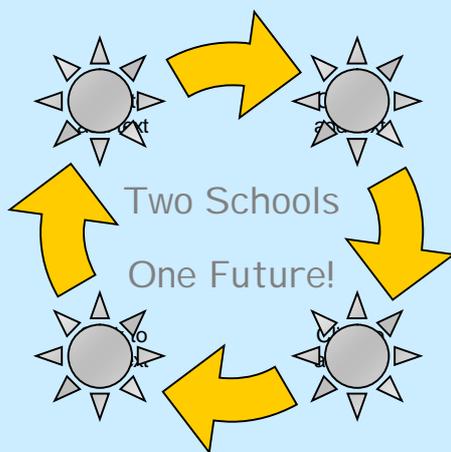


The Frithville and New York Federation

Self-Evaluation

Academic Year 2015-16



CONTENTS:

- 1. Introduction and school Context.**
- 2. Overall Effectiveness.**
- 3. Effectiveness of Leadership and Management.**
- 4. The quality of Teaching, Learning and Assessment.**
- 5. Personal Development, Behaviour and Welfare.**
- 6. Outcomes for Pupils.**
- 7. Early Years Foundation Stage.**

1. INTRODUCTION AND SCHOOL CONTEXT:

1.1 Introduction:

Both of our schools within the Federation are a smaller than the average-sized primary school with 60 pupils on roll from aged 4-11 at Frithville and 46 at New York, serving the local areas of Frithville and New York. The large majority of our pupils are White/British (86% at Frithville and 93.5% at New York). 5% at Frithville are Asian/Caribbean). A small minority of our pupils have English as an additional language (12% at Frithville and 6.5% at New York).

Although pupils come from a wide range of social economic circumstances, the number of families experiencing high levels of social and economic disadvantage has increased significantly since the last Ofsted, consequently the proportion of pupils known to be eligible for pupil premium is 21% at Frithville and 46% at New York. The mobility (those who have arrived or left mid-year) of our pupils is high, 17% Frithville and extremely high at New York, 48%. The proportion of our pupils at Special Education Needs Support (SENS) is 25% at Frithville and a significantly high, 43% at New York. At New York 4% have an Education Health Care Plan. There is no longer a category for School Action, however as a Federation we also have a monitoring group who are accessing wave 2 intervention prior to being put on SENS. At New York 9/46 (20%) are on this register as possible SEN or underachievers. At Frithville this number is 12/60 (20%).

Our Federation offers a broad, balanced values-based curriculum, geared towards the individual needs of all children in a secure, caring and challenging environment. We are proud to provide a fun and enjoyable learning journey which enables all children to achieve their full potential; these values are reinforced by all staff and Governors, shared by all pupils and are evident throughout the school. Our pupils receive a high quality and individually challenging education designed to promote excitement, enjoyment and enthusiasm for learning. In an environment where children feel valued and staff have high expectations, we encourage every pupil to become self-reliant, responsible, well-motivated and to develop their spiritual, moral and social skills to their full potential. The vast majority of our pupils are well behaved and enjoy learning from our skilled and dedicated team of staff who provide high levels of care, support and guidance - contributing to the Federation's excellent pastoral care. The vast majority of parents and carers strongly agree that their children like school; that the school keeps pupils safe and that teaching is good or better. The excellent personal development of pupils is demonstrated by their enjoyment of school; enthusiasm to adopt responsible roles and an excitement for learning independently through the effective acquisition of lifelong learning skills.

On starting school in the Early Years Foundation Stage, the majority of pupils' skills and abilities are below national expectations, coming from a wide variety of early year's providers, with a range of different experiences and skills and many with additional needs. Despite this start, most pupils make good progress throughout the EYFS, where teaching is good and is tailored to the pupils' needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves. From these starting points, most pupils reach standards that are expected by the end of Reception. Pupils' achievement consistently improves throughout the school as they engage in a creative curriculum that is supported by high aspirations for all our pupils, enabling most pupils to make good progress by the end of KS2.

1.2 Our distinctive features include:

Both Schools in our Federation have a strong family feel and a caring nurturing ethos. This is very important in creating a warm and welcoming environment for our schools and the wider community, where there is a tangible feel of everyone working together as a tightly knit family and where achievements are encouraged and celebrated and relationships are highly productive, epitomising British values. Teachers know their pupils very well and they are seen as individuals. As a result, pupils approach their work with good levels of independence and creativity across a broad and balanced curriculum. Opportunities for personalised learning approaches, well-being of pupils and parents partnering with the school are developing well – a good and increasing number of parents engage in this partnership. The principles of Equality and Diversity are central to our work as we ensure that every child is equally able to fully develop their abilities and talents. The promotion of community cohesion is good, due to well established local links. The schools are popular in the community and there are good partnerships with other schools and agencies including several local secondary schools. Both Frithville and New York were founding members of the Small Aspiring Schools Collaborative Partnership which has subsequently grown to include eight schools. The Partnership is diverse and includes community, church, academy and special primary schools. Learning is extended beyond the classroom, taking advantage of the extensive school grounds and locality, together with regular visits, visitors and KS2 residential trips. Most pupils are eager to support others less fortunate than themselves, putting a great deal of effort into fund-raising activities for specific aid projects engaging with the local community. Charities we support include: Macmillan, The Roald Dahl Trust, Red Nose Day, Children in Need and School in Kenya.

The excellent values-based curriculum motivates pupils because it not only takes into account their interests and aspirations but is enriched through a range of clubs and extra-curricular activities that many pupils enjoy. Information regarding the extensive range of 20+ extra-curricular clubs and activities can be found on our "Hive of Activity". These

activities raise pupils' self-esteem, enable them to experience success and develop their ability to work successfully as a team. In addition, there are After School Clubs, which provides a friendly and stimulating environment where pupils of all ages mix well together, a provision which parents and carers particularly value.

1.3 School accreditations:

Both Schools have achieved a number of nationally accredited awards including: National Healthy School Status, Bronze Sports' Mark, Silver Sports' Mark (three years running) and the International Schools Award.

1.4 Changes since the last inspection: (Date of last inspection May 2013)

The Senior Leadership Team, through rigorous monitoring and evaluation, have improved the quality of teaching so that it is consistently good or better in all classes ensuring all lessons move at a good pace and that every moment of every lesson is used productively. When teachers mark pupils' work, they consistently give advice which shows pupils clearly what they need to do next to improve, in all classes teachers give pupils the time to read and act upon the advice they receive when teachers mark their work resulting in measurable improvement in teaching and pupils' learning. The SLT and governors, together with EA advice has continuously upgraded and streamlined its monitoring, tracking and reporting systems to be at least in line with and in some cases ahead in terms of good practice. Subject Leadership was adjusted in Autumn 2015 to further improve leadership capability across the Federation.

Senior Leaders and Governors provide effective monitoring of teaching and learning. This has resulted in a rise in achievement by increasing the level of challenge offered to pupils in all years. More pupils exceed the national rates of progress and reach above average standards by the end of Year 6. Monitoring is focused, regular and specific, resulting in measurable improvement in the achievement of pupils.

We are uncompromising in our ambition to consistently improve outcomes for all pupils, especially disadvantaged pupils. The context of both schools means that we are unable to judge standards through National Floor Targets. Our standards are based upon the achievement of each individual child, with progress and attainment tracked against expectation.

Pupil achievement at both schools at the end of the Autumn Term, Academic Year 2015-16 reflect observations made in the EA reports and Peer Reviews, which in turn validate our monitoring, recording and reporting arrangements for the 2015-16 academic year so far. The reports/audits do highlight agreed areas of improvement and these recommendations have been incorporated into the Federation Improvement Plan and extensions thereof. (FIP) for 2015-16.

Became a member of the Lincolnshire Learning Partnership - Autumn 2015

Became a member of The KYRA Teaching School - Spring 2016

1.5 Our main priorities for this year:

1. Secure consistently good or better teaching, learning and assessment across the Federation.
2. Strengthen the effectiveness of the Leadership and Management across the Federation.

In order for this to succeed:

1. Review the Federation self-evaluation process and the recording and reporting thereof,
2. Reformat the Federation Improvement Plan, with clear priorities, objectives and milestones for success.
3. Ensure the effective and efficient reporting of all aspects of Federation improvement to all stakeholders.

A review of governance (and CPD) is currently being undertaken in order to assess how this aspect of leadership and management is improving, this is also a key development area of the SAS Collaboration.

All Federation Policies are also under review

1.6 Evidence Base:

FV	NY	Both	
<i>Pupil Questionnaire – January 2016</i>			
88	91	89.5	I am happy to come to school.
97	98	97.5	The school helps me to understand and care about people.
<i>Ofsted Parent View – Last updated February 2016</i>			
100	100	100	I would recommend this school to another parent.
<i>Parental Questionnaire - April 2016</i>			
100	92.9	96.5	My child is happy at school.
100	100	100	I am kept well informed about what my child is learning in school.

95.2	92.9	94.1	The end of year report provides me with the information I require about progress and attainment.
100	92.9	96.5	The school ensures that my child reaches their full potential.
100	100	100	I believe my concerns would be dealt by the school in a satisfactory manner.
95.2	100	97.6	The school encourages parents/guardians to play an active part in school life.

2. OVERALL EFFECTIVENESS:

2.1 Areas for development on the Federation Improvement Plan 2015-16

Priority 1:

Secure consistently good or better teaching, learning and assessment across the Federation.

- 100% of teaching, learning and assessment meets standard of the new (Sept 2015) Ofsted criteria for at least “Good” throughout the academic year.
- At any point of scrutiny, any pupil’s book will demonstrate the expected or better progress that the pupil has made and the support they have received.
- At least (FV: R-85% W-81% M-87%) (NY: R-70% W-65% M-70%) of pupils will be working at their age related level or higher and their work will reflect this. (Refer to APE sheets for year group targets)

Priority 2:

Strengthen the effectiveness of the Leadership and Management across the Federation:

- Both schools to be judged at least good in all areas by external moderation.
- Roles, responsibilities and accountability of all staff are clearly defined.
- All stakeholders are aware of the Federation’s priorities for 2015-16 and are working as a cohesive team towards achieving them.

2.2 Effectiveness of leadership and management – Good.

- Leadership is good due to the consistent success in inspiring the school community to share a sense of purpose, vision and direction; both efficient and effective in their role of driving forward the school ethos and vision which involves sustaining ambitious but realistic targets for all pupils.
- Governors are highly committed to the school and share the vision for the continued improvement for the school. Governors are successful in evaluating, challenging and supporting the effectiveness of the school and in holding the leadership to account.
- Monitoring and evaluation are very accurate and informed by secure data, strong observation and stakeholders’ views. Development planning is very effective, and supported by well-targeted professional development.
- Safeguarding is very tight, and is a priority for all staff. The safeguarding of pupils is demonstrated by high quality practice and is excellent in every respect. Children have a good level of concern for the safety and wellbeing of others demonstrated by their responsible behaviour and attitudes.
- The strong caring community ethos in school is governed by the SMSC principles expected of our school. We give high attention to establishing an atmosphere in which behaviour for learning is excellent, British values extremely well promoted and ambition high.

In order to move to consistently outstanding, the following key issues are being addressed (See FIP):

- Strengthen the effectiveness of the Leadership and Management across the Federation. Four specific areas of development:
 - Secure consistently good or better teaching, learning and assessment across the Federation. (PB/FP/DI)
 - Review and revise “Safeguarding Five Year CPD Plan” to be in line with the new LCC Safeguarding Tool. (PB)
 - Review and revise the Whole Federation Curriculum. (DI)
 - Lincolnshire-wide cross-phase project ~ “Mobilise”. (FP)
 - EYFS Leadership is good ~ close attention given to professional development for staff. (SZ)
- Examine pupils’ current outcomes in different year groups and subjects, in order that governors can hold leaders even more effectively to account for the progress that pupils are making.
- Continue the strong support and challenge from Governors. Extend opportunities for Governors to be involved in the school and to challenge leaders and teachers.

2.3 Quality of teaching, learning and assessment – Good.

- All teaching is good or better, ensuring the vast majority of pupils are motivated and engaged in learning, with most pupils securing both rapid and secure progress. As a result, pupils develop an excellent range of skills across the curriculum.
- Teachers have high expectations. They plan and teach lessons that deepen individual pupils’ knowledge and understanding that enables them to develop an extensive range of skills across the curriculum, enhancing pupil independence and confidence.
- We have established a secure assessment system that links marking, success in lessons and development of mastery to a clear tracking system with data we can analyse for progress.
- We have a rapid intervention system to pick up pupils falling behind.
- Teachers check understanding very systematically and question well.

In order to move to consistently outstanding, the following key issues are being addressed (See FIP):

- To further increase the levels of outstanding teaching.
- High expectations of children’s work need to be always maintained, in all year groups.
- To continue to embed termly pupil progress meetings to review provision and intervention strategies to enhance learning.
- Ensure that individual learning needs of children are met and that these form part of plans to ensure children make good progress from the moment they start each school.

2.4 Personal development, behaviour and welfare – Good with outstanding features.

- Pupils enjoy school and behave very well. Both schools have high expectations of behaviour. Pupil's consistently thoughtful behaviour is a major factor in their successful learning and creates a positive school ethos through the Federation's "Values Based Curriculum". Pupils are very supportive of each other in lessons and encourage others to behave well.
- Pupils cooperate well in lessons allowing all children to learn effectively. Classroom expectations are clearly stated, this is underpinned by consistent rewards and sanctions, and high quality support ensures that all children engage effectively with their learning.
- Pupils understand what being a good learner means and so are willing to ask questions. They select their own resources and work from success criteria.
- Our SEN tracking shows rapid improvements for disadvantaged pupils.
- Pupils say bullying is not a concern. They know what it is and how to stop it; questionnaires show they feel very safe and know how to stay safe.
- Achieved Sainsbury's School Games Gold Award 2016

In order to maintain outstanding, the following key issues are being addressed (See FIP):

- Our attendance is high but can be skewed by illness, tracking, monitoring and celebration is paramount.
- We are developing our RE provision further, continue to develop pupil understanding of other religions and cultures through visits/visitors.
- Continue to develop a wider whole school understanding of SMSC with consultation and the sharing of ideas with collaborative partners.

2.5 Outcomes for children and learners – Good.

- Overall standards and progress of pupils is high; this is evidenced through improved assessment, clear tracking of pupils through pupil progress meetings resulting in raised achievement.
- Almost all pupils reached age related standards by the end of KS2 at Frithville, only one pupil achieved ARE in reading, writing and maths at New York. The vast majority of pupils make good or better progress, overall during their time at our school. KS2 Progress will be updated in September.

In order to maintain outstanding, the following key issues are being addressed (See FIP):

- Monitor and address staff absence.

Key Issues for Improvement in EYFS:

- To continue to increase the GLD especially in communication, literacy and language.

Key Issues for Improvement in KS1:

- To ensure attainment for higher achievers is securely in line or above national expectations, especially in maths and writing.
- Children achieve ARE standard achievement or higher.

Key Issues for Improvement in KS2 :

- To ensure attainment in writing and maths increases, resulting in pupils achieving the ARE standard achievement or higher.

2.5 The effectiveness of Early Years - Good

Early Years Leadership has a clear vision for excellent provision, which is shared with all staff so that the children have the best start to their school life. Pupils make good progress in most areas as a result of good or better teaching as a result of adapting quickly; they learn the skills of cooperation, concentration and positive behaviour.

In order to maintain good, the following key issues are being addressed (See FIP):

- Strengthen the effectiveness of the leadership and management of EYFS across the Federation.
- To continue the development through support and intervention for Literacy, communication and language.
- High expectations of children's work need to be always maintained, in all year groups.
- To continue to embed termly pupil progress meetings to review provision and intervention strategies to enhance learning.
- Ensure that individual learning needs of children are met and that these form part of plans to ensure children make good progress from the moment they start each school.

OVERALL EFFECTIVENESS – Good, with the capacity to continue to improve even more in a short time.

- Quality of teaching, learning and assessment is consistently good or better with a very stable and experienced staff.
- Achievement is in-line with national averages in all key areas, although outcomes are sometimes variable, statistical comparisons are difficult due to the small nature of the school.
- Progress is clearly identified in books and the current emphasis on ensuring expectations are high is timely.
- Personal development, welfare and behaviour of pupils is exemplary.
- Leadership and management are highly effective and distributive at all levels including governance.
- Excellent spiritual, moral, social and cultural development via an exciting and creative values based curriculum.

Appendix 1

Monitoring Index:

September 2015

- SEF 2014-15 (PB/DI/FP)
- FIP 2015-16 (PB/DI/FP)
- Work Scrutiny CPD – 10 Book Commandments
- Policy Review – Sex and Relationships (BF)
- Governor Monitoring Visit – SEND (GC/BF/DFP)

October 2015

- EYFS Audit (SZ)

November 2015

- EA Notes
- Work Scrutiny – Writing AFL (SB/JW)
- EYFS Baseline Moderation (PB/SZ/FP)
- Collaboration EYFS Baseline Moderation (SZ)
- Governor Monitoring Visit – Frithville Health and Safety Audit (PB/SJB)
- Governor Monitoring Visit – New York Health and Safety Audit (PB/SJB)
- Work Scrutiny – Maths (PB)
- Governor Monitoring Visit – Pupil Achievement Review (PB/SJB/BF)

December 2015

- Work Scrutiny – Maths (PB)

January 2016

- EYFS Leadership (SZ/DI/HR)
- Frithville Pupil Questionnaire (PB/SJB)
- New York Pupil Questionnaire (PB/SJB)
- Governor Monitoring Visit – HT PM review (PB/SJB/GC/BF)
- Governor Monitoring Visit – Policy Review (BF)

February 2016

- EA notes
- Governor monitoring visit – Phonics (SZ/ET/GC)
- Governor monitoring visit – SEND/Case Studies (DFP/GC)
- Governor monitoring visit – SpaG (SB/JW/SJB)
- LCC Inclusion confirmation.
- Formal Work Scrutiny CPD – (PB/DI/FP)

March 2016

- DTP Summary review (FP)
- DTP Summary Review (KB)
- Formal Lesson Observation (PB/DI/TR)
- Yr 5/6 Collaboration Moderation Report (SB/DI)
- Work Scrutiny – Writing (SB/JW)

April 2016

- Federation Safeguarding Policy review and update of appendices – Prevent (PB)
- Mareham le Fen Safeguarding Audit and training (PB)
- Frithville Parent Questionnaire (PB/SJB)
- New York Parent Questionnaire (PB/SJB)
- Sports Premium Audit (KB)

May 2016

- Governor Monitoring Visit – Policy audit and review (PB/SJB/AS)
- Governor Monitoring Visit – Frithville Safeguarding Audit (PB/SJB)
- Governor Monitoring Visit – New York Safeguarding Audit (PB/SJB)

June 2016

- Gipsy Bridge Safeguarding Audit (PB)
- Bucknall Safeguarding Audit (PB)
- SEND Moderation Report (DFP)

July 2016

- Frithville Primary School – Sports' Mark Application (KB)
- New York Primary School – Sports' Mark Application (KB)
- Work Scrutiny – Writing (ST)
- 2015-16 SEF

3. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - Good:

3.1 Leadership and the drive to improve:

- The headteacher leads with vision and ambition to constantly improve the school.
- The quality of leadership and management in the school is good, as key leaders use their secure knowledge of the Federation's strengths and areas for development to effectively plan and secure improvements.
- The Leadership are an effective and strong team; sharing the Head's drive to continually improve and raise standards. They demonstrate an increasing commitment to the Federation vision and set good examples to the community of both schools, resulting in motivating all staff to set aspirational targets for all pupils and work hard to achieve them.

3.2 Distributive Leadership:

- Distributive leadership provides excellent management and clear objectives that result in highly motivated teams, an increased capacity for improvement and the consistent raising of standards. Morale is very high, with a very stable and experienced staff sharing a belief in the Federation's success which runs through all levels.
- Leaders are using data well and clearly demonstrate impact in their areas of responsibility and school priorities, which lead to identifying key areas for improvement and providing exemplary practice or identify where exemplary practice is happening, to secure the improvement of all staff and ensure that teaching is at least good in all aspects.
- Teaching assistants and support staff are making increasingly effective contributions to the vision of the school and are ensuring that most children make at least good or better progress. This will improve even further with the "Mobilise" project starting in September 2016.
- The Federation is committed to growing new leadership at all levels in conjunction with the Small Aspiring Schools' Collaboration, the Lincolnshire Learning Partnership and the KYRA Teaching Alliance.

3.3 Effective Governance:

- Governors are very good in evaluating, challenging and supporting the effectiveness of both schools and in holding the leadership to account. They are professional, understand their strategic roles and have relevant experience for their committee and specific responsibilities. This is exemplified by regular scrutiny of individual school and Federation targets, effective financial management and rigorous performance management.
- Valuable contributions are made to the leadership of the Federation, offering a wide range of experience ensuring all their statutory duties are fulfilled; key policies are up to date, safeguarding and safer recruitment practices are followed rigorously and there is full compliance on both school websites, including an outline of how the school promotes British values.
- Full governing body and subcommittee agendas allow governors to challenge key data such as RAISEonline, SEF judgements and school improvement evidence. Their relationships with staff are constructive and they show determination in identifying improvements.
- The governing body is self-reflective and there is evidence that regular on-going training is taking place.
- The strong caring community ethos in both school is governed by the SMSC principles expected of our Federation.
- This academic year the Governing Body has undertaken a thorough review of its structure and monitoring processes. CPD and discussions between CoG within the Collaborative Partnership have been invaluable. A complete audit of the Federation's Policies has also taken place.

3.4 Self Evaluation:

- Self-evaluation is focused and embedded in the work of the Federation.
- Federation self-evaluation is successfully influencing the direction of both schools. It identifies the priorities for improvement which are built in to the FIP. The Federation is fully aware of its strengths and weaknesses, which are reported through the Headteacher's Report to Governors six times a year.
- Both internal and external monitoring is an integral part of the evaluation process, at all levels and at all stages throughout the academic year.
- The structure, focus and clarity of the monitoring, informed by constructive feedback from all stakeholders, searching analysis and self-challenge, help shape the strategic vision of the Federation leading to an accurate understanding of areas for development.

3.5 Value for Money:

- The leadership's deployment of resources is excellent due to imaginative problem solving, often by the Leadership team, bringing together financial, human and environmental resources to take decisive action in order to maximise provision and outcomes for pupils. However, we are unable to ratify this due to ongoing problems with the Agresso management system Lincolnshire LCC has bought into.

3.6 Quality of Teaching, Learning and Assessment:

- Throughout the academic year teaching is at least good, with assessment for learning outstanding. This ensures that the vast majority of pupils are motivated and engaged in learning with the large majority of teaching securing good or better progress.
- Regular monitoring of teaching and learning, including observations, scrutiny of pupils' work and planning, together with analysis of assessment outcomes ensures that judgements are validated as well as providing valuable development opportunity for staff. The introduction of the "Learning Journal" (Brown Book) has been particularly effective in the monitoring of the FIP and its impact, in terms of recording the "Drop in" observations/systems and experiences across the Federation, together with initiatives across the Collaboration, LLP and KYRA.

3.7 Performance Management:

- Performance management systems run well and help ensure each member of staff is appropriately trained and developed so that they contribute positively to the success of the Federation. Everyone is given ambitious objectives to achieve which are geared around ensuring pupils receive a high quality education and experience.
- Appraisal and monitoring show that staff are professional, caring and united as a team, resulting in accurate self-evaluation of where improvements are required.
- Even so, the timetabling of the performance management has been completely reorganised this year, to improve efficiency and impact. The Headteacher's PM has been brought forward to September, all other staff PM will stem from this.

3.8 Impact on Pupils:

- Due to good strategic leadership committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, the pupil outcomes have been positively impacted resulting in a trend of increasing achievement across the Federation.
- The Federation is able monitor accurately individual pupil progress with its bespoke system, effectively linking the two forms of tracking/assessment this year.

3.9 Engaging with parents:

- Our partnership with parents is excellent. When engaging with parents, the Federation leadership is committed to open communication, proactive relationships and continuous refining of procedures, consequently the leadership of the Federation has a good relationship with a large majority of groups of parents and carers.
- The majority of parents and carers are involved in decision-making on key matters through established procedures. Governor policy review committee actively seeks and acts upon the views of parents when reviewing key school policies. The Federation's systems for keeping parents informed are good ensuring parents and carers have coordinated, up-to-date, accurate information (weekly newsletters, web site, Twitter and class information).
- We act very quickly to parental input, for example we have changed our report format based upon suggestions made through parental questionnaires.
- Parental feedback suggests strong support for the way we support families through the EHA, TAC, ESCO and EHCP. This has also been recognised by the outside agencies that support us, based upon the depth, knowledge and understanding of the children in our care.
- Children's progress is supported through regular consultations, half-term and end of year reports as well as an 'open door' policy where parents are invited to talk to the staff at the start and end of each day. Pupil targets are shared with parents each term and key learning objectives for the year are shared at the start of each academic year.

3.10 Pupil Premium/PE:

- In order to accelerate pupils' progress in learning, through activities and interventions by Pupil Premium, funding has included: teaching support to deliver small group and individual lessons in order to address children's gaps in learning and accelerate progress: one to one and group support in Maths and English throughout the school, provision of nurture groups/counselling/social stories groups for vulnerable pupils, subsidise school trips, taxis and clubs, sustain the role of the SENCO to develop the school's provision, monitoring and mentoring infrastructure. As a result of these, the gaps have been successfully narrowed by the end of KS2.
- The PE and Sports Grant received has enabled us to enhance the way PE is taught at our schools, teaching children the importance of healthy living and how to adopt healthy attitudes to eating and exercise. In our Federation, we have chosen to spend our allocation of these funds on providing a specialist PE teacher, resources and training courses in PE, purchasing sports equipment, training and support in order to develop collaborative skills, resulting in our pupils experiencing an extended range of sports and games and a variety of sports clubs and interschool competitions. The positive impact is clearly evident, with the number of pupils that partake in sporting activities and with the recognition though achieving the Bronze and Silver Sports' Award.

3.11 Committed to the Community:

- Providing the best for our children and being at the heart of the community is essential to our school where mutually positive relationships between both schools and the wider community are fostered.

- As two caring community schools and active partners within the local communities, the leadership team has developed a good role in the community by ensuring our pupils: engage with a range of community groups, encourage local residents and explore their role and responsibilities within their local, national and international communities. Community engagements include: very strong links with the both Parish Councils, Sports Clubs, pre-schools, the local MP and churches. There are engaged, proactive and supportive partnerships with the vast majority of parents who give guided support to their child's learning.

3.12 Capacity for further improvement of the school:

The Federation has a good capacity for further improvement as a result of:

- The Headteacher has a clear vision and is ambitious in his drive for whole school improvement.
- Founding member of the Small Aspiring Schools' Collaboration.
- Peer review programme - a structured process for system-led improvement. It gives school leaders the chance to work together and peer review each other's schools, and plan for further improvement...
- Part of the Lincolnshire Learning Partnership.
- Member of the KYRA Teaching Alliance
- The Leadership Team have identified the correct priorities for improvement and is accurate in its evaluation of the school's effectiveness.
- Proactive governors who provide consistent support and challenge in relation to school improvement.
- Experienced Leadership Team who rigorously review and evaluate achievement.
- Focused teaching staff that are thorough and determined in achieving the best outcomes for all pupils with a determined focus on high quality teaching and learning.
- Engaged and enthusiastic parents who provide guided support to partner in their child's learning.
- Empowered pupils who increasingly take ownership for their own success and support peers effectively.

Evidence base:

FV	NY	Both	
<i>Pupil Questionnaire – January 2016</i>			
98	96	97	Staff listen to me and pay attention to what I say.
96	89	92.5	I have a say in how to make the learning in school better.
<i>Ofsted Parent View – Last updated February 2016</i>			
100	100		This school is well managed and led.
<i>Parental Questionnaire - April 2016</i>			
100	100	100	The school buildings are well maintained.
100	100	100	The classrooms are clean, tidy and attractive and provide an effective working environment for my child.
100	92.9	96.5	The outdoor environment is effective at supporting creativity and learning.
100	100	100	The weekly newsletter provides me with clear information...
85.7	92.9	89.3	The school website provides me with clear information regarding what has happened in school, but also about future events. (Survey take before website re-design)
90.4	85.6	88	I understand the role of the governors.
100	100	100	The school encourages parents and guardians to play an active part in school life.
95.2	100	97.6	The school is led and managed well.

4. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT - Good:

4.1 Quality of teaching:

- Teaching is overall inclusive, well planned, creative, heightens enjoyment and has high aspirations for pupil progress.
- Teaching is good or better. Pace of learning and strong relationships ensure that pupils are motivated and engaged in learning, with the majority of teaching securing both rapid and at least good progress. As of July 2016 - 100% of teaching is judged consistently good or better.
- The judgment of teaching quality is triangulated with evidence from regular joint formal lesson observations; drop-in observations, book/planning scrutiny, **staff learning journals (Brown Books)** and progress data, all of which are securing increasing standards and expectations of planning, learning and teaching.
- Teachers know their pupils **exceptionally** well as individuals with provision for their needs **in the cross age/phase environment**; as a result, pupils approach their work with high levels of confidence and self-esteem, incorporating an ethos of inclusion.

4.2 Planning for progress:

- Teaching is well planned, based on thorough and accurate assessment, with very good subject knowledge and awareness of different learning styles, very good use of open/closed questions to assess understanding during lessons so that support can be targeted.

4.3 Use of assessment to support learning:

- Assessment is frequent and accurate, building on prior knowledge, securely built in on a daily basis and annual cycle.
- As a result of effective summative and formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils.
- Pupils are provided with quality marking and feedback, consistently shared through effective plenaries, 'next step' marking and verbal feedback.
- Whole school moderation takes place in partnership within the Federation, SAS Collaboration **and KS3 providers** to ensure secure and accurate assessment. Judgements are reinforced through input from the Birth to Five Service and writing moderation organised through **the SAS Collaboration Peer Reviews, KYRA Teaching School Alliance and CfBT.**
- Transition meetings, data exchange, skills/curriculum audit to bridge increase in concepts/pitch of new curriculum, staff meetings and courses are ongoing to ensure effective continuity and progression across the school.
- **The Federation began the process of assessment without levels in the 2014-15 Academic Year, thereby combining the two systems of assessment. The immediate impact of this was the perceived lowering of teaching and learning standards during the 2014-15 academic year; the implementation in the cross age/phase setting proving to be extremely demanding. However, throughout 2015-16 the results of that experience have been rewarding. The Federation has a bespoke assessment system that incorporates: the exceptional understanding of the individual needs of the pupil: AFL through continuous marking and feedback; a tracking system for the individual pupil; moderation through collaboration and peer review. This will ensure that expectations will remain high and the transition of pupils between schools, KS2 or KS3 is good.**

4.5 Pedagogy:

- Professional development of staff is linked to the priorities of the FIP and performance management issues. The Federation is fully committed to the professional development of all its staff in order to achieve its aims.
- CPD is effective in that staff maintain good levels of subject knowledge shown by the good or better quality of teaching. They share good practice freely and coach each other to inspire pupils and build their understanding. Lesson observation is done by peer mentoring and is seen as a supportive process. The school has high levels of expertise in key areas and there is a team approach to ensuring that good teaching standards are maintained and improved.
- Most teachers have a good subject knowledge and experience which is continually being refined through focussed CPD and weekly professional development; this enthuses and challenges most pupils and contributes to their good progress by the end of KS2.
- Where further development for staff is required, shared CPD across the Collaboration has been organised or input from CfBT **and the KYRA Teaching School Alliance.** (FIP)

4.6 Teaching Strategies:

- In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: Inquiry based learning, VAK, talking strategies, peer learning partners, effective questioning and impact plenaries - rewarding, recapping and reassuring pupils. This ensures lessons and learning are interesting with well-planned activities that capture pupil interest and provide opportunities for collaborative learning.
- Support staff are involved in delivering daily quality interventions in order to provide support for pupils' learning and are regularly trained increasing their confidence and success in pupils reaching higher levels of attainment and demonstrating accelerated progress.

- Homework is set regularly at appropriate levels and across all subjects, resulting in learners demonstrating increasing personal responsibility and organisation.

4.7 Teaching Environment:

- The children enjoy learning, challenge and success, within an environment where they feel safe, confident and happy; as a result, our school is a calm and safe place to be.
- The teaching environment is enhanced due to the strong learning culture and our commitment to pupils incorporating the schools' values and ethos, continuous cycle of refurbishment and decoration – as funding permits.
- The school uses encouragement, praise and rewards for all pupils in order to create this success; nurture gifts and talents in every child and reinforce strong pupil identities through the use of positive language and a supportive culture.
- Clear procedural boundaries, high expectations that are both academic and behavioural and with both high expectations of ourselves and each other, productive teamwork between staff, pupils and parents results in shared expectations.
- Our pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience, discussion throughout the EA Referendum highlighted this.

4.8 Use of resources:

- Good and imaginative use is made of resources, effectively enhancing learning and including new technology.
- Highly effective use of both the internal and external Learning Environments have enhanced the calm approach to learning that all staff adopt and establishes a clear and consistent ethos.
- Teaching Assistants are used effectively, supporting, motivating and teaching pupils, making a significant contribution to the quality of learning. Interventions are carefully timed, utilise staffs strengths and work not only on developing knowledge and skills but also in developing a child's ownership and responsibility for their own learning.

4.9 Quality of teaching in the wider curriculum:

- Pupils experience success through engaging with the wider topic curriculum and this success raises pupils' self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects.
- Teaching is enriched by many visits and/or visitors, the use of our community and local environment to develop high levels of independence both socially and academically in pupils. These visits/visitors include: Peripatetic teachers, themed days, visits from the local vicar, an annual residential for years 4, 5 and 6 pupils.
- Pupil independence is effectively developed by empowering pupils' personal responsibility and organisation skills through a consistent, structured approach to homework.
- The teaching of pupils' rights and responsibilities, within our community by involvement of local services (Lincolnshire Police and Fire services, Road Safety Team, School Nurse, Dentist, Anti-Drugs, Religious Visitors).
- The curriculum coverage is not perfect. It is organic, dynamic and constantly under review, using staff knowledge, skills and understanding in the challenging cross age/phase environment.

4.10 Evidence base:

FV	NY	Both	
<i>Pupil Questionnaire – January 2016</i>			
98	93	95.5	I enjoy learning at school.
98	100	99	I am getting along well with my learning.
97	94	95.5	Staff talk to me regularly about how to improve my learning.
96	96	96	I am encouraged and stretched to work to the best of my ability.
<i>Ofsted Parent View – Last updated February 2016</i>			
100	100	100	My child is taught well at this school.
100	100	100	My child receives appropriate homework for their age.
<i>Parental Questionnaire - April 2016</i>			
100	100	100	I am kept well informed about what my child is learning in school.
100	92.9	96.5	My child is making good progress.
100	100	100	I am well informed about how my child is getting on.
95.2	100	97.6	I am given enough information about how I can support my child at home.
100	100	100	The teaching at school is good.
100	92.9	96.5	The school has high expectations for my child.
95.2	92.9	94.1	The school ensures that my child reaches their full potential.

5. Personal Development, Behaviour and Welfare - Good:

5.1 Pupils' attitude to learning and behaviour:

- Overall behaviour is good in both schools with areas of exceptional behaviour. This is evidenced through consistently thoughtful behaviour towards one another, staff and visitors, both in and out of the classroom and is intrinsically linked to the positive school ethos related to the **Values Based Curriculum** and 'Playground Leaders System'. The good behaviour in class and around the school leads to a calm, purposeful atmosphere with pupils displaying positive attitudes towards learning and making at least good progress. As a result, most pupils are polite and courteous, supportive of one another and their level of engagement in both independent and collaborative learning is good.
- Most pupils encourage one another to conduct themselves well, supported by the Federation's caring community ethos, extensive rewards system and secure procedures for administering sanctions due to a clear behaviour policy and close communication with parents and carers. Consequently, there is good management of behaviour, ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity, resulting in greater pupil self-confidence.
- Through the Values Based Curriculum, pupils' SMSC development is excellent, evidenced through their supportive behaviour towards their peers, charitable initiatives and community projects. The pupils' sense of community, where respect for each other is paramount and everyone helps everyone else, is strong.

5.2 Pupils' Safety:

- The safeguarding of pupils is excellent. The Federation has secure safeguarding procedures, risk assessment systems and pupil routines which are regularly monitored and evaluated.
- Children have a good level of concern for the safety and wellbeing of others demonstrated by their responsible behaviour and attitudes.
- There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of life within both schools.
- The Federation's collaborative working with other key agencies is good, resulting in issues being dealt with efficiently, documented thoroughly and communicated professionally. Both schools have key links with many outside agencies, these include: the school nurse, physiotherapists, Speech and Language therapists, the educational psychologist, CAHMS, Pathways, The Working Together Team, Young Carers, the Sensory Needs Department and Social Services.
- The vast majority of pupils have a good perspective of how to keep themselves and their peers safe. There have been many opportunities to develop these skills: Fire Safety, Road Safety events, Sun Safety, Non-Smoking Days, Drug Awareness, 'Safety in Action', E-Safety. A large majority of parents and carers strongly agree that both schools keep pupils safe. Pupils are well-prepared for secondary school due to regular positive events and visits to our link KS3 schools.

5.3 Pupils' attendance:

- Overall attendance for most pupil groups is consistently good over time when compared to other schools, due to effective actions and early intervention. Good attendance is celebrated in assembly each term and certificates are awarded.

5.4 Promoting equality and tackling discrimination:

- Monitoring and evaluation are excellent and highly influential in maintaining and improving the Federation's effectiveness. We ensure our effectiveness through regular questionnaires for all stakeholders that provide opportunity for pupils (and others) which are analysed to provide feedback in relation to pupil wellbeing.
- The Federation's ability to promote equality and tackle discrimination **and radicalisation** is good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels.
- There is little evidence of discrimination and where there has been any evidence of inequality, this has been tackled exceptionally well.
- There is a robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; parents agree this matter is dealt with well by both schools.
- Most pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs.
- Despite the cultural character of both schools, positive celebration of different cultures helps pupils develop a good appreciation of faiths, cultures and traditions that might be different from their own and how these are constantly changing.
- The vast majority of pupils are open to new ideas, appreciate cultural diversity and challenge racism.
- The effective school councils provide the mechanism for pupils from a wide range of groups to voice the opinions of their class. The council members highlight issues important to the children and bring them to the forefront of discussion in school; expressing their rights, taking responsibility and making a significant contribution to the running of each school, empowering the children to initiate change. Many pupils have been given an opportunity to demonstrate

responsibility and show initiative in supporting other pupils within their respective schools, contributing to the excellent levels of behaviour by all pupils.

Evidence base:

- Internal and external risk assessments, policies reviewed and updated annually.
- Single central record, in/out of school risk assessments, child protection and first aid training record.
- SEN file and individual pupil files.
- Child Protection file, serious incident and cause for concern log.
- Persistent absence and overall absence is consistently reducing due to effective strategies – see files.
- Overall attendance and attendance for all groups of pupils is consistently rising.
- Racial incidents this year at Frithville 0 and at New York 0.
- Bullying incidents this year at Frithville 0 and at New York 0.

FV	NY	Both	
<i>Pupil Questionnaire – January 2016</i>			
95	96	95.5	I feel safe and cared for in school.
97	100	98.5	All staff are approachable and set a good example.
93	100	96.5	Staff are good at managing pupils' behaviour.
95	96	95.5	Staff are good at dealing with bullying behaviour.
<i>Ofsted Parent View – Last updated February 2016</i>			
100	100	100	My Child feels safe at this school.
100	100	100	My child is well looked after at this school.
92	100	96	This school makes sure its pupils are well behaved
59	91	75	This school deals effectively with bullying. NB: 33% of parents at Frithville responded – Don't know 9% of parents at New York responded – Don't know
<i>Parental Questionnaire - April 2016</i>			
95.2	100	97.6	I think the schools' systems of rewarding and praising children are effective.
100	100	100	I think the schools' system of discipline is effective.
100	100	100	I am confident that school deals with inappropriate behaviour effectively.
100	92.9	96.5	The schools' values and attitudes have a positive effect on my child.
100	100	100	The schools treat my child fairly.
90.4	100	95.2	My child is confident that should they have a problem, there is someone to go to.
100	100	100	The schools promote a healthy lifestyle.

6. OUTCOMES FOR PUPILS - Good:

6.1 Reporting Rationale:

Section 6 examines...

- The attainment at the end of Key Stage 1 and 2.
- Progress from the end of EYFS to the end of KS1.
- Progress from the end of KS1 to the end of KS2.

The data is valid although not representative as the cohort sizes at both Frithville and New York are less than 11.

The cohort size reinforces the need for each child to be tracked individually, with special attention paid to: gender, month of birth, SEND, EAL, FSM, armed forces, high achievers, mobility and transport to school via taxi. Without this in-depth understanding of the individual by staff, SLT and governors it would be extremely difficult to demonstrate any form of achievement by the pupils within the cohort and recognise any trends as and when they occur.

Special attention has been made this year to develop bespoke tracking sheets for reading, writing, maths and science to ensure coverage of the new curriculum, as well as ensuring accurate transition data is available for both internal and external use. New assessment, progress and expectation (APE) sheets have also been created to also ensure a good level of progress by individual pupils, aid transition and support performance management during and beyond the transition of assessment criteria.

6.2 Attainment - A couple of points:

- The current Statutory Framework for EYFS has been effective since September 2014, (Current Year 1) so current Year 2 did not experience it.
- As expected, the KS2 scores have plummeted nationwide, causing widespread concern; across the country many schools are feeling utterly dejected.
- All schools have been affected. These scores do not provide an accurate reflection of our schools' performance and the hard work of our pupils and staff; no more than 6% of schools can be below the floor.
- Tracking systems across the country told us everything would be OK and staff confidently gave predictions to governors, LAs and others of results that would at least be above floor.
- But then Tuesday happened and not even the country as a whole came close to floor standard. Almost half of pupils nationally did not meet the expected standard and schools are left reeling.
- *However, we knew that the Interim framework criteria was no longer a best fit model – children would have to achieve all criteria to achieve Age Related expectations (ARE); The Frithville and New York Predictions updated and presented to Governors in March were just about spot on.*
- The average number of pupils reaching the expected standard in reading, writing and maths is 53%. For the Government to set a floor standard at 65% is beyond parody;
- The floor defines unacceptably low performance. It has been set above the average;
- Can the results be compared between schools within this year nationally, given the widely different approaches to moderation, particularly in writing?
- The reading test has clearly produced questionable outcomes for several reasons. For example: The text was judged to have a reading age of 15; the questions were not ranked easy to hard, so lower ability children struggled on the first few questions and gave up; the subject matter relied on children having experiences way outside their sphere of understanding; the scores don't even seem to present a valid rank ordering of performance.

6.3 Progress – A couple of questions:

- 1) How will we measure progress from EYFS to end of KS1?
- 2) How will progress from KS1 to KS2 be measured this year?
- 3) What will the floor standards for progress be?
- 4) How can we measure progress between KS1 and KS2 now?

For the first question a good level of development at EYFS, for the average child, should equate to ARE at the end of KS1.

The answer to the second question is: it will be a Value Added (VA) measure calculated like this - pretty much identical (in concept) to VA calculations of previous years.

The answer to the third question is: we don't know. They will certainly be negative; and now it seems they'll be very negative if the DfE really only wants a 1% point increase in the number of schools below floor.

The answer to the fourth question is: we can't. We have to wait until the autumn term for the VA scores to come out in RAISE. But that's not going to stop us from having a go now.

6.4 Can we Attempt to calculate VA:

VA involves comparing each pupil's KS2 score against the national average score for similar pupils (similar in terms of prior attainment based on KS1 APS). The national average scaled score for each of these start points:

3	8	11.5	15	18.5
4.5	8.5	12	15.5	19
5.5	9	12.5	16	19.5
6	9.5	13	16.5	20
6.5	10	13.5	17	20.5
7	10.5	14	17.5	21
7.5	11	14.5	18	

According to calculations, using the new KS1 APS formula, those are the discrete APS outcomes derived from all possible combinations of W, L1, 2c, 2b, 2a, L3 for reading, writing and maths at KS1. We need to know the national average KS2 scaled score outcomes for each of those 34 prior attainment groups. No one knows these figures at the moment, even if we did, there are shrinkage factors to take account of school size, and no doubt other coefficients to consider as well, none of which we know.

First, compare each pupil's KS2 score to the overall national average scaled score of 103. That is not VA; that is relative attainment. It is not a progress measure. We would not be comparing pupils against an appropriate benchmark linked to start point and would be meaningless.

Second, work out the 'in-school' average score for each start point and compare each pupil to that, but there is one major floor... Our cohorts and sub groups are far too small to allow any meaningful coefficients to emerge.

6.5 Could we subtract KS1 APS from KS2 score?

A start figure and an end figure - subtract the former from the latter. Subtracting KS1 APS from KS2 scaled score, and then inventing arbitrary thresholds to define 'expected' and 'more than expected' progress. A 2b pupil who achieved 107 in their maths test? Simply subtract 15 from 107. They've made 92 points of progress. That's excellent! Another only made 88 and fell short of the 90point good progress threshold - less than expected.

3) Possibly Invent a progress matrix:

We start with the assumption that all 2b pupils should achieve scores of 100+ and together with the others: The L1, 2c, 2a and L3 pupils? arbitrary thresholds again... Could possibly look like this...

		KS2 Score						
		No Score	80-89	90-99	100-104	105-109	110-114	115-120
KS1 Level	W							
	L1							
	2C							
	2B							
	2A							
	L3							

It's so simple to use and easy to understand.

- But will it be correct?
- Will it bear any relation to the real VA data when it's published?

Our main priority, focus and monitoring over the past two years has been on assessment for learning (AFL). With the size of our cohorts, and the diversity within such a small number of children, our understanding of the pupils we teach in terms of AFL must be perfect and evidenced explicitly in pupils' books.

6.2 Frithville Summary:

KS1:

Year 1 Phonics: 2 of 4 children working at standard = 50%

Year 2 Phonics: 1 of 1 children working at standard =100%

Pupil		Year 2 Attainment				
		Judgement	Below	Expected	Above	
		Reading	Writing	SPaG	Maths	RWM
1		GDS	GDS		GDS	
2		EXS	WTS		WTS	
3		EXS	WTS		WTS	
4		EXS	EXS		EXS	
5		WTS	BLW		BLW	
6		GDS	GDS		GDS	
7		GDS	GDS		GDS	
8		EXS	EXS		EXS	
9		EXS	EXS		EXS	
Percentage at standard		89%	67%		67%	67%

Year 2 Progress from EYFS			
Judgement	Below	Expected	Above
Reading	Writing	Maths	
GLD	GLD	GLD	
40-60	40-60	40-60	
40-60	40-60	40-60	
ELG	ELG	ELG	
30-50	30-50	30-50	
GLD	GLD	GLD	
GLD	GLD	GLD	
40-60	40-60	40-60	
40-60	40-60	40-60	
100%	89%	89%	

KS2:

Pupil		Year 6 Attainment				
		Judgement	Below	Expected	Above	
		Reading	Writing	SPaG	Maths	RWM
1		AS	AS	AS	AS	
2		AS	AS	AS	AS	
3		AS	AS	AS	AS	
4		AS	AS	AS	AS	
5		NS	NS	NS	NS	
6		NS	AS	AS	NS	
7		AS	AS	AS	AS	
8		AS	AS	AS	AS	
9		NS	NS	AS	B	
10		NS	AS	AS	AS	
Percentage at standard		60%	80%	90%	70%	60%

Year 6 Progress from KS1			
Judgement	Below	Expected	Above
Reading	Writing	Maths	
2c	2c	2b	
3c	2a	3c	
2b	2b	2a	
3c	2b	3c	
1b	1a	2c	
2b	2c	2b	
3c	2a	3c	
2b	2c	2a	
2c	2c	2c	
2b	2b	2a	
60%	100%	50%	

6.3 New York Summary:

KS1:

Year 1 Phonics: 1 of 7 children working at standard = 14.3%

Year 2 Phonics: 2 of 2 children working at standard = 100%

Pupil		Year 2 Attainment				
		Judgement	Below		Expected	Above
		Reading	Writing	SPaG	Maths	RWM
1		EXS	WTS		WTS	
2		EXS	WTS		WTS	
3		WTS	WTS		WTS	
Percentage at standard		67%	0%		0%	0%

Year 2 Progress from EYFS			
Judgement	Below	Expected	Above
Reading	Writing	Maths	
GLD	GLD	GLD	
GLD	GLD	GLD	
GLD	GLD	GLD	
67%	0%	0%	

KS2:

Pupil		Year 6 Attainment				
		Judgement	Below		Expected	Above
		Reading	Writing	SPaG	Maths	RWM
1		NS	B	NS	NS	
2		NS	NS	NS	NS	
3		AS	AS	AS	AS	
4		NS	NS	NS	NS	
5		B	B	B	B	
6		NS	B	NS	NS	
7		NS	NS	NS	NS	
8		NS	NS	NS	NS	
9		NS	B	NS	NS	
10		AS	AS	AS	NS	
Percentage at standard		20%	20%	20%	10%	10%

Year 6 Progress from KS1			
Judgement	Below	Expected	Above
Reading	Writing	Maths	
1c	1c	1a	
2b	2b	2b	
2a	2a	2a	
2b	1a	1b	
P6	P6	P8	
2c	1b	2b	
2c	1a	2c	
2c	2c	2c	
1b	1b	2b	
2c	2c	2b	
60%	100%	60%	

7. EARLY YEARS FOUNDATION STAGE:

7.1 Frithville:

Frithville Primary School is set in a village location with relatively few amenities. It serves the local and wider area. It is accessible to all children. Our catchment area is vast. Our pupils come from a variety of backgrounds and cultures. We have pupils with EAL, (we provide translators for the parents of these pupils at IEP/Parents' Evening meeting), pupils with SEND needs.

Indicates a 10% / 2 point or more increase in achievement on the previous year				Indicates a 10% / 2 point or more decrease in achievement on the previous year														
Assessment Year	No. of Pupils	% of Pupils Achieving GLD			% Achieving 2+ in the Prime Learning Goals				% Achieving 2+ in the Specific Learning Goals				% Scoring 2+ in Every ELG				Average Point Score	% of Pupils Scoring 34+
2016	7	71.4%			71.4%				42.9%				42.9%				32.9	71.4%
2015	4	50.0%			50.0%				25.0%				25.0%				35.8	50.0%

Assessment Year	Indicator	COM G01	COM G02	COM G03	PHY G04	PHY G05	PSE G06	PSE G07	PSE G08	LIT G09	LIT G10	MAT G11	MAT G12	UTW G13	UTW G14	UTW G15	EXP G16	EXP G17	Prime Learning Goals	Specific Learning Goals
2016	Pupils Scoring 2+	100%	100%	100%	86%	86%	86%	86%	100%	86%	86%	71%	86%	71%	86%	57%	86%	100%	71%	43%
2015	Pupils Scoring 2+	75%	100%	75%	100%	100%	100%	75%	75%	50%	50%	100%	100%	50%	75%	75%	100%	100%	50%	25%

Total Score	COM G01	COM G02	COM G03	PHY G04	PHY G05	PSE G06	PSE G07	PSE G08	LIT G09	LIT G10	MAT G11	MAT G12	UTW G13	UTW G14	UTW G15	EXP G16	EXP G17	Did the Pupil Achieve GLD?
34	2	2	2	2	2	2	2	3	2	2	2	2	2	2	1	2	2	Yes
36	2	2	2	2	2	2	2	3	2	3	2	2	2	2	2	2	2	Yes
27	2	2	2	1	1	2	2	2	1	2	1	2	1	1	2	1	2	No
35	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	Yes
37	2	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	2	Yes
34	2	2	2	2	2	2	2	3	2	2	2	2	2	2	1	2	2	Yes
27	2	2	2	2	2	1	1	2	2	1	1	1	1	2	1	2	2	No

7.2 New York:

New York Primary School is set in a rural location. The EYFS children are taught within Class 1 which also includes Years 1 and 2. It has an enclosed area for outdoor play, facilitating free flow. The school day starts at 8.45am and ends at 3.00 pm. We have 2 members of staff, a teacher and a teaching assistant. We currently have 9 children, 3 girls and 6 boys. 2 boys – Pupil Premium with IEPs, 1 girl – Spina Bifida – catheterised x 2 daily at school which takes 2 adults. 3 children SaLT – all just signed off. 1 girl started speaking last year. 3 children joined us during the summer.

Indicates a 10% / 2 point or more increase in achievement on the previous year				Indicates a 10% / 2 point or more decrease in achievement on the previous year														
Assessment Year	No. of Pupils	% of Pupils Achieving GLD			% Achieving 2+ in the Prime Learning Goals				% Achieving 2+ in the Specific Learning Goals				% Scoring 2+ in Every ELG				Average Point Score	% of Pupils Scoring 34+
2016	8	25.0%			50.0%				25.0%				25.0%				26.3	25.0%
2015	9	55.6%			55.6%				55.6%				55.6%				28.2	55.6%

Assessment Year	Indicator	COM G01	COM G02	COM G03	PHY G04	PHY G05	PSE G06	PSE G07	PSE G08	LIT G09	LIT G10	MAT G11	MAT G12	UTW G13	UTW G14	UTW G15	EXP G16	EXP G17	Prime Learning Goals	Specific Learning Goals
2016	Pupils Scoring 2+	63%	63%	63%	75%	63%	63%	75%	63%	38%	25%	63%	63%	75%	75%	75%	38%	63%	50%	25%
2015	Pupils Scoring 2+	56%	67%	67%	67%	67%	67%	78%	56%	56%	56%	56%	67%	78%	78%	89%	67%	56%	56%	56%

Total Score	COM G01	COM G02	COM G03	PHY G04	PHY G05	PSE G06	PSE G07	PSE G08	LIT G09	LIT G10	MAT G11	MAT G12	UTW G13	UTW G14	UTW G15	EXP G16	EXP G17	Did the Pupil Achieve GLD?
29	2	2	2	2	2	2	2	2	1	1	1	1	2	2	2	1	2	No
34	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Yes
30	2	2	2	2	2	2	2	2	1	1	2	2	2	2	2	1	1	No
31	2	2	1	2	2	1	2	2	2	1	2	2	2	2	2	2	2	No
27	1	1	2	2	1	2	2	1	1	1	2	2	2	2	2	1	2	No
34	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Yes
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	No

7.3 Overall Effectiveness: Good

- Leadership and management are effective in promoting progress, attainment, self-esteem, confidence and enjoyment.
- Assessment, innovation, parent partnerships and a sense of enjoyment are very good aspects of leadership.
- There are excellent links/transition procedures with feeder pre-schools and nurseries. Pupil progress meetings are very well led and demonstrate impact on learning and improvements in most areas.

7.4 Effectiveness Of Leadership And Management:

- Good EYFS leadership focuses on helping the large majority of pupils to make good progress and achieve a Good Level of Development in their learning, development and welfare (See EYFS on entry/on exit EYFS analysis and September 2015 audit) across both schools. Frithville appears to have far better performance, however close analysis demonstrates the level at which pupil started school at New York was much lower, together with the cohort almost doubling in size through mid-year intake
- Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks.
- Following rigorous monitoring and review this year:
 - Frithville has employed an extra full time TA in class 1.
 - Refurbishment of classroom (environment)
 - At both schools outdoor provision for EYFS has been a priority.
 - CPD, Early Excellence EYFS Conference (both EYFS teachers and HT), moderation both internal and external. (HT report to Governors).

7.5 The Quality Of Teaching, Learning And Assessment

- a) Staff are fully aware of the next stages of development and record these accurately. Continuous assessment of learning ensures that staff plan activities that are tailored to the interests of the children and their next stages of development are given priority. Robust observation procedures link all areas of learning and clearly identify starting points and progress children have made, this is used as a basis for future planning.
- b) Throughout the academic year, all teaching is good or better. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, physical and economic well-being.
- c) Staff consistently discuss teaching and learning to ensure all members of the EYFS team are working in line with school policy, are working towards our shared vision and understand the strengths and areas for development within EYFS.
- d) An interesting, well equipped and welcoming environment including the outdoor learning facility, successfully promotes children's learning, social, physical and emotional wellbeing. High quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.
- e) Pupils make excellent progress in all areas as a result of excellent teaching, where there are pupils at risk of underachievement, implementation of successful actions are actioned to counter possible underachievement.
- f) Robust and rigorous assessments inform planning with the effective use of "2Simple".
- g) Due to the structure of both schools, transition arrangements between Reception and Key Stage 1 is not an issue. Effective liaison between feeder Pre-schools, nurseries and home visits enables starting points for children in Reception to be assessed securely, ensuring starting points for measuring value added and progress is accurate.
- h) EYFS, KS1, KS2 Moderation across the Federation, Collaboration, Peer review, Birth to 5 moderation annually.

7.5 Personal Development, Behaviour and Welfare:

- a) The safeguarding of children in EYFS at both schools is outstanding, due to the robust steps taken including vetting of all adults working with the pupils, child protection explained at induction and first aid procedures for all the adults who work with the children.
- b) Two interesting, well equipped and welcoming environments, including the outdoor learning facility, successfully promotes children's learning, social, physical and emotional wellbeing. This is particularly evident at Frithville, where the environment requires special attention, due to design of the classroom. High quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.
- c) Comments acted on/replied to via the reading records/homework books
- d) Support for parents interested in undertaking a course in teaching assistant qualification at Boston College providing support/work placement.
- e) Work photocopied and regularly sent home to share success with parents.
- f) EAL coordinator EMAS to gain valuable support/info for the EAL children/all staff.

7.6 Evidence Base:

- a) Both our small village school strives to maintain a friendly family feel – as such, we welcome grandparents, carers and other family members into school; parents' Evenings are well attended.
- b) We have an active and very supportive PTA/PTFA who put on events throughout the year.
- c) Parents regularly attend celebration assemblies each Friday.
- d) Parent view.

Communication:

- Learning journals
- 2 Simple
- 2 build a Profile
- Three parents evening per year
- Half term reports
- Pupil questionnaire
- Parental questionnaire
- Weekly newsletter
- Updated, maintained website
- Twitter feed
- Open door policy
- Fathers', Mothers' and Grandparents' evening once a year for Class 1 pupils at Frithville.

7.7 Targets:

- Strengthen the effectiveness of the leadership and management of EYFS across the Federation.
- To continue the development through support and intervention for Literacy, communication and language.

- High expectations of children's work need to be always maintained, in all year groups.
- To continue to embed termly pupil progress meetings to review provision and intervention strategies to enhance learning.
- Ensure that individual learning needs of children are met and that these form part of plans to ensure children make good progress from the moment they start each school.