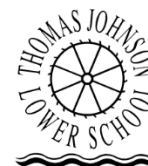
want to champion. So far these have included "Anti-Bullying"; "Rail-crossing safety"; "Road and bike safety"; "Christmas is about sharing".

- The school regularly reviews its behaviour policy and its response to behaviours which reflect attachment needs. This takes the form of INSET training and staff meetings throughout the year. The school operates a two stage response which was drawn up Sept 2016 (see Behaviour policy) and includes the school's expectations, rewards to recognise positive behaviours, and ladder of response and consequences to redirect unwanted behaviours.
- Two Learning Mentors are employed by the school. Their support is outstanding, especially in such a small school and offering such a high level of expertise. The Learning Mentors work with parents, pupils and all staff on a range of issues spanning low-level behaviours through to attachment trauma. They work directly with parents, offering initial meetings and then phone support to "keep in touch" and as a help-line when parents are putting strategies in place at home. In 2016-17 one Learning mentor provided weekly in-school play therapy for identified pupils – however due to the increased skill set of staff, this has not been required so far. KS2 Pupils are offered "Talk time" weekly sessions and protective behaviour training. The school runs "Coffee mornings/parent evenings" which provide training for parents on tackling behavioural issues at home.
- Behaviour surveys have improved, with parent comments reflecting positively. My child is happy at this school = 98%, Children are well behaved = 90%. This reflects an upward trend since March 2015, when only 84% of parents thought that children were well behaved.
- Interesting playtimes were first introduced Spring 2015 and continue to run, offering pupils opportunities to join a variety of clubs indoors on different days.
- Our Megafun Thursday lunchtime games club (introduced 2015) continues to run and to improve attitudes to learning, and support our PPG pupils. Each Thursday (weather permitting) groups of 20 different pupils including PPG are selected, with a different focus groups – e.g. LA/MA).
- Good behaviour is rewarded with praise, positive reinforcement and smiley faces.
- Lesson observations, drop ins and learning walks indicate that behaviour in school is consistently good, and that any behavioural incidents are tackled immediately and positively. (see Performance Appraisal)
- Mid-day supervisors attended Values-based Education training, and all have received additional CPD training on recognising attachment needs and promoting Emotional Wellbeing. This training has enabled them to be more proactive in the playground. (see Training report)
- No formal complaints regarding incidents of racism or bullying were received by the Governors or Headteacher in 2015, 2016 or 2017.

The effectiveness of safeguarding procedure is judged to be Good or better

Ofsted 2016: *"(The school's lead is) highly visible and vigilant... vulnerable pupils are supported early and effectively."*

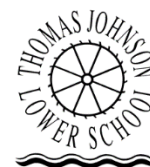
- All incidents are recorded on our CPOMS computerised information system (Child Protection Online Monitoring System). Every staff member is able to record any concern at any time during the day or at home. The SLT are immediately notified by email of any incidents, so they can log onto the system and view the incident details, thus gaining immediate access to information on occasions when they are not in school, and during out of school hours. These individual records are completely secure and confidential and records can be securely emailed to outside agencies/transferring schools as need. This system has now been adopted by other schools in Central Beds by the Local Authority.
- Child protection training is provided for staff members each year, and 2-yearly for the Headteacher as designated CPO (see Training report)
- All staff attended the DoFE Prevent awareness training, and this is fully incorporated into policies.
- Regular meetings are conducted between the SLT to ensure rigorous, timely sharing of information.
- The Headteacher, SLT and governors have undertaken Safer Recruitment on-line training, with the Chair of Governors and Safeguarding Governor also taking e-Safety training and Prevent awareness training. (see Gov mins)
- An accident book and medical records are kept up to date and monitored by a responsible named staff member. (see Accident/medical records)
- E-safety is considered in the light of expanding technology. Schools systems are protected and children are asked to report any issues of abuse of any systems.
- A school-specific safeguarding leaflet is handed out by the school secretary to any visitor.



The effectiveness of the promotion of pupils' spiritual, moral, social and cultural development

Ofsted 2016: *"Very positive work with parents and carers is supporting the school's work to promote pupils' personal and academic development. Provision for pupils' spiritual, moral, social and cultural development is now a strength."*

- The Headteacher introduced Values-based Education to the school in 2014 and a Values and Nurturing Ethos very much underpins all that happens throughout the school. Assemblies encourage children to discuss and reflect on a different Value each month in order to develop children's moral and social compass. Values are embedded, with class displays throughout the school (in the hall and classrooms) and daily use of vocabulary to encourage pupils to reflect on behaviour, learning and attitudes.
- The Head is part of the Bedfordshire Values Steering Group, and is able to bring this networking to the school to ensure the promotion of pupils' emotional wellbeing.
- The SDP promotes the role of Values and Emotional Wellbeing and the school's action plans are linked to the SDP ensuring subject leaders review SOW to ensure SMSC aspects are included.
- Health in Education. We maintained and improved upon our Health in Education Status in 2016.
- The school celebrates pupils' successes through a weekly celebration assembly. Our Smiley faces reward system supports pupil development both at a personal, group, class and whole school level.
- The Head teacher introduced "Interesting playtimes" in 2015, with all children, regardless of ability, encouraged to join a variety of different lunchtime clubs (both in-door and out-door opportunities).
- Every opportunity is taken to celebrate diversity and explain the beliefs of different religions. The school has a strong link with the community's Lidlington Church. Church members offer a weekly Bible Assembly, and members provide whole school enrichment by celebrating Christingle or creating Easter Gardens.
- Year 4 pupils organize and present their own assemblies. These are entirely pupil initiated (e.g. Rail Crossing safety, and Christmas is about sharing). In this way the school endorses that our children's voices are heard, that their opinion is valued, and that they are developing values in others. Academically, the impact of these pupil-led assemblies means that children develop their literacy and presentation skills, carry out background research and work as a team.
- School Council members attend half termly meetings to discuss issues and provide a pupil voice, (see minutes and noticeboard)
- Learning Mentors work specifically with identified pupils and their parents to address emotional issues which present as behavioural difficulties and impact on pupils' self-esteem and attainment.
- Music features prominently in our curriculum with pupils taught by Specialist teachers each week. In 2016-17 there were 4 class experiences offered to pupils (including African drumming, ukulele and Sing Out). Parents and carers are invited to share their child's achievements through informal concerts. Individual lessons in violin are offered to pupils from Year 1 upwards, with the school also offering piano and guitar in response to parent request in the past.
- Pupil's art and design talents are strong in the school, with many children exhibiting drawing and sketching skills (see displays), and choosing drawing and craft clubs for playtime activities.
- The school was awarded the Sportsmark Gold Award for 3 consecutive years (13-15). With revised criteria, we were awarded Silver in 2016 in recognition of the diversity of opportunities we offer as a small school. A specialist teacher is employed to take classes each week, and the school attends a large number of inter-school sport festivals organized by the Redborne School Sports Partnership.
- Newsletters and Facebook posts keep parents informed of school activities, together with regular Values newsletters including suggestions for sharing different Values at home.
- Questionnaires and feedback sheets have been analysed by the SLT to assess areas for development. Changes implemented as a result will be analysed further.
- Children are encouraged to think of others, both through fund raising for charity, and through events organized by the PTFA for the school (e.g. The Fireworks Extravaganza is open to the whole community to attend; The Great Thomas Johnson Bake Off encouraged all pupils to bake something in school to raise money for Children in Need; Smiley Sam raised money for our local Keech Hospice).



The effectiveness of care, guidance and support is judged to be Outstanding

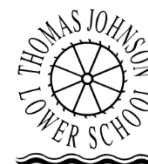
- Learning Mentors support pupils' Well-Being by delivering support to parents (including Parent Workshops), offering guidance and advice to staff, and through emotional counselling for pupils.
- Use of behavioural specialists in outside agencies (Jigsaw) both for staff CPD training and to support individual pupils with ADHD/ASD
- Parental concerns are addressed by the Headteacher immediately, usually as face-to-face meetings, so that strategies can be identified and all parties involved for positive outcomes.
- Parental involvement is perceived as a high priority in early identification of behavioural concerns leading to: joint work with the school's learning mentors and home; regular, supportive dialogue with parents, Headteacher and staff. (see Learning mentor records)
- Through SLT visits, we continue to promote transition expectations and dialogue with local middle schools so that our pupils are better "middle-school ready" and that School Leaders (in both schools) feel they have greater responsibility for pupils' lifelong learning.

The following area has been selected as a focus for the new SDP

- increasing parent engagement in homework and thus promoting EBW and home-school links

Why personal development is not the grade (above/below)

- Our work on securing Emotional Wellbeing has been offered to other schools.
- There is consistent positive feedback from teaching staff and parents.
- Pupils use Values vocabulary in assessing their own and others' behaviour, and are in charge of organizing their own assemblies to raise awareness of issues they feel are important.
- Our October 2016 whole school review of health and wellbeing provision across the whole school community was judged by Central Bedfordshire Public Health to be "Outstanding". The review commented "*You have clearly demonstrated that Health and Wellbeing continue to be a priority in the school for pupils, staff and parents. Your review shows ... good practice embedded across the curriculum and inclusive partnerships with all relevant stakeholders.*"
- There remain are a small number of pupils who occasionally present with challenging behaviour as a result of identified SEN (ADHD/ADS) or attachment needs. The positive impact of our work has prompted comments from outside agencies (e.g. Social workers described the Head as going "beyond expectations" in supporting pupils; Health visitors commented that they had never seen an EYFS setting where all the children are so happy.)



Leadership and management

Suggested grade: **Good (2)**

Evidence that supports this judgement

Ofsted 2016: *You have established an effective leadership team who are strongly supportive of your vision for the school. You share high expectations of pupils and challenge them to do their best right from the time they join the school.*

- School Development is the key driver of the school's success and the Headteacher shares this process with all stakeholders (See SDP and Headteacher and Governor files; 15-18)
- Assessment and monitoring are rigorous, including all stakeholders, leading directly to precise intervention strategies and revised planning. (see Headteacher and Governor files 15-18)
- Pupil premium pupils and those identified as "vulnerable" are targeted through EYPP/PPG funding – which is designed to address achievement and progress through intervention and Emotional and Well-Being support.(see summary of spending)
- Performance appraisal system is driven by the SDP, with all staff objectives and targets closely aligned to school improvement priorities. Performance management is supported by regular informal professional development talks.
- The school focuses on high quality CPD and this is a key element to the success of the school. Since Sept 2014 there have been significant in-house and exterior training opportunities year on year, with a close look at staff skill-sets to develop the existing expertise of staff (see Training record and staff structure)
- The Headteacher has close links with other schools and with a professional partner (a NLE).
- The Headteacher previously worked on the strategic leadership of the Central Beds Teaching School Partnership, is a NCSL accredited facilitator and was involved in school-to-school support. She uses these skills, connections and knowledge to drive improvement across the school.
- The Assistant Head has been appointed as a Specialist Leader in Education.
- The school works closely with its partner schools in the pyramid to share good practice and moderate performance.
- Inclusion is promoted at all levels and SEN is well managed.
- The Headteacher is part of the Values Education Steering Group and works with other Headteachers to continually lead the school towards outstanding practice.

The effectiveness of the Governing Body is judged to be Good

Ofsted 2016: *"The governing body provides a high level of support and challenge"*

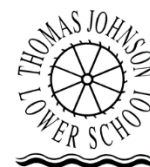
- All finances are budgeted carefully and link to the SDP. Budgetary and monitoring summaries are discussed by the Full Governing Body through the Headteacher's termly "Report to Governors"(see F&P committee mins, SDP)
- The Headteacher keeps the Gov body fully informed of spending decisions and monitoring is extremely effective. All finances are carefully budgeted with the Lead Finance Governor working closely with the Headteacher. (see F&P committee mins, SVFS, SDP)
- Financial procedures and guidance are followed carefully, with Governors fully informed of the school's financial position through Bursar reports and discussion (see mins)

The following areas have been identified for focus in the SDP

- *Develop further Subject Leadership so that the work of subject leaders impacts positively on pupil progress and the quality of teaching.*

Why leadership and management are not the grade (above/below)

The Headteacher continually drives the school towards Outstanding practice, using her previous experience of Outstanding settings, and drawing on experience of colleagues (e.g. school SIP, LA advisors, NLE advisor). Leaders at all levels show determination and thoroughness in all they do, and Governors welcome this "hands on" involvement. The openness of dialogue between all stakeholders has resulted in the Governors' deeper knowledge and understanding of curriculum, assessment and SEND developments, and their class-link work has involved true "hands on" experiences (e.g. join learning walks and listening to pupil voices). When issues do arise the close liaison between Headteacher and Governing Body enable swift and positive solutions to be found. The SIP has identified a CPD target for the Headteacher to take on further roles supporting other schools.



Where relevant, the effectiveness of any additional provision

Suggested grade: **Good (2);**

Evidence that supports this judgement

Nursery Provision (currently a joint Nursery/ Reception class)

The Nursery is a fully integrated part of the Early Years Setting. A Local Authority Early Years Advisor worked with the school initially in Spring 2015 to drive improvements in the Nursery and Early Years setting, and this was commented on positively in our most recent Ofsted inspection and in recent SIP visits.

Ofsted 2016: *The improvements in early years provision at the school give pupils a supportive, well-structured start to school life.*

SIP July 2017: The NQT in the EYFS has continued to develop strong practice, with a very positive impact on final outcomes.. (The NQT has subsequently been employed by the school to become the EYFS Class Teacher)

Observation, provision and planning are judged to be Good

- Assessment is accurate and high quality observations take place which are sharply focused and include all those who are involved in the children's learning and development.
- All teaching and support staff have high expectations of the children. Learning opportunities are well planned, with topic areas which follow the children's interests.
- Adult-led activities and observations follow into planning for next steps.
- Staff have a good knowledge of the children's abilities, with differentiation reflecting challenge and support. A good-sized learning area means a wide range of exciting learning opportunities can be set up and allows flexibility to respond to the children's needs and requests.
- Pupils mix with older children to extend their learning experiences. The Nursery children join EYFS children in free-flow play experiences, and join the main school hall for lunch. Older pupils visit for Drop Everything and Read (DEAR). These experiences promote smooth transition and allow greater learning opportunities by copying the play of more able children and interacting positively with older pupils.

Learning and Development are judged to be Good

- Monitoring shows children of all groups make Good progress from their starting points.
- Intervention strategies are quickly identified, discussed with the SENCO and in staff meetings, and actioned.
- Teachers know the families well and parental communication is encouraged so that learning needs can be discussed from an early age and can ensure that positive home-school links are created.
- Moderation and sharing good practice with other EYFS staff in the pyramid of local schools happens regularly. Staff work together to assure quality ongoing assessments and that EYFS profile judgements are accurate.

Secure attachments and behaviour are judged to be Good

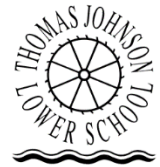
- Values Education was introduced Sept 2014 and even the youngest children are using the vocabulary and are encouraged through this to demonstrate positive behaviour.
- Learning Mentors are used to provide Emotional and Behavioural Well Being and support parents.
- Parental feedback is positive.

Safety, safeguarding and welfare requirements

- The use of CPOMS ensures Senior Leaders have full awareness of any needs and incidents, and this ensures transition of information into the main school.
- Policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.

Leadership, self-evaluation and professional development

- The quality of teaching is Good and is responsive to the children's needs and interests.
- Class-link Governor visits keep stakeholders informed and involved.
- Teaching and support staff work throughout the nursery and main school, ensuring consistency of approach and smooth transition.
- Pupils are involved in main school Enrichment days, encouraging mixed-age learning experiences and improved transition.



- Action plans linked to the SDP.
- The following area has been selected as a focus**
- *Continue to refine Learning Journals – visits to other schools booked*

Why the Nursery provision is not the grade (above/below)
 Since Sept 2016, new staff were appointed and the Nursery and Reception class combined due to small pupil numbers. These staff have brought energy and a fresh approach to the new unit and visitors have commented on how positively children settle. The parents of one nursery pupil with disabilities remarked "We wish X could have come here sooner. X has settled in so well!".

Overall effectiveness

Suggested grade: **Good (2);**

Evidence that supports this judgement:
Ofsted 2016: *The school continues to be good. (The Headteacher has) made sure that pupils continue to receive a good-quality education. You are using your experience of working in and with outstanding schools to set high expectations.*
 In addition, the final SIP report of July 2016 noted **good** and **very good progress** towards each of the 3 SDP priorities 2015-16, and continues to be evident in the RAG-highlighted plan 2016-17.

- The Headteacher continues to drive improvement in the quality of teaching and provision and has taken staff along with her in the drive for high expectations and continuous improvement.
- Under the Headteacher, the school has taken a lead within the local community of schools and within the wider CBC community.

Why the school’s overall effectiveness is not the grade (above/below)
 Next steps for the school include:

- Improving further subject leadership across the curriculum
- Sharing best practice across the whole school, including the high levels of challenge that lead to pupils’ refining of skills and deepening of knowledge
- Homework is consistently clear so that pupils are able to reach higher standards still.