

Greentrees Primary School Self Evaluation Form (SEF) 2017-19

Updated July 2018

The context of the school

Greentrees Primary School opened in September 2002. It was built to provide for a development of new housing (private - 80%, and social/low income - 20%) of approximately 900 dwellings. A further housing development of approximately 500 dwellings (40% social housing) has been built, necessitating the building of a new Junior site to accommodate the growing numbers. It is a community primary school. Pupils are aged 4 - 11 years. The school is located in the northern suburbs of the city of Salisbury. Most pupils live in the immediate vicinity of the school. There has been considerable turbulence in pupil numbers, exacerbated by the move in January 2016, to the split site school. Since September 2014 the NOR has risen from 252 to 430. The PAN has increased from 34 to 60. The school's Junior site is 600m away from the Infant site.

The school also hosts the local Pre-School on site at the Infant site. The Pre-School moved onto site in February 2016. The Pre-School runs Breakfast Clubs and After School Clubs for the school population. It operates a Walking Bus to ensure pupils from both sites can access wrap around care.

There is also provision for a 10 place Resource base for ASD pupils at the Junior site which opened in February 2018. Currently there are 8 pupils on roll with 10 places on roll from September 2018.

Children are predominantly from a white British background; 13.04% are from other ethnic backgrounds. 7.7% of pupils have English as an additional language. 14.05% of pupils are on the SEN Register. 20 pupils have a statement of SEN and have an EHCP. At least 4 pupils (2%) have physical disabilities. There are no children who are Looked After (although 1 qualifies for PPP under 'special guardianship' arrangements). 6% of pupils are on our Gifted and Talented Register. 8.4% of pupils are currently in receipt of free school meals. 19.9% of pupils qualify for pupil premium.) Recently, the school's demographic has become more diverse.

The school serves pupils from a range of different socio-economic backgrounds. There is little religious diversity, most families would classify themselves as Christian.

The school is usually oversubscribed; there is a waiting list in most year groups.

Pupils enter our EYFS with scores suggesting average attainment. By the time they leave Greentrees, attainment and progress scores are significantly above national averages. Attainment for a large majority of pupils is good.

The Head teacher has been in post since January 2016 (formerly the deputy). A new deputy was appointed in January 2016 (formerly a senior leader at the school until 2012). The leadership structure includes the Infant and Junior phase leaders who are on the senior leadership team. The SLT also includes the School Business Manager and the SENCO.

The school runs the 'School Direct' ITT programme under the name ArrowITT. It is now in its fifth year of running this programme. The school is a teaching school hub of Pickwick Teaching school and hosts and runs CPD opportunities in the South of the County.

We support the delivery of 'leadership' programmes in Wiltshire LA. Senior leadership teachers are sometimes deployed to other schools for example in the role of 'Acting Headteacher'. The school has three SLE (EYFS, Phonics and Computing), an EYFS moderator, a County trainer in Phonics and the Head teacher is an LLEs.

We operate a 'Homework Club' (Study Support) that is targeted at pupils in receipt of the 'pupil premium'.

The school has National Healthy School 'Silver' Status. We organise peer coaching for our pupils, social skills support and we promote healthy cooking, eating and exercise. These aspects of provision reflect our commitment to Personal, Social and Health Education. The 'International School Award' has been awarded five times (2005-2008, 2008-2011, 2011-2014, 2014-2017, 2017-2020). Again, this is an important part of our provision and ethos. We have achieved the 'Basic Skills Quality Mark' Award on five occasions; most recently in October 2016, and have held this award for 13 consecutive years. The school has also been awarded the Achievement for All Quality Mark in January 2017, for the schools work in supporting disadvantaged pupils. The school recently achieved the School Sports kite mark 'Gold' level.

Greentrees strives to become a 'Sustainable' school and has achieved the 'Sustrans' Bronze award.

1. Overall Effectiveness

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- Teaching is consistently good or better (with much that is outstanding) and, together with a rich, relevant, broad and balanced curriculum, contributes to very good learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. Outcomes for disadvantaged pupils are improving.
- Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age. In 2018 the attainment levels were above National in KS2 and well above in Reading 86% (Nat 75%), Writing 86% (Nat 78%) GPS 83% (Nat 78%), Maths 80% (Nat 76%) and RWM combined 76% (Nat 64%).
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disadvantaged pupils, disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.
- Safeguarding is effective.

Ofsted inspection report March 2015:

"The headteacher, leaders and managers have maintained a relentless focus on sustaining outstanding teaching. Standards have remained well above average."

Basic Skills Quality Mark October 2016:

'There is a rigorous procedure for monitoring and tracking pupils across the school. The Deputy head works closely with staff to monitor disadvantaged pupils, making sure they are on track in their targets.'

Why achievement is not the grade (above/below)

Progress of disadvantaged and SEN pupils is accelerating and remains a continuing key focus.

'Assessment without levels' practices are now in place to ensure that children's attainment and progress can be tracked successfully using the Wiltshire Tracker, provision maps and regular pupil progress review meetings .

The leadership team is firmly established and in a position to provide School to School support when requested by the County. There has been an emphasis this year on growing the capacity of middle leadership to ensure there is a coherent succession plan in place.

Our continued priority is to ensure all safeguarding requirements (including 'Prevent' and DGPR) are securely in place.

2. Effectiveness of Leadership and Management of the School

Suggested grade: Outstanding (1)

Evidence that supports this judgement

There is a shared commitment to a clear vision. The vision has a strong focus on international learning. The understanding and implementation of the vision is achieved in many ways, including assemblies, celebration assemblies, displays, the school's website and communications with parents. Regular 'Blue Skies' meetings revisit the school's aims.

Relationships with parents are very positive. There has been a significant rise in engagement with parents evidenced by the 236 responses to the parent questionnaire. There is an active PTA.

Governors are very robust in holding the school to account; 'The Governor Mark' was achieved in June 2015, confirming the quality of monitoring, scrutiny and questioning. Governors have a high profile in school and play an active role in supporting the school and its future development and the goal to sustain an outstanding learning environment. The BSQM report October 2016 states, 'The governors know their school and are happy to challenge. Good practice of governors observing lessons, including basic skills, are embedded within the school.'

Appraisal is thorough and routed in school improvement. Staff are held to account. Objectives are focused on Teachers' Standards. A considerable bank of evidence in triangulation documents underpins rigorous performance management.

There is a capacity for sustained success and improvement. This is demonstrated by consistently good outcomes (attainment and progress) throughout the school and the high expectations shared by all staff and noted in lesson observations. The school's strengths and weaknesses are well known and inform development planning.

The BBSQM report, October 2016, states, 'The school is a happy place with both sites working well together. The staff all work as a team and support each other really well. This comes from the Head teacher and filters through all the staff in the school.'

The curriculum is vibrant. The quality of school experience is high and children enjoy many exciting opportunities. Spiritual, Moral, Social and Cultural Development permeates and underpins the curriculum.

There is considerable leadership capacity.

Financial stability is sound. The Head teacher and School Business Manager and governors have worked tirelessly to reduce a very significant deficit budget in Jan 2018 to a small predicted surplus in 2019. Safeguarding is assessed as 'outstanding'.

In recent questionnaires, (October 2017), 99% of parents who provided a response said that the school is well led and managed (73% strongly agreed). 99.5% said that they would recommend the school to another parent.

Priority areas:

- Continue to focus on 'diminishing the difference' between non disadvantaged and disadvantaged pupils. We have achieved the Achievement for All Quality Mark and are exploring opportunities to become a Quality Lead school.
- Effectively manage school expansion and the introduction of an ASD Resource Base giving consideration to the potential impact on learning and the learning environment.
- The SLT to continue to build upon the very successful third year of the team.
- Enhance role of Middle (subject) Leaders, in particular improving opportunities to analyse, evaluate and act upon pupil data.

Why achievement is not the grade (above/below)

Outcomes are consistently good.

Despite a change of leadership in January 2016, the school continues to show the capacity to remain an outstanding school.

SIP Dec 2016 states 'Greentrees is an inspirational, energised and continually improving school that is reflective, evaluative and aspirational. The leadership team is rigorous, positive and enabling. The pupils are well behaved, parents are engaged and the curriculum is broad and balanced supported by exciting visits, visitors and workshops. This is an outward facing school that well deserves its outstanding judgement.'

3. The Quality of Teaching, Learning and Assessment

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, ensuring good progression and making maximum use of lesson time.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback. The pupils use this feedback effectively.
- The school has worked hard to establish effective formative and summative assessment systems since the removal of national curriculum levels.
- Assessment systems allow rigorous monitoring and tracking of pupil data at all levels.
- Teachers set challenging homework, in line with the school's recently revised policy (September 2017).
- Teachers embed reading, writing and communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. The school took part in a major equality and diversity project Terms 3 and 4 2018.

- In two rounds of lesson observations, 2017-18 all lessons were judged good or above. 49% were judged as outstanding, 49% were judged good with outstanding features, 2% were judged as good
- The school achieved the Achievement For All Quality Mark and is now considering applying for Quality Lead Status

Parent Questionnaires October 2017 show:

98.5% of parents state that their child is happy at school. (0.5% no response given)

99% of parents think that their child is taught well at school. (0.5% no response given)

95.5% of parents state their child has a positive attitude to learning at school (1.5% no response given)

The Basic Skills Quality Mark report October 2016 states :

The children are very proud of their school and can describe their learning and their targets. They have a great sense of responsibility and know where they are going in their learning.

There is a rigorous procedure for monitoring and tracking pupils. Provision maps are reviewed on a regular basis.

Disadvantaged pupils are closely tracked and supported very well.

The SENCO works closely with staff and monitors pupil progress, suggesting interventions for those who need extra support.

Priorities for development:

- To continue to improve outcomes for SEND and disadvantaged pupils (attainment and progress), with a continuing focus on 'minimising the difference'. In planning, priority pupils/groups will be clearly identified and TA deployment/interventions shown.
- To monitor Maths teaching throughout the school, and implement a range of strategies in teaching Maths to improve outcomes in Maths. To make Maths interventions more prominent.
- To continue to implement the new curriculum and to develop assessment systems for all subjects.
- To ensure greater cross curricular links to English, Maths and computing and more opportunities for writing.
- To ensure the curriculum inspires pupils to learn encourage teaching staff to try new and innovative learning techniques to support the development of depth and mastery and ensure progress.
- To improve reading comprehension skills.
- To use 'Bloom's Taxonomy' to further develop the quality of questioning in order to extend and deepen learning.
- Ensure all pupils are challenged (including the most 'compliant' children)
- Improve data tracking and accessibility of data
- To ensure there is a broad and balanced curriculum

Why achievement is not the grade (above/below)

The school recognises that outstanding progress for all pupils must be achieved consistently in order to sustain an outstanding grade in this area.

Achievement is better than 'good' because all children make consistent and sustained progress throughout the school. Levels of attainment and progress are good and the quality of teaching throughout the school is consistently good, with much evidence of 'outstanding' practice.

4. Personal Development, Behaviour and Welfare

Suggested grade: Outstanding (1)

Evidence that supports this judgement

Behaviour and learning behaviours observed in class are always very good and often exemplary. Children work well collaboratively and are supportive of each other. Very little time is wasted managing disruptive behaviour. Effective behaviour management strategies limit the impact of pupils with

challenging behaviours on the learning of others. Children demonstrate respect to each other and adults.

Bullying, homophobic and racial incidents are rare and swiftly acted upon. There are many opportunities for 'pupil voice' and children say that they feel safe. Data from the Personal Development, Behaviour and Welfare pupil focus group (July 2018) shows this clearly :

100% of pupils think that behaviour is impeccable (strongly agree = 33%, agree = 66%)

100% of pupils think the school's open culture actively promotes all aspects of pupils' welfare (strongly agree = 100%)

This view is supported by parents and evidenced in Parent View and in the school's own parent surveys (October 2017):

- 100% of parents who responded agree that their child feels safe at school.
- 99% of parents who responded agree that their child is happy at school.
- 100% of parents who responded agree that their child is well looked after.
- 98.5% of parents who responded agree that the school makes sure its pupils are well behaved.

'Many parents commented on the excellent behaviour of pupils.' (Ofsted Inspection Report 2015)

There is a focus on Building Learning Power and this enables children to demonstrate positive learning behaviours.

Behaviour and safety were outstanding:

'The behaviour of pupils is outstanding because they are very eager to do their best work and willingly put in a great deal of effort, including when they do work at home.'

'Pupils understand the expectations of teachers and the school and help to remind one another about them. This means that learning is very seldom affected by any kind of disruption and pupils can concentrate on what they are expected to do.' Ofsted Inspection Report March 2015

The Basic Skills Quality Mark report (October 2016) states that 'The children are very proud of their school and describe their learning and their targets. They were very polite and great ambassadors of their school. The school is a happy place with both sites working well.'

The school supports children who struggle to manage their behaviour with well-focused 'Social Skills' support, counselling, peer coaching and a focus on an emotionally literate curriculum. There is a strong focus on PSHE and consistent behaviour management with a strong emphasis on celebrating positive attitudes and behaviours. The new Jigsaw PHSE scheme of work has a strong focus on mindfulness, which is having a positive impact in giving strategies to pupils to manage day to day stress. Our equality objective is to promote pupil mental health and well-being as part of our commitment to preventing mental health difficulties.

The safeguarding audit (October 2017) showed the school operating at the most part at level 1. Level 1 being the highest level. The Health and Safety audit (March 2017) stated, 'Greentrees Primary School showed a very positive approach to their health and safety management system. It was very clear that they strive for continual improvement and an extremely positive approach was being taken across both sites.'

In June 2018, the attendance rate at this school was 96.51%. The attendance rate has an increasing trend over 5 years.

Persistent absenteeism has reduced from 7.25% in June 2017 to 5.18% in June 2018.

Persistent absenteeism of disadvantaged pupils has reduced from 22% in June 2017 to 9.8% in June 2018.

There were no exclusions during 2015-16. In the year 2016-17 there were no exclusions. There have been two temporary exclusions in 2017-18.

Action points:

- Continue to take decisive action to support attendance of all groups of pupils

- Reduce persistent absenteeism of disadvantaged pupils
- Continue to develop the use of pupil and parent focus groups and act on the views of children.
- Actively promote all aspects of pupils' welfare including mental health
- Ensure all pupils are safe and feel safe at both sites

Why achievement is not the grade (above/below)

The school has a very positive ethos that supports children well in a safe and happy environment.

Our priorities are to ensure that:

The conduct of pupils is impeccable.

All aspects of pupils' personal development, behaviour, welfare and safety are promoted.

5. Outcomes for Pupils

Suggested grade: Outstanding (1)

Evidence that supports this judgement:

Ofsted Inspection Report March 2015:

"From their starting points, pupils make outstanding progress in reading, writing and mathematics. This means their achievement is outstanding.

Support for disabled pupils and those who have special educational needs is carefully checked to ensure it makes a difference quickly. Consequently, these pupils make excellent progress."

Basic Skills Quality Mark October 2016

There is a rigorous procedure for monitoring and tracking pupils across the school. Provision maps are reviewed on a regular basis. Staff, including TA's, attends pupil progress meetings and targets are changed when necessary. The SENCO works closely with staff and monitors pupil's progress, suggesting interventions for those who need extra support.

Disadvantaged pupils are closely tracked and supported very well. They are a priority for discussion at all pupil progress meetings, during which provision is reviewed and future spending of pupil premium grant is planned. The Deputy Head works closely with staff to monitor Disadvantaged pupils, making sure they are on track in their targets.

There is a homework club which pupils can attend and interventions are put in place to support the children in their learning. Interventions are reviewed regularly and frequently. They are stopped if impact is minimal.

The children are very proud of their school and can describe their learning and their targets. They have a great sense of responsibility and know where they are going in their learning.

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils are exceptionally well prepared for the next stage of their education.
- Pupils in Year 1 achieve highly in the national phonics check
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly
- From the School Inspection handbook 2016 Outstanding statements

In all phases of the school, we are generally achieving outcomes that exceed those of other schools nationally and in the LA.

Most importantly, our new data set (2017-18) shows that the progress of children with Special Educational Needs (SEN) 'disadvantaged' pupils is accelerating. We are 'minimising the difference' between the outcomes of these two significant groups of pupils and 'other' pupils nationally.

Headline Data 2018:

EYFS

- The % of EYFS pupils achieving GLOD significantly exceeds that of LA pupils and the National Average. 81% school, 72% nationally
- EYFS average total point score is above national, 36.4% school, 34.5% national

KS1

- The percentage of pupils that met the expected standard in Y1 phonics (85.5%) was above the National figure of 82.5%
- Percentage of disadvantaged pupils that met the expected standard in phonics increased from 20% in 2015 to 67% in 2016 to 100% in 2017 and 2018
- The percentage of children achieving the expected standard in reading and Writing in KS1 is above the National average
- The percentage of pupils achieving the expected standard in Maths is broadly in line with National figures

KS2 July 2017

- The school is well above KS2 floor standards for attainment and progress
- KS2 RWM combined 77% National 61%
- R 83% W 83% M 81% All scores well above National
- Greater depth scores up significantly in R 38% (28%) and M 32% (15%)
- KS1 scores above national in Reading and Maths, slightly below in writing
- Y1 Phonics scores 88% achieved standard up from 85% 2016
- DA pupils 100% achieved standard in Phonics screening
- FS2 81% achieved GLOD, National 69% (2016)

July 2018

- The school is well above KS2 floor standards for attainment **and** progress
- 76% of pupils achieved the expected standard in RWM combined to 64% nationally.
- Reading attainment 86% is significantly above the National Average 75%
- Percentage of children achieving expected standard in Writing 86% is above the National Average 78%
- Percentage of children achieving expected standard in Maths 80% is above the National Average 76%
- Percentage of pupils achieving the expected standard in GPS 83% is above the National Average 78%
- Average Scaled Scores for Reading GPS and Maths (107,107, 105) are higher than National (105,106, 104)

Why achievement is not the grade (above/below)

In all phases of the school, we are generally achieving outcomes that exceed those of other schools nationally and in the LA.

Our current priorities are to:

- Sustain 'outstanding' outcomes for our pupils

- Continue to 'diminish the difference' between the attainment and progress of both SEN and Disadvantaged pupils and 'others', with a specific focus on Key stage 1 attainment.
- To ensure the percentage of pupils achieving the expected standard in Maths at the end of KS1 is above the National Average
- To ensure progress in Maths at KS2 is above the National average
- To ensure pupils with high overall prior attainment make better progress, particularly in Maths and Writing
- To increase percentage of Disadvantaged pupils with high prior attainment that achieve greater depth in Writing and Maths

6. Early Years

Suggested grade: Outstanding (1)

Evidence that supports this judgement

Effectiveness of leadership and management:

- "Leadership is exceptional and is used by the local authority to exemplify the very best practice." Ofsted March 2015.
- The Foundation Stage coordinator continues to be a moderator of the FS Profile in Wiltshire and is an SLE for Early Years. As a result, she is constantly reviewing the practice at Greentrees and seeks to develop the efficiency of the setting, with the support of a highly skilled team.
- The leader uses highly successful strategies to engage parents and carers: "The school gives excellent opportunities for parents to understand more about how children of this age learn ... parents say they know what they can do to help their children at home." Ofsted March 2015
- The parents' voice is heard through 'wow moments' in the children's learning journeys. The induction process is thorough and includes home visits which help to ensure a successful transition in to school; important relationships are secured at this early stage, in preparation for the child's journey throughout school.
- "There are great links with parents which encourage a crossover of the basic skills at home" (Basic skills quality mark Oct 2016)
- Rigorous performance management has included a self-chosen target by one FS teacher, alongside the FS leader, to introduce 'Tapestry,' a new online system to support assessment of children. (2017-2018)

Quality of teaching, learning and assessment:

- "Teaching in the early years is outstanding because teachers think carefully about how to use the things the children are interested in...they prompt children to think for themselves about what they need to do next and children like choosing challenging tasks." Ofsted March 2015
- "Foundation stage is a lovely place to be! The classrooms are bright and show great displays of the basic skills. The children are confident and enjoy their learning. They are tracked carefully and supported where necessary." (Basic skills quality mark Oct 2016)
- Weekly and medium term planning shows activities that build on children's interests and current learning needs and children's opinions are sought through lessons such as 'Philosophy for children' where they are actively encouraged to be creative in their ideas and to articulate these with confidence.
- Observations, undertaken by SLT in 2017/18 and Ofsted in 2015 show teaching to be consistently 'outstanding' and 'good with outstanding features.'
- A culture of 'Building learning power' through 'the 4 R's' is instilled at this early stage at a level that is meaningful to young children.

Personal development, behaviour and welfare:

- "Children cannot wait to get into school each day . . . Children feel happy and well supported; they behave very well... children feel very safe. . . children settle very quickly because teachers and teaching assistants are extremely well informed about each child's needs and interests." Ofsted March 2015
- Parental feedback refers to the 'variety of activities' and 'adventures' that the children encounter, including during outdoor learning sessions where learning about managing their own safety and risks is paramount.
- Observation notes for 2017/18 refer to 'excellent' behaviours for learning being demonstrated and supported.

Outcomes for children:

- "They make outstanding progress which prepares them exceptionally well for learning in Year 1 and beyond." Ofsted 2015
- The 'Challenge and supported Peer Review' Report in 2018 refers to the high number of pupils reaching GLOD at the end of EYFS, compared to National, with a large number of pupils achieving writing (our school focus), compared to National.
- Children make consistently high rates of progress in relation to their starting points. In 2017-2018 across the areas, as an average, there was an increase of 16% of children who ended the year with 'at least' expected as opposed to those who started the year with age related expectations (rapid progress).
- All children made at least 'typical' progress throughout their Reception year across all areas (entering with secure 30-50 / some elements of 40-60 and leaving at 'expected' level/ entering at some 30-50 or below and leaving at 40-60 ('Emerging')).
- Children are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, all pupils in the Early Years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads for many to outstanding achievement.
- The percentage of children achieving a GLOD has remained above the National average for a sustained period, the 6th year running (83% mainstream children, an increase of 1% since last year – 81% with Resource Base Children). The average total points score is above local and national.
- The difference between boys and girls achieving GLOD this year is more significant than last year with girls out performing boys, but this is not a trend. What has been highlighted in the Early Years action plan for 2018/19 is the fact that boys are significantly outperforming girls in Number and Technology at the 'exceeding' end, despite having similar starting points.
- The gap between pupil premium and other pupils at Greentrees has continued to narrow in 2017, and 2018. Indeed. the difference in 2018 in terms of GLOD is 88% for PP, compared to 83% for all children.
- SEN children make either typical or rapid progress throughout their Reception year.
- In conclusion, there is a highly successful drive to maintain and improve already successful outcomes for all children, which is shown in the scores for 2018 and in the Early Years Action plan.
- **Next steps: (see Early Years section in SDP)**
- **To develop and improve the transition process between FS1 and FS2, in the Summer term 2019, and FS2 into Year 1 (from Summer term 2018)**
- **To look at provision for girls and boys as groups, both at 'expected' and 'exceeding' levels.**

Why achievement is not the grade below

It is not 'good' because all areas of the Ofsted handbook, relating to Early years fit best in to the 'outstanding' criteria. Also, Ofsted evidence from March 2015 supports this. The 'Early Years team' has remained mainly the same since this time and therefore, provision is at least as effective as before, as supported by ongoing lesson observations by SLT and 'challenge and supported peer review.' (2017-2018) and the Basic Skills Quality Mark (October 2016).

