

## Ofsted Judgement Criteria

### Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

### Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

### Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.
- There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding is effective.

### Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key overall promotion of pupils' spiritual, moral, social and cultural development.

## The Overall Effectiveness of Woodside School

1	
2	✓
3	
4	

## Achievement at Woodside School

1	
2	✓
3	
4	

- Ofsted judged achievement in our pre-school/FS1 inspection to be outstanding (Feb '13)
- Ofsted judged achievement to be good throughout our school (Feb '15)

### End of EYFS 2016

- Our % of children achieving a good level of development at the end of the EYFS 2016 was 74.4% (67.1 % in 2015)

% attaining/exceeding the Early Learning Goals:

#### **Communication and Language**

- |                           |     |
|---------------------------|-----|
| ➤ Listening and Attention | 92% |
| ➤ Understanding           | 91% |

- Speaking 94%

### **Physical Development**

- Moving and Handling 96%
- Health and Self-care 94%

### **Personal, Social and Emotional Development**

- Self-confidence/Awareness 93%
- Managing Feelings and Behaviour 94%
- Making Relationships 98%

### **Literacy**

- Reading 86%
- Writing 77%

### **Mathematics**

- Number 87%
- Shape, Space and Measures 93%

### **Understanding the World**

- People and Communities 97%
- The World 99%
- Technology 100%

### **Expressive Arts and Design**

- Exploring Media and Materials 97%
- Being Imaginative 98%

#### End of EYFS highlights

- Increased % attaining a GLD
- Improved performance in Maths
- Significant improvement in Understanding the World
- Significant improvement in Shape, Space and Measures
- Good improvement in Communication and Language
- Good improvement in Personal, Social and Emotional Development
- Good improvement in Reading

#### End of EYFS key issues

- Writing
- Narrow the gap between the percentage of children that are emerging in writing and the percentage of children emerging in reading.
- Narrow the gap between the percentage of children that are emerging in number and the percentage of children emerging in shape, space and measure.

## End of Year 1 Phonics 2016

- 73% of the children attained the expected standard (78% in 2015) c/f 81% nationally

## End of Year 2 Phonics re-takes 2016

- 68% of children attained the expected standard (58% in 2015)
- In total 93% of the Year 2 cohort has attained the expected standard c/f 91% nationally

## End of Year 2 2016

### SATs

- Reading: 73% expected
- Maths: 80% expected

### TAs

- Reading: 71% expected c/f 74% nationally
- Writing: 60% expected c/f 65% nationally
- Maths: 73% expected c/f 73% nationally

### End of Year 2 highlights are:

- Maths

### End of Year 2 key issues are:

- Boys' attainment
- SEND children
- EAL children
- Writing

## End of Year 3 2016

Reading: 79% expected

Writing: 65% expected

Maths: 71% expected

### NFER (mean)

English: 109

Maths: 110

### Year 3 highlights

- Reading (79%)
- PP Reading (86%)
- Girls' Reading (89%)
- EAL Reading (75%)
- Girls' Maths (76%)
- Girls' Writing (74%)

### Year 3 key issues

- Boys' attainment overall
- SEND overall

## End of Year 4 2016

Reading: 80% expected

Writing: 68% expected

Maths: 76% expected

**NFER (mean)**

English: 112

Maths: 106

**Year 4 highlights**

- Reading (80%)
- Maths (76%)
- Girls' Reading (85%)
- Girls' Writing (81%)

**Year 4 key issues**

- Writing
- Boys' writing
- SEND children

End of Year 5 2016
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Reading: 76% expected

Writing: 57% expected

Maths: 65% expected

**NFER (mean)**

English: 106

Maths: 114

**Year 5 highlights**

- Girls reading (82%)
- PP reading (75%)

**Year 5 key issues**

- Boys' writing (46%)
- Boys' reading (62%)
- SEND children (33% in reading and only 11% in writing and Maths)
- PP children in Maths and writing)

End of Year 6 2016
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**SATs**

Reading: 60% expected c/f 66% nationally

GPS: 72% expected c/f 72% nationally

Maths: 58% expected c/f 70% nationally

**TAs**

Reading: 79% expected

Writing: 65% expected (moderated. 92% agreement)

Maths: 74% expected

Science: 85% expected

**NFER (mean)**

English: 106

Maths: 105

### Year 6 highlights

- EAL children (100% across the board)
- Girls' GPS (81%)

### Year 6 key issues

- SEND children
- PP children
- Boys' attainment across the board
- The discrepancy between SAT and TA assessments in Reading and Maths

## The Quality of Teaching at Woodside School

1	
2	✓
3	
4	

- Ofsted judged teaching and learning in our pre-school/FS1 inspection (Feb '13) to be outstanding
- Ofsted judged teaching to be good throughout our school (Feb '15)
- Most teaching is judged to be good with some judged as outstanding
- Our deployment of our increasingly skilled support staff is effective
- We make extensive use of electronic recording and tracking software.
- Assessment is increasingly effective and adults listen to, carefully observe and skilfully question children
- Our staff assess children's learning and progress regularly and accurately at all key stages, including the EYFS
- We have created positive, flexible learning environments
- Our children are increasingly independent learners
- Marking is effective and teachers give constructive feedback. Children are increasingly good at responding to marking.
- Intervention and targeted support is well matched to our children's needs and its impact is evaluated
- Our staff have high expectations of children
- The teaching of reading, writing and communication is effective and cohesively planned and implemented
- Attainment at the end of the EYFS has been above both the national and LA averages for a number of years
- Attainment at L2+ at the end of KS1 overall has been on or above national averages for a number of years but dipped in 2016
- Attainment at the end of KS2 is below the national average in Reading, Writing and Maths and on the average in GPS.
- Teaching is well matched to the learning needs of all children

## The Quality of Leadership and Management at Woodside School

1	
2	✓
3	
4	

- Ofsted judged L+M in our pre-school/FS1 inspection (Feb '13) to be outstanding
- Ofsted judged L+M to be good throughout our school (Feb '15)
- Senior leaders and all staff have a real drive for Year Group and whole school improvement
- All Year Leaders are held to account for standards in their Year Groups
- Self-evaluation is increasingly effective
- All staff and governors are enabled to contribute towards school improvement planning
- Training/professional development is targeted and focused upon upskilling staff to enable them to contribute towards meeting whole school targets
- High expectations and ambition are at the heart of the school culture
- We have effective Senior Management, Leadership and Business Management Teams
- Year Group leadership is very strong
- Our governing body is increasingly effective in challenging and supporting our school and positively hold senior leaders to account
- Our SEND Team are increasingly effective in tracking the progress of all children on the SEND list and the SEND "shadow group"
- Our monitoring and coaching programme is increasingly effective
- We have an effective School Council that has pupil, staff and governor representation
- Our curriculum is designed to promote a thirst for knowledge and a love of learning
- We are successful at engaging with parents/carers, including those who find working with school difficult
- Governors ensure financial stability and the efficient deployment of financial resources

## Behaviour and Safety

1	✓
2	
3	
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- Ofsted judged B+S in our pre-school/FS1 inspection (Feb '13) to be outstanding
- Ofsted judged B+S to be outstanding throughout our school (Feb '15)
- Our whole school culture and ethos is very positive and children conduct themselves well
- We have a structured whole school behaviour management structure and policy

- All adults have high behavioural expectations
- We employ an attendance manager and a safeguarding worker
- Our safeguarding worker is an accredited SSCB trainer
- We have no recorded incident of bullying since 7<sup>th</sup> September 2016. Children are aware of different forms of bullying
- We have had no fixed term or permanent exclusions since 7<sup>th</sup> September 2016.
- Our arrangements for safeguarding meet statutory requirements
- Our children are positive about learning
- Our children are polite and respectful
- Our children know how to keep themselves safe

## Overall Next Steps

Development	Planned Impact
Further narrowing the gap	The attainment gap between children who are eligible for Pupil Premium funding and those that are not further reduces in all Year Groups.
To improve the overall performance of children with additional needs	Children with additional needs make progress at least in line with national standards.
To further increase the number of children attaining a <i>Good Level of Development</i> at the end of EYFS, maintaining our high standards c/f national, local and LA standards	To ensure that standards at the end of the EYFS remain well above both local and national standards.
To increase the % of children attaining age related expectations in Reading, Writing and Maths to at least national standards	The % of children attaining and exceeding age-related expectations in Reading, Writing and Maths at the end of KS2 increases.
Extending reading performance in Year 1	Standards in the end of Year 1 Phonics Screening test 2017 are higher than 2016 and we maintain our previous high standards.
The vast majority of children who failed to attain the expected standard in the end of Year 1 Phonics Screening, do so at the end of Year 2	The % of children attaining the expected standard at the end of Year 2 is 95%+
To further raise standards in writing across our school	Standards and attainment in writing increase at the end of both KS1 and KS2. The % of children making appropriate progress in Writing across KS2 improves.
Introduce a new handwriting scheme	Standards in handwriting improve measurably across the school
Introduce a revised calculation policy	Standards in age related calculation rise measurably
Review and revise all curriculum subject policies	All policies accurately reflect our practice and expectations
Introduce the 'No Nonsense' spelling scheme	Standards in spelling in KS1 improve measurably
To monitor the impact of the Early Excellence tracker in the Early Years	All relevant Early Years colleagues use the EE tracker to record and monitor progress and attainment of all children 5 years and under.
To further develop our programme of coaching and mentoring	The quality of teaching improves across our school as evidenced through classroom observations, standards attained etc.
To invest Year 3 PE/Sport/Healthy Lifestyle funding to create a sustainable improvement in the quality of teaching and learning in Sport and PE, higher levels of participation in physical activity and more positive attitudes	Participation levels in sport and other physical activity both within and outside of the school day increase measurably. The quality of teaching of PE, Sport and Dance further improves measurably and there is a marked improvement in the quality of learning as a consequence.

towards adopting healthier lifestyles	
To review and revise our transition processes and procedures from home into Phase 2 and then through into Year 6 and KS3	Our transition processes and procedures more effectively prepare all children for the next part of their learning journey. A revised transition policy and procedure is in place.
To continue to make diversity and equality more high profile in all elements of our practice and organisation	All colleagues ensure that equality and diversity are at the heart of their practice.
To ensure that all staff are rigorous re- identifying children who may be the victims of sexual exploitation	All colleagues are aware of the signs of CSE and flag up any suspicions immediately.
To ensure that all staff are rigorous re- identifying children who may be susceptible to the dangers of radicalisation	All colleagues are aware of the signs of radicalisation and flag up any suspicions immediately.
Senior staff/leaders to better ensure through monitoring and supervision that all team colleagues are rigorously working within our agreed safeguarding policies and procedures	All Leaders have a much more detailed, informed knowledge and understanding of how colleagues are implementing all safeguarding policies and procedures.
To introduce our revised Pay Policy	A transparent, fair, affordable pay policy, which rewards hard work and effective practice, is in place
A continued focus upon learning and care in Phase 1	Phase 1 is Ofsted ready and operating at a good/outstanding standard

- In place
- Ongoing
- Not yet

## Our School Context April 2017

Children on roll	588 (678 inc Phase 2)
Number of teaching staff	27
Number of casual teaching staff (including peripatetic music and sport)	8
Number of classroom support staff	40
Children eligible for 24U funding	7
Children eligible for Early Years Pupil Premium funding	11
Children eligible for free school meals	120 (20.4% of school population)
EAL (English as an Additional Language)	48 (8% of school population)
Languages Spoken	17
SEN Need	70
SEN statement/EHCP	6 (1% of school population)
Looked after Children	10

Child Protection Plan	3
Children in Need Plan	2
EHAF	22
Children awaiting EH assessment	16
Forces Children	2
Carers	3
Attendance (Since 07.09.16)	96%
Authorised absence (Since 07.09.16)	3.5%
Unauthorised absence (Since 07.09.16)	0.5%
Fixed period exclusions since September 7 <sup>th</sup> 2016	0
Permanent exclusions since September 7 <sup>th</sup> 2016	0

- This area was previously an EAZ and Excellence Cluster. There are relatively high levels of deprivation locally.
- Our school is situated in the Gatacre Ward of Oswestry, the thirteenth most deprived ward in Shropshire and 9812/32482 nationally as measured on a range of deprivation indicators. Castle Ward, in which 10% of our children live, is the fourth most deprived and 6833/32482 nationally. (Index of Multiple Deprivation Scores in 2009 in Shropshire).
- We converted to an academy on 1<sup>st</sup> May 2013
- School numbers are currently very high.
- We have a Sure Start Delivery Centre on our site.
- We run a private pre-school facility on our site for children birth – 3 years. We refer to this as Start at Woodside Phase 1.
- Start at Woodside was judged to be outstanding in all areas (Ofsted February 13).
- Our school was judged to be good with outstanding features (Ofsted February 2015).
- There has been a significant increase in the number of EAL children over the past four years (48 on roll)
- Our school ethos has high expectations and standards, respect, positive citizenship and British values at its core.
- We are a member of the local Education Improvement Partnership (18 schools) and the Integrated Learning Partnership (8 schools).
- We have high numbers of SEN children: 12%.
- As an LA school, we were one of the most poorly funded schools in Shropshire, which is one of the most poorly funded LAs in the country.