

Carlisle Infants School Self Evaluation Framework: DECEMBER 2018

SECTIONS	SUMMARY EVALUATION	
SCHOOL CONTEXT Information additional to RAISE/ FFT	<ul style="list-style-type: none"> • Three form entry community infantschool- federated with Hampton Hill Junior School (HHJS) serving a community that is largely from privately owned accommodation in Hampton Hill, although the school population is more mixed than it may appear. Set within an overall prosperous area, but with pockets of deprivation, a women’s refuge and adjacent to the Hanworth ward (borough of Hounslow)- which is in the top 20% of deprived wards in the country- a percentage of our pupils reside in this ward. • Breakfast Club on site and well attended • Wide range of external validations including RHS LEVEL 5 Gardening Award, Healthy Schools London Bronze, Sing up Gold, Eco Schools Silver, Active mark. • Strategic Partner to St Mary’s University • 19 PPG, 59 EAL, 22 SEND (7 EHCPs) • Gender- 151 boys 118 girls • Number on roll: 269 • Children looked after-3 • Applications for Sept 2018: 99 applications- (86 as first choice) • Attendance high- 96.3% (2015/16) 96.5% (2016/17) 97.7% (2017-18) • Persistent absentees (2016/17): 5.8% (3 PPG) (2017-18): 4.7% (7 PPG) • Racist Incidents: 0 (2015/16) 1(2016/17) 0 (2017/18) 1(2018/19) • Exclusions: 0 (2015/16) 1 (2016/17) 0 (2017/18) 0 (2018/19) 	
PREVIOUS INSPECTION KEY ISSUES (July 2018)	Key Issue	Progress
	Develop the role of year group and subject leaders to increase their impact on the quality of teaching and pupils’ learning.	<ul style="list-style-type: none"> • Year group leaders have clear roles and responsibilities • Year group leaders have created action plans based on data and are clear of the intent behind these and how they will be implemented. • Year group leaders are involved in monitoring the quality and consistency of learning across English and Maths and in EYFS through learning journeys and observations. • Year group leaders have accessed training from School Improvement Partner and EYFS Advisor around expectations of role and undertaken joint book monitoring,
	<ul style="list-style-type: none"> • Ensure the quality of pupils handwriting, spelling, grammar and punctuation are consistently high across the curriculum 	<ul style="list-style-type: none"> • Non-negotiables are in place for writing expectations across the curriculum. • Year group leaders and subject leaders are monitoring the quality of learning produced for their subject/yeargroup this term and will give feedback by end of autumn term.
OVERALL EFFECTIVENESS	SUMMARY	
	The recent Ofsted inspection in July 2018, judged the school to be good and highlighted its many	

<p>School's current judgement: Good</p>	<p>strengths. Leader's self-evaluation of the school was confirmed as accurate.</p> <p>https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102883</p> <ul style="list-style-type: none"> Ofsted commented on the 'caring and nurturing ethos where good behaviour and trying hard are valued.' Pupil voice states that, 'The school is a fun place because we learn and have fun at the same time.' This reflects the school's ethos, 'Love Learning, Love Life'. Parent feedback is positive. 'Carlisle is a wonderfully nurturing, supportive, friendly environment for children beginning their school journey.' Ofsted July 2018 EYFSP, Y1 Phonics and KS1 results show children make good progress from starting point and achieve above national standards.
<p>STRENGTHS</p>	<p>LEADERSHIP AND MANAGEMENT School's current judgement: Good</p> <ul style="list-style-type: none"> All key judgements are at least good (see SEF, SIP reports). 91% of observed teaching is good or better, where teaching is not yet consistently good, support plans are in place to ensure areas for development are rapidly met. Staff retention is high School leaders and governors have a vision for the school. They are ambitious and work in partnership to set high expectations for staff and pupils- supporting them to achieve positive outcomes Strong partnerships are established between home and school-94% of parents are satisfied or very satisfied with the progress their children make and 100% feel they are well-prepared for Key Stage 2. Parentview July 2018 found parents were overwhelmingly positive about the school. Year group leaders have action plans based on data and are clear about the intent and implementation of their actions as well as the intended impact. School leaders and governors focus on improving outcomes for all pupils (reviewed SIP, PPG strategy). The school's actions have secured improvements in progress for disadvantaged pupils (PPG strategy impact report) Governors challenge and hold to account senior leaders to secure high quality outcomes for pupils (minutes) and communicate the school vision to the school community. Safeguarding is effective and safeguarding measures are reviewed on a regular basis. Recent training addressed the changes to KCSIE 2018. All staff have received safeguarding training and accessed training lin PREVENT and show high levels of awareness of correct procedures. Clear and proactive planning for Pupil Premium and Sports Premium funding is in place (website). Clear and transparent performance management procedures are in place NQT and students are supported well through induction and support plans Teaching and Learning Communities ensure greater consistency in practice Staff have led on outreach CPD sessions across LA to develop links and share practice. Pupils' spiritual, moral, social and cultural development is a strength of the school. Assemblies are led by leaders from different faiths who visit the school throughout the year. Children are involved in raising money for charities throughout the year-The Upper Room, Children in Need etc Good links are made with the community-a grandfather worked with the school to create the Centenary Poppy Garden. School Council is active and leads assemblies and contributes to key decisions eg new playground equipment.
<p>AREAS FOR DEVELOPMENT-</p>	<ul style="list-style-type: none"> Ensure pupils meet and exceed FFT 50 targets in reading, writing and maths. Strengthen the role of subject and year group leaders to increase their impact on the quality of teaching and pupils' learning.

STRENGTHS	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE School's current judgement: Good
	<ul style="list-style-type: none"> • Golden rules are embedded in the ethos of the school. • Children have a positive attitude to learning and respond well to feedback to move onto the next step in their learning. • 94% of parents are very satisfied with the school's approach to behaviour and safety • Children feel safe at school, they talk about how to stay safe and are aware of the safeguarding measures in place to keep them safe. E.g. children will identify visitors to school not following correct procedures eg wearing lanyards. • Children with behavioural needs are identified and supported to progress • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language • The school participates in events throughout the year such as Anti-bullying week to develop children's understanding of how to respond to and resolve friendship issues as well as celebrating the diversity within our school. • The school actively looks to promote and support pupils' confidence, wellbeing, personal development and welfare through PSHE in class, assemblies and focused ELSA sessions which support children with identified needs.. • Pupils understand how to keep themselves and others safe in different situations and settings. They are encouraged to be aware of risks and how to challenge themselves whilst keeping safe • Assemblies and class circle times ensure pupils have an understanding of staying safe, both in school and in the wider community. • Parents are supported in keeping their children safe online. • Pupils can explain how to keep themselves healthy and have an understanding of healthy lifestyles. Lifeskills week in the summer term develops children's personal and social skills further. • On the whole pupils' have positive attitudes to their learning and show respect to the ideas and views of others. They take pride in their work and are proud of their school. • Pupils respond positively to the expectation that they are ready to learn and quickly become engaged in learning experiences in class. • A clear and comprehensive transition programme is in place to support all pupils at transition points. • Pupils' spiritual, moral, social and cultural development is supported to encourage them to be reflective about their actions as good citizens in our community (British Values are the focus in assembly themes throughout the year).
AREAS FOR DEVELOPMENT-	<ul style="list-style-type: none"> • Implement recommendations following safeguarding audit-July 2017 • To improve behaviour of pupils throughout the day, including at lunchtimes and during transitions. • Improve the lunch-time experience for children, teachers and lunch-time leaders • Improve behaviour for learning
STRENGTHS	TEACHING, LEARNING AND ASSESSMENT School's current judgement: Good
	<ul style="list-style-type: none"> • Teaching is consistently good in almost all classes, with some outstanding features. • The EYFS team work closely together and there is a good balance of teacher led and child initiated activities. In Reception there are 3 focused sessions during the day for maths, phonics and writing. • Teachers plan lessons that will motivate, interest and engage. • Lesson observations show adults question effectively and differentiate their questioning to meet the needs of all learners. • In Year 1 a transition curriculum is followed in the autumn term maintaining the key principles from Reception. • High expectations are set and pupils have clear next steps for English and maths. • Pupils are grouped by ability for phonics and groups are fluid to allow for swift progression once pupils are ready to move through the RWI programme. • In Year 2 the Active Learning Zone provides challenge and extension activities in the autumn and evolves throughout the year as the children prepare for the transition to Y3.

	<ul style="list-style-type: none"> High expectations are set and the children have ‘non-negotiables’ that they must adhere to in terms of presentation and content of writing. Parents are provided with good quality information that tells them how well their child is doing and, crucially, what they need to do to improve. Curriculum workshops for parents/carers are held regularly and are linked to school improvement priorities, e.g. assessment, phonics, reading. Pupil progress is reviewed on a fortnightly basis through the use of Classroom Monitor and year groups moderate together to ensure judgements are accurate 																																																																																									
AREAS FOR DEVELOPMENT-	<ul style="list-style-type: none"> Embed the maths mastery approach Raise writing standards across the curriculum with a focus on handwriting and spelling Ensure assessments are regular, accurate and inform next steps Implement a broad and balanced 6-year curriculum 																																																																																									
STRENGTHS	<p>OUTCOMES FOR CHILDREN School’s current judgement: Good</p> <ul style="list-style-type: none"> End of EYFS data, Y1 Phonics Screen and end of KS1 data shows in all areas children are making good progress. <table border="1" data-bbox="301 835 1382 1565"> <thead> <tr> <th>Key Stage</th> <th>Measure</th> <th>Kingston 2017</th> <th>Richmond 2017</th> <th>National 2017</th> <th>Carlisle 2016</th> <th>Carlisle 2017</th> <th>Carlisle 2018</th> </tr> </thead> <tbody> <tr> <td>Reception EYFSP</td> <td>Good Level of Development</td> <td>75%</td> <td>77%</td> <td>69%</td> <td>72%</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>Y1 Phonics Screener</td> <td>Y1 Expected Standard</td> <td>88%</td> <td>90%</td> <td>81%</td> <td>93%</td> <td>90%</td> <td>93%</td> </tr> <tr> <td rowspan="8">Y2 KS1</td> <td>Reading, Writing and Maths at ‘Expected’ and above</td> <td>60%</td> <td>64%</td> <td>60%</td> <td>68%</td> <td>63%</td> <td>69%</td> </tr> <tr> <td>Reading, Writing and Maths at ‘Greater Depth’</td> <td>10%</td> <td>14%</td> <td>9%</td> <td>10%</td> <td>14%</td> <td>17%</td> </tr> <tr> <td>Reading Expected and above</td> <td>76%</td> <td>79%</td> <td>74%</td> <td>78%</td> <td>78%</td> <td>84%</td> </tr> <tr> <td>Reading Greater Depth</td> <td>30%</td> <td>36%</td> <td>24%</td> <td>36%</td> <td>39%</td> <td>33%</td> </tr> <tr> <td>Writing Expected and above</td> <td>65%</td> <td>68%</td> <td>66%</td> <td>72%</td> <td>66%</td> <td>76%</td> </tr> <tr> <td>Writing Greater Depth</td> <td>16%</td> <td>19%</td> <td>13%</td> <td>10%</td> <td>20%</td> <td>21%</td> </tr> <tr> <td>Maths Expected and above</td> <td>75%</td> <td>78%</td> <td>73%</td> <td>82%</td> <td>83%</td> <td>79%</td> </tr> <tr> <td>Maths Greater Depth</td> <td>19%</td> <td>28%</td> <td>18%</td> <td>33%</td> <td>33%</td> <td>39%</td> </tr> <tr> <td></td> <td>Science Expected</td> <td>85%</td> <td>89%</td> <td>82%</td> <td>88%</td> <td>86%</td> <td>90%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 83% of Reception pupils achieved GLD. This is an increase from 2017 of 5%. In Year 1-90% of boys passed the Phonics Screen 97% of girls passed the Phonics Screen 63% of PPG pupils passed the Phonics Screen compared to 80% in 2017. The 2018 figure of 63% indicates a decrease, however each pupil represents a higher percentage and those pupils who didn’t achieve the expected standard all have SEND. The attainment of PPG pupils has improved in reading, writing and maths at Key Stage One. 	Key Stage	Measure	Kingston 2017	Richmond 2017	National 2017	Carlisle 2016	Carlisle 2017	Carlisle 2018	Reception EYFSP	Good Level of Development	75%	77%	69%	72%	78%	83%	Y1 Phonics Screener	Y1 Expected Standard	88%	90%	81%	93%	90%	93%	Y2 KS1	Reading, Writing and Maths at ‘Expected’ and above	60%	64%	60%	68%	63%	69%	Reading, Writing and Maths at ‘Greater Depth’	10%	14%	9%	10%	14%	17%	Reading Expected and above	76%	79%	74%	78%	78%	84%	Reading Greater Depth	30%	36%	24%	36%	39%	33%	Writing Expected and above	65%	68%	66%	72%	66%	76%	Writing Greater Depth	16%	19%	13%	10%	20%	21%	Maths Expected and above	75%	78%	73%	82%	83%	79%	Maths Greater Depth	19%	28%	18%	33%	33%	39%		Science Expected	85%	89%	82%	88%	86%	90%
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AREAS FOR DEVELOPMENT	<ul style="list-style-type: none"> Raise KS1 attainment by achieving ‘expected’ standard in maths, reading and writing in line or above FFT 50 																																																																																									

	<ul style="list-style-type: none"> Ensure progress for all pupils including SEN pupils is good from their relative starting points
	EFFECTIVENESS OF EARLY YEARS PROVISION School's current judgement:Good
STRENGTHS	<ul style="list-style-type: none"> Children make good progress from starting points Outcomes are good with 83% of pupils achieving a Good Level of Development Children come from over 20 different settings Home visits and staggered entry to school ensure transition is effective Teaching is good across the EYFS team. Use of the outdoor environment for teaching and learning is a real strength. Parent feedback is very positive-Reception Entry Survey September 2018 Parents are well supported through a curriculum evening and phonics workshop Parents contribute to children's Learning Journals through 'Magic Moments' slips which provide information about children's achievements at home. EYFS leader is working well Early Years Advisor to develop EYFS provision and ensure observations are used to inform planning. Behaviour is good and children respond well to the Golden Rules.
AREAS FOR DEVELOPMENT	<ul style="list-style-type: none"> In the EYFS all pupils have clear next steps based on observations and ongoing assessment that are shared with the team.
PARENT/ CARER FEEDBACK (2017/18)	What we do well (agree/ strongly agree)
	<p>From our annual parent exit survey (July 2018):</p> <ul style="list-style-type: none"> Excellent care and personal development- from teachers to support staff. The atmosphere is caring and nurturing. It couldn't be better. My child is very well prepared for junior school. The Golden Rules work very well for my child.
	What we could improve
	<p>Approach to homelearning Parent Hub Feedback to parents in reading diaries</p>

NUMBER ON ROLE / PUPIL MOBILITY 2018-19

Year R		Year 1		Year 2	
90		90		89	

STAFFING CHANGES 2018/19

LEAVING	ARRIVING
AUTUMN 2018 <ul style="list-style-type: none"> Rachel Sheldrake- teacher (1 day) (maternity leave) Susannah Nettleton-Music teacher (1day) 	AUTUMN 2018 <ul style="list-style-type: none"> 2 x lunchleaders –fulltime 2 x lunchleaders -relief