



# CARLISLE INFANT SCHOOL

## SELF EVALUATION FORM



**October 2017**

### **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 two vacant places. Our 268 pupils are organised into 9 classes. The proportion of pupils eligible for free school meals is currently 8.5%, below the national average (14.1%, Jan.2017) 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-23 pupils (8.5%)

Extra provision for PPG pupils

- Tracking and analysis of progress and attainment to plan and deliver interventions to close the gap between PPG and non-PPG children (Classroom Monitor)
- Individual action plans detailing in class provision
- Funding places on school outings that enhance the curriculum and provide wider social experiences
- Participation in clubs to ensure children are able to learn new skills and gain new experiences
- Purchase of additional resources to ensure vulnerable groups are supported in class to learn new skills
- Deputy Headteacher leading PPG intervention groups
- Group and /or individual interventions that highlight key children from Classroom Monitor to tackle underachievement

EAL – 30 (11%) of children speak 19 main languages other than English. There is no one 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 – 2 children have an EHCP

Children Looked After – 4

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 development plan through the Governing Body Framework. The governors follow a 'strategic high level plan' of activities that supports the work of the school and drives forward school improvement.

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

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

### **Evidence:**

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, with many outstanding aspects.

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

dance, 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 Streetdance, Spanish and a Coding Club. Feedback in parent exit surveys showed that 90%+ were very satisfied with the enriched curriculum. Children are happy and want to come to school. Attendance is high and absence from school is rigorously followed up. Pupil Performance data (Classroom Monitor) is analysed by leaders within the school and lower attainment is identified and targeted provision offered 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:**

Raise writing standards across the school to achieve a higher % of pupils achieving 'expected' and maintain standard of pupils achieving 'greater depth'

Extend and develop outdoor learning

Extend coaching and mentoring support to volunteers working in school

### **Effectiveness of leadership and management: good**

Teachers and teaching assistants work closely together under the leadership of Year Group Leaders. 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. All teachers and teaching assistants have leadership/shadow leadership responsibility for subject areas. There is a robust performance management system in place and a comprehensive monitoring and evaluation cycle. In 2016-17 all teachers progressed on the pay scale. CPD is tailored to priorities on the SIP. We now have 6 HLTAs. Year group leaders have additional leadership criteria which have to be met. 4 members of staff have accessed the Middle Leaders course-NPQML. This has led to further understanding of their roles and increased confidence in leading others.

A new Deputy Headteacher has been appointed Easter 2017 and brings to the school a wealth of outstanding experience having previously been a Deputy Headteacher and SENCO.

The views of staff feed into the School Improvement Plan via Year Group Leaders consulting with their teams. Staff well-being is a priority for the school and a detailed policy is in place. The well-being survey in January 2017 showed good levels of staff well-being despite severe financial cut backs.

Actions from the previous Ofsted have been addressed. Targets are in place for English and maths and are used daily by pupils. The development of effective questioning has been addressed through CPD (Developing Children's Creativity), (Effective Maths Teaching), (Maths Mastery) and

is a key area scrutinised in all lesson observations. Questions are used regularly in 'next steps marking' which is embedded. A questioning session for our volunteers was well received in February 2017 and will be repeated in autumn 2017.

We monitor progress termly through Pupils Progress meetings attended by the Headteacher, deputy head, class teacher, YGL and SENCO. Individuals not making good progress are identified and appropriate support put in place. All interventions are reviewed following Pupil Progress meetings. There is a high level of challenge from governors around progress and attainment. Governors play a key role in monitoring and activities from the SIP are taken and devolved to sub committees, giving governors first-hand experience of monitoring in school and driving forward school improvement. Finances are extremely tight and leaders have had to make cuts to staffing in order to set this year's budget. We have recently introduced a comprehensive training programme for volunteers to offset the need for financial cut backs. Governors are well aware of how the PPG premium is spent and our success in ensuring that eligible pupils make good/very good progress.

We meet all safeguarding legislation and give priority to pupils' safety. Governors are rigorous in ensuring this. A safeguarding audit in July 2017 carried out by the LEA made only minor recommendations and found safeguarding procedures to be robust.

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 and the Headteacher has delivered sessions on creativity and applying for your first teaching position. Home visits ensure that we develop very good relationships with parents even before the children start school. We respond effectively to issues raised in exit surveys to parents for all year group and entry surveys for Reception. These actions feed into the SIP. 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. 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.

The curriculum is skills based and well organised. The curriculum is highly creative and creativity is a strength of the school. Year group leaders monitor their year group closely and are effective in ensuring pupils' personal development.

We have a good range of extra-curricular clubs and have responded positively to parents' request for free clubs to be offered.

### **Areas for Improvement:**

Develop the role of subject leaders

Develop the role of YGLs

Improve strategic role of governors

### **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. The curriculum for 16/17 was adapted to meet the needs of a boy heavy, summer born heavy cohort and as a result GLD improved by 6%. 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:**

Raise writing standards across the school with a focus on handwriting  
Ensure assessments are regular, accurate and inform next steps  
Implement a broad and balanced 7-year curriculum

### **Personal Development, behaviour and welfare: good, with many outstanding features**

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. (Governor survey March 2017). 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 2016 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. In March 2017 governors interviewed children and asked them about the 'Golden Rules' why we

have them and the impact they have on 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 excellent attitudes. They listen well and any disruption is rare. They respond very well to opportunities to discuss work and they also work well in groups. Each teacher chooses one child each week for the 'Golden Book'. Children chosen will be excellent role models and will also have gone above and beyond in their behaviour and attitudes to learning.

Understanding of safety and risk is developed through the curriculum. Parents are invited to attend E safety meetings held annually. An LEA 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 2017 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. In May we took part in the 'Kindness Project'-52 lives which is run by an ex-parent and which aims to transform the lives of a child in need each week of the year through acts of kindness on the part of other children.

### **Areas for Improvement**

Ensure pupil behaviour in the classroom and around the school is outstanding  
Implement recommendations following safeguarding audit-July 2017

### **Outcomes for children and learners: good**

The principal evidence for this judgement is the good performance of pupils in the new end of Key Stage assessment tests introduced in the summer of 2016, together with the good progress made by all groups in all year groups relative to their starting points. FFT data for 2016 indicated a value added of +6% for the expected standard in reading, writing and maths and +3% for greater depth in reading, writing and maths.

High performing groups in all areas were other Asian, higher attainers, and first language not English. This is also evidenced in pupil workbooks and in school tracking (Classroom Monitor). The

gap in progress and attainment between disadvantaged pupils and non-disadvantaged peers is closing.

### **PPG Progress Y2 2017**

#### **Reading**

All PPG children (5 pupils) made good progress (11 steps) from the end of Reception.  
Writing-Four out of five children made good progress (11 steps) from the end of Reception.  
Maths-3 out of 5 children made good progress (11 steps) relative to their starting point from the end of Reception. From September 2017 we have been able to use on entry assessment as the start point for our in school monitoring system.

Pupils with special educational needs are well catered for and make good progress from end of Reception. Not every child in this category reaches the national standard, but some do.

### **SEND Y2 2017**

5 out of 10 children made good progress relative to starting points in reading  
9 out of 9 children made good progress relative to starting points in writing  
9 out of 10 children made good progress relative to starting points in maths

### **Closing the Gap**

#### **PPG EYFS 2016**

16% of PPG boys achieved GLD  
60% of PPG girls achieved GLD  
36% of PPG pupils achieved GLD

#### **2017**

50% of PPG boys achieved GLD  
75% of PPG girls achieved GLD  
62% of PPG pupils achieved GLD

**Gap has narrowed for PPG pupils in both attainment and progress.**

### **PPG Y1 2017**

66% of PPG pupils passed the Phonics Screener in 2016  
80% of PPG children passed the Phonics Screener in 2017

#### **Reading**

School tracking shows that in Y1 where there were 10 PPG pupils, 9 pupils made good progress (4 steps) from the end of YR

1 pupil did not make good progress and has now been referred to EP

#### **Writing**

6 out of 10 PPG children achieved good progress in writing-one referral has been made.

**Maths** 7 out of 10 PPG children achieved good progress

### **Achievement**

#### **EYFS 2017**

##### **GLD**

78.4% of Reception pupils achieved GLD. This is an increase from 2016 of 6.4%.

The % of boys achieving GLD rose from 63% to 72%

The % of girls achieving GLD rose from 81% to 88%

The gap between boys and girls attainment has narrowed from a gap of 18% to a gap of 16%.  
50% of PPG boys achieved GLD compared to 16% in 2016  
75% of PPG girls achieved GLD compared to 60% in 2016  
Overall 62% of PPG pupils achieved GLD compared to 36% in 2016

### **Phonics**

In Year 1-91% of boys passed the Phonics Screener  
88% of girls passed the Phonics Screener  
80% of PPG pupils passed the Phonics Screener compared to 66% in 2016. Results in the phonics screener have been consistently high over the last three years at 90%+

### **End of Key Stage assessments 2017:**

Attainment and achievement is above national averages in all areas other than expected writing (a key priority for the coming year). Results are in line with Richmond results in most areas and exceed Richmond in reading at greater depth level (39%), writing at greater depth (20%), maths expected and above (83%) and maths at greater depth (33%)

### **In Year 2**

#### **End of KS1 Assessments**

**63% achieved 'expected' or above in RWM (-5%)**  
**14% achieved 'greater depth' in RWM (+4%)**  
**78% achieved 'expected' or above in reading (same)**  
**39% achieved 'greater depth' in reading (+3%)**  
**66% achieved 'expected' or above in writing (-6%)**  
**20% achieved 'greater depth' in writing (+10%)**  
**83% achieved 'expected' or above in maths (+1%)**  
**33% achieved 'greater depth' in maths (same)**  
**86% achieved expected in science (-2%)**

### **Areas for Improvement:**

Improve the % of pupils achieving 'expected' and 'greater depth' in writing  
Improve the % of pupils achieving 'expected' in reading to 80%  
Improve % of pupils who pass the phonics screener to 93%  
Improve the % of pupils achieving expected in maths to 85%

### **The effectiveness of early years provision: good**

The school takes children from 20 different pre-school settings. Last year it introduced home visits and this has helped to build strong positive relationships with families. Last 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:**

Provide greater opportunities for writing in the indoor and outdoor learning environment

Develop role play opportunities through centralised role play space