



SECTIONS		BORDON INFANTS SELF EVALUATION 2016-17	
1	SCHOOL CONTEXT	<ul style="list-style-type: none"> ▶ The school has 180 pupils on role ▶ The school currently has 16% Ever 6 children and 10% current FSM in 2015-16 it was 17% ever 6 and 11% FSM ▶ Currently 7% of the children are from a service family in 2015-16 it was 9% and in 2014-15 it was 20% and in 2013-14 it was 35%. The Army base in Bordon closed November 2015 causing a significant change in school intake ▶ 51% of children in school currently come from the catchment area and this percentage is replicated in Year R admissions ▶ Turbulence for 2015-16 was arrivals= 30 and leavers= 23, 2014-15 was arrivals= 27 and leavers =43 in 2013-14, arrivals= 38, leavers=45. 2012-13 arrivals =55 leavers =55. ▶ The school ranks 209 out of 425 for Hampshire schools in deprivation index ▶ The school shares a site and works closely with Chase Children's Centre (which is due to close) and Bordon Junior School ▶ The school is working on expansion plans with the Junior school to become 3 FE ▶ The school is working on plans to continue to be able to provide for our community needs when the children's centre closes and the rooms transfer to the school 	
2	School Improvement Plan areas	<p>Target 1. (Outcomes for Pupils) To identify children not currently on track to achieve ARE and provide all available support to enable them to catch up</p> <ul style="list-style-type: none"> ▶ Increase the percentage of Year 1 children with age appropriate phonic knowledge, allowing them to pass the Year 1 phonics test to at least 83% ▶ At least 50% of Year 2 children not currently on track to achieve ARE in writing by the end of KS1 catch up so at least 70% of children achieve ARE in total ▶ Increase the percentage of children currently working at greater depth across the school so that this year in Year 2 at least 37% achieve it in reading, 25% of children achieve in maths and 15% in writing ▶ Increase the percentage of children achieving GLD by 5% to at least 73% <p>Target 2. (Quality of teaching, learning and assessment) Assessment is effectively used to ensure children make rapid and sustained progress in single lessons, across a block of learning and across an entire topic.</p> <ul style="list-style-type: none"> ▶ Refine and embed assessment procedures in English and maths and bring other subjects inline to ensure all Target 1 success criteria are met. ▶ Lesson structure design continues to be enhanced to ensure learning is scaffolded, applied or deepened depending on the needs of the individual child. Supporting children to make rapid progress and the school to meet set targets ▶ High levels of engagement throughout each lesson are maintained and further developed ensuring 100% of teaching and learning is graded good and at least 45% is graded Outstanding ▶ Highly effective, engaging and relevant curriculum in all subjects linked with accurate subject assessment enthuses and challenges children. This is shown by 85% of children being assessed as meeting the end of year requirements in each subject area (excluding English and maths) <p>Target 3. (Personal development, behaviour and welfare) To have a coherent whole school approach to all aspects of SMSC. SMSC to be linked to the redeveloped school vision statement with the promotion of fundamental British values firmly embedded throughout</p> <ul style="list-style-type: none"> ▶ The school behaviour policy is adapted to better reflect the school vision and to ensure a greater level of understanding for the children and the whole school community. This ensures there is a reduction in the number of children losing 45 minutes of golden time or more across the year from 5.2% to under 5% ▶ The schools redeveloped aims and vision statement is shared and understood by the whole school community as shown by stakeholders rating their understanding of the school vision at least strong by the end of the academic year ▶ The schools Spiritual, Moral, Social and Cultural work is further enhanced by highlighting, embedding and developing explicit SMSC learning opportunities in all curriculum areas. As a result children use more developed SMSC language verbally and in written work <p>Target 4. Leadership and Management. Leaders at all levels have a deep and accurate understanding of the progress of current children</p> <ul style="list-style-type: none"> ▶ Leaders at all levels (Governance, SLT, middle leaders) have a deep and accurate understanding of the schools current performance for their area. They can successfully analyse progress, plan appropriate actions and monitor impact. This is evidence in School Development Plans and Self Evaluations ▶ Monitoring is further developed to ensure leaders at all levels are undertaking a wide range of tightly focused monitoring activities. All monitoring actions on monitoring plans have been completed and additional monitoring has occurred when needed ▶ Excellent communication between leaders ensures that the significant opportunities presented to the school, and the challenges these opportunities bring, are undertaken with the children and their needs being the central consideration. The strong leadership ensures that the extra workload and time taken in developing these opportunities has no impact on children's learning or attainment 	
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUE	<p>Key Issue</p> <ul style="list-style-type: none"> ▶ by June 2012, improve achievement in writing by ensuring that written tasks in all subjects require pupils to use the skills of which they are capable and help them to extend these further, especially those pupils who find writing difficult ▶ Ensure pupils develop a greater understanding of how well they are doing and what they need to do to improve by: consistently drawing pupils' attention to their individual targets in lessons and giving regular reminders of how to achieve them ▶ Providing better opportunities for pupils to discuss their learning and evaluate their own work. 	<p>Progress</p> <ul style="list-style-type: none"> ▶ APS at end of KS1 in 2012 was 13.5, 2013 APS was 14.6. 2014 was 15.5 2015 was 15.6 last year 59% of children achieved ARE and 14% achieved GD ▶ LA moderation 2012-13 agreed all school judgments in reading, writing and maths ▶ All children have target books and children are able to talk about their targets and use them effectively
4	OVERALL EFFECTIVENESS	<p>Strengths</p> <ul style="list-style-type: none"> ▶ Teaching is consistently Good and has been consistently Good for the last three years ▶ Staff across the school are very stable with few staff leaving over the past three years. This gives the school a strong capacity to continue improving 	<p>School Rating= Good</p> <p>Areas for Development</p> <ul style="list-style-type: none"> ▶ Sharing best practice further and more tightly focused to enhance teaching and learning through improved monitoring by all staff

		<ul style="list-style-type: none"> ▶ The children's positive attitudes to learning are supported and developed through a rich curriculum that is relevant to our local community and the schools 'Learning Toolbox' skills ▶ Leadership is strong and is well embedded across the school with the leadership team staying consistent for the last four years ▶ Excellent and ever deepening relationships with the Junior school ensure that all children are very well equipped for the next stage of their education ▶ The school has robust safeguarding procedures which are monitored by governors and are fully embedded into school daily procedures and practices ▶ The school is external looking with all members of the SLT involved in working with and visiting other settings as well as supporting colleagues from outside the school, some at the request of the LA 	<ul style="list-style-type: none"> ▶ Building on the developments of the past two years in assessment to ensure all groups of children achieve ▶ Simplify the language of the behaviour policy to make sure it is fully understood by all children ▶ Continuing to build on the success of the peer coaching with further coaching and greater opportunities for peer work and review 	
5	EFFECTIVENESS of LEADERSHIP AND MANAGEMENT	Strengths	School Rating= Good	Areas for Development
		<p>Leadership is Good because ...</p> <ul style="list-style-type: none"> ▶ Leadership was strong enough to allow the LA to second The Headteacher to spend a term the year before last successfully supporting a local school in Special Measures as the Interim Headteacher. The two Assistant Head teachers very successfully covered in his absence. The LA has also asked the headteacher to support new and acting Headteachers for the past two years ▶ The Headteacher is on the Board of a local Teaching Alliance and has been involved in running a national project on equality and men in Early Years ▶ Very strong school systems allow leaders at all levels to have an accurate and comprehensive understanding of the strengths and development areas in for their leadership role. This has supported continued strong progress (Leadership reviews) ▶ Performance management at the school is strong and highly ambitious. It is intrinsically linked with professional development leading to continued strong progress and rising achievement over the past three years (CPD plans linked to PM obs) ▶ The Headteacher and governors relentless focus on the outcomes for all our Pupil Premium children has led to a continued trend over the last three years of narrowing of the gap between FSM children and others. Pupil premium funding has been used successfully to narrow the gap over the last few years and impact can be demonstrated (Statement progress summary, Assessment, Y2, Summer) ▶ The governing body has traditionally experienced a high turbulence due to the amount of service personnel. However to compensate for this more experienced governors take leadership roles within the governing body to support newer members. Succession planning has always been a high priority for the Governors ▶ Training for governors has been key and one of the longest standing governors is the TLG and has been for the last three years. They have successfully supported newer members in understanding their role and responsibilities ▶ Governor monitoring is embedded as part of the whole school monitoring plan ▶ The school has effectively managed the transition from 30% service families a few years ago to the current level, ensuring the changing nature and needs of the school community continues to be met (refocus KB from service engagement to FSM) ▶ With the historic high proportion of service families from across a wide range of cultural and ethnic backgrounds the school has successfully created a culture of inclusion and acceptance. While the multicultural nature of the school is not as strong as it was in July, the culture remains and will continue to meet the changing needs of our local community 	<ul style="list-style-type: none"> ▶ Monitoring of school priorities by Governors leads to better Governor understanding of school strengths and areas of improvement Evidence- see Self-evaluation file section governors Governors requested phonics data to be presented at each FGB as part of head teachers report- see governors file under SMT ▶ The governors to ensure new members have the required skills and are supported by more experienced members in developing the skills of monitoring, evaluation and challenge Evidence- Governors training file ▶ Develop leadership skills of subject leaders by improving their ability to effectively monitor their subject and supporting them to become more evaluative Evidence- monitoring in self-evaluation file and staff meeting minutes. ▶ To effectively lead and manage the exceptional changes the school and the local area are undergoing ensuring they have the very best possible impact on current and future children Children's centre space, pre-school facilities, extension to three form entry, greater collaboration with Juniors and new Secondary school 	
6	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Strengths	School Rating= Good	Areas for Development
		<p>Teaching in the school is Good because...</p> <ul style="list-style-type: none"> ▶ Teaching is consistently strong, leading to good learning and children making strong progress over the course of their time in school ▶ Teachers all use the school tracking system to analyse the performance of individuals and groups within the class. This ensures pupils who are falling behind are identified and support is put in place and that rapid progress is being made by children being challenged appropriately ▶ Year groups identify underperforming groups, plan strategies and evaluate impact half termly (Half termly reports) ▶ Teachers plan and refine lessons to meet the individual learning needs of the children enabling them to achieve the set objective or to deepen their understanding around a skill or concept (flexible grouping) ▶ The school has worked on for the last two years ensuring all children are engaged at every stage of learning. The expected standard is at least a level 4 on the Leuven Scale for engagement. SLT monitoring shows that the children are consistently reaching this level of engagement ▶ Feedback both verbal and written is of a high quality helping children to know their strengths and how to develop. Children routinely respond to written feedback in an age appropriate way. Following a visit to another school the feedback policy was adapted in March 2016 making written feedback much clearer for the children ▶ Outstanding practice has been successfully shared across the school through focused professional development and peer support, leading to a rise in the overall quality of teaching and learning ▶ The overall quality of teaching and learning last academic year was Good with 98.2% of teaching and learning graded Good or better, 50% was Outstanding 	<ul style="list-style-type: none"> ▶ Reinforce and develop children's phonic skills and knowledge across the curriculum Evidence –see phonics file, ▶ Ensure the updated assessment procedures are effectively used to support children's rapid growth in knowledge and understanding across all subject areas Evidence-pupil progress forms, phonics data sheets, leadership reviews, monitoring ▶ Embed the high engagement of children in all parts of the lesson through a lesson structure suited to their learning needs- use Leuven scales, flexible grouping system Evidence- work in books, monitoring file, learning walks, observations, groupings on class display ▶ To embed staff use of their own CPD plan linked to performance management developments and own needs CPD plans in performance management files ▶ To focus as a school on children who do not have an SEN need but who are not currently on track to achieve ARE 	

		<ul style="list-style-type: none"> In 2014-15, 95.1% of all teaching and learning was Good or better, 29.6% was graded as Outstanding The school routinely evaluates the quality of teaching and learning with its Hampshire appointed LLP twice a year. Judgments are moderated and action points identified and worked on. Accuracy of fine grading given by SLT has increased as a result The development of staff individual CPD plans has supported the improvements in the quality of teaching and learning in all areas The school routinely engages in a variety of projects to improve the quality of teaching. To ensure sustainability two members of staff take part in each project. The school has engaged in two LA run early years projects and is signed up for a third in the last two academic years. We are also engaged in an LA project looking at high quality teaching without levels Peer coaching has been used highly effectively to improve the quality of teaching and learning over the last three years 	<ul style="list-style-type: none"> Especially in writing 						
		Quality of teaching (based on quality of lesson observations, work scrutinise and pupils progress)							
		Inadequate	0%	R. I+	100%	Good+	95.1%	Outstanding	29.6%
7	PERSONEL DEVELOPMENT BEHAVIOUR AND WELFARE	Strengths		School Rating= Outstanding			Areas for Development		
		Behaviour in the school is Outstanding because...							
		<ul style="list-style-type: none"> Learning behaviours and children's knowledge of them is a real strength. SLT monitoring routinely shows children see themselves as learners and can talk extremely well about learning skill this is a result of work the school has put in on learning behaviours over the last three years and the development of the schools 'Learning Toolbox' Behaviour is monitored by the Headteacher weekly. Trends are identified to ensure low level behaviour is tackled. 94.5% of children lost less than 10 minutes of Golden Time across the year and 71% of the school lost no Golden Time last academic year In 2014-15 91% of parents rated the school good in informing parents of behaviour expectation. 96% of parents rate the behaviour in the school as good There have been no racist incidents for the past three years. This is due to the strong focus we put on our PHSE curriculum the welcoming nature of our school and the work every member of the school staff and governors does to promote our school ethos and values Attendance target for 2013-14 to be above 95.2% was achieved with a whole year attendance rating of 95.3% attendance has improved due to a more robust policy and consistency with the Junior school. The use of the Parent Support Adviser to focus on supporting and challenging families over their attendance across both schools has also impacted positively on individuals attendance A new Social Skills PHSE curriculum 'Talkabout' was introduced in both Infants and Juniors last academic year. The Curriculum focuses on Social Skills and language development. Curriculum work is supported by new interventions The schools open door policy and commitment to talking to and working with parents has ensured that we have been successful in supporting parents and children in dealing with any issues. There have been no formal or written complaints in the last three years The school shares a Family Support Adviser with the Junior School who is supporting attendance across both schools to ensure a consistent approach with a joint message Both the infant and the Junior School have made improving children's and parents understanding of e-safety a priority over the last three years. A joint approach has led to consistent messages. A successful competition led to the e-safety design of a background for all the school computers 					<ul style="list-style-type: none"> Increase attendance from 95.6% to above 96% <i>Evidence- governor file in each head teacher report in self-evaluation file, attendance file Autumn inc Year R 96.9% without Year R 97.1%</i> Improve tracking for all vulnerable groups <i>Evidence- pupil progress forms, assessment file, pupil premium file, half termly year group reports, leadership reports,</i> The number of children losing on average ten or more minutes of Golden Time per ½ term falls from 5.5% to under 5% <i>Evidence- head teacher report in self-evaluation file, behaviour file</i> Development of a new Vision and Values statement inc British Values Update the school behaviour policy with a set of Golden Rules more intrinsically linked to the new Vision and Values Statement and British Values 		
8	OUTCOMES FOR PUPILS	Strengths		School Rating= Good			Areas for Development		
		Outcomes for all pupils is Good because...							
		<ul style="list-style-type: none"> Raise Online Data for 2014-15 shows all areas in line with national except 2B+ and 2A+ maths which were significantly above. This is consistent with 2013-14 which showed all areas in line with national averages and 2A+ writing and maths significantly above Average steps progress in Year R in 2014-15 for reading was 6.4, in writing 5.9 and maths it was 6.1. In 2013-14 for reading was 5.5, in writing 4.6 and maths it was 5.5 Reading in 2014-15 94% of children achieved 10+ APS across KS1 in 2013-14 it was 73% Writing in 2014-15 88% of children achieved 10+ APS across KS1 in 2013-14 it was 78% Maths in 2014-15 96% of children achieved 10+ APS across KS1 in 2013-14 it was 63% FSM average progress in KS1 in 2014-15 was for reading 10.9 APS, writing 9.8 APS and maths was 11.3 APS. In 2013-14 it was reading 11 APS, writing 11 APS and maths 9 APS. In 2012-13 (excluding 1 statmented child) it was, reading 5.3 sublevels, writing 5.3 sublevels, maths 5.0 sublevels The attainment gap between FSM and others is down over three years and the gap is consistently smaller than the national gap Specific proven interventions provided by the school are improving children's outcomes, specifically in maths; English, including speech and language; social skills, including self-esteem; emotional and behavioural needs and fine and gross motor control Progress in interventions is monitored rigorously, tracked every three weeks and with impact of interventions analysed half termly. Expected impact is children make double the rate of progress in terms of months gained for example in reading ages 					<ul style="list-style-type: none"> There is still a gap between the achievement of FSM children and the achievement of all children. The school trend over the last three years is the gap narrowing but it is not yet completely closed <i>Evidence- school monitoring of FSM children in HT Pupil Premium file</i> Year 1 phonics improvement as seen by a significant increase in the percentage passing the phonics test <ul style="list-style-type: none"> At least 75% of Year R to be on track by the end of the year <i>Evidence- 60% on track Aut 2</i> At least 75% of Year 2 resits to past ensuring a total pass mark of 90% <i>Evidence- 85% on track Aut 2</i> Increase the Year R progress in writing to bring writing in line with other areas <i>Evidence-</i> 		

APS gap between FSM and non-FSM						
	Reading		Writing		Maths	
	S	N	S	N	S	N
2012-13	-1.9	-2.0	-2.2	-2.0	-1.5	-1.7
2013-14	0	-2.0	-0.2	-1.9	+0.4	-1.7
2014-15 (-2 high needs children)	-1.8	-1.9	-1.5	-1.8	-1.3	-1.6

Year R Autumn 2 writing data shows a 30% increase overall and assessment file

9

EFFECTIVENESS OF THE EARLY YEAR PROVISION

Strengths

School Rating= Good

Areas for Development

The effectiveness of the early years is Good because...

- ▶ Average steps progress across all GLD areas is very high. Children make double the expected progress in terms of months. Average progress across all GLD areas in 2014-15 was 6.31, in 2013-14 it was 5.6
- ▶ GLD 2014-15=57.6, 2013-14= 31% in 2012-13= 22.7%
- ▶ A strong focus on language and personal and social development combined with Early Interventions and a curriculum designed to support children's developing needs ensures while achievement at the end of Year R is low the foundations laid lead to high attainment at the end of KS1
- ▶ All staff in Year R have an excellent depth of knowledge in early year's education. They use questioning very effectively and internal and external monitoring shows them to be highly effective
- ▶ The environment both outside and inside, is used exceptionally well to promote learning
- ▶ Regular SLT monitoring shows highly motivated and engaged children using the highly stimulating environment well
- ▶ To support the schools drive to raise attainment at the end of Year R the school is currently taking part in the LA led Keep on Talking project and last year took part in the LA led ROSE project focusing on improving attainment of boys
- ▶ The school has been significantly involved in working with Hampshire Music to support the induction of vulnerable families and children into school. For the last three years we have put on a fantastic 'Music Makers' group
- ▶ The school runs two other groups for preschool children and their families to support the needs of new families and current families at school

- ▶ Raise the GLD from 57.6% to at least 65% [40% Aut 2](#)
- ▶ Raise the attainment and progress of boys in Communication and Language [44% Aut 2](#) as well as Literacy [51.5% Aut 2](#)
- ▶ Increase the Year R progress in writing to bring it in line with other areas [See EY SEF writing is in line at 50% with other areas for Aut 2](#)
- ▶ At least 75% of children to be on RWI level F to ensure they are at age related expectations by the end of Year 1 [60% on track Aut 2 see phonics file](#)
- ▶ Participate in LA run boys writing course