

Carlisle Infants School Self Evaluation Framework: MARCH 2019

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, 60 EAL, 21 SEND (9 EHCPs) • Gender- 149 boys 117 girls • Number on roll: 266 • Children looked after-2 • Applications for Sept 2019 266 applications- (90 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) 2 (2019/20) • 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"> Reception entry survey in September 2018 from parents found that 91% felt that their child had a positive start to school. 93% felt welcomed by the school. Year 2 Assessment meeting had overwhelming positive feedback commenting on the 'ethos of 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. Year group leaders have worked with our School Improvement Partner to develop their role in relation to book scrutinies and feedback. A proposal for the restructure of support staff has been launched. This aims to provide continuity of learning for pupils and to ensure that staff resource is available and used effectively to impact positively on pupil outcomes. Good links are made with the community-Reverend Winterburn and Rabbi Schindler have both visited the school this term. 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. 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

	<p>by leaders from different faiths who visit the school throughout the year.</p> <ul style="list-style-type: none"> Children are involved in raising money for charities throughout the year-The Upper Room, Children in Need, Comic relief. Parents and children are also fundraising for a community defibrillator to be positioned outside the school, so all of the local community have access to this. School Council is active and leads assemblies and contributes to key decisions eg new playground equipment.
AREAS FOR DEVELOPMENT-	<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	<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE School's current judgement:Good</p> <ul style="list-style-type: none"> Improving Behaviour for learning has been a focus across the school- this is evidenced in the School Improvement Partner Spring term report. A new lunchtime routine has been introduced and is now embedded. This provides children with more independence and structure and greater choice when selecting meals. Parental feedback has been good. School Business Manager has worked closely with ISS and kitchen to improve the quality an dpresentation of food has improved this term. Year 2 children have been trained as playleaders by Sport Impact. This is providing leadership roles to year two and pupils are engaging well. The LA have agreed to fund an additional toilet block as well as refurbishing the current toilet area used by reception and year one. 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 staisfed with the schools 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 quicly 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

	<p>transitions.</p> <ul style="list-style-type: none"> • Improve the lunch-time experience for children, teachers and lunch-time leaders • Improve behaviour for learning 																															
STRENGTHS	<p>TEACHING, LEARNING AND ASSESSMENT School's current judgement: Good</p>																															
	<ul style="list-style-type: none"> • Science assessments are being reported on classroom monitor in order to track progress and attainment more closely. • Learning Walk (Feb) showed good questioning and use of manipulatives. All staff have accessed training. Developing fluency with number facts and correct use of numicon are the next steps. • Year 2 Assessment evening gave parents clear guidance of how the school is teaching the written methods for the four operations. Feedback was very positive. • A foundation Subject book look took place with a governor and the SLT which highlighted the improvement in pride and standards. This was an Ofsted action point. • 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. • 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="300 1767 1382 2031"> <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>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> </tbody> </table>	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%
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	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%
	<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. 						
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 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"> A reception teacher has accessed moderation training for her moderator role which has benefitted the whole EYFS team. 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. Reception class teacher is team moderator 						
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. 						
	What we do well (agree/ strongly agree)			What we could improve			

PARENT/ CARER FEEDBACK (2017/18)	<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. 	<p>Approach to homelearning Parent Hub Feedback to parents in reading diaries</p>
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NUMBER ON ROLE / PUPIL MOBILITY 2018-19

Year R		Year 1		Year 2	
90		90		89	

STAFFING CHANGES 2018/19

LEAVING	ARRIVING
<p><u>AUTUMN 2018</u></p> <ul style="list-style-type: none"> • Rachel Sheldrake- teacher (1 day) (maternity leave) • Susannah Nettleton-Music teacher (1day) • Monica Davidian –y1 teacher <p><u>SPRING 2019</u></p> <ul style="list-style-type: none"> • 	<p><u>AUTUMN 2018</u></p> <ul style="list-style-type: none"> • 2 x lunchleaders –fulltime • 2 x lunchleders –relief <p><u>SPRING 2019</u></p> <ul style="list-style-type: none"> • Kate Quirin-y1 teacher • Lynn Watts