

SCHOOL SELF EVALUATION FRAMEWORK: 2019- 2020	CARLISLE INFANT SCHOOL	TERM: AUTUMN SPRING <u>SUMMER</u>
HEADTEACHER: ZOE BRITTAIN	CHAIR OF GOVERNORS: BILLY DAY	DATE: June 2020

SCHOOL CONTEXT

- 3- form entry community infant school
- Federated with Hampton Hill Junior School (HHJS)
- [Located in Hampton ward – 86% pupils reside in this ward](#)
- Overall prosperous area - pockets of deprivation, women’s refuge, adjacent to Hanworth ward (Hounslow) - top 20% of deprived wards in the country
- Serving a community that is largely privately owned
- Number on roll: 264
- Breakfast Club facilities on site - After School Club at HHJS ([Temporarily closed due to Covid19](#))
- 28 PPG: 10% of the school population, key barriers include lack of parental support at home, initial low starting points, gaps in vocabulary and knowledge
- 23 languages
- Predominantly white British with 30% mixture of ethnic groups - enriches curriculum
- 16 pupils with SEND: 3 EHCPs and 3 pupils with SCIP support
- Gender – 55% boys on roll (146 boys) (118 girls)
- 1 child adopted from care
- Applications for Sept 2020 258 applications (81 as first choice)
- Attendance slightly better than national – [up until Spring 2020 when some families began isolating](#)
- Persistent absentees increased in 2017-18, although still below national, number reduced to 14 (5 PPG) in 2018-19, currently 26 (4 PPG)
- Punctuality good, lateness monitored and instances are followed up
- Racist Incidents – historically very low, improved monitoring this year – 1 incident (up until Spring 2020)
- Exclusions: historically zero, 9 fixed term exclusions this year related to one child with EHCP
- 3 mental health first aiders recognising the increased need
- Mobility - 8 children moved during this academic year usually due to relocating/adopting private education.
- In-year deficit (and cumulative deficit) following a restructure of support staff - budget recovery plan has been agreed with the LA
- Building work to refurbish the inadequate toilet facilities recently completed
- Old site - requires maintenance to improve facilities further
- Clubs are wide ranging including sport, art, music, yoga and sewing ([Temporarily closed due to Covid19](#))
- Whole school events key part of ethos ([Temporarily suspended due to Covid19](#))
- Fundraising - Sport Relief and the toilet twinning ‘Blue for Loo’ project took place this year
- Parent voice – range of opportunities - [Parents surveyed around responses to ‘home learning’ and support during Covid19 school closure. The vast majority of which was positive and suggestions for development were carefully considered.](#)

Significant changes to the school provision:

- Currently the school offers full time provision for those children of key workers for approximately 20 children
- Reception and Year 1 children are encouraged to attend school two days per week
- Children are placed in 'bubble groups' of no more than 10 led by a teacher or Teaching Assistant (under the direction of a teacher)
- Year 2 children have been invited back for seven days to support their transition into KS2
- Home learning was initiated immediately following the closure of the school in March in the form of learning grids which continue to be produced weekly
- Happy Newsletters and videos produced by staff have forged (and aim to maintain) the connection between home and school and email contact between teachers and children promote these continued links
- A comprehensive risk assessment was carried out, shared with staff and governors and determines the safety of pupils and staff on site
- Currently, the curriculum offered reflects the need for additional focus on emotional wellbeing

Significant changes to the Leadership team includes:

- Deputy Head maternity leave – developing confidence in the role
- Headteacher appointed Sep 2018
- Chair of Governors appointed Sep 2018

Staffing

- Four members of staff currently 'shielding' due to Covid19
- Majority experienced and turnover low
- 2 NQTs (part-time) 1 due to complete her NQT Induction period in July 2020
- Recent restructure of support staff (HLTAs) and SEND teacher role
- 5 new TAs started September 2019
- Links with Kingston University - a number of students
- Two experienced, long serving teachers will be leaving at the end of the year – Appointments of new, experienced teachers have been made

Budget

- The school has a considerable in-year deficit following a re-structure of support staff. A three year budget recovery plan is in place

PROGRESS MADE AGAINST AREAS FOR IMPROVEMENT IDENTIFIED AT THE PREVIOUS INSPECTION-JULY 2018

KEY ISSUE	PROGRESS MADE SINCE LAST INSPECTION NEXT STEPS (REFER TO SDP FOR FURTHER DETAIL)
Ensure teachers' expectations of the quality of pupils' handwriting, spelling, grammar and punctuation are consistently high (across the curriculum)	<ul style="list-style-type: none">• Monitoring shows that the quality of these skills has improved over time
Ensure that the roles of year group and subject leaders are strengthened to increase their impact on the quality of teaching and pupils' learning	<ul style="list-style-type: none">• Subject leaders participating in a locality curriculum project, LA networks – collaborate, share knowledge, good practice• Year group action plans, based on data, clear of the intent behind these and how they will be implemented• Deputy Head(s) worked with subject leaders during spring term to continue to fulfil expectations and objectives set out in action planning and developing the curriculums intents and subject overviews

OVERALL EFFECTIVENESS: GOOD

- All key judgements are good
- Safeguarding is effective
- School's Vision is "Love Learning, Love Life"
- Proud of our commitment to ensuring our children develop skills for life as well as for learning

QUALITY OF EDUCATION: GOOD

WHAT IS WORKING WELL

INTENT

- Home learning grids designed to provide children with active learning experiences, continuing to develop opportunities for communication and interaction with others through the breadth of the curriculum
- Based upon Development Matters in the EYFS – NC for KS1
- Y1 & Y2 - Overarching themes per term
- Designed to meet the needs of our children in our local community - in order for our children to be successful in learning and in life
 - To be resilient
 - To communicate clearly and confidently using a rich and varied vocabulary
 - To read with enjoyment and understanding
 - To know you are unique and special and so are others.
- PPG Strategy, PPG champion – focus engaging parents with supporting learning at home and pre-teach sessions. Curriculum is being shaped to include diversity, challenge and rich opportunities including educational visits and enriching in-school experiences. Vocabulary and language-rich lessons support diminishing the language gap between all learners.
- SEND pupils - Active Learning Zones Y1 & Y2 - opportunities to rehearse and embed learning in a practical, play-based way. Skilled, additional adults in each year group enable staff to support and challenge all pupils to fulfil their potentials. All pupils are presented with the same learning expectations but different scaffolding ensures all can access without narrowing the curriculum.
- A love of reading is central - Quality texts to inspire children in their own writing, develops vocabulary
- Carefully planned systematic phonics progression ensures children learn the phonemes rapidly and are able to blend to read independently
- Curriculum is structured so that pupils build upon prior knowledge and skills across all subjects
- Yearly overview curriculum maps ensure NC is covered - Subject leaders monitor through planning, book looks and feedback
- Curriculum progression maps are being developed for each subject
- Medium-term plans - intended outcome for the sequence of learning - children answer key questions for every lesson and at the end of the unit of work - Questions carefully constructed to assess if skills and knowledge retained

Implementation

- Staff CPD focused on explicit learning objectives, co-construction of success criteria and using assessment for learning to determine what learners already know
- Effective 'talk partners' INSET to encourage the use of talk and develop oracy
- Learning 'sticks' - Shirley Clarke and Chris Quigley
- 'Power up' section of planning (when we introduce new ideas and provide a hook to new learning)
- Plan backwards - series of lessons that build on the prior knowledge
- Teacher's subject knowledge is generally secure - some curriculum areas where some staff need further subject knowledge development (Maths Mastery, Computing, Music – Charanga)
- Letters and Sounds progression - additional support for identified children - [Borough Leading Phonics Practitioner part of the teaching team to provide support and CPD for staff](#)
- Library area re-developed – high quality texts, stimulating and engaging space
- Love of reading and development of vocabulary.
- Training and mentoring to year group and subject leaders - increased clarity around roles and responsibilities - improved confidence and skill when monitoring

Impact

- Evidence from book looks, observations, pupil progress meetings - children understand more, know more and can do more.
- Pupil voice (January 2020) - children can recognise when their learning is getting better and benefit from teacher feedback (verbal and written) [Happy Newsletters and teacher's conversations](#).
- Although 2018-2019 progress and outcome data across KS1 has not been as strong as expected in reading, writing and mathematics, senior leaders have identified that the slippage mainly occurred in Year 1 and therefore more rigorous moderation, tracking and interventions have taken place so this is not repeated
- Tracking systems - moderation of teacher assessments
- Disadvantaged pupils make good progress in all year groups
- SEND additional support - intervention groups and/or individual support for reading, writing and maths – so can access the KS2 curriculum.
- All staff have high expectations which means that children are to read for a purpose and that gaps in phonic knowledge are quickly identified and closed. The average score for the Phonics Screen for the last three years is 91.3% showing sustained high quality phonics teaching. Feedback from our School Improvement Partner highlighted that the children's reading books were well-matched to their phonic ability.
- Parental feedback and pupil feedback – transition – especially SEND [Refer to majority of positives from home learning parental survey and responses to happy newsletters](#)

AREAS TO FURTHER DEVELOP/EMBED

1. Subject leaders skilled in evaluating the quality of curriculum offer and able to use assessment effectively to further improve the teaching and learning in their subject.
2. Teacher's subject knowledge in teaching computing.
3. Further improve EYFS-KS1 progress [in line with FFT50 predictions](#)

BEHAVIOUR AND ATTITUDES:**GOOD****WHAT IS WORKING WELL**

- Golden rules - used effectively by staff, parents and pupils
- Parents survey - majority feel behaviour at least good
- Behaviour policy - clear stepped actions and expectations, restorative conversations
- [Behavioural concerns recorded on CPOMS to enable more effective tracking, monitoring and support](#)
- Celebration assembly 'Golden Book'
- Develop tolerance and mutual respect
- New learning behaviours - staff, pupils and parents – focus for assemblies - noticeable impact - improved behaviour for learning
- Bullying rare – pupils know who to talk to and how to report it - PSHCE lessons
- How to keep safe curriculum including online and outside of school
- Strong pastoral foundation - developing relationships with pupils and their families - Staff accessible before and after school - Headteacher and Deputy on the gates
- [Many positive responses from parents regarding communication and organisation during period of closure and since reopening for Yrs R, 1 and pupils of Key Workers](#)
- NQTs support programmes - behaviour management - team teaching, observing with mentor and support with parents
- Attendance slightly better than national
- Persistent absentees increased in 2017-18, although still below national, number reduced to 14 (5 PPG) in 2018-29, currently 26 (4 PPG)
- Punctuality good, lateness monitored and instances are followed up
- Racist Incidents – historically very low, improved monitoring this year – 6 incidents
- Exclusions: historically zero, 9 fixed term exclusions this year related to one child with EHCP
- 3 mental health first aiders recognising the increased need

AREAS TO FURTHER DEVELOP/EMBED

- Consistent expectations of behaviour by all staff
- Continue to develop strategies to support lunch leaders and to ensure lunchtime experience is positive for children
- [Ensure all children know and understand staff role in keeping them safe](#)

PERSONAL DEVELOPMENT:**GOOD****WHAT IS WORKING WELL**

- 6 learning behaviours - being responsive, courageous, determined, inquisitive, creative and teamwork - created with staff - statements and stories for children - own learning and behaviours in different situations
- [New learning behaviour 'Being Alert' created in response to Covid19 pandemic](#)
- British values integral part of curriculum through PSHCE programme, circle times, challenging stereotypes and accepting all pupils
- Democracy - school council, voting in class and assemblies (playground equip), creating class rules and routines
- Equality - stories with a variety of characters, challenging discrimination, variety of role models
- Charities – children are involved in fundraising opportunities across the year
- Laws and rules - Green Cross Code, visits from services such as the Police
- Rights of the child - to learn, to be safe and to be treated with respect - make their own choices
- Mutual respect - expectations for behaviour for learning
- Responding to instructions from all adults in the same way
- Express their views in class and to listen to others points of views, feelings and beliefs
- Different kinds of families and these are all special
- Stereotypes challenged through resources and stories
- The RE curriculum - broad and balanced - range of faiths - visitors - children share beliefs - festivals are celebrated throughout the year
- Respecting difference - inclusive school - children are unique and have individual strengths - PSHE scheme Jigsaw, Assemblies, RE lessons, class circle times
- Assemblies - theme of difference - Role play scenarios and carefully chosen stories encourage children to solve problems
- Anti-Bullying week where children wore odd socks for a day helped to promote the idea of uniqueness
- Taking responsibility for community and world – recycling – letters to local MP
- School Council - Sir Vince Cable visited and answered questions which ranged from their fears about knife crime to Brexit
- Extra-curricular activities enrich curriculum - sport, yoga, music and art - disadvantaged pupils places funded for 2 terms - impact seen through raised self-esteem, improved relationships with others and access to physical activity
- Physical and mental health / well-being threaded throughout everyday practice
- Golden Mile - importance of children developing an active lifestyle from a young age and impact that exercise has on mental health
- PSHE programme Jigsaw - progressive scheme - develops emotional literacy and resilience in an age appropriate way - circle times, games and role play scenarios
- High quality pastoral support is a strength of the staff team and is identified by parents as a strength of the school
- Children are taught to develop their problem solving skills which they can then apply to learning or solving problems with friends

AREAS TO FURTHER DEVELOP/EMBED

- [Developing wider leadership of PSHE by SLT – integral to full curriculum](#)
- Developing the SRE curriculum [and policy](#)
- Resilience and positive mental health – [to form the basis of the Recovery Curriculum 2020](#)
- [Introduce UNICEF Rights Respecting School programme](#)

LEADERSHIP AND MANAGEMENT:**GOOD****WHAT IS WORKING WELL**

Vision

- Created with staff during CPD sessions to encourage shared language
- Behaviour for Learning and Behaviour Policy developed and shared with pupils, staff and parents
- Staff restructure to provide consistency for pupils
- Year group leader's role developed to strengthen capacity and provide for succession planning

CPD

- New model following staff restructure - teaching assistants attend weekly CPD sessions and lunch leaders attend INSET
- Maths, PE and music schemes to support subject knowledge and enhance teaching of curriculum
- Maths Mastery sessions cascaded to all staff by maths hub leads in school
- Middle Leader sessions - 4 staff attending
- Locality Curriculum Project to make links and upskill Subject leaders
- Clear termly guidance of expectations for leaders
- Time for Subject Leaders/Year Group Leaders
- Feedback opportunities in SLT and briefing

Progress

- Year group leaders understanding and analysis of data to forward plan for identified pupils
- Pupil progress meetings - focus on SEN and PPG - Clear expectations for staff around what good progress is
- PPG Champion working with identified PPG pupils and families
- PPG strategy outlines clear priorities and opportunities for PPG learners to enrich knowledge and vocabulary

Community

- Leaders plan and lead assemblies - half-termly behaviour for learning focus
- Head and Deputy teach in every year group, every week
- Head and Deputy attend CSA meetings and events and have a visible presence every morning at the school gate
- Local Vicar, Imam, Rabbi visit to enrich the curriculum
- Link with Turing House to support sporting events
- Volunteer's scheme engages members of the community
- Joint fundraising with CSA and local community for community use defibrillator
- Harvest food collection for local food bank.

Staff Wellbeing

- Volunteer scheme - additional in class support - admin jobs.
- Planning support provided through Power Maths, Get Set 4 PE, Jigsaw and Charanga
- CPD schedule allows time for Parents Consultations
- Assessment time provided for all staff every half-term
- Year group and Subject leader time for monitoring activities
- Planning and marking efficient and worthwhile in line with assessment principles

- Code of Conduct for parents developed
- Leaders respond quickly - staff feel threatened - take appropriate action
- Staff survey 82% feel leaders are considerate of their wellbeing, 94% confident they can approach a leader if they have a non-work-related problem and staff confident they will be supported if they go to their manager with a problem
- Leaders are aware that the staff survey showed some staff are not sure whether workload is taken into account - Staff wellbeing is high on the agenda - leaders continuing to look for ways to support this
- [PPA/Staff Wellbeing day allocated weekly following partial reopening of school during Covid19 pandemic](#)

Governing Body

- Staff Restructure ensured resources are managed more effectively
- Actively involved in supporting school with financial management including renewal of IT contract
- Achievement and Families Committee regularly analyse data
- SIP report to challenge the quality of education

Safeguarding

- Quick response to any safeguarding concern
- NSPCC assembly to help reduce pupils' risk of harm
- Safeguarding Statement of Intent shared with parents, visitors and club leaders.
- SPA referrals made where needed
- Communication with Family Support, School Nurse and EWO
- Volunteer pack updates to include safeguarding code of conduct and use of mobile phones in school
- Safeguarding, Whistleblowing and Allegations against Staff policies followed including communicating with LADO where needed
- Any allegations made against staff are investigated and the DSL will contact the LADO for advice and actions are documented in the safeguarding file
- GDPR is monitored by governors and reported back in every FGB.
- Safeguarding governor and Designated Safeguarding Lead meet regularly
- Staff survey 100% felt that the school has effective safeguarding procedures
- [CPOMS to provide a more centralised, secure and transferrable tracking and monitoring system](#)

AREAS TO FURTHER DEVELOP/EMBED

- Develop the role of year group and subject leaders to increase their impact on the quality of teaching and pupils' learning.
- Ensure Deputy head maternity cover is successfully inducted and accesses training required
- [Train all staff on use of CPOMS to ensure consistent process for safeguarding](#)

QUALITY OF EY EDUCATION:**GOOD****WHAT IS WORKING WELL****INTENT**

- Curriculum stimulating and enriched - challenging activities for the children
- All areas of the curriculum across the day and learning environments
- Transition builds on what children know and can do
- [Development of communication skills – narrowing the vocabulary gap](#)
- [Love of reading – children have a weekly high quality core text alongside a decodable text to support development of comprehension and decoding](#)
- [Meaningful and purposeful opportunities to write for a purpose and experience maths in everyday scenarios](#)
- [Environment and enrichment opportunities that supports and challenges physical development opportunities](#)
- [All pupils \(including those with SEND\) have access to same opportunities for challenge in the continuous provision](#)

IMPLEMENTATION

- Broad and enriching curriculum with provision that is well organised - good learning opportunities - outside and inside
- Professional discussions within the EYFS team – [Observations from a range of adults in the team](#)
- [Large outdoor area – utilised throughout the day for teaching and learning opportunities in all areas of the curriculum](#)
- Family involvement in their children’s learning is key- workshops well attended with positive feedback
- Children start school and settle quickly following home visits prior to the children starting school, [followed by parent survey to assess effectiveness of the process](#)
- High emphasis on teaching and assessing against the prime areas of learning in the first term [as children come to us from over 30 different settings](#)
- Children encouraged and taught how to take managed risks and challenges as they play and learn through an active curriculum
- ‘On-entry’ assessment data and pupil progress meetings ensure children, including those with SEND, are targeted according to their needs
- Regular support groups/interventions ensure that children make good progress across all areas of the curriculum e.g. Autumn Physical Development intervention provide extra support for gross motor skills, in preparation for writing development
- [Enrichment opportunities – Balancebikes \(cycling development course\)](#)
- Focus on vocabulary development – texts are carefully chosen for their vocabulary
- Effective teaching of systematic, synthetic phonics and use of books that match individual’s phonic knowledge – Use of Letters and Sounds/Read Write Inc.
- Additional phonics training part of induction to ensure staff are confident with supporting children in phonics.
- Sustainability opportunities - children grow and harvest their own vegetables and flowers – children cook and eat what has been grown

IMPACT

- [Carlisle children attain significantly above the national average at the end of the EYFS \(in all 17 areas and those achieving GLD\) and are broadly in line with LA average \(81%\) for those achieving GLD. The principle evidence for this judgement is the high attainment](#)
- [Many children achieve the early learning goals, particularly in the prime areas \(94% overall\) mathematics \(93%\) and reading \(90%\) who achieved expected or above](#)
- [Communication and Language is a particular strength, where pupils achieved 99% expected or above with 50% of all children exceeding](#)
- [Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Their vocabulary is developed through careful planning and used across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency](#)
- [Children respond well to the Golden Rules and to ‘Behaviour for Learning’ strategies. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment](#)
- [Children have developed resilience to setbacks and take pride in their achievements](#)
- [Children make good progress across all areas of learning at Carlisle with 80% of children reaching a Good Level of Development](#)
- [Headteacher and a YR teacher Local Authority moderators, which has strengthened moderation practices and supported judgements](#)
- [External moderation visit found all judgments accurate and praised the assessment practice in place](#)

- Parent feedback obtained throughout the year very positive overall. Suggestions considered and some implemented
- Transition from EYFS to KS1 is strong. By the end of Reception, children achieve well, particularly those children with lower starting points
- Handover includes moderation of writing to ensure the KS1 team are in agreement with the levels the children have attained
- Further detail discussions with the Year 1 teachers ensure that they have a good understanding of the children's needs and skills as they transition into Year 1

AREAS TO FURTHER DEVELOP/EMBED

- New EYFS TA team confident in their new roles and are well supported
- [Support change in staffing team from September 2020 \(Inducting and supporting new teacher\)](#)
- Phonics training for EYFS to support early reading