

SCHOOL	Long Lawford Primary	HEADTEACHER	Rob Morrissey	DATE	December 2016
---------------	----------------------	--------------------	---------------	-------------	---------------

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, increasing deprivation. Ave. DSEN.FSM, below 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 – September 2016.					
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.			
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 470 and rising. The highly experienced Head teacher is an NLE and has driven up standards at Long Lawford, consistently over time. He is well-supported by effective governors and a new strong team of senior and middle leaders, all of whom rigorously monitor and evaluate standards and respond robustly where actions are necessary. A significant and disappointing dip in KS2 results in 2015 was not totally unexpected, but very untypical. A relatively weaker cohort, a disrupted Year 6 due to staff illness, and a significant under-performance in SATs resulted in a dramatic fall in standards not representative of the school. This also included the performance of disadvantaged pupils who did not make sufficient progress. The teaching profile for 2016-17 is strong, and results are expected to build on the improved outcomes for pupils in 2016. We were pleased at the instant effectiveness of our NQTs appointed in 2015 and their impact continues to build. 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. 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 21 st century global society. Safeguarding is extremely robust and effective.					
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	2	Areas for Development		
	Head, DHTs & SLT have a clear vision, direction & rigorous drive for continuing improvement.		Embed curriculum and phase teams – esp. monitoring of standards. Induct new governors – training.		
	A rich, and inspiring curriculum which enables pupils to improve their skills in a range of artistic, creative, sporting activities		Continue new rigorous, monitoring systems to ensure all our challenging targets are met.		
	Strong partnerships with parents, consortium and agencies supports pupils' learning & progress		Implement recommendations of pp review to narrow gaps in achievement.		
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 – 75 % good, 20% outstanding and 5% RI.		Strong school provision (e.g. teaching quality was broadly matched by equally strong pupil outcomes), July 2016. However, this must be at least sustained in 2017.		
	High quality, vibrant learning environments, evident across the school. Especially evident in high quality writing across the curriculum.		Establish robust systems for guided reading across the school to build children's stamina and resilience in reading.		
	Feedback to pupils is useful, timely and moves learning on.		Ensure that teacher appraisal is matched to raising outcomes for disadvantaged pupils, particularly more able.		
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 but increasing % of EBD pupils are very well managed and supported.		Empower all stakeholders to be confident in expressing our community code.		
	Children feel very safe in school. They are happy in their relationships and enjoy school.		Audit provision for on-line safety. Ensure that all children are confident in on line safety provision.		
	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.		
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 above national at KS1 and for all subjects was also above national for greater depth and Y1 phonics.		Progress from FS to KS1 in reading – particularly for disadvantaged pupils - -36% 2016.		
	2016 results represented an improvement from 2015 at KS2 attainment, with particular strengths in writing and greater depth.		Continue to reverse the dip in KS2 results which the school experienced in 2015. Build on 2016 results.		
	Progress from KS1 to KS2 was particularly strong in writing and maths in 2016.		Significantly diminish the gap (less than 10%) between disadvantaged and non-disadvantaged pupils attainment.		
EARLY YEARS PROVISION The breadth of the curriculum, quality of provision and L&M show that EYs is outstanding.	Strengths	2	Areas for Development		
	Good outcomes from low starting points, GLD 75%. 2016.		Continue to show good progress from starting points in EYFS & ensure that baseline assessments provide a rigorous and accurate picture.		
	Strong, experienced team delivering high quality provision. Lead moderator for LA.		Raise the proportion of children achieving or exceeding GLD in Literacy and maths		
	Extremely positive enabling relationships within the setting.		Re-integrating Nursery back into Foundation Stage after a year in temporary accommodation.		

SEF SUPPORTING EVIDENCE

THE CURRICULUM		
ENGLISH Quality & Standards: Evaluation of the development of core language & literacy skills, presentation & current year progress	Writing a strength across the school – cursive script taught from EYFS upwards. Outcomes for writing strong with 75% expected at KS 1 and 88% at KS 2. Levels of presentation are strong across the school – with the wider curriculum promoting children’s writing skills. Reading attainment at KS 2 was disappointing – 59% expected with word meanings a particular weakness. Children’s standard English needs improvement with 65% expected at KS 2. 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.	
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 2016 saw a big improvement on 2015 levels. A new maths scheme and CPD in 2015 /16 for teachers and TAs had a good impact. %’s at expected and greater depth at both KS 1 and 2 were above national. 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.	
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	Humanities and Personal dev. Curriculum team leads to have a greater monitoring role
	PE – with swimming and links with clubs – e.g. WASPs through Sports partnership.	Review provision of RE in school - monitor coverage and investigate ways to enhance and enrich provision.
PUPIL GROUPS		
SIGNIFICANT GROUPS How the school is addressing any under performance	SEND	Appointed new SENDco 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. More able disadvantaged pupils made good progress in both KS1 and KS2 in writing, but have gaps in reading. Comprehensive Pupil Premium review in June 2016 – action plan and strategy in place. Next pp review Jan ‘17.
	EAL	Historically Polish, but now from a wider range of ethnic backgrounds, our EAL pupils traditionally make good progress and scored 105 scaled score in maths in 2016
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.	Provide more structured approach to homework in Year 3 and 4
	All 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 2016

EYFS FULL SUMMARY: SUMMER 2016												
EYFS: GLD 75% National 69%					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	85.4%	88.5%	83.1%	70.6%	77.5%	85.8%	87.3%
-1.75	1.75 – 1.90	1.90 – 2.09	2.10 – 2.24	2.25+	APS	2.10	2.08	2.02	1.89	1.90	2.03	2.00

LEARNING GOALS	SCHOOL	EYFSP SETTING SUMMARY		EMERGE	EXPECT	EXCEED	APS
PRIME	Communication & language	01	Listening & attention	12	51	24	2.13
		02	Understanding	13	50	24	2.12
		03	Speaking	13	56	18	2.05
	Physical development	04	Moving & handling	9	60	18	2.10
		05	Health & self-care	11	59	17	2.06
	Personal, social & emotional development	06	Self-confidence & self-awareness	10	62	15	2.05
		07	Managing feelings & behaviour	13	63	11	1.97
		08	Making relationships	9	65	13	2.04
SPECIFIC	Literacy	09	Reading	22	50	15	1.91
		10	Writing	21	57	9	1.86
	Mathematics	11	Numbers	20	55	12	1.90
		12	Shapes, space & measures	19	57	11	1.90
	Understanding the world	13	People & communities	13	57	17	2.04
		14	The world	14	57	16	2.02
		15	Technology	10	65	12	2.02
	Expressive arts & design	16	Exploring using media/ materials	10	65	12	2.02
		17	Being imaginative	12	65	10	1.97
National Ave Pt. Score		34.4	No. of pupils	90	Average Total Points for Cohort		34.16

EYFS AND YEAR 1						
Criteria	No.	Well Below	Below	Expected	Above	Well Above
EYFS – GLD	90	Below 55%	55% – 65%	66% - 73%	75%	85%+
Phonics Yr 1	60	Below 65%	65% – 77%	78% – 84%	90%	95%+

END OF KEY STAGE 1 (GLD 2014: xx%)						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Percentage Meeting Expected Standard 74%						
READING		Below 55%	55% - 67%	77%	80% - 89%	90% +
WRITING - Percentage Meeting Expected Standard 66%						
WRITING		Below 50%	50% - 60%	61% - 71%	75%	83% +
MATHEMATICS - Percentage Meeting Expected Standard 73%						
MATHEMATICS		Below 55%	55% - 67%	68% - 78%	81%	90% +
COMBINED: Reading, Writing and Mathematics: 60%						
COMBINED		Below 45%	45% - 54%	55% - 65%	72%	75%+

END OF KEY STAGE 1: GREATER DEPTH/HIGH STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Greater Depth/High Standard: 24%						
READING		Below 10%	10% - 19%	20% - 28%	34%	36% +
WRITING - Greater Depth/High Standard: 13%						
WRITING		Bel. 5%	5% - 9%	10% - 18%	19%	31%+
MATHEMATICS - Greater Depth/High Standard: 18%						
MATHEMATICS		Bel. 5%	6% - 13%	14% - 20%	26%	32%+
COMBINED - Greater Depth/High Standard: 9%						
COMBINED		N/A	Below 5%	6% - 14%	15%	25%+

KEY STAGE 1 PROGRESS FROM EYFS (2014 -2016)											
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						-4%			+11%		
WRITING				-6%					+6%		
MATHS						-2%			+11		

LONG LAWFORD PRIMARY SCHOOL: KEY STAGE 2 DATA: JULY 2016

END OF KEY STAGE 2: SCALED SCORES											
SUBJECT	No.	Well Below		Below		Expected		Above		Well Above	
READING - 2016 National Standard 103.0											
READING		Below 100		101		102 – 104		104.1 – 105.9		106+	
MATHEMATICS - 2016 National Standard 103.0											
MATHEMATICS		Below 100		100.0 – 101.9		103		104.1 – 105.9		106.0+	
GRAMMAR - 2016 National Standard 104.0											
GRAMMAR		Below 100		102		103. 0 - 104.9		105.0 – 106.9		107+	
COMBINED - 2016 National Standard 103.3											
COMBINED		Below 100		100.0 – 102.1		102-2 – 104.3		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 66%											
READING		Below 51%		59%		61% – 71%		72% – 81%		82%+	
MATHEMATICS - Percentage Meeting Expected National Standard 70%											
MATHEMATICS		Below 55%		55% – 64%		65% - 75%		78%		85%+	
KS2 GRAMMAR - Percentage Meeting Expected National Standard 72%											
GRAMMAR		Below 57%		65%		67% - 77%		78% – 87%		88%+	
WRITING - Percentage Meeting Expected National Standard 73%											
WRITING		Below 55%		55% - 67%		68% - 78%		88%		90% +	
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 52%											
COMBINED		Below 40%		40% - 47%		48% -56%		59%		70%+	

END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD											
SUBJECT	No.	Well Below		Below		Expected		Above		Well Above	
READING - Greater Depth/High Standard: 19%											
READING		Bel. 5%		5% - 14%		18%		24% - 34%		35%+	
MATHEMATICS - Greater Depth/High Standard: 17%											
MATHEMATICS		Bel. 5%		5% - 13%		14% - 20%		22%		32%+	
WRITING - Greater Depth/High Standard: 14%											
WRITING		Bel. 5%		5% - 9%		10% - 18%		19% - 30%		31%	
GRAMMAR - Greater Depth/High Standard: 22%											
GRAMMAR		Bel. 5%		5% - 17%		20%		27% - 39%		40%+	

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
YEAR 5	No.	READING		WRITING		MATHS		Comments	
ALL	57	60%	22%	70%	21%	58%	25%	Generally in line or slightly below – below in boys writing and maths for both genders.	
Boys	28	63%	26%	39%	21%	50%	36%		
Girls	29	58%	23%	59%	24%	52%	17%		

YEAR 4		READING		WRITING		MATHS		Comments
ALL	37	65%	27%	65%	14%	76%	19%	Most areas in line or slightly below with boy's literacy – reading and writing below.
Boys	15	47%	13%	53%	7%	67%	13%	
Girls	22	73%	36%	73%	18%	73%	23%	
YEAR 3		READING		WRITING		MATHS		Comments
ALL	59	39%	10%	37%	13%	47%	13%	In all areas below – EAL and pp groups in particular not ending year at ARE.
Boys	29	24%	7%	23%	10%	45%	16%	
Girls	30	53%	13%	52%	17%	48%	10%	
YEAR 1		READING		WRITING		MATHS		COMMENTS
ALL	59	85%	44%	85%	31%	78%	27%	In most areas appear to be above except exceeding ARE in boy's writing and girl's maths.
Boys	29	76%	48%	76%	24%	76%	31%	
Girls	30	90%	40%	93%	37%	87%	20%	

READING PROGRESS (Conversion to 100 Scaled Score)

KS1 Level/Sub-Level	No.	Well Below	Below	Expected	Above	Well Above
L1c/1b	10	Below 5%	10%	16% - 24%	25% -34%	35%+
1a		Below 10%	10% - 19%	20% - 30%	31% -40%	40%+
2c	4	Below 24%	25%	32% -40%	41% - 49%	50%+
2b	7	29%	40% - 51%	52% -60%	61% - 71%	72%+
2a	13	Below 65%	65% - 75%	76% -84%	85%	93%+
3	12	Below 90%	90%- 93%	94% - 96%	100%	

MATHEMATICS PROGRESS (Conversion to 100 Scaled Score)

KS1 Level/Sub-Level	No.	Well Below	Below	Expected	Above	Well Above
L1c/L1b	7	Below 5%	5% - 13%	14%	25% -34%	35%+
L1a		Below 10%	10% - 19%	20% - 30%	31% -40%	40%+
2c	5	Below 24%	24% - 31%	40%	44% - 54%	55%+
2b	8	Below 45%	45% - 57%	63%	69% - 79%	80%+
2a	10	Below 70%	70% - 79%	80% - 89%	90%- 95%	100%
3	15	Below 85%	85%- 93%	94% - 99%	100%	