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| SCHOOL | Long Lawford Primary | HEADTEACHER | | DATE | September 2017 |
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SCHOOL CONTEXT: This is a popular & rapidly expanding school – PAN rose to 90 Sept.2015 with some temporary accommodation. High No. of new arrivals in last three years. Changing AOE both in EYFS & rest of school – Variable socio-economic context and deprivation. Ave. DSEN.FSM and EAL all rising. High pupil mobility in school – 27.4% in 2016. The school has experienced challenging times, following procedural problem with KS2 SATs and Significant staffing issues 2014-15. All of this now behind us with a new teaching and leadership team in place – New Head Teacher appointed April 2017 on long term sick following turbulent term.

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| PREVIOUS INSPECTION | Key Issues | P.I. Date | May 2012 | • 1 | Progress |
| Build on the rapidly rising rates of progress at Key Stage One. | | Performance at the end of KS2 has been very strong over time. 2015 saw a dramatic dip which all stakeholders are determined to reverse. 2016 saw an improvement on outcomes. 2017 results are in line with national, reading remains a key issue. | | | |

OVERALL EFFECTIVENESS: In making this judgement, the school should take account of the four key judgements **2**

The school is experiencing a period of rapid expansion, both in buildings, pupil numbers and staff. NOR 237 in 2012, now 478 and rising. A new team of governors and Senior leaders are rigorously monitoring and evaluating staing and are responding robustly. The teaching profile for 2017-18 is strong, and results are expected to build on the outcomes for pupils in 2016-2017. **Whilst close to national, a challenging cohort did not do themselves justice in their tests.** The high standards of pupils' work and richness of displays throughout the school illustrates the quality and variety of learning opportunities accessible to the children and work in books shows consistent quality. Pupil independence and empowerment, both in their learning, roles, and in contributing towards decision making is a strong feature of the school. SMSC is well promoted & supported by international and local links. **A strong moral code and values are promoted,** and pupils are well prepared for the next stage of their education and for living in a 21st century global society. **Safeguarding is extremely robust and effective.**

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| EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT L&M is good as all leaders have a clear and united focus on what is needed to improve the school and outcomes for pupils. | Strengths | 3 | Areas for Development |
| | DHTs & SLT have a clear vision, direction & rigorous drive for continuing improvement. All systems are still in place to drive improvements forward. | | Ensure that confidence levels are stabilised and strengthened in SLT after new Head appointment lost confidence of wider community. Work with LA to Induct new governors. |
| | A rich, and inspiring curriculum which enables pupils to improve their skills in a range of artistic, creative, sporting activities | | Embed new English, Curriculum and Maths leaders and continue to support phase teams – esp. monitoring of standards. |
| | Strong partnerships with parents, consortium and agencies have been strength of the school Quick response from LA has enabled DHs and SLT to put effective plans in place to drive school improvements forward. Strong support from experienced local head has strengthened the leadership team | | Re-establish positive relationships with parents and local community that had been in place before the turbulent Summer term. |

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| TEACHING, LEARNING AND ASSESSMENT T,L&A is good as books and data and environment show vast majority of pupils making at least good progress. | Strengths | 2 | Areas for Development |
| | Teaching is consistently good across the school – 67% good and 33% outstanding. | | Areas with weakest results in year 3 and 4. Experienced teachers moved to strengthen team. |
| | High quality, vibrant learning environments, evident across the school. Especially evident in high quality writing across the curriculum. | | Continue to implement the robust systems for guided reading in KS2 across the school to build children's stamina and resilience in reading. Improve reading outcomes in 2018 to above national. |
| | Feedback to pupils is useful, timely and moves learning on. 30 day challenges have been effective at targeting PP children's attainment. | | Ensure that teacher appraisal is matched to raising outcomes for reading and disadvantaged pupils, particularly more able. |

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| PERSONAL DEVELOPMENT, BEHAVIOUR WELFARE PD & BW are good as vast majority of pupils exhibit on daily basis good and times exemplary attitudes to learning and behaviour. | Strengths | 2 | Areas for Development |
| | Behaviour good with very positive attitudes to learning. Small % of EBD pupils are very well managed and supported. | | Empower all stakeholders to be confident in expressing our community code. Implement behaviour policy – consistency with all stakeholders. |
| | Children feel very safe in school. They are happy in their relationships and enjoy school. Our anti-bullying ambassadors are visible and effective. | | DH implementing new lunchtime routines, training staff and organising investment in new lunchtime equipment to promote positive behaviour. |
| | Excellent support for children and families using multi agency approach – CAF etc. | | Continue to rigorously address pockets of persistent absence with follow up procedures as necessary. Fulltime FSW and LM employed this year to support families in need. |

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| OUTCOMES Outcomes in 2015 were very low. However current progress as illustrated in books and data is at least good across the school. | Strengths | 2 | Areas for Development |
| | Attainment for all subjects was at or above national at KS1 and for reading and maths was also above national for greater depth and Y1 phonics. | | Progress from KS1 to KS2 in reading – particularly for pupils achieving L2 to achieve scaled score over 100 needs to improve. |
| | 2017 results similar to 2016 at KS2 attainment, with particular strengths in writing and greater depth in reading and writing. | | Continue to reverse the dip in KS2 results which the school experienced in 2015. Build on 2017 results. Middle achieving children need targeting to ensure they achieve expected standard in 2018. |
| | Attainment at greater depth was above national in reading and writing in KS2. | | Improve percentage of pupils at greater depth in reading writing and maths to well above national. |

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| EARLY YEARS | Strengths | 2 | Areas for Development |
|--------------------|------------------|----------|------------------------------|

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| PROVISION The breadth of the curriculum, quality of provision and L&M show that EYs is outstanding. | Good outcomes from low starting points, particularly in communication. GLD 71%. 2017. | Continue to show good progress from starting points in EYFS & ensure that baseline assessments provide a rigorous and accurate picture. |
| | Strong, experienced team in place deliver high quality provision. DHT is experienced moderator for LA. | Raise the proportion of children achieving or exceeding GLD. Shape space and constructive use of language, using the Welcome screen to identify children early. |
| | Extremely positive relationships with parents, including workshops in phonics to enable parents to support children's reading. | Developing support for parents in teaching maths. |

SEF SUPPORTING EVIDENCE

| THE CURRICULUM | | |
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| ENGLISH Quality & Standards: Evaluation of the development of core language & literacy skills, presentation & current year progress | Writing is a strength across the school – cursive script taught from EYFS upwards. Outcomes for writing strong with 75% expected at KS1 and 81% at KS2. Levels of presentation are strong across the school – with the wider curriculum promoting children's writing skills. Reading attainment at KS2 was disappointing – 59% expected with word meanings and vocabulary a particular weakness. Children's standard English needs improvement with 65% expected at KS2. Reading is a key priority this year – new strategies for guided reading at KS 2 have been implemented and are starting to have an impact – KS1 to be implemented this year. | |
| MATHS Quality & standards: Evaluation of the development of core numeracy skills, use of AT1, presentation, current year progress | Maths results at KS 1 and 2 in 2017 continued to show a big improvement on 2015 levels, however they need to be significantly above national next year. A particular strength was in the arithmetic – with areas for improvement ratio and proportion, algebra and measurement. Books show good levels of productivity and levels of progress. Problem solving and fluency to enable good understanding and improve reasoning skills are a target for this year. Maths team will be looking at Maths Mastery as a way to solve problems. | |
| SCIENCE Standards and quality of provision | Strengths | Areas for Development |
| | Pupils experience a wide range of science investigations & practical tasks | Linking core science skills to our wider thematic curriculum |
| | All pupils are able to write as appropriate about science – including labelling diagrams & vocabulary. | Ensure good progression of science skills across the school. |
| CURRICULUM Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc. | Strengths | Areas for Development |
| | Creative Arts – especially art. Excellent provision for 3D work. Strong reputation for performance. | Curriculum lead needs to have a greater monitoring role |
| | PE – local competitive events and links with clubs – e.g. WASPs through Sports partnership. | New PE lead to develop links enabling more opportunity for children to take part in competitions and signposting interested and talented pupils. |
| PUPIL GROUPS | | |
| SIGNIFICANT GROUPS How the school is addressing any under performance | SEND | Appointed new SENco Nov '16 – highly effective robust systems in place. Provision is adapted well for SEND pupils, with quality support & extensive mentoring. Reviewing pupils on SEN register. |
| | Disadvantaged | The profile of disadvantaged pupils in the school has become more complex as numbers have increased significantly in the last four years. Pupil premium review was very positive in Jan' 2017. Focus on disadvantaged pupils has decreased the gap significantly from -30+% to -10%--14% in end of KS2 tests. Across the school now making accelerated progress, with attainment at expected now at 79% in Maths, 82% in reading and 85% in writing. |
| | EAL | Historically Polish, but now from a wider range of ethnic backgrounds, our EAL pupils traditionally make good progress with 89% achieving combined RWM scaled score of over 100. |
| STAKEHOLDER FEEDBACK To support judgements – from pupils, parents and wider community | What we do well | What we could improve |
| | Parents survey October 2016> Parents very happy and satisfied at school. Revamped homework for years 3 and 4 in response to parents comments | Information meetings year 2 and 6 at the start of year to let parents know what is happening and set out expectations. |
| | Staff & children say that that L. Lawford is a v. happy & enjoyable school to work in. | Embed opportunities to promote family learning throughout the school |

LONG LAWFORD PRIMARY SCHOOL: EYFS AND KEY STAGE 1 ATTAINMENT DATA: SUMMER 2017

| EYFS FULL SUMMARY: SUMMER 2017 | | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------|--|-----------|-----------------|-------------|-----------------|--------------|--------------|------------------|
| EYFS: GLD % National % | | | | | E.L.Gs. % (National) | CL 82% | Physical 88% | PSED 85% | Literacy 72% | Maths 77% | World 83% | Exp. Arts 86% |
| Guidance on GLD and APS variance from National (GLD) and Expected (APS) for each of the 7 areas. | | | | | Proportion of children who are achieving the Early Learning Goals in each of the 7 areas | | | | | | | |
| -15%+ | -14 to -6% | -5 to +5% | +6 to +10% | 11%+ | GLD | 86.8% | 94.8% | 83.2% | 72.8% | 73.7% | 86.2% | 78.8% |
| -1.75 | 1.75 – 1.90 | 1.90 – 2.09 | 2.10 – 2.24 | 2.25+ | APS | | | | | | | |

| LEARNING GOALS | SCHOOL | EYFSP SETTING SUMMARY | | EMERGE | EXPECT | EXCEED | APS |
|--------------------------|--|----------------------------------|----------------------------------|---------------------------------|--------|--------|------|
| PRIME | Communication & language | 01 | Listening & attention | 9 | 35 | 15 | 2.10 |
| | | 02 | Understanding | 10 | 35 | 14 | 2.03 |
| | | 03 | Speaking | 13 | 35 | 11 | 1.94 |
| | Physical development | 04 | Moving & handling | 10 | 42 | 7 | 1.94 |
| | | 05 | Health & self-care | 11 | 41 | 7 | 1.93 |
| | Personal, social & emotional development | 06 | Self-confidence & self-awareness | 13 | 35 | 11 | 1.96 |
| | | 07 | Managing feelings & behaviour | 12 | 38 | 9 | 1.91 |
| | | 08 | Making relationships | 13 | 37 | 9 | 1.93 |
| SPECIFIC | Literacy | 09 | Reading | 16 | 31 | 12 | 1.93 |
| | | 10 | Writing | 16 | 35 | 8 | 1.84 |
| | Mathematics | 11 | Numbers | 15 | 35 | 9 | 1.89 |
| | | 12 | Shapes, space & measures | 16 | 38 | 5 | 1.79 |
| | Understanding the world | 13 | People & communities | 14 | 36 | 9 | 1.93 |
| | | 14 | The world | 14 | 36 | 9 | 1.93 |
| | | 15 | Technology | 5 | 50 | 4 | 1.96 |
| Expressive arts & design | 16 | Exploring using media/ materials | 10 | 40 | 9 | 1.96 | |
| | 17 | Being imaginative | 15 | 36 | 8 | 1.88 | |
| National Ave Pt. Score | | No. of pupils 59 | | Average Total Points for Cohort | | | 1.93 |

| EYFS AND YEAR 1 | | | | | | |
|-----------------|-----|------------|-----------|-----------|---------|------------|
| Criteria | No. | Well Below | Below | Expected | Above | Well Above |
| EYFS – GLD | 60 | Below 55% | 55% – 67% | 71% | 75%-84% | 85%+ |
| Phonics Yr 1 | 90 | Below 65% | 65% – 77% | 78% – 84% | 85% | 95%+ |

| END OF KEY STAGE 1 | | | | | | |
|--|-----|------------|-----------|-----------|-----------|------------|
| SUBJECT | No. | Well Below | Below | Expected | Above | Well Above |
| READING - Percentage Meeting Expected Standard 76.1% | | | | | | |
| READING | | Below 60% | 60%-71% | 77% | 80% - 89% | 90% + |
| WRITING - Percentage Meeting Expected Standard 68.8% | | | | | | |
| WRITING | | Below 55% | 55% - 63% | 64% - 73% | 75% | 85% + |
| MATHEMATICS - Percentage Meeting Expected Standard 75.4% | | | | | | |
| MATHEMATICS | | Below 60% | 60% - 69% | 70% - 79% | 81% | 90% + |
| COMBINED: Reading, Writing and Mathematics: 4.3% | | | | | | |
| COMBINED | | Below 50% | 50%-59% | 60% - 69% | 72% | 80%+ |

| END OF KEY STAGE 1: GREATER DEPTH/HIGH STANDARD | | | | | | |
|---|-----|------------|-----------|-----------|---------|------------|
| SUBJECT | No. | Well Below | Below | Expected | Above | Well Above |
| READING - Greater Depth/High Standard: 26% | | | | | | |
| READING | | Below 10% | 10% - 19% | 20%-30% | 34% | 40% + |
| WRITING - Greater Depth/High Standard: 15% | | | | | | |
| WRITING | | Bel. 5% | 5% - 9% | 19% | 20%-29% | 30%+ |
| MATHEMATICS - Greater Depth/High Standard: 20% | | | | | | |
| MATHEMATICS | | Bel. 7% | 7% - 15% | 16% - 25% | 26% | 36%+ |
| COMBINED - Greater Depth/High Standard: 12% | | | | | | |
| COMBINED | | Below 3% | 4%-8% | 15% | 17%-25% | 25%+ |

| KEY STAGE 1 PROGRESS FROM EYFS (2015 -2017) | | | | | | | | | | | |
|---|-----|----------------|------|-------------|------|------------|------|---------------|------|--------------|------|
| SUBJECT | No. | Well Below | | Below | | Expected | | Above | | Well Above | |
| % Variance from FS | | -15% and lower | | -6% to -14% | | -5% to +5% | | + 6% –to +14% | | +15% & above | |
| | | Exp. | Exc. | Exp. | Exc. | Exp. | Exc. | Exp. | Exc. | Exp. | Exc. |
| READING | | | | | | +2% | | | | | +17% |
| WRITING | | | | | | -1% | | | +9% | | |
| MATHS | | | | | | +4% | | | +12% | | |

LONG LAWFORD PRIMARY SCHOOL: KEY STAGE 2 DATA: JULY 2017

| END OF KEY STAGE 2: SCALED SCORES | | | | | | | | | | | |
|---|-----|------------|--|---------------|--|-----------|--|---------------|--|------------|--|
| SUBJECT | No. | Well Below | | Below | | Expected | | Above | | Well Above | |
| READING - 2017 National Standard 104 | | | | | | | | | | | |
| READING | | Below 100 | | 100.9 | | 103-105 | | 105.1 – 106.9 | | 107+ | |
| MATHEMATICS - 2017 National Standard 104 | | | | | | | | | | | |
| MATHEMATICS | | Below 100 | | 100.0 – 102.9 | | 103.4 | | 105.1 – 107.9 | | 107.0+ | |
| GRAMMAR - 2017 National Standard 106 | | | | | | | | | | | |
| GRAMMAR | | Below 102 | | 103.7 | | 105 – 107 | | 107.1 – 108.9 | | 109+ | |
| COMBINED - 2017 National Standard 103.3 | | | | | | | | | | | |
| COMBINED RWM | | Below 100 | | 100.0 – 102.1 | | 102.9 | | 104.4 – 105.9 | | 106+ | |

| END OF KEY STAGE 2: PERCENTAGE MEETING EXPECTED STANDARD | | | | | | | | | | | |
|--|-----|------------|--|-----------|--|-----------|--|-----------|--|------------|--|
| SUBJECT | No. | Well Below | | Below | | Expected | | Above | | Well Above | |
| READING - Percentage Meeting Expected National Standard 71% | | | | | | | | | | | |
| READING | | Below 55% | | 59% | | 65% – 76% | | 77% – 85% | | 86%+ | |
| MATHEMATICS - Percentage Meeting Expected National Standard 75% | | | | | | | | | | | |
| MATHEMATICS | | Below 60% | | 60% – 69% | | 76% | | 80%-89% | | 90%+ | |
| KS2 GRAMMAR - Percentage Meeting Expected National Standard 77% | | | | | | | | | | | |
| GRAMMAR | | Below 60% | | 64% | | 72% - 82% | | 83% – 90% | | 91%+ | |
| WRITING - Percentage Meeting Expected National Standard 76% | | | | | | | | | | | |
| WRITING | | Below 55% | | 55% - 70% | | 81% | | 82%-90% | | 91% + | |
| COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 61% | | | | | | | | | | | |
| COMBINED | | Below 45% | | 45% - 55% | | 59% | | 67% - 77% | | 78%+ | |

| END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD | | | | | | | | | | | |
|--|-----|------------|--|-----------|--|-----------|--|-----------|--|------------|--|
| SUBJECT | No. | Well Below | | Below | | Expected | | Above | | Well Above | |
| | | Bel. 5% | | 6% - 15% | | 16% - 25% | | 26% - 34% | | 35%+ | |
| READING - Greater Depth/High Standard: 2016 - 25% National | | | | | | | | | | | |
| READING | | Bel. 10% | | 10% - 17% | | 18% - 26% | | 28% | | 35%+ | |
| MATHEMATICS - Greater Depth/High Standard: 2016 - 23% National | | | | | | | | | | | |
| MATHEMATICS | | Bel. 8% | | 8% - 15% | | 21% | | 25%-34% | | 35%+ | |
| WRITING - Greater Depth/High Standard:2016 - 18% National | | | | | | | | | | | |
| WRITING | | Bel. 5% | | 5% - 12% | | 13% - 21% | | 29% | | 35%+ | |
| GRAMMAR - Greater Depth/High Standard: 2016 - 31% National | | | | | | | | | | | |
| GRAMMAR | | Bel. 15% | | 26% | | 30%-39% | | 39% - 45% | | 46%+ | |
| COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting GREATER DEPTH Standard 9% National | | | | | | | | | | | |
| COMBINED | | 0% | | Below 4% | | 4% - 12% | | 14% | | 25%+ | |

| KEY STAGE 1 to END OF KEY STAGE 2 PROGRESS (2016 National Percentiles) | | | | | | | |
|--|----------------|--------------|--------------|--------------|--------------|--------------|--------|
| 2016 Floor | Bottom 5% | Next 20% | Next 15% | Middle 20% | Next 15% | Next 20% | Top 5% |
| -5 Rd &Ma. -7 Wr | Bottom 5% | 5% - 20% | 25% - 40% | 40% - 60% | 60% - 75% | 75% – 95% | 95%+ |
| READING | -4.1 and Below | -1.8 | -1.6 to -0.7 | -0.6 to +0.6 | +0.7 to +1.7 | +1.8 to +4.5 | 4.6+ |
| WRITING | -4.9 and Below | -4.8 to -1.7 | -1.6 to -0.6 | -0.5 to +0.7 | +0.8 to +1.8 | +3.5 | 4.4 + |
| MATHEMATICS | -4.1 and Below | -4.0 to -1.7 | -1.6 to -0.7 | -0.6 to +0.5 | +0.7 | +1.6 to +4.2 | 4.3+ |

ALL OTHER KS2 YEAR GROUPS: PERCENTAGE ACHIEVING AND EXCEEDING A.R.E.

| Below 55% | Bel. 5% | 55% -64% | 6%-15% | 65% - 74% | 16% - 25% | 75% -84% | 26 - 34% | 85% + | 35% + |
|---------------|-----------|------------|-----------|-----------|-----------|------------|-----------|--|-----------|
| Expected | Exceeding | Expected | Exceeding | Expected | Exceeding | Expected | Exceeding | Expected | Exceeding |
| Well below | | Just below | | In line | | Just above | | Well above | |
| YEAR 5 | No. | READING | | WRITING | | MATHS | | Comments | |
| ALL | 38 | 76% | 29% | 76% | 32% | 74% | 29% | Generally in line or slightly above – below in girls maths. | |
| Boys | 15 | 80% | 13% | 73% | 20% | 80% | 27% | | |
| Girls | 23 | 74% | 39% | 87% | 39% | 61% | 35% | | |
| YEAR 4 | No. | READING | | WRITING | | MATHS | | Comments | |
| ALL | 59 | 68% | 24% | 69% | 27% | 65% | 22% | Most areas in line with boy's literacy – reading and writing below. | |
| Boys | 32 | 60% | 20% | 57% | 23% | 69% | 25% | | |
| Girls | 27 | 80% | 31% | 83% | 35% | 72% | 19% | | |
| YEAR 3 | No. | READING | | WRITING | | MATHS | | Comments | |
| ALL | 57 | 70% | 35% | 57% | 28% | 61% | 28% | Writing and maths below particularly boys well below. | |
| Boys | 29 | 68% | 17% | 44% | 10% | 51% | 27% | | |
| Girls | 28 | 71% | 53% | 71% | 46% | 71% | 28% | | |
| YEAR 1 | No. | READING | | WRITING | | MATHS | | COMMENTS | |
| ALL | 86 | 79% | 26% | 71% | 10% | 78% | 10% | In most areas appear to be above except exceeding writing and maths. | |
| Boys | 46 | 78% | 24% | 61% | 9% | 74% | 13% | | |
| Girls | 40 | 85% | 28% | 83% | 13% | 80% | 8% | | |

READING PROGRESS (Conversion to 100 Scaled Score)

| KS1 Level/Sub-Level | No. | Well Below | Below | Expected | Above | Well Above |
|---------------------|-----|------------|-----------|-----------|-----------|------------|
| L1c/1b | 2 | Below 5% | 10% | 16% - 24% | 25% -34% | 35%+ |
| 1a | | Below 10% | 10% - 19% | 20% - 30% | 31% -40% | 40%+ |
| 2c | 8 | Below 24% | 25% | 30%-40% | 41% - 49% | 50%+ |
| 2b | 12 | 33% | 40% - 51% | 58% | 61% - 71% | 72%+ |
| 2a | 17 | 59% | 65% - 75% | 76% -84% | 85% | 93%+ |
| 3 | 16 | Below 90% | 90%- 93% | 94% | 100% | |

MATHEMATICS PROGRESS (Conversion to 100 Scaled Score)

| KS1 Level/Sub-Level | No. | Well Below | Below | Expected | Above | Well Above |
|---------------------|-----|------------|-----------|-----------|-----------|------------|
| L1c/L1b | 1 | Below 5% | 5% - 13% | 14%-24% | 25% -34% | 35%+ |
| L1a | | Below 10% | 10% - 19% | 20% - 30% | 31% -40% | 40%+ |
| 2c | 8 | Below 24% | 24% - 31% | 43% | 44% - 54% | 55%+ |
| 2b | 19 | Below 45% | 45% - 57% | 58% | 69% - 79% | 80%+ |
| 2a | 8 | Below 70% | 70% - 79% | 80% - 89% | 90%- 95% | 100% |
| 3 | 18 | Below 85% | 85%- 93% | 94% - 99% | 100% | |