



SELF EVALUATION FORM



September 2018

Context

Carlisle Infant School, federated with Hampton Hill Junior School, is a larger than average 3 form entry community school for 4-7 year olds located in the borough of Richmond upon Thames. The school has a capacity of 270 pupils and there are currently five vacant places. Our 268 pupils are organised into 9 classes. The proportion of pupils eligible for free school meals is currently 6.8%, which is below the national average. Carlisle is a very successful school and has a high standing within the local community. Federation has strengthened the links between the two schools, ensuring excellent transition at the end of Year 2. At present Carlisle has no nursery provision and we strive for close liaison with the area's pre-school providers. This is important as we have over 20 different providers. Carlisle serves a community that is largely from privately owned accommodation nearby in Hampton Hill, although the school population is more mixed than it may appear. Set within an overall prosperous area, pockets of deprivation exist close by in the Nurserylands and a Women's Refuge is located nearby on the Uxbridge Road. The school is close to Hounslow borough borders, adjacent to Hanworth ward which is in the top 20% of deprived wards in the country. 5% of pupils reside in this ward.

Our different groups profile shows that:

PPG-18 pupils (6.8%). The PPG strategy details the support that we put in place to ensure that PPG pupils make good or better progress.

EAL – 54 (20%) of children speak 19 main languages other than English. In July 2018, there was no predominant language spoken and 4% speak Polish, 1% speak Albanian and 1% speak Punjabi. 3 children are at stage 1 and 7 are at stage 2.

Minority Ethnic – 78 (29%) of children are from minority ethnic groups. The largest group is White and Asian with 16 children (6%). Then Any Other White with 14 children (5%), Any Other Mixed and Indian both with 9 children (3%), White and Black Caribbean with 8 (3%).

SEN –20 children are on the SEN register, 6 children have an EHCP, 7.5

Children Looked After – 3

Child Protection-0

Carlisle works closely with other neighbourhood schools and is an active member of the Hampton and Hampton Hill Locality Group. Together we meet regularly, undertake joint funding applications for projects and hold an annual conference to discuss locality needs and priorities. Coordinators for English, maths and SEND meet each term to share good practice. We have created a strong link with St Mary's University and host a number of

students each year on placement. We take part in and host a range of moderation events with other local schools.

Carlisle is very well supported by parents/carers and they are warmly welcomed when they join the school community. School surveys demonstrate that parent/carer satisfaction levels are very high. Actions highlighted in parent/carer surveys are responded to e.g. addition of free after school clubs. The PTA (Carlisle School Association) plays an extremely active role in the life of the school through organising a range of fundraising and social events during the year.

The Governing Body of the Federation is very committed to school improvement and being a 'critical friend'. It holds the school to account, encourages high expectations and is actively involved in setting the priorities for the school improvement plan through the Governing Body Framework. The governors follow planned monitoring activities that support the work of the school and drives forward school improvement.

The school holds a range of different awards including RHS level 5 Gardening Award, Healthy Schools London Bronze, Sing Up Gold, Eco Schools Silver, Active Mark, Richmond Dance Gala winner's 2010 and 2012, and Richmond in Bloom Gold Award winners 2016.

Overall Effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development: good

Evidence:

The recent Ofsted inspection in July 2018, judged the school to be good and highlighted its many strengths. Leader's self-evaluation of the school was confirmed as accurate.

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102883>

Carlisle Infant School is an effective organisation which continually strives to improve the provision for its pupils. Staff retention is high with only one class teacher leaving in the last three years. As a consequence there is now good consistency in practice. Outcomes for pupils, teaching, learning and assessment, leadership and management are all 'good'.

Personal development, behaviour and welfare are good.

All pupils make good progress from their respective starting points, including those with disabilities and special educational needs (SEN). Provision is broad, creative and constantly developing.

The school is a real family community, very friendly and welcoming with excellent relationships. Moral and social, spiritual and cultural development is very good. The R.E coordinator has a range of visitors representing the key faiths who come in to school throughout the year. Parents have also led a range of workshops during particular religious festivals. We benefit from specialist teaching in music and P.E through our work with Sport Impact. We have a long relationship with dancer, Donrae Abesemis who comes in regularly to work with each class. Our range of extra-curricular clubs has expanded over the last year to include Boundless Dance, Spanish and a Coding Club. Results from the Parentview July 2018, found that parents were overwhelmingly positive about the school and that they had high levels of confidence in the school. Children are happy and want to come to school. Attendance is high at 95.9%, absence from school is rigorously followed up. Pupil Performance data (Classroom Monitor) is analysed by leaders within the school and under achievement is identified and targeted provision put in place to meet individual needs. The impact of interventions is continually reviewed and adapted to meet the needs of the cohort. Safeguarding is effective and safeguarding measures are regularly reviewed. School systems for ensuring the safety of pupils is well developed and continues to evolve. Consequently pupils feel safe and parents feel their children are safe. There are many leadership opportunities for pupils. The School Council helps to lead assemblies and takes part in key fund-raising events. They

consult with pupils across the school so that the views of the children can be included where appropriate. This has helped the children to have a greater understanding of the democratic process. For example the children voted for the new class names and the theme for Creative Arts' Week. Other leadership roles include being a Bug Buddy, Playground Helper, and Lunch-time Helper. We work closely with other schools through our Locality partnership and also in EYFS supporting other schools in the moderation process and welcoming schools to come and visit our Early Years setting and also to observe the teaching of our Phonics programme, Read, Write, Inc.

Areas for Improvement:

Ensure pupils meet 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.

Extend coaching and mentoring support to volunteers working in school

Effectiveness of leadership and management: good

Leadership is distributed across the school with the HT (started in post in September 2018) and DH working in close partnership. All teachers and some teaching assistants have leadership/shadow leadership responsibility for subject areas. Year Group Leaders are responsible for monitoring standards across their year group and will be involved in the performance management of some team members. Each term, a Subject Leader attends Achievement and Families sub-committee to report on standards in their key area of responsibility. In a staff survey in spring 2018 100% of respondents stated that they are clear what is expected of them and their responsibilities. 88% agreed strongly that they understand how their work fits into the overall aims of the school thereby contributing to the high standards of progress and attainment.

The effectiveness of the governing body is strong because it comprises of individuals with a high level of knowledge and experience across a range of disciplines including accountants, lawyers, HR experts and a member of the DfE. Governors have 'hands on' experience of monitoring through book looks, subject specific monitoring e.g. British Values, SMSC and interviews with pupils. The governing body is provided with termly updates on progress towards targets in the School Improvement Plan. Monitoring activities are closely linked to School Improvement priorities. Book Looks show significant progress towards key targets e.g. improvement in writing standards with a focus on cursive handwriting. Joint observations of handwriting lessons were 100% good or better. YGLs monitor within their year group and attend Pupil Progress meetings together with the SENCO. There is a high level of challenge from governors particularly around achievement for disadvantaged pupils. (See Outcomes section and school tracking). Governors use questions from the School Improvement Partner to ensure that there is a balance of support and challenge in governor meetings. Minutes from FGB and committees show high level of challenge and tight focus on school priorities. FFT 20 targets as well as FFT 50 targets are set for all pupils.

Surveys to staff, parents and children are highly positive. They are shared with the governors and SLT who disseminate to the wider team. Actions arising are addressed in the School Improvement Plan.

High expectations are set through robust performance management structures. Governors carry out HT and DH performance management setting rigorous targets that are reviewed mid-year. Federation targets are set across both schools. Performance management targets for teachers and support staff are closely linked to school improvement priorities Teaching standards are reported to governors termly. (See overview of teaching standards). PPA is organised for year groups to meet together and this ensures consistency of approach. Teaching and Learning Communities have been formed for the extended team to have time together to meet on a regular basis. Feedback from external consultants leading CPD reports high levels of engagement from staff.

Our CPD programme is closely aligned with priorities in the School Improvement Plan. All three Year Group Leaders have accessed the NPQML course and this has had a significant impact on key areas for improvement such as handwriting and in Reception engagement with parents. Teaching Assistants have regular discrete CPD sessions with the SENCO and have accessed the 'Expert TA' course through 3 twilight sessions in the summer term. Federation CPD has had a hugely positive impact in ensuring there is consistency of approach from YR to Y6. Year groups continually reflect and review. This can be seen in the development of the Active Learning Zones in Y1 and Y2 and the regular adaptation of the YR setting to meet the needs of the cohort. The Active Learning Zones in Y1 and Y2 extend learning beyond the classroom with practical and creative activities that support the class topics and provide challenge. We work closely with other schools to further improve our practice. We have been visited by schools from other local authorities to see our outdoor learning environment and to observe our teaching of phonics. We are a strategic partner of the local university, St Mary's. The DH has shared our approach to raising standards in writing with other local schools at the recent DH forum. The English leaders participated in a spelling research project and fed back their findings at a LA English lead network.

Curriculum enrichment is a strength of the school with visitors, trips and workshops that enhance and extend the learning in the classroom. 96 % of parents in the 2018 exit survey said they were very satisfied with our enriched curriculum. There is a consistent approach through a 6 year curriculum that is skills based. Special curriculum events include Creative Arts' Week, Book Week, Life Skills week, Healthy Schools' Week. We have a visiting dancer who works with us each term. A specialist music teacher working across both schools provides high quality music teaching and involvement in local musical events such as Hampton Court Festival and Rose Theatre Singing Festival.

The school places a strong emphasis on developing fundamental British values as part of pupils' spiritual, moral, social and cultural (SMSC) development. This can be seen on the British Values page of our website. Governor monitoring of British Values was extremely positive. There is an active School Council and Sustainability Group and pupils lead assemblies and take part in a range of fund raising events. Feedback from the junior school is that our pupils are independent and have a strong sense of responsibility. The Golden Rules underpin our behaviour policy and instil in children a strong moral code. SMSC is central to our work underpinned by the Golden Rules. Termly assemblies on British values highlight key themes.

Equality of opportunity and diversity are promoted in all of our practices. The school works hard to eliminate any barriers to full participation in all areas of the curriculum. Analysis of extra-curricular clubs helps us to identify gaps and target disadvantaged pupils. We have a number of cultural events including visits from leaders of the key faiths as well as parents who come in to lead workshops and class visits. Any areas of inequality that are identified are quickly addressed e.g. introduction of girls' football at lunch-time.

The recent Ofsted inspection highlighted safeguarding as effective. Recent safeguarding training addressed the changes to KCSIE 2018. A prominent Safeguarding Wall highlights safeguarding issues with staff, volunteers and visitors. Safeguarding procedures for students, volunteers and visitors have been tightened in the last year. Safeguarding training is up to date with refresher sessions for volunteers, new members of staff. Single Central Register monitoring happens termly with governors. Feedback from staff, parents and children in surveys demonstrate that children feel safe in school. Lockdown drill has been practised along with termly fire drills.

To further improve site safety, an airlock has been added to the front of the school as well as keypads on the main entrances to the school.

Any concerns in the area of radicalisation are immediately reported to SPA and in turn to PREVENT. All staff have received training in PREVENT from Metropolitan Police or have completed the online training. Staff surveys and actions show high levels of awareness of correct procedures that must be followed in the event of signs of radicalisation among pupils.

Areas for Improvement:

Strengthen the role of subject and year group leaders to increase their impact on the quality of teaching and pupils' learning.

Quality of teaching, learning and assessment: good

Teaching is consistently good in all classes, with some outstanding features.

The EYFS team works 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 have consulted with pupils to plan topics that will motivate, interest and engage. Lesson observations show adults question effectively and differentiate their questioning so that more able pupils are posed higher order questions. There is very good consistency across the year group.

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 targets for English and numeracy. 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. There are clear learning outcomes for focused tasks. There is very good consistency across the year group. Marking is consistently good. Book looks show 'next steps' marking is in place and this tells pupils what they need to do to improve their work. Time is given for pupils to respond to marking. The Active Learning Zone in Year 1 provides challenge and extension to activities taking place in the classroom.

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.

Teachers have good subject knowledge and work together to plan interesting activities to engage pupils. As a result, lessons are interesting and stimulating. In pupil voice questionnaires, 90% of pupils say learning is made interesting and fun. Teachers plan a good range of activities. Talk Box strategies are used to develop pupils speaking and reasoning skills.

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. Teaching and Learning Communities have been set up so that the wider team including T.As and volunteers can have dedicated time to plan, moderate and assess across the year group.

Areas for improvement:

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

Personal Development, behaviour and welfare: good

Pupils are confident and take pride in their work. They demonstrate positive attitudes towards learning and through target setting and next steps marking have a clear idea of what they need to do to improve their work. The Golden Rule of always trying one's best and working hard is embedded. Feedback from the junior school is that our pupils are independent and confident learners. Parents describe the school as having a friendly, family ethos where the talents and interests of every individual child are taken into account when planning the curriculum.

Curriculum enrichment is strong and we have a range of visitors and special events throughout the year. The children help to shape the curriculum: choosing class names, the themes for our focus weeks, the activities for Golden Time and setting the direction of topics through their key questions. In assemblies we have thoughtful discussions on important issues and the children show respect for others' ideas and points of view.

Attendance is very good and absence is rigorously followed up. (See attendance data) This is the case for all groups including SEN and PPG. Behaviour is outstanding and parents and visitors to the school often comment on how polite and well-behaved our pupils are. In the spring 2018 questionnaire 90% of pupils said behaviour was good. All respondents said they felt safe in school. Assemblies are held termly with a focus on how to stay safe and regular Circle Time sessions in class are used to resolve any issues where pupils may be feeling vulnerable in the playground or in school. Governors are involved in monitoring behaviour and in talking to pupils about behaviour. Pupils in all year groups could articulate the positive impact of the 'Golden Rules' on behaviour and how they help to keep us safe and encourage us always to make good choices. (See Ofsted file). Monitoring of behaviour incidents shows that there are few incidents and those recorded are low level. The playground at lunch-time has been zoned to provide more structure for the children and to ensure that SMSAs are effectively deployed. SMSAs have had training in engagement with the pupils and how to deal with low level incidents at lunch-time. SMSAs have attended Jenny Moseley's 'Positive Playtimes' workshop and have fed back to the wider team. Circle Time is used widely and strategies for helping children make good choices are discussed. Regular circle times help to resolve friendship issues and disagreements. The Golden Rules are embedded and used by parents at home. All incidents of inappropriate behaviour are linked back to the Golden Rules and if there has been an incident the child misses Golden Time and talks with the teacher about making better choices in future. There is termly monitoring of behaviour and any pupil appearing more than 3 times triggers an appropriate action, usually a meeting with parents. The children have staggered playtimes and there are very few incidents at morning play. We have had only one half day exclusion in the last 5 years. This was for a pupil placed with us whilst waiting for a place in a specialist education setting. Interventions such as 'Emotional Literacy Support' (ELSA) target children who have difficulty managing their feelings.

In class, pupils have positive attitudes. They listen well and respond to opportunities to discuss work and they also work well in groups

Understanding of safety and risk is developed through the curriculum. Parents are invited to attend E safety meetings held annually. A LA computing advisor leads assemblies with the children on E safety followed by a CPD session for staff. Pupils can explain clearly and confidently how to keep themselves healthy and make healthy choices. This is achieved through work in the classroom, assemblies and also a focus week in May that takes the theme of emotional well-being, physical health keeping themselves safe.

Pupils' good SMSC development ensures that they are ready to become responsible citizens in the world. There are regular assemblies linked to British Values. The R.E coordinator is extremely proactive and invites regular visitors to school who help to develop children's understanding of other faiths. In 2018 we have had visitors from the local Rabbi, vicar and an Iman. The children take part in a range of fund-raising events to develop their understanding of issues affecting less fortunate children. These have included The Samaritan's Purse, Walk for Water and Red Nose Day appeal.

Areas for Improvement

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

Outcomes for children and learners: good

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%

End of EYFS data, Y1 Phonics Screen and end of KS1 data shows in all areas children are making good progress. End of KS1 maths data at expected was slightly lower than the previous year this was down to...

Outcomes for groups are good

EYFS 2017

GLD

83% of Reception pupils achieved GLD. This is an increase from 2017 of 5%.

% of PPG pupils that achieved GLD in **2017** (8 pupils, so 1 pupil =12.5%)

% of PPG pupils that achieved GLD in **2018** (6 pupils, so 1 pupil =17%)

62.5%	67%
This figure has increased, however the number of PPG pupils has reduced and therefore each child represents a larger percentage. It is only 5% under the national average of 72%.	

Phonics

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 62.5% indicates a decrease, however each pupil represents a higher percentage and those pupils who didn't achieve the expected standard all have SEND.

End of Key Stage One

Subject	% of PPG pupils that achieved expected standard in 2017 (5 pupils, so 1 pupil = 20%)	% of PPG pupils that achieved expected standard in 2018 (11 pupils, so 1 pupil = 9%)
Reading	60%	73%
Writing	40%	73%
Maths	60%	73%
The attainment of PPG pupils has improved in reading, writing and maths, however there were a larger number of PPG pupils in the 2018 cohort.		

Areas for Improvement:

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

The effectiveness of early years provision: good with outstanding features- see separate Early Years SEF (to be updated in October with new cohort baseline information)

The school takes children from over 20 different pre-school settings. Last year home visits were introduced and this has helped to build strong positive relationships with families. Over the past year the team introduced three focused sessions during the day. These were: maths, RWI and writing. There are plans to develop the indoor shared area this coming year to have a central role play area for children to access throughout the day.

The quality of teaching is good. Assessments are regular and accurate. Staff use the results of assessments well to plan activities that children find interesting and challenging. The activities cover all areas of learning each week, with a strong focus on the prime areas.

The children enjoy coming to school. Feedback from parents in our entry survey show they quickly settle into the well-established routines and are soon working and playing happily together.

Children respect each other's differences and see diversity as a positive aspect to be celebrated.

Behaviour is good and we have a high number of adults to support the children in class. Children are quickly introduced to the Golden Rules and learn how to behave as a result of the role models

provided to them by the staff and other pupils. Children have the opportunity to work alongside and learn from older pupils.

In class, children pay close attention to the teacher and listen well to other children when they are speaking. They are proud of their work and are encouraged to explore the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.

There is a comprehensive induction process for children starting in the summer term. The partnership with parents is strong and parents contribute to the children's Learning Journals through 'Magic Moment' slips providing information about the children's achievement at home. Leadership and management are very good. The EYFS leader communicates effectively with the whole team and the provision is continually reviewed. Tracking of pupil progress is accurate and secure as evidenced in moderation visits. Support for PPG children in Reception is put in place at an early stage in order to improve the % of PPG pupils achieving GLD

Areas for improvement:

In the EYFS all pupils have clear next steps based on observations and ongoing assessment that are shared with the team.