

Self Evaluation Summary

Broadwindsor C.E. V.C. Primary School

13.5.16

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Grading

1= Outstanding

2= Good

3= Requires Improvement

4= Unsatisfactory

Overview

- This is a small church school set in a very rural area of West Dorset.
- Attainment varies on entry with such small cohorts but is broadly average.
- In take represents a cross section of the community, some children come from the village others on the bus from a nearby village and some from the town of Beaminster.
- A large proportion of pupils come from out of catchment (42%). Our high reputation within West Dorset means we draw in children from a wide area other than our catchment.
- The school has 94 pupils.
- Our YR children start in a cohort by themselves and therefore have a very good start with low class numbers, this year 13.
- We are a member of a very strong cluster, Beaminster Cluster which offers many opportunities in various areas for the children to mix and develop their skills such as residentials in Y4 and Y6. We take part in many sporting tournaments such as netball, unihoc, tag rugby, cricket, cross country and football, and win many of these tournaments. In Spring 2015 and 2016 the Netball team took part in the County finals as west Dorset Champions for the first time representing West Dorset, a great achievement.

Since the last inspection the following changes have taken place:

- We have addressed the issues from the last Ofsted inspection September 2103. A) Teachers Marking, giving more guidance – teachers use marking labels in books to guide pupils writing and to set individual targets. B) Develop Mathematics to raise achievement. In 2013-14 we have had Maths on the SDP working on all areas and key stages to improve our attainment, we did this by eg Numicon training, effective use Numicon material for all teachers, purchase of large amounts of Numicon. Cluster staff were invited to this training.
- The school has been ranked as good and improving by the LA and SEP for the past years. (see - SEP Report 2015).
- We introduced Pupil Tracker in school September 2010 to track children. This is used by teaching staff and myself to track all children's progress in great detail. This was opened online to parents so they could monitor their child's progress and attainment at any time, in July 2012. We were the first school in Dorset to do this and this builds upon our excellent relationship with our parents. We have now stopped using Levels and use Age Related Expectations (ARE) assessment on Pupil Tracker.
- We regularly circulate questionnaires to parents and children, parents and staff in order to gauge improvement. The school's reputation has been very high in the area for many years and we continue to maintain and build upon this.
- We now serve hot school meals provided by Local Food Links from Bridport, these are excellent high quality meals produced from many local sources which are organic sourced when at all possible. We have 63% uptake on these meals (Spring 2016). All KS1 have hot meals almost 100% uptake in KS1.
- We have a large uptake on music tuition within school (31%) which is outstanding in a wide variety of instruments; this is a great strength of the school.
- We have Silver Award for Sports Mark 2014-15. (See award in reception)

We judge ourselves to be good. We have ensured at least good teaching through taking on various initiatives and are adept at analysing results and working on minor areas of slower progress that emerge from year to year. For example we are currently working on maths in KS1/2 and writing in all key stages, which are good but not quite as strong as other areas. Our challenge now is to raise teaching consistently to the next level by making sure it is pitched very accurately to what pupils need to learn next.

Behaviour is outstanding, and learning is very seldom interrupted in any way. Pupils to ask questions and check for themselves that they are understanding. Pupils themselves make a very good contribution to the smooth running of the school and its ethos. They feel very safe in school. Visitors comment on how welcoming it is. We have audited our curriculum to ensure it covers British Values and our pupils' SMSC development is excellent.

Leadership is good, as shown by continuous improvements. Staff work together very well, governors are highly challenging and parents are supportive. We are very good at putting strategies in place and evaluating them, and use our limited funds carefully. Performance management is rigorous and all safeguarding requirements are met. We have implemented the new national curriculum for the year groups required and continue to develop associated new ways of analysing and improving pupils' progress.

Section 1: Our School's Context

Pupil characteristics:

- Groups which we identify as statistically significant in number are boys and girls, those with different prior attainment (i.e. higher, middle and lower attainers), White British, Service Children and Pupil Premium.
- Cohorts vary greatly in size from 12 to 17.
- Due to small cohort sizes some year groups have large gender differences, over the whole school though there is a gender balance.
- No LAC
- No Travellers.
- 14% on SEN list, this % is growing each year.
- 2% on EHP plan
- 3% Service Children
- 13% PP. This group is growing and is more realistic of our pupil cohort than in previous years.
- We admitted pupils from 7 pre-school settings in 2015.
- Attainment on entry in 2014 was below average a trend that seems to be developing.
- We have a reputation for catering for pupils with SEN issues and often take children in KS2 who come to us from other local schools where they have experienced problems, usually behavioural.

Section 2: Leadership and management

School's grade: 2

Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. (2)

Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. (2)

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially

We monitor all groups of pupils extremely tightly and take rapid action if any groups are not doing as well as others – for example low attainers in writing. We are now targeting areas of the school that remain good rather than outstanding.

Achievement is now good with elements that are outstanding and personal development is outstanding.

The SENCO, EYFS Numeracy and Literacy Leaders make detailed plans that shows evaluation of strengths and weaknesses every year which feeds into the SMT discussions about the improvement plan.

The development plan is drawn up in consultation with all stakeholders and monitored on an ongoing basis.

We have strong and highly effective leadership of maths, literacy, EYFS and

between disadvantaged and other pupils. (1)

Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. (2)

Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. (2)

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. (1)

Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. (2)

The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. (2)

SEN. Leadership of all other areas is at least good. All leaders have the opportunity to observe at least one lesson.

Leaders run staff meetings to develop their subjects.

All staff have up to date Safeguarding training (2013).

Latest CP Training for Headteacher (Feb 2015) and Senior Teacher (January 2106).

Governors receive highly detailed data on progress of different groups and strategies the school uses to improve.

For example they have been looking at PP money, currently deployed to individual PP plans, which can include trip subsidy, 1:1.

Minutes show a high level of challenge to the school

Governors receive reports on PM and are well aware of any challenges the school has to improve teaching. They review the HT performance rigorously, as certified by an external adviser.

Though the school was judged good at the last inspection there were no weaknesses in teaching.

Professional development is highly focussed. For example one teacher is observing a colleague with a view to specific improvements, and another is visiting an outstanding school next week to observe and develop problem solving work.

Performance management is highly rigorous.

See comments on SMSC below.

We have implemented the new curriculum with attention to detail whilst ensuring music and sport strengths are maintained.

SMSC is very important we have-

The school has entered into an international link through Food for Thought programme with a Ugandan primary school.

There is a good PSHE / Citizenship programme in school which demonstrates understanding of society's shared and agreed values.

Pupils have a mix of whole school and key stage assemblies each week based a spiritual theme.

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Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. (2)

There is close liaison with local places of worship and a variety of activities occur within the curriculum throughout the year.

We engage in numerous charity events throughout the year. (charities file)

We have fostered, and value, strong links in the local community including rest homes, pre-schools, community gardening, church club.

The school participated in the 2012 Olympic Challenge which includes visits from two Olympic competitors (past and present) and also did same in 2015. We then visited the Paralympics in September 2012 to watch athletes in the Olympic stadium, we took Y6, 5 and 4.

Understanding of other cultures locally, regionally and nationally and cultural development is good.

Regular events and performances in the school and local community include a culturally diverse range of music, drama, art, history and other aspects of the curriculum. (displays, posters, photographs, films, website, school newsletter)

Parents invited into classes to work with children to break down barriers.

The school coordinated Numicon maths training for the Cluster. The Headteacher is leading the Cluster, on informing parents of the changes to assessment processes within school eg life without levels.

Staff at all levels are well aware that they have responsibility for safeguarding, but also know the key persons to contact as needed.

All staff have had recent training.(2013)

All governors are aware of recruitment responsibilities.

Staff all follow and model the school's behaviour policy, which is a key reason for the high standards of behaviour.

Current focuses for improvement:

To improve attainment of low achievers in Y6

To achieve better results in the SPAG tests this year

Section 3: Teaching, Learning and Assessment**School's grade: 2**

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. **(1)**

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. **(1)**

Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. **(2)**

Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. **(2)**

Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. **(2)**

Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. **(2)**

Teaching is excellent in reading, and at least good in writing and mathematics across the school. This judgement is based on observations, study of work and observations of learning as well as data over a period of years.

Results over many years show reading is taught highly effectively but that writing and maths teaching is not yet outstanding.

Monitoring of planning shows that lessons and activities are pitched at a challenging level and teachers have high expectations of the amount of work pupils will complete. Skills are taught across the curriculum. More able pupils in KS1 are challenged well in their number work, but we are looking at how to challenge them better in more open ended problem-solving. High quality ICT lessons in KS2, this has now also developing in KS1.

Pupils say they really enjoy lessons and observations show they are highly committed to learning. Marking and feedback are good, but not all teachers are using the results of marking to revisit or challenge further and ensure extremely rapid gains.

Teachers plan learning objectives at 3 and sometimes 4 levels for each lesson, but are careful not to put ceilings on what any child can attain. Sometimes differentiation is about the challenge and depth or context.

Current focuses for improvement:

- Improve maths attainment in all key stages
- Improve writing attainment in KS2
- Embed new curriculum and assessment using Age Related Expectations(ARE)
- Development of marking and guidance for children to improve

Section 4: Personal development, behaviour and welfare**School's grade: 1**

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. **(1)**

Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.**(1)**

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. **(1)**

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.**(1)**

Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.**(1)**

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. **(1)**

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.**(1)**

Previous two Ofsted reports graded behaviour as Outstanding.

Lesson observations show that pupils concentrate exceptionally well and there are very few times when their attention wanders. They ask questions and work together supporting each other. They have been involved in drawing up classroom rules that include rules for learning.

Playground Buddies, Sports Leaders, School Council and Librarians all help pupils integrate into the school and feel they influence the school.

In the past few years there has been a strong School Council representation across the whole school, this year the School Council is to be revamped in September after a sabbatical, guided by Governors.

Children feel safe in the school and playground, they know what to do if they feel uncertain in a situation by talking to any adult in school. We introduced playground buddies to help pupils in the playground in 2007. This has helped reduce children feeling lonely or upset at playtimes. Sports Leaders introduced at same time, so that children can play organised games if they so wish at playtimes.

Pupils are able to express any worries through SEAL time, Circle time, Play Ground Buddies, Sports buddies, worry box in class.

Our internal records show that the 'time to think' forms vary in the number over the years 2008-9-15, 2009-23, 2010-15, 2011-26 and 2012- 29. However we do know that the causes of these forms being needed to be filled in, has reduced in seriousness drastically over the past few years. (see time to think files)

Pupils say in interviews that they are proud of the school and how children behave. They can talk about the classroom rules and why they are needed.

We have had no exclusions in the last 5 years.

Pupils behave extremely well at breaks and at lunch, supported by Year 6 who act as playtime buddies.

Very few pupils are late and movement around the building is excellent.

Members of the public have commented on pupils' excellent behaviour on school trips.

<p>Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. (2)</p> <p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. (2)</p>	<p>We have had no racist, sexist or homophobic incidents for three years.</p> <p>We have a very small number of pupils with behaviour needs, and have had two or three pupils starting reception with very low personal social and emotional development. We think that the way we help these pupils to manage their emotions and learn to learn is a strength of the school.</p> <p>We ensure that they can identify hazards and assess risk at all ages.</p> <p>Pupils know the safety rules and why they are necessary.</p> <p>E-safety training for all year groups undertaken in March 2015 by Safe Schools Community Team Dorset Police.</p>
<p>Current focuses for improvement: Embed E-safety for second year running Continue to improve attendance rates</p>	

Section 5: Outcomes	School's grade: 2
<p>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.(2)</p> <p>In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.(2)</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check. (1)</p>	<p>Raise shows that for KS1 we were above national average for last five years. In KS2 our attainment is returning to the national levels after two previous years of top heavy cohorts of SEND children These two year groups had high SEN levels, 2013-50% and 2014 38%.</p> <p>Progress is inline with national all key stages including early years (see data appendix) We have particular strengths in music and sports. Reading, maths and writing attainment is good in Key Stage 1. Reading, maths and writing in KS2 is improving upon last two years attainment results and will return to above national standards.</p> <p>Pupil premium children achieve at least national standards if not better. One child scored 100/100 in her maths test and another 99/100. Many others scored very high L5 marks. Our regular monitoring of pupils work shows current pupils are making good progress.</p>

Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving. (2)

From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. (2)

We are aware that pupils in Years 3,4,5 have some ground to make up, as is the case nationally, in writing and maths to meet the standards of the new Curriculum. We have made a clear identification of catch-up needs and are successfully filling gaps.

Writing VA has improved upon previous two years but Reading and Maths still needs to improve and return to previous schools good progress levels. Current Year 6 pupils, both high and low attainers are on track to reach higher levels. This shows good progress.

Current Y6 are on track to make better than national progress in all three core subjects

Disadvantaged pupils make as good as or better progress than other pupils nationally. They make similar or better progress to others in the school.

(see appendix)

Reading is a strength throughout the school. The library is well used by all classes with student Librarian's and a Volunteer working each Wednesday. Above average proportions have passed the phonics check in Y1 for the last four years. Teachers throughout the school give excellent attention to developing reading in all subject

Pupils apply a wide range of skills to great effect in reading, so are well prepared for secondary in this respect. Problem solving is extremely well established. Pupils write well across the curriculum but use of wide ranging vocabulary and sentence structures is not at the level we would like in Key Stage 2. For this reason we are focussing on this area.

SEN pupils make good progress (see data appendix). They learn extremely well in most lessons. We also have a talented team of TAs who ensure excellent progress when pupils work in small groups or 1:1 outside lessons. Disadvantaged pupils make similar progress to other pupils in lessons. Their work shows that their learning is good to outstanding.

The most able make good progress in both key stages 1 and 2.

Overall standards are average at the end of KS2 in reading, maths and writing.

Disadvantaged pupils reach standards above those of other pupils nationally.

FSM children achieved above the national

Both girls and boys reach standards above the national.

Phonics test for Y1 results are this year below the national result for the first time. Cumulative three year score we above cumulative national score
Key Stage 1 standards are in line with or slightly above the national in all subjects.

Current focuses for improvement:

- Achievement of most able and low attainers in maths, in Key Stage 1/2
- Progress and attainment of writing and maths
- Ensuring that current Years 3,4 and 5 are making the progress they need to continue to catch up to standards expected in the new NC

Current data on Outcomes

KS2 – 2015 and current Year 6 pupils – expected and above expected progress

Percent making expected progress KS2						
	Reading		Writing		Maths	
	School	National 2014	School	National 2014	School	National 2014
2015	87%	91%	87%	94%	93%	90%
Projected 2016	93		93		93	
Percent exceeding expected progress KS2						
	Reading		Writing		Maths	
	School	National 2014	School	National 2014	School	National 2104
2015	20%	33%	20%	36%	13%	34%
Projected 2016	25%		25		25	

Pupil premium pupils – KS2 – 3 pupils in Year 6 in 2015 and 2 in 2016

Percent making expected progress KS2						
	Reading		Writing		Maths	
	School	National 2014	School	National 2014	School	National 2014
2015	100%	88%	100%	92%	100%	86%
Projected 2016	50%		50%		50%	
Percent exceeding expected progress KS2						
	Reading		Writing		Maths	
	School	Dorset 2014	School	Dorset 2015	School	Dorset 2015
2015	67%	30%	33%	26%	0	22%
Projected 2016	0		0		0	

2015 Pupils Data –

KS2 –

Maths -100% of L3 got L5 and 100% of L2a achieved L5. 93% made expected progress. Two PP children made expected progress from L2b to L4 and L3 to L5

Reading -100% of L3 got L5 and 100% of L2a achieved L5. Two PP children both made more than expected progress, L 2b to L5 and L2a to L5

Writing- 75% of L3 achieved L5. 87% of children achieved expected progress. Two PP children one made expected progress L2b to L4 and the other more than expected progress L2b to L5

Key Stage 2 – current pupils progress through Y4 and 5: As of July 2015

We have an expectation that at least all those who were 2B+ should be reaching the age-related expectations by the end of Year 6, and at least all those who were level 3+ should reach mastery#4.

	Reading KS1 2B+	Working within ARE	Writing KS1 2B+	Working within ARE	Maths KS1 2B+	Working within ARE
Current Y4	75	33	58	0	75	16
Current Y5	93	50	73	33	93	50

	Reading 3+	Reading % mastery	Writing 3+	Writing % mastery	Maths 3+	Maths % mastery
Current Y4	41	0	16	0	25	0
Current Y5	33	26	29	21	21	21

Key Stage 1:

Measuring in YR	Measuring in Y2 same children	Result	Conclusion
% in YR who reached expected in CLL-85%	% in Y2 who reached 2b+ at writing 62% % in Y2 who reached 2b+ at	Drop in writing by 23% - 3 children Increase in reading by 7%- 1 child	Writing needs to improve

	reading 92%		
% in YR who reached expected in Maths development-69%	% in Y2 who reached 2b+ at maths 85%	Increase in maths by 16%- 2 children	
% in YR who reached exceeding in CLL-0%	% in Y2 who reached L3 at writing 8% % in Y2 who reached L3 at reading 23%	Increase in writing by 8%- 1 child Increase in reading by 23%- 3 children	
% in YR who reached exceeding in Maths development-0%	% in Y2 who reached L3 at maths 23%	Increase in maths by 23%- 3 child	

Disadvantaged pupils:

Four PP who are now are current Y3, all achieved and progressed inline or above peers.

EYFS: We have compared the percentage of children in the 30-50 age band at entry (age-related) with the percentage reaching the ELG at the end of YR.

EYFS 2015 Results

Cohort of 17

Good Level of Development –

School 53%

National 67%

Progress in relation to age-expected levels:

% at age Expected levels or better	C&L	PD	PSED	Reading	Writing	Maths	UW	EAD
School 2015	88%	82%	88%	88%	59%	59%	76%	88%
Dorset 2015	85%	90%	86%	79%	72%	79%	88%	90%

Other information	C&L	PD	PSED	Reading	Writing	Maths	UW	EAD
Proportion of same cohort well below* age levels on entry	12%	12%	12%	12%	12%	12%	12%	12%

** For well below, little in 30-50 with many aspects 22-36 or lower*

SEN – please also see individual case studies that show strategies having significant success against targets.

KS2 – SEN pupils - In 2015, we had three SEN children, two whom made expected progress or better, the other child who arrived in our school in Y3 with clearly the wrong KS1 grades having been awarded, did not make 2 levels progress.

KS1 – In 2015 there were three SEN pupils. Two of these pupils achieved national levels one did not.

Safeguarding is effective.(1)

There are no breaches of statutory welfare requirements.¹(1)

Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. (1)

A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. (1)

Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.(1)

Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.(1)

Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.(1)

Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and

Percentage of children achieving Good Level of Development was below Dorset. 53% School 67 % Dorset. This represents two children. All areas similar to Dorset except Maths and Writing which was a lot lower in the Expected category.

We need to improve upon this.

We have moderated assessments with other schools and are confident in their accuracy (also see comments from EY adviser). Parents (including of disadvantaged pupils), staff and children all contribute to assessments. Assessments are used to plan for the next week.

Planning for learning through play is detailed and closely linked to taught sections. Literacy receives an high focus. Activities are highly challenging.

Observations show highly motivated children and excellent levels of response and involvement (see adviser's report). We have observed sessions and tracked individual children who might be at risk of losing focus.

Safety is a high focus, including first aid (see planning).

All EY staff have had high levels of safety training. Policies are explicit for EY.

We have a wide range of strategies to engage parents including 'start the day' sessions, home visits and wow cards. We monitor how well parents of different groups are involved and take action if needed.

The EY leader completes an EY evaluation yearly, with clear data analysis, and this is used to draw up a development plan. The plan includes detail on staff training needed.

Both staff who work in that class have attended the two day Paediatric First Aid Training (Autumn 2015)

¹ *Statutory framework for the Early Years Foundation Stage*, Department for Education, 2014;
www.gov.uk/government/publications/early-years-foundation-stage-framework--2

respect for others. (1)

Current focuses for improvement:

The development plan this year focuses on

- a) encouraging all children to play outside (we have observed just a few who tend to remain indoors) and on a review of the outside resources; and
- b) working with the Year 1 teacher in the summer term to ensure full agreement and awareness of what able children can do, especially in maths