

Woodside Primary School

Oswestry



WOODSIDE

A good place to be

School Self-Evaluation Summary

Information For School Improvement – April 2018

1) Self-Evaluation Executive Summary – April 2018

		Key Issues		Evaluation – January 2018	
Progress against previous inspection issues Grade: 2 Date : March 2015			To raise achievement in reading, writing and mathematics by:		<ul style="list-style-type: none"> - Standards in Reading, Writing and Maths have improved further since 2015 - The principles of Assessment for Learning are applied across the school - Assessment systems provide accurate data which is used to help pupils make faster progress - pupils are increasingly independent learners - the SIP contains clear targets against which governors can measure progress.
	<ul style="list-style-type: none"> - improving the quality of teachers' marking and feedback to pupils, and ensuring that pupils respond to marking and do their corrections - simplifying assessment systems and ensuring that school leaders and governors make better use of assessment information to help pupils make faster progress - giving pupils more opportunities to do things for themselves and take their own learning further - including in the school improvement plan measurable outcomes against which governors and school leaders can judge progress towards the priorities they have set to improve teaching and learning. 				
Effectiveness of leadership and management	Strengths		Grade	Next Steps	
	1	An atmosphere of high expectations	2	<ul style="list-style-type: none"> • To provide further opportunities for moderation of children's writing • To support pupils' communication, speech and language • To develop the leadership of Foundation Subjects 	
	2	Very effective leadership and management teams			
	3	A high priority upon CPD for all staff			
The quality of teaching, learning and assessment	Strengths		Grade	Next Steps	
	1	Consistently high standards of teaching	2	<ul style="list-style-type: none"> • To enable cross-phase and inter-school moderation of writing • To further develop our programme of coaching and mentoring • To reduce KS2 class sizes to a maximum of 30 	
	2	Positive, flexible learning environments			
	3	Accurate and rigorous assessment			
Personal development, behaviour and welfare	Strengths		Grade	Next Steps	
	1	Pupils become confident, self-assured young people	1	<ul style="list-style-type: none"> • To review the PSHE curriculum for older Key Stage Two pupils • To create a purpose designed Nurture Room • To rigorously maintain safeguarding standards in all areas 	
	2	Outstanding behaviour throughout the school			
	3	School is a safe, calm and respectful environment			

Outcomes for Children and learners	Strengths		Grade	Next Steps
	1	High percentages of pupils achieve EXS+ in RWM	2	<ul style="list-style-type: none"> To improve standards in Writing across the school To narrow the attainment gap between PPG children and others To improve the performance of children with additional needs
	2	High attainment in Reading and Maths in KS1 & 2		
	3	Improved attainment across all year groups		
Effectiveness of Early Years Provision	Strengths		Grade	Next Steps
	1	High quality learning and care provision	2	<ul style="list-style-type: none"> To further increase the number of children attaining GLD To develop our Early Years outdoor learning environment To further improve transition from the EYFS into Key Stage One
	2	Highly trained, skilled and committed staff		
	3	Excellent safeguarding practices and procedures		
Overall Effectiveness	Strengths		Grade	Next Steps
	1	Very effective leadership and management teams	2	<ul style="list-style-type: none"> To improve standards in Writing across the school To narrow the attainment gap between PPG children and others To create a purpose designed Nurture Room
	2	High standards of teaching ensure high attainment		
	3	School is a safe, calm and respectful environment		

2) School characteristics

Woodside Primary School is a large and very popular primary school serving the town of Oswestry whilst also attracting pupils from local villages; many of the children's parents and grandparents also attended this school. In April 2018 there were 672 pupils on roll from Nursery to Year 6, organised into 20 classes. At present Key Stage Two classes contain mixed age groups but in September 2018 increasing numbers of pupils will justify the addition of two further classes, enabling single age classes across the school. There is a Sure Start Delivery Centre on our site. We converted to an academy on 1st May 2013.

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. Castle Ward, in which 10% of our children live, is the fourth

most deprived ward and 6833/32482 nationally. This area was previously designated as an EAZ and an Excellence Cluster. 2 pupils are supported by Child Protection Plans, 4 pupils are supported by Children in Need Plans and 36 supported by Early Help Assessment Forms (EHAF), with a further 7 awaiting assessment. High deprivation is accentuated by limited cultural opportunities and poor public transport in the town.

In January 2018 there were 112 pupils (19%) entitled to Pupil Premium Grant, including 7 looked-after children and 3 children from forces families. There has been a significant increase in the number of children speaking English as an additional language (EAL) over the past four years; in January 2018 62 pupils (9.7%) spoke EAL with 21 different first languages spoken, including a recent number of children speaking Bulgarian. Approximately 10% of pupils have special educational needs; 56 pupils were receiving School Support and 11 had Education, Health and Care Plans (EHCP) in April 2018. During 2016 - 17 attendance was 95.4%, just below the National Average. Attendance from September 2017 – April 2018 was 95.8%. Since September 2017, there have been 5 fixed-term exclusions.

As a large school we employ 27 teaching staff, 8 casual teachers and 47 classroom support staff, indeed, we are one of the town's largest employers. The previous Headteacher had been in post for 24 years and retired at the end of the Spring Term 2018. There is a clear leadership structure with the Senior Leadership Team (SLT) comprising the Acting Headteacher, 5 Year Leaders and the School Business Manager. Our school ethos has high expectations and standards, respect, positive citizenship and British values at its core. Staff are encouraged to use their initiative and to act independently, yet within clearly understood boundaries. Staff turnover is low; staff appreciate the opportunities provided by the school, including good quality training and development, and respond well to our high expectations.

We place a priority upon continuous professional development for staff and work closely with local schools, Teaching Schools and Universities in order to develop our pedagogy and practice. As a leading member of the local Education Improvement Partnership (18 schools) and the Integrated Learning Partnership (8 schools), we co-operate in curriculum development and in the moderation of standards.

Our school was judged to be good with outstanding features by Ofsted in Feb 2015, since when it has continued to develop and further improve. We have earned the Sainsbury's Silver School Sports Award and are presently working towards the Eco School Gold Award. We place an emphasis on the development of the whole child, encouraging art, music sport and creativity, thus expanding the cultural opportunities available to our pupils and raising their aspirations.

Our logo, 'Woodside, a good place to be' reflects the calm and respectful environment of our school, a place where children feel safe and secure, where they behave well because they want to succeed, developing academically, culturally and socially into rounded individuals. We also provide wrap-around care from 7.30am to 6.00pm, led by staff known to the children, together

with an extensive range of clubs; high quality care is also provided during most of the school holidays.

3) Effectiveness of Leadership and Management

Current Grade

2

Last Inspection Grade

2

In 2015 Ofsted inspectors stated, "All leaders, managers and governors are highly ambitious for the pupils. They transmit this message clearly to staff, parents and the pupils themselves. The atmosphere in the school is consequently one of high expectation, where behaviour is exemplary, pupils can thrive, personally and academically, and then aspire to do as well as they possibly can now and in the future." This is still the position in 2018.

The SLT reflects the growth of the school; three senior leaders began work at Woodside as NQTs and two joined us early in their careers. Before the Headteacher's retirement, the Headteacher and Deputy Head shared all responsibilities, working in a non-hierarchical manner. High expectations and ambition are at the heart of the school culture, with effective Senior Management, Leadership and Business Management Teams; Year Group leadership is also very strong and effective. Staff work within clear guidelines yet are self-driven with the autonomy to improvise and be proactive; there is an emphasis on professional trust and respect. Senior leaders and all staff share a real drive for Year Group and whole school improvement, with Year Leaders held to account for standards in their Year Groups. Self-evaluation is accurate and effective, validated through joint monitoring with external advisors and other schools, leading to improved outcomes. All staff and governors contribute towards school improvement planning.

The Acting Headteacher leads by example, teaching groups and running clubs and activities. For example, she studied 'Philosophy for Children (P4C),' putting her ideas into practice while teaching and being observed by other staff. As a result, philosophy has now become more prominent across the curriculum, even apparent in the EYFS 'Time to Talk' sessions. If staff request advice or support, they know they can rely on senior leaders for assistance.

A comprehensive monitoring and evaluation cycle draws on observations, evidence in books and performance data with outcomes triangulated to inform the School Improvement Plan and strengthen the practice of individual members of staff. Rigorous appraisal holds staff to account for the progress of pupils in their class, enabling effective application of performance-related pay and the strategic provision of CPD. Our expectations for children's performance are high and the SLT ensures judgements are accurate. Our SEND Team are also very effective in tracking the progress of all children on the SEND list and the SEND "shadow group." Teaching has improved because of the effective work of leaders, rigorously checking the quality of teaching and learning.

Follow-up actions from lesson observations, such as the excellent coaching programme and the CPD organised by the Acting Head, successfully tackle any weaknesses and improve teachers' skills. A matrix is completed, detailing the CPD provided and

the training needs for each member of staff. Training and CPD are targeted and focused upon upskilling staff to enable them to contribute towards meeting whole school targets. CPD is developed through working with many providers: EYFS teachers are presently receiving training at the Early Excellence Centre in Huddersfield; the SENCO is completing her national SENCO award; the Acting Head is taking her NPQH; subject leaders attend LA updates but also access high quality training from independent advisers.

We make good use of the Marches Training School and St Peter's Learning Centre in Wem and we are active members of the Educational Improvement Partnership and the Integrated Learning Community.

Safeguarding procedures meet current requirements and all training is up to date. Systems and procedures are very robust, meticulously monitored, and consistently implemented. The governing body has made sure that all staff and governors are mindful of their duties and that pupils are safe and well protected.

Our curriculum is designed to promote a thirst for knowledge and a love of learning. The curriculum is designed around termly themes, with an emphasis on holistic learning and the development of the whole child. The Key Stage One curriculum emphasises the use of models and images to enable children to develop concepts, explore their ideas and calculate with accuracy. A full time Forest School worker ensures all pupils experience regular opportunities to enjoy hands-on learning in the natural environment. Pupils also benefit from a wide range of educational visits and from visitors to the school.

We have an effective School Council that has pupil, staff and governor representation, giving pupils a formal voice in helping to develop and further improve their school. The 14 Pupil Councillors, elected annually by secret ballot, meet weekly to discuss issues that are important to them.

Parents:

We work closely with parents and carers, viewing each child's education as a partnership between home and school. We are successful at engaging with parents and carers, including those who find working with school difficult. Our 'open door' approach ensures that staff are on hand to meet parents whenever necessary, with formal consultation meetings held three times a year, focusing on children's achievements, attainment, progress and areas for development.

The PTA group, the Friends of Woodside School (FOWS), works hard to organise community events and to raise funds to improve learning opportunities for children.

Governors:

Our governing body is increasingly effective in challenging and supporting our school and governors positively hold senior leaders to account. Working within a clear committee structure, governors are proactive in analysing performance and ensuring best practice across the school. Governors also ensure financial stability and the efficient deployment of financial resources, placing an emphasis on high quality CPD. Governors have targeted funding for raising standards and attainment and they ensure that Pupil Premium funding is used effectively to support the learning needs of vulnerable children; we strive to narrow the attainment gap between children who are eligible for free schools meals and those who are not, whilst enabling them to take a full part in everything school has to offer.

The governing body includes a balance of recently appointed and experienced members; training ensures that all governors are equipped to fulfil their responsibilities with confidence. They are involved in the daily life of the school in different ways e.g.: involvement in the School Council; involvement in the school Science Day. Committee meetings are all held on the same day to make governance manageable for busy and experienced professionals, with full Governors' Meetings timed from 4.00 – 6.00, ensuring efficient use of time.

Main priorities for improving the judgement for leadership and management

- To ensure that all staff benefit from regular opportunities to moderate samples of children's writing, meeting with staff within school and with staff from other schools, to ensure that judgements are accurate.
- To support the increasing number of younger pupils experiencing difficulties with communication, speech and language on entry to the school.
- To develop the leadership of Foundation Subjects; brief updates in staff meetings are useful, but Foundation Subject Leaders require more opportunities to monitor and influence developments in their subject areas.
- To review and revise our transition processes and procedures from home into FS1 and then through to Year 6 and on to Key Stage Three.

4) The Quality of Teaching, Learning and Assessment	Current Grade	2
	Last Inspection Grade	2

Teaching and Learning: The vast majority of teaching is judged to be good with some, mainly that delivered by senior leaders, judged as outstanding. Hardly any teaching is ever less than good, but if this does occur, the situation is rapidly rectified, usually through the provision of coaching and specific training. Teachers are complemented by a strong team of increasingly skilled support staff, strategically deployed to raise standards and ensure pupil welfare. Teaching assistants are fully involved in training opportunities such as PD Days; as a result, two TAs have gone on to begin their teacher training.

The teaching force is largely stable, with some teachers having been in post for many years; they know the children and their families well and bring stability to the school. However, there is also a healthy influx of new teachers; one NQT started in Sep 2017 and another qualified in Dec 2017. We also take students from the Marches Teaching School and from Edgehill, Chester and Liverpool Universities along with work experience students and those from other training agencies. In addition, we take international students. Most recently we have been joined by students from Spain and Austria.

We have created positive, flexible learning environments with an emphasis upon stimulating displays and exciting contexts for learning. Teaching is carefully planned and well matched to the learning needs of all children. Information technology is used effectively and creatively across the school; iPads are used by all children and they also have access to equipment such as 3D printers, providing them with technological skills for use in a rapidly changing world.

PE and sport are all given a high priority within the curriculum; we aim to provide motivation for every child to experience success and build confidence and self-esteem. PE and Sport Premium is used to fund coaches from 'Severn Sports' who work across the school, increasing pupils' participation and involvement in activities and competitions. Our teaching staff are also developing their skills in teaching PE so it is intended that the improvements will be sustainable.

Similarly, the arts have a high profile across the school, as is evident in classroom and corridor displays. Artists and musicians are welcomed into the school and we maintain close links with the Booka Bookshop in Oswestry; when authors visit this establishment they are also encouraged to visit our school. The school also works closely with the 'Qube' Community Action Centre; 2 teachers have recently studied paper sculpture techniques there. This training had led to the teachers planning and delivering a club for children with social, emotional and other mental health issues.

Our staff have high expectations of the children, both in terms of work and behaviour. Pupils are taught to be resilient and are becoming increasingly independent learners, recognising the purpose of their learning and knowing the next steps they need to

make.

Teachers give positive oral feedback in lessons and their marking is effective, providing constructive feedback. Formative assessment is increasingly effective as adults listen to, carefully observe and skilfully question children. Pupils are increasingly good at responding to the comments in their books and able to evaluate their own work and that of their peers.

Pupils' attainment and progress is methodically tracked throughout the school and interventions are put in place if they appear not to be reaching their potential. Intervention and targeted support is well matched to our children's needs and the impact of all interventions is evaluated.

Assessment: Our Assessment Leader, who is now a qualified moderator for the LA, ensures that assessments are completed and data collected for analysis according to an agreed calendar; this also details monitoring, staff meetings, appraisal and training. We make extensive use of electronic recording and tracking software, with I-Track used to record attainment in the main school and EExAT employed to track progress in the EYFS. One of our Year 5 / 6 teachers is also experienced as a marker for the SATs. Children are assessed on a regular basis using NFER assessments completed using laptops; previous SAT papers are also used. Results are examined alongside ongoing teachers' assessments.

Main priorities for improving the quality of teaching and assessment (see also individual subject action plans)

- To ensure a clear progression linking EYFS assessment results with those in Key Stage One (further government clarification is required).
- To continue to focus upon the moderation of Writing; cross-phase moderation is required to ensure a common understanding of Writing judgements across the school.
- To continue to improve age-related verbal communication skills and understanding through extending our children's verbal confidence, spoken vocabulary and understanding of language, enabling them to express themselves creatively.
- To raise attainment and accelerate rates of progress in reading through a focus upon: responding to texts both verbally and in writing; fluency, deduction and inference; the children's ability to read with understanding at an age-appropriate pace; developing enthusiastic, effective readers who have a love of reading; using a range of decoding skills.
- To raise standards in writing across our school through: a major emphasis upon improving children's ability to apply their technical knowledge of written language to their everyday writing, especially in more creative contexts; ensuring that by Year 6 all children have a knowledge and understanding of the nine narrative types; by improving spelling; by improving writers' awareness of the reader.
- To raise attainment and accelerate rates of progress in Maths through a continued major focus upon: age appropriate calculation strategies; number sense including fractions and decimals; mental arithmetic strategies.
- To add video clips to the Calculation Policy accessed through the school website, giving parents greater understanding of

the methods we use.

- To further develop our programme of coaching and mentoring so that the quality of teaching improves across our school as evidenced through classroom observations, standards attained etc.
- To invest Year 4 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 towards adopting healthier lifestyles.
- To reduce Key Stage Two class sizes to a maximum of 30 by creating two additional classrooms.

5) Personal Development, Behaviour and Welfare	Current Grade	1
	Last Inspection Grade	1

Personal Development:

Our pupils are positive about learning and develop into confident, self-assured young people. Their excellent attitudes have a positive impact on their progress. They are very proud of their achievements and of their school. Pupils show respect for the ideas and opinions of others and it is noticeable how they welcome newcomers and help them to settle in. Their SMSC development equips them to be thoughtful, caring and active citizens in school and in wider society.

When they leave Woodside pupils are very well prepared for the next stage of their education, academically, emotionally and socially. In 2015 the Ofsted report stated, "The pupils' excellent attitudes to learning are evident in their strong desire to do well. These are fostered throughout the school and exemplified in pupils' comments about the 'Woodside way' and how they help pupils new to the school to fit into it." This is still the position in 2018.

Behaviour:

Behaviour continues to be outstanding throughout the school. Pupils are polite, respectful, mindful of others, very proud of their school and conduct themselves well. They have a good understanding of British values, such as decency, respect, trust and care which act as the glue to hold our community together. They also understand what it means to live in a democratic society; they gain an insight into how society works, for example, through school council elections. Our whole school culture and ethos are very positive, promoted through assemblies, PSHE lessons and the daily example set by staff in the school.

Our children work and play together amicably, regardless of background, culture or faith. We do much to raise pupils' awareness of cultural diversity and the importance of living together. Interactive displays and audio recordings encourage pupils to value and learn more about the many different languages and cultures represented in the school. We teach them the importance of community and ask them to consider how they have contributed to their school community.

Pupils make links between aspects of the school's work and their own and society's behaviour. For example, through discussions with the local Imam and Rabbi on Holocaust Memorial Day, they came to realise the detrimental effect of bullying, harassment and extremist behaviour, and why it is important not to tolerate them. Pupils say that bullying is rare and quickly dealt with by staff. They have contributed to the school's behaviour policy and say that they feel safe at school. Parents agree that their children are safe and that behaviour at the school is good.

All adults have high behavioural expectations and consistently operate the structured whole school behaviour management policy. They deal skilfully with children with challenging behaviour and as a result exclusions are rare. In September 2017, we admitted a small number of very young children with challenging behaviour; additional support is provided to help them to settle into school life.

Welfare:

School provides a safe place, a calm and respectful environment where children can experience a wider cultural and social community. Pupil welfare is given the highest priority. All children from Early Years Phase 3 to Year 6 are fairly allocated to a School House using criteria such as ability, sporting prowess, attitude, behaviour etc., ensuring that no house is advantaged. Siblings are in the same houses. The house system provides an additional level of support and belonging.

We employ an Attendance Manager who works with the EWO to react quickly to any unauthorised absence. We also employ an Inclusion Manager who is an accredited SSCB trainer; she is highly committed to supporting vulnerable children and ensures that our arrangements for safeguarding meet or exceed statutory requirements. All staff and governors receive regular safeguarding training and are alert to the issues that children may face; they have also received 'Prevent' training to ensure that children are protected against radicalisation of any form. Our pupils also know how to keep themselves safe. The NSPCC visits the school every two years to talk to children in assemblies and provide them with further knowledge of how to keep safe. Our team of Learning Mentors provide additional emotional and educational support to children across the school.

A number of TAs have been trained in the "No Worries" and "No Panic" approaches; they help Key Stage Two pupils learn how to manage their feelings and they address mental health issues. TAs trained in the Solihull Parenting Approach provide similar help to parents. Others are trained in specific areas such as mindfulness or bereavement counselling.

Main priorities for maintaining the Outstanding judgement for personal development, behaviour and welfare

- To review the PSHE curriculum for older pupils in order to ensure they are protected against the dangers of social media, such as cyber bullying, know how to react and to whom they can turn for help.
- To create a purpose designed Nurture Room for children with challenging behaviour who require an alternative learning environment.
- To ensure that the conduct of all members of our school community reflect our recently revised ethos, aims and values.
- To continue to make diversity and equality more high profile in all elements of our practice and organisation.
- To ensure that all staff are fully trained to identify children who may be the victims of sexual exploitation or susceptible to radicalisation.
- For senior staff and leaders to better ensure through monitoring and supervision that all team colleagues are rigorously working within our agreed safeguarding policies and procedures.

6) Outcomes for Pupils

Current Grade

2

Last Inspection Grade

2

a) Levels of attainment

- **Key Stage One:** In 2017 82% of Year 1 pupils reached the threshold in the Year One Phonics Test, compared with 81% nationally. 16 pupils moved into Year 2 having not mastered the basics of Phonics, including all three pupils registered as having special educational needs.
- Standards at the end of KS1 in 2017 were as follows: (national results in brackets). In Reading 80% (76%) of pupils attained or exceeded the expected standard, EXS+, with 25% (25%) working at Greater Depth Standard, GDS. In Maths 82% (75%) reached EXS with 24% (21%) at GDS. However, in Writing only 60% (68%) reached EXS+ with 15% achieving GDS (16%).
- When comparing the attainment of boys and girls with boys and girls nationally, the boys' results were stronger than those of the girls at the Expected standard in all four assessments. At the Greater Depth standard, the gap was less evident. The attainment of disadvantaged pupils was equal to, or above, the attainment of the children in the cohort as a whole in all subjects apart from Science. In Reading and Maths, the disadvantaged pupils performed better than non-disadvantaged (other) pupils nationally. The one looked - after child was successful in reaching EXS+ in all subjects and GDS in Reading.

- **Key Stage Two:** In 2017 attainment was above the national average except in Writing. Results were as follows: in Reading, 86% (71%) of pupils reached or exceeded the Expected Standard, EXS+, with 25% attaining 110+ on the Scaled Score (25%). In Maths, 82% (75%) of pupils reached EXS+, with 22% attaining 110+ (23%). In Writing, 74% (76%) attained EXS+ and 13% achieved GDS (18%). In Grammar, Punctuation and Spelling, EGPS, 88% (77%) of pupils reached EXS+, with 38% attaining 110+ (31%). **Overall, 73% (61%) of pupils reached EXS+ in Reading, Writing and Maths combined.**
- At the Expected Standard and at the Higher Standard, there was no consistent difference between the performance of boys and girls across the subjects. The attainment of disadvantaged pupils was above the attainment of all pupils nationally in Reading and in EGPS but below the attainment of all pupils nationally in Writing and in Maths. The attainment of disadvantaged pupils in RWM combined was 60% compared with 67% nationally for non-disadvantaged pupils and 73% for all pupils in the school.

b) Progress

- **Key Stage One:** Detailed progress data indicates that pupils generally make very good progress from EYFS to the end of Year 2 by reaching or exceeding the EXS in Reading, Writing and in Maths. Performance is consistently stronger in Reading and in Maths than it is in Writing.
- **Key Stage Two:** The DFE progress scores, based upon a norm of 0.0 for expected progress, were as follows: Reading +0.34, Writing -1.56, Maths -0.53. The overall progress made in Reading and in Maths was in line with the national average (NA) for all pupils. Progress in Writing was significantly below the NA, although not in the bottom 10% of schools; this may indicate a moderation issue. The progress of disadvantaged pupils was in line with the NA in all subjects, yet below zero in each subject. The strongest progress was made in Reading, the weakest in Maths.
- **Latest Internal Assessment Data** is available for each cohort and for groups within each cohort, enabling the school to track progress and measure attainment against Age Related Expectations. Most recent results indicate that attainment is generally strongest in Reading or in Maths in both Key Stages One and Two. Results in Writing were generally lower than in other subjects. However, results for all year groups in 2017 were stronger than those achieved in 2016, indicating a general improvement in attainment across the school.

Main priorities to improve the judgement for Outcomes (see also the SIP and associated subject action plans)

- To further narrow the attainment gap between children eligible for Pupil Premium funding and those who are not, in all year groups.
- To improve the overall performance of children with additional needs so they make progress at least in line with national standards.
- To at least maintain the high percentage of children attaining age related expectations in Reading and Maths at the end of Key Stages One and Two.
- To raise standards in Writing across all Year Groups, to at least match national average levels.
- To extend reading performance in Year 1, matching previously higher standards.
- For at least 95% 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.
- For Year Leaders to ensure that consistent progress is maintained from one year to another across the school; we will treat Year 4 as a reportable year group, enabling accurate tracking of progress based on two year intervals.
- To adhere to specific priorities for Communication, Reading, Writing and Maths, detailed in the Key Stage One, Year 3 / 4 and Year 5 / 6 Action Plans.

7) Effectiveness of The Early Years Provision; the quality and standards	Current Grade	2
	Last Inspection Grade	2

Attainment and Progress:

In 2017 72% of the cohort reached a Good Level of Development (GLD) by being awarded the Expected or Exceeding Grade in all Prime and all Literacy and Mathematics areas of learning compared with 71% nationally. Internal data indicates that children make good progress in relation to their starting points

Provision:

Staff offer a high quality learning environment with excellent care and a commitment to ensuring that all children are happy and safe. Leaders in both phases have an in-depth knowledge and understanding of the EYFS curriculum and are driven to improve outcomes for all of our children. Staff are committed to improvement and value opportunities for CPD with two TAs moving on to teacher training. They have high expectations based on their accurate assessments of the children’s skills, knowledge and understanding when they join the school.

Across both phases children enjoy challenging activities which encourage them to learn. They work well, both on their own and also when learning co-operatively with other children. Teaching prepares children well for the more formal learning that is provided in Year 1.

Children enjoy working hard inside the classrooms which offer stimulating, well designed learning environments and they also benefit from a range of activities completed outdoors. They enjoy many opportunities to work outside including through Forest School activities led by a qualified Forest School teacher. The quality of teaching is consistently good, with elements of outstanding practice.

The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the Early Learning Goals (ELGs). The impact of effective action to improve provision, including the emphasis placed upon the training and development of staff, can be seen in the children's achievement.

Children are interested in the wide variety of activities provided and they are keen to learn. They listen carefully to adults and to each other and their behaviour is generally very good, indicating that they feel safe. They develop an understanding of risk through activities that encourage them to explore their environment and make decisions.

However, over the past few years we have admitted a number of children into FS1 and FS2 with very challenging behaviour; our highly skilled staff work in a consistent and caring manner to help these children to conform to the EYFS community and thereby enable them to learn. Our staff know the children very well and recognise their needs, understanding that 'Managing Feelings and Behaviour' is an area that many children find increasingly difficult.

Staff make good use of regular and accurate assessments to plan challenging next steps in learning. Assessment is accurate and based upon high quality evidence. We use EExAT for tracking progress in the EYFS; this provides appropriate and meaningful information to enable EYFS practitioners to identify, plan for and support significant aspects of children's learning and development towards the ELGs. The Early Excellence Baseline assessment is also administered, providing evidence of attainment against age-specific developmental milestones.

We recognise that the development of positive relationships and clear communication with parents and carers is vital. Our open door policy ensures that parents are always welcome. A wide range of opportunities are provided to inform parents about teaching and learning in the EYFS so they can become partners in their children's learning. Each parent can also access and contribute directly to the Early Excellence Tracking system, indicating the value we place upon their knowledge and understanding of their individual children. We hope that the partnership established with parents and carers in the EYFS can continue throughout their children's time at the school.

Safeguarding is given the highest priority and all statutory requirements are met; there are no breaches of statutory welfare requirements and child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. Leaders ensure that children's needs are identified and give them the support they need, including through effective partnerships with external agencies and other providers.

Main priorities for further improving the provision in the EYFS

- To further increase the number of children attaining a Good Level of Development at the end of EYFS, maintaining our high standards compared with national, local and LA standards.
- To adhere to specific priorities for Communication, Reading, Writing and Maths, detailed in the FS1 and FS2 EYFS Action Plans.
- To develop our Early Years outdoor learning environment to improve the quality of the learning experience for all children aged 3-5 years.
- To add an additional Year 1 teaching bay onto the current Foundation Stage area in order to help with the transition from the EYFS into KS1.

References

- | | |
|--|--|
| <ul style="list-style-type: none"> • 2015 Ofsted report • 2017 ASP and IDSR reports • 2017 – 2018 School Improvement Plans • Internal school progress data (2016 - 17 and 2017 - 18) • Headteacher's reports to Governors • Index of Multiple Deprivation Scores in Shropshire (2009) • Woodside School Brochure • Assessment Calendar | <ul style="list-style-type: none"> • Woodside School Website • Behaviour Policy • Child Protection Policy • Appraisal Policy and records of teachers' performance management • Records of lesson observations and other monitoring exercises • Records of CPD provided for staff • School budget and records of Pupil Premium expenditure |
|--|--|