



Lingfield Education Trust

School Improvement Strategy & Trust Development Plan 2016-2017

Update May 2017

Lingfield Education Trust has systemised its approach into a comprehensive school improvement programme. We use the following guiding principles that are driven by our trust values.

- We are **respectful** of the identity and character of individual academies and of a school's strengths, as well as understanding where it needs to make improvement.
- We are **resourceful** in that they do whatever it takes and mobilise the support needed to bring about improvement.
- We are **responsive** to the context of each academy and its particular needs and adapt their strategies as circumstances change.
- We are **relentless** in their pursuit of improvement and adopt a 'no excuses' approach – believing that every child can achieve.
- We are **resilient** in persevering with improvement despite challenges and setbacks.

We seek to balance activity that is essentially hierarchical in nature – for example, quality assurance, accountability and leadership arrangements – with actions that will promote networking such as peer based learning, peer reviews, shared coaching and development programmes and learning walks.

Key to our strategy has been the recent appointment of a Deputy CEO who is our Head of School Improvement. She commissions, fosters and joins up the different strands of school improvement activity. She also details which school improvement activities are best organised and led at MAT, cluster or school level.

Our strategy is best detailed across the following headings:

We insist on high-quality data and we use it developmentally

Our schools work in a culture of high expectations, they use benchmarking data and set demanding targets. We monitor progress and performance not just in tests and exams but also in real time at key points across the year. From this we evolve a standard core data set that can be presented in varying degrees of depth according to the audience. This means teachers and year leaders are able to use the data as a formative assessment tool, while board members have access to a dashboard that provides a graphic overview of how each academy is performing. We also track performance in areas such as attendance (of staff and pupils), exclusions, child protection, special needs, applications for admissions, number of classes covered by a temporary or cover teachers and financial management. Knowing our schools well also ensures that a clear and consistent performance management framework is in place for schools, leaders and staff.

The Deputy CEO commissions and conducts termly external/peer reviews for each school in the trust. This can involve senior leaders from other schools using a formal model to scrutinise and generate an accurate position statement for each school. We always involve external Ex HMI and Ofsted inspectors in this process. All evaluative information is quality assured by an additional external school consultant on a termly basis, this process involves scrutiny of reports, further school visits if needed and a robust and challenging discussion regarding school by school self-evaluation.

We publish an annual school position document for each school in the summer term, this encompasses all relevant performance data and evidence from visits and ongoing monitoring.

The 2016/2017 termly visit focus areas for scrutiny and challenge are detailed in the following table, followed by pen portraits of our external improvement partners.

Autumn Term	<ul style="list-style-type: none"> • school issues • review of 2016 results • evaluation of progress in all year groups • school self-evaluation and improvement priorities • 2017 predictions • progress against Ofsted inspection issues • coasting school criteria • school website
Spring Term	<ul style="list-style-type: none"> • school issues • progress made against actions identified in the last visit • tour of the school • paired observations of two lessons • effectiveness of systems for monitoring teaching and learning • examination of work (3 books from each class, focused on a key group) • validation of school's judgement on teaching, learning and assessment • review of progress towards meeting targets, including the effectiveness of intervention • safeguarding • review of the impact of support and identification of areas for further support
Summer Term	<ul style="list-style-type: none"> • school issues • progress made against actions identified in the last visit • review of attendance • review of personal development, behaviour and welfare • review of leadership and management • annual report to directors (review of year)

External School Improvement Team Pen Portraits:

<p>Jan Stephenson: Experienced Ofsted Inspector, retired Lead Primary Advisor Durham LA</p> <p>Dr Wendy Ripley: Ex HMI</p> <p>Joy Frost: Ex HMI</p> <p>Caroline Addison: Durham Education Advisor Team, Inspector Ofsted, Primary Headteacher</p> <p>Mark Dent: Team Inspector Ofsted, Primary Headteacher</p> <p>Dr Toby Quibell: Chief Executive, North East Wellbeing Guest Academic, Institute for Health and Society, Newcastle University</p>

We work with our schools so that our schools work together

In order to drive deep knowledge across the MAT we include staff from different schools working together to moderate assessment and to agree an understanding of what a year's progress looks like; senior and middle leaders develop a shared approach to lesson observations; conducting joint learning walks; and schools jointly investigating issues of common concern.

We encourage local solutions to local problems

We understand where each school is on its school improvement journey and have pinpointed precisely the issues that need to be addressed if it is to make progress – issues could relate to a school's culture and expectations of pupils, leadership, governance, attendance, behaviour, teaching and learning, assessment or variability in performance. We have faith in the school's knowledge of the specific challenges of its catchment and support them in developing tailored solutions to address their weaknesses. The CEO and Deputy CEO ensure that resources are mobilised to tackle these weaknesses and are able to adapt interventions to maintain momentum as a school improves, refreshing or renewing strategies as things develop.

We think strategically about our leaders

We achieve a win-win by broadening the leadership experience of our best and emerging leaders; we deploy them to support schools that have particular problems or challenges. The deployment may only be for part of the week and/or for a limited time – a term or an academic year – though sometimes a temporary assignment evolves into becoming permanent support. We also identify, log and encourage schools to share the expertise of staff across the trust. In this way we are able to make the best use of subject experts but also help to retain able staff that might otherwise decide to move on.

We get the best in teaching and learning by coaching

Improving the quality of teaching and learning is integral to improving the performance of pupils and students. We encourage the use of coaching pairs or triads, our model is based on providing real time feedback, from September will be using Iris. One of our schools has developed a middle leadership Support & Challenge Team. This team has undergone intensive coaching exposure and built generic coaching skills which permeate their approach to improving teaching and learning. Our systematic approach to coaching includes thorough training for those acting as coaches, the engagement of all staff – including leaders – in the process, and building the discipline into work with teacher trainees and NQTs.

We use Peer Based CPD for sustainable and accelerated improvement

Our Professional development is defined not just by attendance on training events. We encourage inquiry-based learning firmly linked to professional development and classroom impact. Our P2P Programme has been developed by the CEO and is being rolled out across the trust over the next three years.

We don't give ground on high functioning core systems

We insist on a degree of operational consistency in areas such as financial, business and data systems, school policies and HR. However, to get the flywheel of shared school improvement spinning, non-negotiables have moved into a different dimension. They now apply to areas such as curriculum, pedagogy and the fundamentals of school turn-around. This process is not so much a question of us imposing certain ways of teaching and learning, but more scaling up what has proved effective and

successful. Co-construction between teachers and leaders across academies is common place in our trust.

We are open to our own learning and look to best practice in the sector

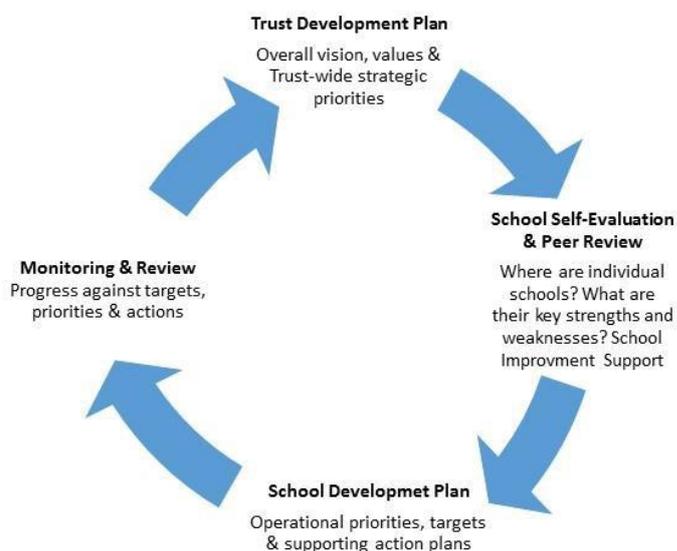
We appreciate that we need the stimulus and learning that comes from engaging with schools and practice outside our MAT. We are open to learning from other organisations; we encourage our academies to look outwards as well as inwards for improvement support.

We know our impact

Through our School Position Documentation and Executive Summaries we can demonstrate the impact we are making on improving academies within our trust. We track the impact of programmes on staff capability, classroom practice and pupil engagement/learning.

The Trust Improvement Plan

This plan will be reviewed on an annual basis with new priorities identified for implementation. Performance measures including those relating to student and parental satisfaction will be developed to monitor progress towards outcomes.



Our vision

Our vision is of young people supported educationally, socially and practically to achieve their highest potential in school and life.

We are determined to become the Trust that makes the biggest difference to the whole child, our working colleagues and the local community.

Our vision is to do this while remaining true to our ethos and values.

Our Values

Aspiration: we believe that anything is possible for a child in our trust. There is no place for excuses when a child's future is at stake.

Putting young people first: we make decisions and conduct relationship with the child's wellbeing at the forefront of our minds.

Service: we all have a role in creating the highest standards of performance and behaviour: the child, the teacher, the carer. Our work rests on deep foundations of mutual respect.

Culture: all of us involved in academy work are involved in reflecting and developing, without exception.

Being ethical: in all our dealings with individuals and partner organisations we conduct our business according to key beliefs in transparency and fairness.

Our Priorities

Lingfield MAT is working to deliver our values in the Trust and in the Schools through the following priority areas:

1. Lingfield Ethos

In the MAT: Create a family of schools working together to uphold core values and high standards using shared solutions to unique challenges.

In the Schools: Senior Leaders demonstrate commitment to other schools in the MAT.

2. Leadership

In the MAT: Develop & support systems of strategic leadership and communication in the MAT

In the Schools: Support and further develop the quality of leadership across the schools

3. Standards

In the MAT: relentless search for new avenues to raise the standard of attainment across all Key Stages and all areas of learning

In the Schools: Improve outcomes for pupils by ensuring Y2 and in Y6 standards of attainment exceed national average, both at expected levels and at higher levels.

4. Data

In the MAT: Know our schools quantitatively, monitoring progress and performance not just in tests and exams but also in real time at key points across the year.

In the Schools: Teachers are fully trained in using the assessment system to record data and track pupil progress, using this system to set targets for progress.

5. Teaching, Learning & Curriculum

In the MAT: Improve outcomes for pupils by promoting integrated and challenging whole school curriculums

In the Schools: Improve the quality of teaching and learning by increasing % of good teaching to outstanding and to ensure all children in all year groups make good progress in reading, writing and maths from their individual starting points.

6. Governance

In the MAT: Strong, challenging MAT Governance and dynamic Board with named responsibility for School Improvement Strategy priorities.

In the Schools: Increasing the involvement of the local governing body in the work of the school and giving them a clear role in monitoring and evaluation.

Priority 1: SMART Outcomes and Activities in Lingfield Ethos

In the MAT	Desired Outcome	Activities	Timeline
Create a family of schools working together to uphold core values and high standards using shared solutions to unique challenges.	MAT has modus operandi reflecting MAT values at all levels and as standing item at key meetings.	Develop protocol for schools jointly investigating issues of common concern.	July 2017
	Schools supported in adapting strategies and ethos to individual context as a school improves and refreshing or renewing strategies.	Senior Leaders work together to moderate assessment and to agree an understanding of what a year's progress looks like	September 2016
In the Schools			
Executive Team demonstrate commitment to other schools in the MAT.	Executive Team regard a colleague's challenges as partly theirs.	Priority children are systematically allocated time in Executive Meetings in order to offer help and resource	July 2017
	Good Practice circulates in MAT Schools	Develop protocol for conducting joint learning walks	October 2017

Priority 2: SMART Outcomes and Activities in Leadership

In the MAT	Desired Outcome	Activities	Timeline
Develop & support systems of strategic leadership and communication in the MAT	Supportive and challenging relationships in leading MAT governance and vision	Clear communication of MAT vision and implications for schools.	April 2017
	Accountable and responsive systems setting the agenda for MAT operations.	Update Trust SLT appraisal systems to identify development needs.	April 2017
	System of resource allocation to schools responsive to Heads of Schools leadership priorities empowering middle leaders to work together on curriculum, pedagogy or pastoral issues	The CEO and Deputy CEO ensure that resources are mobilised to tackle any weaknesses	Ongoing
In the Schools			
Support and further develop the quality of leadership across the schools	Empower Senior Leaders to develop skills, knowledge and confidence to lead staff & raise standards across the curriculum	Ensure performance management targets and professional development initiatives are robust and are developed in line with MAT priorities	Jan 2017
	Empower middle/subject/ leaders to have the skills, knowledge and confidence to lead their subjects to raise standards across the curriculum and across the school	Specific tasks: tackling an identified improvement priority – such as closing gaps in attainment or leading an inquiry-based learning project or, as a joint assignment, to investigate a key MAT-wide challenge and make some recommendations.	Ongoing

Priority 3: SMART Outcomes and Activities in Data

In the MAT	Desired Outcome	Activities	Timeline
Know our schools quantitatively, monitoring progress and performance not just in tests and exams but also in real time at key points across the year.	<p>Dynamic and constantly updated system of data upload and cross-school target setting</p> <p>Board members access a dashboard that provides a graphic overview of how each academy is performing</p>	<p>Teachers are fully trained in using the assessment system to record data and track pupil progress.</p> <p>IT supports password access to dashboard</p>	<p>Jan 2017</p> <p>December 2016</p>
In the Schools			
All schools subscribe to our culture of high expectations and set demanding targets.	Clear and consistent performance management framework is in place for schools, leaders and staff	<p>The Deputy CEO commissions and conducts external/peer reviews for each school in the trust.</p> <p>The Deputy CEO, through termly meetings, scrutinises data for vulnerable groups to ensure focussed support.</p>	<p>September 2016 onwards</p> <p>September 2016 onwards</p>

Priority 4: SMART Outcomes and Activities in Standards

In the MAT	Desired Outcome	Activities	Timeline
Relentless search for new avenues to raise the standard of attainment across all Key Stages and all areas of learning	MAT leadership and Executive Team working with precise map of issues to be addressed for each school to make progress.	Senior Leaders generate clear data relating to the SIP at regular meetings	March 2017
	Clear, challenging targets set & agreed for every child's progress.	PM systems to monitor classroom progress.	September 2016
In the Schools			
Improve outcomes for pupils by ensuring Y2 and in Y6 standards of attainment exceed national average, both at expected levels and at higher levels	Curriculum delivery focussed on attainment gap in maths, science and English	Plans generated at classroom level to identify targets and strategies for under-performing children	September 2016
	Informed by MAT policy, each Senior Leader will implement evidence-based best practice.	Excellent practice identified, evidenced and shared across the MAT	Ongoing

Priority 5: SMART Outcomes and Activities in Teaching, Learning & Curriculum

In the MAT	Desired Outcome	Activities	Timeline
<p>Improve outcomes for pupils by investing in staff & promoting integrated, challenging whole school curriculums</p>	<p>Each school plans curriculum innovation and content progression at whole-school level.</p> <p>Outstanding practice and evidence-based approaches are identified and communicated across the MAT</p> <p>Peer to peer models drive professional development for classroom practitioners</p>	<p>SIP will include a whole-school dimension to curriculum delivery.</p> <p>Internal deployments are encouraged and resourced.</p> <p>MAT can direct effective, internally resourced coaching methodologies.</p>	<p>September 2017</p> <p>Ongoing</p> <p>Jan 2017</p>
In the Schools			
<p>Improve the quality of teaching and learning by increasing % of good teaching to outstanding and to ensure all children in all year groups make good progress in reading, writing and maths from their individual starting points.</p>	<p>Every teacher knows what school regards as outstanding practice.</p> <p>Senior Leaders map areas of weakness in curriculum delivery, and mobilise resource to develop capacity.</p>	<p>Guidelines to outstanding practice relevant to each school given to every teacher.</p> <p>Good practice identified at classroom level, celebrated and communicated in staff meetings</p>	<p>September 2017</p> <p>September 2016</p>

Priority 6: SMART Outcomes and Activities in Governance

In the MAT	Desired Outcome	Activities	Timeline
Strong, challenging MAT Governance and dynamic Board with named responsibility for School Improvement Strategy priorities.	<p>Clear MAT-wide non-negotiables in operational consistency.</p> <p>Non-negotiables also apply to areas such as curriculum, pedagogy and the fundamentals of school turn-around.</p>	<p>Policies and action plans for financial, business and data systems, school policies and HR.</p> <p>Methods of teaching and learning, proven to be effective and successful, are co-constructed between teachers and leaders across academies.</p> <p>Review Governance to ensure independent challenge is available and skills are appropriate</p>	<p>September 2016</p> <p>Ongoing</p> <p>June 2017</p>
In the Schools			
Increasing the involvement of the local governing body in the work of the school and giving them a clear role in monitoring and evaluation.	<p>School governors own MAT non-negotiables and establish a link governor for each key priority in the school development plan.</p> <p>Governors feel confident to ask challenging questions of key members of staff regarding non-negotiable standards of governance.</p>	<p>Link governors to make regular contact with key members of staff in school to ensure that activities are taking place as planned, and to evaluate the effectiveness of measures which have been taken.</p> <p>Training from MAT/SIP/HT to up-skill governors to on their understanding of great governance.</p>	<p>September 2016</p> <p>September 2017</p>

The Schools

School	Status	Most recent Inspection	Date	Current SEF Grade May 2017
Mount Pleasant Primary	Convertor	Good 2	2013	Good
Corporation Road Community Primary	Sponsored	Special Measures	2016	RI/Good
Heathfield Primary	Convertor	Good	2013	Good
Hurworth Primary	Convertor	Good	2014	Good
Northwood Primary	Sponsored	RI	2015	Good

CORPORATION ROAD PRIMARY (Judged Special Measures February 2016)

SEF Judgements	Strengths 2016 RoL unvalidated	Weaknesses 2016 RoL unvalidated	Headlines	Areas for whole school development
<p>Leadership & Management 2</p> <p>Quality of teaching, learning & assessment 2/3</p> <p>Personal development, behaviour and welfare 2</p> <p>Outcomes for pupils 2/3</p> <p>Early years provision 2</p> <p>Overall Effectiveness RI/Good</p>	<p>KS2 progress was not significantly below average overall for any prior attainment group in any subject.</p> <p>Disadvantaged KS2 pupils' progress was not significantly below average overall for any prior attainment group in any subject.</p> <p>For KS2 pupils who have special educational needs, progress was not significantly below average overall or for any prior attainment group in any subject.</p>	<p>KS1 reading was well below the national figure for expected or greater depth (GD) for the EYFS group: emerging (E+).</p> <p>KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: emerging (E+).</p> <p>KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (E+, GD).</p> <p>KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: disadvantaged emerging disadvantaged expected boys emerging</p> <p>Fewer than 70% of pupils met the expected standard in phonics in year 1.</p>	<p>The school is above floor standards.</p> <p>The school now requires improvement, next visits will determine whether some areas are now good. This is the view of external IA evidenced through termly visit and school review.</p> <p>Safeguarding is now effective and all requirements have been met. Inconsistencies in the quality of teaching result in variable pupil progress</p> <p>Significant staffing changes and new teachers to school presents a challenge on training and development, growing new staff will take time.</p> <p>Predictions for 2017 are very positive.</p> <p>Leadership has been strengthened by the appointment of DHT/SENCo and a layer of new middle leaders. New systems and protocols need to be further embedded</p> <p>School evaluation needs to clearly reflect outcomes from all monitoring activities.</p>	<p>Maintain KS2 outcomes</p> <p>Quickly improve Key Stage 1 outcomes for all groups of pupils.</p> <p>Improve the performance of boys in all key stages.</p> <p>Provide higher levels of challenge for the most able</p> <p>Improve the accuracy of assessment</p> <p>Ensure tracking information is accurate and informs intervention and support for key groups</p>

MOUNT PLEASANT PRIMARY (judged Good with Outstanding L&M & B&S 2013)

SEF Judgements	Strengths 2016 RoL unvalidated	Weaknesses 2016 RoL unvalidated	Headlines	Areas for whole school development
<p>Leadership & Management 1</p> <p>Quality of teaching, learning & assessment 2</p> <p>Personal development, behaviour and welfare 1</p> <p>Outcomes for pupils 2</p> <p>Early years provision 2</p> <p>Overall Effectiveness Good</p>	<p>The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.</p> <p>The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.</p>	<p>KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD).</p>	<p>The school is above floor standards.</p> <p>Consistent high quality M&E is having an impact on consistency and smooth progress.</p> <p>Provision is high quality and consistent.</p> <p>GLD has improved significantly.</p>	<p>To ensure all children in all year groups make good progress in reading, writing and maths from their individual starting points.</p> <p>To ensure Y2 and in Y6 standards of attainment are at least in line with national average, both at expected levels and at higher levels.</p> <p>To ensure the % of children in each year group attaining ARE in reading, writing and maths in July 2017 is higher than that of July 2016, and as a result, attainment continues to improve across school.</p> <p>Teaching over time in all Key Stages and most subjects is outstanding or at least consistently good.</p> <p>To support and further develop the quality of leadership across the school</p>

HURWORTH PRIMARY (Judged Good 2014)

SEF Judgements	Strengths 2016 RoL unvalidated	Weaknesses 2016 RoL unvalidated	Headlines	Areas for whole school development
<p>Leadership & Management 2</p> <p>Quality of teaching, learning & assessment 2</p> <p>Personal development, behaviour and welfare 2</p> <p>Outcomes for pupils 2</p> <p>Early years provision 2</p> <p>Overall Effectiveness Good</p>	<p>KS2 progress was not significantly below average overall or for any prior attainment group in any subject.</p> <p>For KS2 pupils who have special educational needs, progress was not significantly below average overall or for any prior attainment group in any subject.</p> <p>KS1 attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures.</p> <p>For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.</p> <p>For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures.</p> <p>The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.</p> <p>The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.</p>	<p>No weaknesses were identified in this dataset</p>	<p>The school is above floor standards.</p> <p>No weaknesses are identified through the inspection dashboard, MAT evidence shows that the progress made by some higher attaining pupils (band 3) was not high enough. Three pupils did not convert to a higher score at KS2 and their progress was therefore negative. Further discussions will take place to analyse KS1 outcomes for these pupils and those currently in Y6.</p> <p>Staffing is now more stable, teaching is of a better quality and leadership is working to secure consistency of approach.</p>	<p>Develop subject leaders to lead and assess curriculum subjects in order to raise standards across the school</p> <p>Increase the % of good teachers to outstanding</p> <p>To continue to build on current good practice to ensure consistent and effective approaches to safeguarding</p> <p>Raising the standard of attainment across all Key Stages and all areas of learning by engaging boys further and challenging the more able</p>

HEATHFIELD PRIMARY (Judged Good February 2013)

SEF Judgements	Strengths 2016 RoL unvalidated	Weaknesses 2016 RoL unvalidated	Headlines	Areas for whole school development
<p>Leadership & Management 2</p> <p>Quality of teaching, learning & assessment 2/3</p> <p>Personal development, behaviour and welfare 2</p> <p>Outcomes for pupils 2/3</p> <p>Early years provision 3</p> <p>Overall Effectiveness Good</p>	<p>The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.</p> <p>The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.</p>	<p>KS1 reading was well below the national figure for expected (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (GD).</p> <p>KS1 writing was well below the national figure for expected (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+, GD).</p> <p>KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+, GD).</p> <p>KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: girls expected boys expected</p>	<p>The school is above floor standards.</p> <p>A plan put in place in January 2017 addressing and eradicating significant weaknesses in teaching has been very successful.</p> <p>New Leadership has strengthened the position in the longer term but has also given the capacity to identify more areas for development that are a challenge, most notably Early Years and lower KS2 where the quality of teaching is at its weakest.</p> <p>The school was judged as Good when last inspected. If inspected the autumn term it is anticipated that the school will be judged as good.</p> <p>School improvement work led by Headteacher is rapidly having an impact and securing more consistent practice.</p> <p>Provision in the SEND Resource Base and Rainbow Room nurture provision is excellent.</p> <p>Predictions for 2017 are positive and a markedly improved picture on 2016.</p>	<p>Improving the quality of teaching and learning so that it is consistently good and with a growing number of outstanding features.</p> <p>Develop a stronger middle tier of leadership by clarifying roles and responsibilities, and developing subject leadership</p> <p>Improving pupil outcomes in English – particularly in SPAG and reading comprehension</p> <p>Improving pupil outcomes in Maths – particularly in problem-solving and reasoning</p> <p>Improving the outcomes of pupils with SEND</p> <p>Developing a more creative curriculum with meaningful links across subjects, and excellence within subjects</p> <p>Improving behaviour, attendance and attitudes to learning across the school so that they are outstanding</p> <p>Increasing the involvement of the local governing body in the work of the school and giving them a clear role in monitoring and evaluation</p> <p>Improve provisions and outcomes in EYFS, particularly for vulnerable groups</p>

NORTHWOOD PRIMARY (Judged RI February 2015)

SEF Judgements	Strengths 2016 RoL unvalidated	Weaknesses 2016 RoL unvalidated	Headlines	Areas for whole school development
<p>Leadership & Management 2</p> <p>Quality of teaching, learning & assessment 2</p> <p>Personal development, behaviour and welfare 2</p> <p>Outcomes for pupils 2</p> <p>Early years provision 2</p> <p>Overall Effectiveness Good</p>	<p>The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.</p>	<p>KS2 progress in reading was significantly below average and in the lowest 10% overall and for the middle prior attainment group.</p> <p>KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged boys, boys low, boys middle, SEN with EHC/statement low.</p> <p>KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: emerging (E+).</p> <p>KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (GD).</p> <p>KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: --- Disadvantaged expected Girls emerging Girls expected Boys expected</p>	<p>The school is above floor standards.</p> <p>The good outcomes judgement is based on an emphasis on current progress in the school and secure predictions that are much improved at KS2 in reading.</p> <p>Quality of teaching has dramatically improved across the school over the past 18 months. Expectations are much higher and pupils' work in books shows that good progress is being made by pupils.</p> <p>KS2 Predictions for 2017 are much more positive and are being rigorously regularly monitored by SLT and CEO</p> <p>Strong SDP and tracking systems in place.</p>	<p>Improve the attendance of pupils across school.</p> <p>Improve the reading outcomes for Key Stage 2 children.</p> <p>Increase outcomes for most able pupils.</p> <p>Ensure leaders are up to date with statutory guidance and documentation.</p> <p>Improve Good Level of Development for Reception children to at least 72%.</p>