

Self-evaluation summary 2018-19

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 Sept 2018 = 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 2018	Good level of development	Total Average point score	
School (14 pupils)	79%	36.1	Those pupils achieving GLD was above the most recent National Average, with Attainment overall also above national average, indicating high challenge for more able children.
Boys	67%	33.3	
Girls	100%	40.1	
Pupil premium (0)	N/A	N/A	
School 2017	79%	36.9	
School cluster average (2018)	75%	35.9	
Local Authority 2018	73%	34.6	
National Average 2017	71.5%	34.6	
Year 1 phonics	2016 % achieving	2017 % achieving	2018 % achieving
School (13 pupils)	93%	80%	All 100%
		Boys 80%	Boys 100%
		Girls 80%	Girls 100%
		PPG (2) 50%	PPG (1) 100%
School cluster average	-	-	86%
Local Authority	81%	82%	84%
National Average	81%	81%	-
Year 2 resit		All 100%	All 100%
KS1: All subjects School (13 pupils)	Expected standard or above	Greater depth than expected	Attainment well above the most recent national average in all aspects.
Reading (NA) All	92% (75%)	54% (25%)	Pupils in receipt of Pupil premium funding: 100% achieved Expected standard in Reading, Writing and Maths
Boys	80%	20%	
Girls	100%	63%	
Writing (NA) All	92% (70%)	46% (16%)	
Boys	80%	40%	
Girls	100%	50%	
Maths (NA) All	92% (76%)	46% (22%)	
Boys	80%	40%	
Girls	100%	50%	
School cluster average R/W/M	81/73/80%	37/24/32%	
Local Authority	79/73/79%	33/22/27%	

Year 4: All subjects School (10 pupils)	Expected standard or above	Greater depth than expected	
Reading (LA) All	80% (82%)	40% (37%)	LA = Local Average 2017 7 Matched pupils (i.e.: pupils who remained in school since Year 2) have made good progress throughout lower KS2 with 100% making expected or better progress in Reading, Writing and Maths, with accelerated progress in reading and maths (14%); and writing (29%).
Boys	78%	33%	
Girls	100%	100%	
PPG (1)	100%	0%	
Writing (LA) All	70% (72%)	30% (24%)	
Boys	67%	22%	
Girls	100%	100%	
PPG (1)	100%	0%	
Maths (LA) All	90% (76%)	20% (28%)	
Boys	88%	11%	
Girls	100%	100%	
PPG (1)	100%	0%	
School 2016 (11 pupils)	94%	61%	
School cluster average 2018 R/W/M	88/77/84 %	48/37/37%	
Local Authority	82/73/79%	37/25/28%	

According to our 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 2017-18 attendance was 96.1%, in line with others in our cluster. Stability is relatively high, with building developments in Marston Vale marginally impacting on numbers as families leave or join the area. PPG/LAC/EYPP numbers for the October 2018 census were 9 pupils (c.9.5%).

The number of pupils identified with SEN was 12% with fewer than 2% of pupils requiring an EHC. The school works closely with *Mind Map: the Charity*, and employs a Learning Mentor who supports 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, 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).

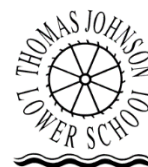
The school has a combined Nursery and Reception unit, open to 3 year old pupils from 9am each day. This EYFS unit encourages high-quality pre-school learning opportunities and enables smooth transition into full time education as the pupils are encouraged to mix at lunchtimes with older pupils and join 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. In 2017, 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 2018-19 the "Mind Map project", using techniques and strategies developed in our school, will be working with other CBC schools as part of a High Needs Funding Grant.

In 2018-19 there will be 3 classrooms on the site, including an Early Years Unit that promotes 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 Silver and Gold Sainsbury's Sportsmark awards for 4 consecutive years (2014-18).

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) and towards the Pirate Galleon Ship (2017-18). In 2018-19, the PTFA will be looking to raise funding for enrichment activities (such as Egyptian Day) and contributing towards replacing our trim trail (again, part funded through the PE Sport Grant). 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 Mentor to provide active support which closely aligns to the school's ethos of values and achievement. Parent Workshops have been organized in the past by staff to enable parents to understand teaching strategies and 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 17th and 19th October 2017 parents ranked the following statements most positively (as "strongly agreed" or "agreed"). The results showed we had maintained or improved on our 2016 responses (% shown in brackets)

- My child is happy at this school = **100%** (98%)
- My child feels safe = **100%** (98%)
- The school understands and responds to my child's needs = **96%** (92%)
- My child is taught well = **100%** (94%)
- My child makes good progress = **98%** (98%)
- My child is encouraged to work hard and do their best = **98%** (94%)
- Children are well behaved = **93%** (90%)
- My child knows who to go to if they are worried, anxious or upset = **96%** (92%)
- The school is well led and managed = **98%** (96%)
- I would recommend this school to another parent = **96%** (92%)
- The school is welcoming and there are opportunities to get involved = **98%** (96%)
- Staff are approachable = **98%** (98%)

My child is encouraged to lead a healthy lifestyle = **87%** (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.

My child receives an appropriate amount of homework for his/her age = **87%** (77%)

Some Nursery parents were confused by the term "homework", (13% replying "Neither agree nor disagree"). Our youngest children are encouraged to bring in items from home (show and tell), especially those which relate to their topic. Some also have reading books. We continue to trial our Homework Bingo in KS1 and 2 which has brought in some fantastic homework and positive comments.

The school deals with any incidents effectively so that bullying or friendship disputes are quickly managed. **81%** (79%).

19% of parents neither agreed nor disagreed with this statement, or "had no experience". We are committed to securing positive emotional well-being. Using our Learning Mentor to hear children's concerns through Talk Time helps us continue to monitor and support friendship groups.

Regarding communication and feedback, parents reported "The school seeks my views and listens to my concerns" **85%** (83%), the school communicates with me effectively about how to support my child's learning **87%** (81%) and my child's progress = **87%** (79%). *Whilst recognising the improvements we have made, we continue to seek ideas from parents on how to improve communication and feedback further e.g. Parent Forum*

*Note: References to Headteacher and Governor files 2017-18 and 2018-19 information is shared with Governors through secure files in Dropbox.

Pupils' Outcomes

Suggested grade: **Outstanding (1)**

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 2018 SIP report commented positively on progress towards school development priorities for the third year running. With regard to the priority of *Ensuring that standards remain high and progress strong* the report noted:

- *The school's monitoring records show that the quality of teaching, learning and assessment has been consistently good during the year in all key stages. This has impacted positively on outcomes for pupils, with evidence of high attainment and strong progress in all areas. As a result, the school now judges the quality of teaching and learning to be outstanding, with outstanding outcomes for pupils over time.*
- *Pupils show high levels of engagement and are always keen to learn, reflecting the very positive impact of the school's drive to promote pupils' emotional wellbeing in recent years. This work has been so successful that leaders have now been asked to share their expertise with a group of other schools within the LA.*

Attainment

Foundation Stage

- The proportion of children achieving a **GLD in 2018 was 79%** (boys 67%; girls 100%), which was above national average, with **attainment overall of 36.1 APS** (boys 33.4; girls 40.1) indicating high challenge for more able children within the setting.

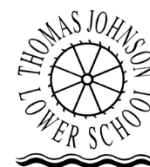
Proportions of children meeting the expected standard in each strand

	Prime Areas			Specific Areas			
	CL	PD	PSED	Literacy	Maths	UW	EADM
Nat Ave 2017	82%	88%	85%	73%	78%	84%	87%
All	93%	93%	100%	79%	86%	86%	79%
Boys	89%	89%	100%	67%	78%	78%	67%
Girls	100%	100%	100%	100%	100%	100%	100%
SEND	0%	0%	100%	0%	100%	100%	100%
EAL	100%	100%	100%	50%	50%	50%	50%

Phonics test 2018

Year 1: The proportion of pupils, in a cohort of 13, who met the standard in the phonics screening check in 2018 was above the most recent national average of 81% at **100%**. This compares to the overall positive trend since 2014 (81% 2017; 93% in 2016; 82% in 2015; 46% in 2014)

- The 100% included 2 disadvantaged pupils, and reflects the strong focus on phonics which in turn impacted positively on outcomes in reading and writing.
 - Attainment by gender was identical.
 - The average score in the check was **36.8/40**, which was well above the most recent national average,
- Year 2 re-sit:** 2 pupils re-took the screening check in year 2 in 2018, giving a cumulative total of 100% of pupils meeting the standard in phonics by the end of the key stage, which was 9% above the most recent national average. The average score in the check was 38.5/40



Key Stage 1 attainment 2018

	Reading		Writing		Maths	
	ARE and above	Above ARE	ARE and above	Above ARE	ARE and above	Above ARE
Nat Ave 2017	76%	25%	68%	16%	75%	21%
All	92%	54%	92%	46%	92%	46%
Boys	80%	20%	80%	40%	80%	40%
Girls	100%	63%	100%	50%	100%	50%
PPG	100%	0%	100%	0%	100%	0%
SEND	0%	0%	0%	0%	0%	0%
EAL	100%	100%	100%	100%	100%	100%

- We are proud of these excellent set of results, with attainment being well above the most recent national average in all aspects.
- Attainment overall at the end of KS1 was well above the most recent national average in 2018, reflecting significant progress given the challenges faced by this cohort during Year 1.
- The proportion of pupils meeting the expected standard or above was well above the most recent national average in reading, writing and maths, as was the proportion of pupils working at greater depth in each area.
- The attainment of girls was above that of boys in all areas, particularly in reading at greater depth. However, the very small numbers make comparison by gender statistically unreliable.
- 100% of disadvantaged pupils met the expected standard in reading, writing and maths.
- 100% of pupils with EAL were working at greater depth in reading, writing and maths.
- The school was successfully moderated in 2017, with all judgements upheld and one raised from "ARE" to "GDR"

Year 4 attainment 2017

This cohort was much smaller than average (10 pupils) and of diverse needs, with additionally only 7 of the pupils matched from Year 2. The cohort benefitted from quality first teaching, and our emotional well-being strategies, giving them some of the best opportunities to learn.

- The proportion of pupils meeting the expected standard in 2018 was broadly in line with the most recent LA average in reading and writing and well above in maths.
- The proportions working at greater depth were above the most recent LA average in reading and writing, but below in maths. While this reflects a fall in attainment at greater depth in comparison to the school's outcomes in 2017, progress measures are strong, therefore evidence indicates that this is cohort-related and not part of a developing pattern.
- 100% of disadvantaged pupils met the expected standard in reading, writing and maths in 2018.
- Given the small number in the group, outcomes for pupils with EAL were broadly similar to their peers in all areas, including at greater depth.

	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

- From broadly typical baselines, children made at least good progress through the reception class to attain standards that were well above the most recent national average by the end of the EYFS 2018.

- This is supported by external moderation and the school's own tracking data.

Key Stage 1

- While not all pupils were matched, the attainment of this cohort at the end of the EYFS in 2016 was above the national average, with 84% of pupils attaining a GLD and overall attainment at 36.9 APS.
- From these above average baselines, pupils made consistently good progress through KS1 to attain standards that were well above the most recent national average overall by the end of Year 2 in 2018. This judgement is triangulated by work in pupils' books and the school's tracking data, both of which show strong progress over time. Analysis indicates particularly strong progress through Year 2, given the significant disruption during Year 1 with staff absence.
- This is particularly well illustrated by the increased proportions of pupils working at greater depth by the end of KS1 in 2018, when compared to those 'exceeding' at the end of the EYFS in 2016 [26% in *reading*, 16% in *writing*, 26% in *numbers* and 21% in *shape, space and measures*].

	Reading	Writing	Maths
% 'exceeding' in EYFS in 2016	26%	16%	26%
% working at greater depth in KS1 in 2018	54%	46%	46%

Year 4

- The school has completed a detailed analysis of progress for 7 matched pupils, which shows strong progress through lower KS2.
- The one disadvantage pupil was not 'matched', but tracking shows that this pupil has made strong progress from assessed baselines on entry to reach the expected standard by the end of year 4 in 2018.

	Reading	Writing	Maths
% making expected progress or better	100%	100%	100%
% making better than expected progress	14%	29%	14%

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. With very small cohorts, trends need to be carefully identified. Improving outcomes in maths was identified as a school development priority in 2017-2018, with the focus across the whole school for key basic skills (counting EYFS; number bonds/times tables KS1; times tables/division KS2). Embedding this will continue into 2018-19.

Teaching, Learning and Assessment

Suggested grade: **Outstanding (1);**

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.*

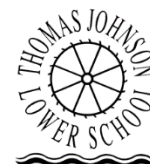
- *Pupils develop very positive attitudes to learning. This includes vulnerable pupils, disadvantaged pupils and those with special educational needs. The intensive support provided by learning mentors is a contributory factor.*
- *Pupils' good behaviour contributes to the positive learning environment.*
- As part of school monitoring and self-evaluation the Headteacher and Assistant Head are highly visible and "drop ins" promote opportunities for discussion. 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.
- The school has been successfully moderated in EYFS 2017 and Key Stage 1 2016. All judgements were upheld or agreed upwards.
- Teacher and Teaching Assistant performance appraisal targets are aligned to the SDP focusing on whole school priorities of raising attainment.
- The school offers an outstanding level of support to enhance children's behaviour for learning. This has led to reduction in the numbers of children needing 1-1 support, and strategies to prevent exclusions.
- Work book scrutinies are carried out termly in a designated staff meeting setting, so that Senior Leaders and teaching staff can comment on their own and other's practice in a positive setting. These discussions ensure commonality of approach, and enable staff 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.

The following area has been identified as a focus in the SDP:

- *Developing further the ICT curriculum and expanding in-class opportunities*

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 a more individualised high quality support so that their anxieties do not impact on lessons. Developing our ICT curriculum is a focus for this year's SDP, with the plan to provide in-class computers, and further develop our use of I-pads.



Personal Development

Suggested grade	Outstanding (1)
	<p>Evidence that supports this judgement</p> <p>Ofsted 2016: <i>"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."</i></p> <p>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.</p> <p>Pupils' attendance is judged to be Good:</p> <p>The school's overall attendance for Autumn 2017-Summer 2018 was 96.14% (an increase on last year (95.7%), and in line with our Local Authority and school cluster). Our overall absence for the same period was 3.23%, (well below 2017's data of 4.3%, below the Local Authority average 4.9%, and in line with the school cluster 4.6%). Our % persistent absence (7.5%) was below last year's (7.8%), below the school cluster average of 10.3% and well below the Local Authority average of 11.3%. The school is has been proactive in encouraging attendance through launching its "Attendance Matters" profile and policy, through 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 guidelines). There were 0% permanent exclusions and 0% fixed term exclusions in 2017-18. This 0% is well above the cluster average (permanent: 0.14%/ fixed: 4.10%) and the local average (0.14%; 3.95%).</p> <p>The extent to which pupils feel safe is judged to be Good or better:</p> <p>Ofsted 2016: <i>"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"</i></p> <p>Parent surveys (Oct 2017) indicate:</p> <ul style="list-style-type: none"> • My child feels safe = 100% • My child knows who to go to if they are worried, anxious or upset = 96% • 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. • 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. • 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. • 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 with Year 4 pupils electing 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" and most recently "Enjoy every moment" (arising out of the Year 4's recognition that they are moving on to new schools in the Summer!). • Behaviour surveys have improved, with parent comments reflecting positively. My child is happy at this school = 100%, Children are well behaved = 93%. This reflects an upward trend over time (since March 2015), when only 84% of parents thought that children were well behaved. • 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 2015-2018.

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

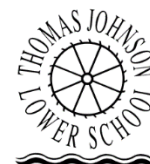
Ofsted 2016: *"(The school's lead is) highly visible and vigilant... vulnerable pupils are supported early and effectively."*

- 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 DoF 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.
- School-specific safeguarding leaflets are displayed in the entrance lobby, including "Mobile Free" notices.

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 school's strategy for promoting positive mental health (recognising and naming emotions, building resilience) has been recognised by the Local Authority, and has resulted in the school being commissioned to deliver "The Mind Map Project" to 6 other CBC schools in 2018-19.
- 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 the school trialled "Theraplay" sessions (in-school weekly play therapy) and lead other CBC schools to join this trial. The "Theraplay" concepts are still used within Thomas Johnson, and other schools, who have seen positive results from its use.
- 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 Lidlinton Church. Church members offer a weekly Bible Assembly, and members provide whole school enrichment by celebrating Christingle or creating Easter Gardens. We encourage parents into school to share a wide range of different Faith festivals and celebrations in our Faith Days (e.g. Harvest, Diwali, Eid) .
- 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 2017-18 there were 3 class experiences offered to pupils (including Move your Body to Music, 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.
- 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 and 17 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).
- "Interesting playtimes" run in the winter months, offering pupils opportunities to join a variety of clubs indoors on different days.
- Our Megafun Thursday lunchtime games club improve attitudes to learning, and supports 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).

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.
- 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.

- In the past the school has used behaviour specialists in outside agencies (Jigsaw) to support individual pupils with ADHD/ASD. We have also employed a Learning Mentor to provide emotional counselling for pupils. At present, due to the high skillset of staff and the strong emotional wellbeing provision in place, we have not had to seek outside support for 2 years.
- We continue to promote transition expectations and have an increasingly healthy dialogue with local middle schools so that our pupils are better "middle-school ready" and that School Leaders (in both schools) feel they have a greater understanding of our pupils' lifelong learning journey.
- Our work on securing Emotional Wellbeing has been recognised by the local authority and is being offered to other schools as part of a HNB funding (The MindMap Project) .
- 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.*"

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

A focus point in our 2016-18 SDP was to increase parental engagement in homework. Our Homework Bingo has proved extremely popular, and the tasks are often investigative (e.g. find out which materials float or sink in water) or creative (make a model of something that could have been found in Ancient Egyptian) with the aim of promoting home-school links and increased opportunities for parents and children to work together. Homework Bingo has been well received, although there remain a very small number of pupils who do not receive this support at home, some of which present with low level attention-seeking behaviours.

Our focus therefore remains to continue to promote positive parenting programmes and help remove further the barrier surrounding parenting help.

Leadership and management

Suggested grade: **Outstanding (1)**

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;2015-2019)
- Assessment and monitoring are rigorous, including all stakeholders, leading directly to precise intervention strategies and revised planning. (see Headteacher and Governor files 2015-18)
- 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 group 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 securing 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. When issues do arise the close liaison between Headteacher and Governing Body enable swift and positive solutions to be found.

The Governors' classroom visits have been a strength in the past, and the Chair of Governors recognises that this is an area for development once again. As such, this focus has been minuted in the Autumn 2018 Full Governing Body meeting.

Where relevant, the effectiveness of any additional provision

Suggested grade: **Outstanding (1);**

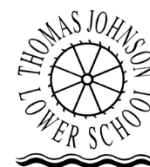
Evidence that supports this judgement

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 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 was subsequently employed by the school to become the EYFS Class Teacher)



Observation, provision and planning are judged to be Outstanding

- 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 Outstanding

- Monitoring shows children of all groups make Good or better 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 Outstanding

- 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.
- The children learn to express different feelings through Feelings Flowers (a visible means where children can match a caterpillar showing they feel happy, sad, and angry). Additionally the children are specifically taught to understand a wide range of emotions, and how to manage them. This means that children know they are heard, and therefore learn to express their feelings through words, rather than behaviours.
- Parental feedback is positive.
- During our 2018 EYFS moderation visit the class teacher was advised to grade more children at a higher level, as they demonstrated that they were exceeding in the prime areas of making relationships and managing feelings and behaviours.

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 Outstanding and is responsive to the children's needs and interests.
- 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*

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 additional needs remarked "We wish X could have come here sooner. X has settled in so well!". Two of these staff are now undertaking further CPD training to increase their skills in observations and compiling Learning Journals.

Overall effectiveness

Suggested grade: **Outstanding (1);**

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 SIP's report of October 2018 noted **good** and **very good progress** towards each of the 3 SDP priorities 2016-18.

The SIP has commented:

- *(The Headteacher) has led the school effectively in its drive to become 'outstanding'.*
- *She continues to work closely with the LA and other local providers to ensure that the educational and social needs of the local community will be successfully met in the future. Her clear focus on pupils' wellbeing ensures that their spiritual, moral, social and cultural needs are met very effectively.*
- *She has continued to focus strongly on securing high quality teaching, learning and assessment, with a very positive impact on pupil outcomes in 2018. Rigorous monitoring and constructive feedback have ensured that all staff strive for continuous improvement, supported by a robust appraisal system. She has built a strong team, who are committed to excellence*
- 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
- Developing further the ICT curriculum and expanding in-class opportunities
- Sharing best practice across the whole school, including the high levels of challenge that lead to pupils' refining of skills and deepening of knowledge