

HEMLINGTON HALL  
ACADEMY



School Self Evaluation Document

Most recent update September 2015

## Context

Hemlington Hall Academy is a 2-form entry school, being of greater than average size nationally. The school catchment area is mixed but principally takes children from a large council housing estate with the majority of families either unemployed or working in low paid jobs. The Pupil Premium / Ever 6 figure is 36.1%. (This has significantly reduced since the introduction of UFSM). The pupils are predominantly white British from an area of high social deprivation in comparison to the national figure, which has a negative impact on the entry levels of children coming into Nursery. As a result, we work hard to develop relationships with parents, the wider community and outside agencies in order to provide a safe and secure learning ethos for children. We have a strong pastoral team through which children are supported and nurtured so that they are able to access learning fully. This, coupled with a broad and varied curriculum, provides high quality experiences to engage and motivate children and enrich their lives with extended opportunities such as Forest Schools, authors and educational visits. We have been accepted as 1 of 15 'Solar Schools' across the country, so will be involving the whole school community and wider local businesses in fund raising £15,000 for Solar Panels throughout 2015-16, which will generate sustainable and eco-friendly energy. This project upholds our school ethos and our aim to develop responsible and well-rounded citizens for our future.

Inclusivity is at the heart of all we do, and in January 2015, we extended our High Needs Base to accommodate 15 infant-aged children with complex learning needs from across Middlesbrough. As a result of this provision, as a staff we are well-trained in meeting the needs of a greater than national average number of individuals with challenging behaviours and learning difficulties.

From generally low and worsening start points on entry to Nursery particularly in Communication and Language, Mathematical Development and Understanding the World, the children are provided with a stimulating learning environment which enables them to initiate their own learning progress through personal interests. Staff skilfully intervene and work effectively to observe and extend children's learning so that over time, the percentage of pupils achieving a Good Level of Development has improved significantly over 4 years and is now in-line with National.

Phonics Screening shows a four year improving trend as a result of the rigorous focus given to staff CPD in the development and training of Letters and Sounds and in 2015, we were above National for Y1 and Y2.

End of KS1 data showed significant improvement in pupil attainment from 2011 to 2015, resulting in all tested children achieving above national averages for reading and maths at 2b+, and in line for writing. There was a slight decline in results 2014 which reflected the complex nature of the cohort (52% disadvantage pupils and a 25% SEND which included 4 HNB children). They achieved only 12% GLD in 2012. Now the present Y4, they continue to receive specific and targeted teaching and intervention and are demonstrating improving standards in core subjects against the new curriculum expectations.

End of KS2 data shows pupil attainment has steadily improved from 2011 to 2015, achieving above national average L4+ in maths and writing and in line for reading and combined RWM. In 2014, pupil attainment declined particularly in maths although broadly in line for reading and writing. The proportion of pupils achieving L4+ in maths, reading and writing was below the national floor target and indicative of the year group which included 44% disadvantaged and 21% SEND. Two children were dis-applied from tests, three other children were under attendance procedures and ten others were extremely vulnerable in terms of SEBD and supported by a wealth of professional agencies. KS1-KS2 Progress measures was above national in 2015 and rising standards for GPS, L5 and 3 levels progress.

# Hemlington Hall Academy SEF Effectiveness of Leadership & Management

|  |                          |                                |                        |
|--|--------------------------|--------------------------------|------------------------|
| Effectiveness of Leadership & Management | <b>Our Judgement : 2</b> | <b>Revision date: 21.09.15</b> | <b>Author: KE / SL</b> |
|--|--------------------------|--------------------------------|------------------------|

## Summary

We believe Leadership and Management is Good, and effective because:

- Governors are highly proactive, ambitious for all pupils and key to challenging school improvement, holding SLT to account through Learning Observations, Pupil Interviews, meeting / sharing reports with key staff, committee meetings and Appraisal overviews this has led to the school being held to greater accountability by Governors.
- Appraisal procedures are secure and relentless in improving practice of Teachers and outcomes for children
- Leaders, staff and children do not tolerate prejudiced behaviour, consistently promoting SMSC and British Values through school ethos, curriculum and in positive relationships between all stakeholders
- Rigorous focus on School Self-Evaluation processes embedded into day-to-day school practice, including analysis of data, termly Standards and Pupil Progress Meetings, CPD / peer support, learning observations, external validation via The Alliance, Peer Review and NLE / SLE work and key staff coaching and mentoring colleagues with planning and raised expectations of the new curriculum and in order to drive standards across the school.
- Teachers liaise closely in school and with Discovery Alliance / wider Colleagues participating in peer observation, subject network programmes and transition work with groups of children
- We have implemented rigorous internal moderation and scrutiny of work in order to raise standards whilst at the same time not losing sight of already existing good practice which is steadily reflected in the upward trend in maths attainment and English at KS2.
- Whilst 2016 end of Key Stage 2 data looks set to dip, this is not typical and is as a result of a low-achieving cohort with significant SEN. Progress for this cohort is evident across the years however not in line with National Expectations. 2017 predications are being calculated currently.
- Maximising the qualities and skills of individuals' is a strength of our school. As a result, capacity is strengthened within the Leadership Team following a recent review establishing early and middle leaders. Leaders are effective in their role of impacting on staff development and pupil outcomes across the school including in the Early Years, creating a climate where teachers are motivated to take risks
- Cross-alliance targeted SSE and CPD is enabling leaders to support, challenge and raise standards as evidenced through RAP Minutes, DfE scorecard and data
- The curriculum has a positive impact on children's behaviour and safety, tailored to meet the needs of all our children and promoting high pupil engagement through creatively embedding core skills
- High priority given to training for Teachers and Support Staff by specialists and experienced teachers, enabling staff to implement specific targeted interventions enhance CPD and impact on learning. This is being realised in this year's data sets half-termly
- Highly Skilled leaders provide focused induction and professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching Appraisal procedures and challenged through working with SLE / NLE / Discovery Alliance colleagues
- Forward thinking and proactive in preparation for 'Assessing without Levels'. We use 'Target Tracker', an online data system which enables all teachers / leaders to

input data, identify areas for improvement and formulate effective planning for groups of children / individuals in order to close gaps in learning. The impact of the New Curriculum and the Tracking system has meant that Teaching expectations have been raised and children have more rigorous learning tasks

- Rigorous data analysis enables us to target Pupil Premium and SEN funding to deliver targeted support with good and improving outcomes for all pupils
- Pupil Premium has been spent effectively and as a result a marked improvement has been evidenced in behaviour, reading and access to sport and quality enrichment opportunities (See PP Annual Reports)
- Teaching quality has moved substantially in the last year as a result of skilful deployment and recruitment of staff and rigorous approaches to SSE. Consequently, whilst attainment is improving on an overall 4 year upward trend, rapid and sustained improvement overtime cannot yet be realised in light of the shift between old and new curriculum expectations.
- High quality, targeted interventions are implemented across the school by trained staff for children in need of short-term, additional support. Daily Teacher planning and half-termly SLT monitoring shows evidence of pupil progress which is evidenced in classroom learning
- Effective and seamless management of staffing, budgets, new curriculum and assessment changes whilst continuing to drive up standards
- Safeguarding systems are highly effective. All stakeholders have appropriate CPD and understand that safeguarding is everyone's responsibility.
- The school has excellent, proactive links with a wide range of external support agencies, including Social Care, Health and mental-well-being agencies. As a result, children and vulnerable families are well-supported and the Head is able to closely evidence the impact of the support agencies in terms of the outcomes for children.
- The direct involvement of our school Family Liaison Officer and such projects as The Parent Academy has led to greater parental engagement in school for more vulnerable groups of children (data to follow post-research analysis July 2015)
- The introduction of early opening supported by previously established breakfast provision has had a clear impact on punctuality resulting in the school figures improving and the start to the day is much more efficient in terms of learning

**To reach the next Grade we need to:**

**Early Years Specific**

- Highly successful strategies engage parents and carers, including those from different groups, in their children's learning in school and at home.
- Provide suitable professional development for EY team, particularly in implementing Baseline Testing and interrogating outcomes to drive pupil improvement
- Consider implications for Nursery admissions (Rising 3's) from 2016-17 30hours Nursery Provision

**KS1 & KS2**

- maintain the highest levels of achievement and personal development for all pupils over a sustained period of time
- through continued CPD, Governors will systematically challenge leaders (Termly Monitoring) and deepen their understanding of the school's performance and of staff and pupils' skills and attributes.
- that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching will be at least consistently good and improving.
- ensure that the school's actions secure improvement, which is rapidly rising, in achievement in English and mathematics for all pupils, particularly those who are disadvantaged.
- Continue to develop and improve programmes to support parents / carers (particularly these from hard-to-reach families) in supporting their child(ren) to make academic, social and emotional progress (Parent Academy / Homework / SATs / Phonics support / GAT Workshops)
- Embed wider partnership network, drawing on strengths of colleagues within the Umbrella Trust and across the L.A. / other schools to coach, mentor and support staff

through targeted, personalised CPD opportunities. This will enable staff to reflect and debate the way they teach with others with proven track records of improvement

- Complete NSPCC Safeguarding audit tool ( 2015) and follow up as appropriate
- To revisit / reinstate the Eco-Council to complement the outdoor curriculum and promote citizenship (Summer 2015)
- Implement annual Staff Questionnaire Autumn 2015

## Hemlington Hall Academy SEF Personal Development, Behaviour & Welfare

|   |                          |                                |                        |
|---|--------------------------|--------------------------------|------------------------|
| Personal Development, Behaviour & Welfare | <b>Our Judgement : 2</b> | <b>Revision date: 14.09.15</b> | <b>Author: KE / SL</b> |
|---|--------------------------|--------------------------------|------------------------|

### Summary

- We believe Personal Development, Behaviour and Welfare is Good because statistical trends for behaviour and attendance suggest that we are better than national averages.
- No pupils have ever been excluded from Hemlington Hall Academy
- School Policies are reviewed and signed annually by staff, so that they are implemented effectively creating a safe and orderly environment free from prejudice and bullying and to ensure a consistent whole-school approach to Safeguarding, Health & Safety, Emergency Procedures, Safer Recruitment, Risk Management and personal well-being for children and staff.
- Feedback from parents and staff about pupil behaviour is very positive. Survey outcomes tell us that we offer a positive learning environment, with little disruption to lessons. This has been consistently observed through the school's SSE procedures and externally validated by the Peer Review process, LA and DFE visits 14/15
- 2014-15 Overall Attendance was 94.9%. Current attendance is 95.9% (September 25<sup>th</sup> 2015). Improving attendance and punctuality is an ongoing issue for our school, and we employ an Educational Welfare Officer to support the in-school work of the Family Liaison Officer. Attendance has improved over the last 4 years as a result of the consistent implementation of school procedures and regular liaison with parents of children with less than 90% attendance.
- We have achieved The Big Award for 3 consecutive years. The impact is seen in a whole school approach to expectations and children taking ownership of their behaviour. Our report stated "Hemlington Hall has created a caring and nurturing ethos in their school. They have fully trained peer mentors who are there for other pupils who may be upset or need a friend to play with. Their anti-bullying policy is excellent, concise and comprehensive. The lead teacher uses her trained knowledge to inform excellent practice in school. They adopt a whole school approach to ensure that the pupils treat each other with respect. The children are involved at every stage of their anti-bullying work and we are delighted to award them for excellence in challenging bullying."
- The implementation of 'Reach for the Stars' encompasses a highly personalised pastoral and academic support system for every child which has positively impacted on the attitudes and behaviour of learners throughout the day
- Staff training and re-deployment has impacted on developing more consistent systems in school (SIMS), supporting a minority of individuals with behaviour issues and improving the school environment for everyone. CPOMS system is to be introduced from Autumn 2015 to further improve systems and align with Alliance schools
- As a result of children regulating their own behaviour through Play Leaders, Peer Mentors, Playground Pals and School Council children understand the expectations for all. Systems are in place to reward positive role models and behaviours which result in a whole school collective approach for example through our house point system, star selfie and House Captains.
- As a result of pupil voice through for example, surveys, Jigsaw and circle time, children play a vital part in understanding their role as learners in society. There is a feeling of mutual trust and support within KS2 with 99% of all pupils say they feel safe in school. **Annual Pupil Questionnaire (Dec 2014)**.
- In-school data tells us that most pupils are aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and most will try to prevent it from occurring. Staff, children and parents receive annual E-Safety training, and this year, staff will undertake PREVENT training.
- Children know what to do and who to speak to regarding bullying and derogatory or aggressive language and tell us that they feel it will be dealt with effectively.
- Pupils are equipped with skills to prepare them for the next stage in education, with effective transition programs for all class in July, secondary schools programs,

Children Challenging Industry and curriculum 'masterclass' workshops

- Children are given opportunities to share their views and opinions, including through School Council, Sports Council, Eco Council and attendance at Governor meetings
- Improved tracking through learning walks will demonstrate excellent improvements in behaviour over time for a small number of individuals or groups with particular behaviour needs. (See Case studies)

**To reach the next Grade we need to:**

- Ensure that pupils **consistently** display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups in order to have a very strong impact on their progress in lessons. Pupils' excellent conduct and behaviour will reflect our school's effective strategies to promote high standards which will make a stronger contribution to an exceptionally positive climate for learning.
- Ensure pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons will continue to reduce and be **extremely rare**.
- Parents, staff and pupils will be unreservedly positive about both behaviour and safety through response to questionnaires and through in-school discussion.
- *All* pupils will be able to demonstrate that they are keenly aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' behaviour outside lessons will be impeccable. Pupils' pride in the school will be shown by their excellent conduct, manners and punctuality.
- All Pupils will be fully aware of different forms of bullying, with greater awareness of prejudice-based bullying
- Staff will establish a sensitive and appropriate teaching program to begin to address risks that can occur in society, for example risks of sexual exploitation, DV in relationships, drug misuse, gang activity and extremism and radicalisation
- Staff are aware of changes to the Policy regarding all of the above plus female genital mutilation, forced marriage and radicalisation and will receive formal online training in November 2015.
- Pupils will become empowered to actively try to prevent bullying / prejudice from occurring.
- Targeted work through FLO / EWO to ensure all pupils are consistently punctual and maximise their learning opportunities
- Continue to drive Attendance standards through targeting Parents / Carers, work with EWO / FLO and rewarding children
- Provide greater opportunities for pupils to discuss and debate issues across Alliance Schools, perhaps through the development of a Child-led leadership team

# Hemlington Hall SEF Quality of Teaching, Learning and Assessment

|                                   |                         |                                |                        |
|-----------------------------------|-------------------------|--------------------------------|------------------------|
| Teaching, Learning and Assessment | <b>Our Judgement: 2</b> | <b>Revision date: 14.09.15</b> | <b>Author: KE / SL</b> |
|-----------------------------------|-------------------------|--------------------------------|------------------------|

## Summary

- Through internal and external moderation processes, teaching in our school is consistently good with 40% deemed to be outstanding in the 2014-15 cycle of School Self-Evaluation.
- Teachers have high expectations and strive to identify the elements of teaching that could be improved in order to close the gap between teaching, children's progress and their final attainment when they leave us.
- Internal observation and scrutiny processes shows teachers use effective planning to question and challenge children. They use secure subject knowledge to plan learning opportunities which sustain interest and challenge thinking
- Continued interventions such as Sound Training, FFT, LEXIA and Toe by Toe are employed to complement the good teaching in order to improve pupil progress.
- Teachers make good use of data and assessment (using Target Tracker) in order to move learning forward in a progressive and challenging manner. This includes half termly 1-1 teacher-pupil progress meetings and sharing data through standards meetings
- 'Reach for the Stars' target setting throughout the year keeps parents well-informed on how well their child is progressing in relation to expected standards
- The curriculum is a strength of our school, providing rich learning opportunities to enable children to make progress and develop core skills as well as a love of learning. We place high priority on ensuring high quality experiences are embedded throughout their time in school in order that they can have opportunities to flourish and enrich their lives.
- Technology is used effectively as a learning tool and as a result, raises pupil motivation and independence in their learning
- Staff have worked collectively to improve the consistency of marking and feedback with direct impact evidenced in books.
- Children are given time to review teacher's advice and act upon it (using 'purple pen'). Most children use this feedback well and can articulate what they need to do to improve key areas of their learning
- Homework is set weekly in all year groups to consolidate learning and prepare / research forthcoming curriculum work

## **Early Years**

- The quality of teaching over time in Early Years is outstanding and never less than consistently good and is highly responsive to children's needs.
- Assessment is accurate and includes high quality observations which are rigorous, sharply focused and includes all those involved in the child's learning and development.
- Provision across all areas of learning is well planned and based on regular and precise assessments of children's achievement so that every child undertakes highly challenging activities.
- The majority of children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination, concentration and resilience. They will listen intently and are highly responsive to adults and each other.
- Effective phonics teaching enables Rec / Y1 children to make better than national average progress, resulting in a 4-year upward trend in end of EY and Phonics Screening data

**To reach the next Grade we need to:**

- To continue to raise the bar in teaching in all key stages to see consistently outstanding teaching, learning and progress. As a result, almost all pupils, including disabled pupils, those who have SEND, disadvantaged pupils and the most able, will make **sustained progress** that leads to outstanding achievement. Data will reflect raised aspirations across school, in line with the new level descriptors (TBC).
- Teachers **systematically and effectively check** pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is **highly effective and cohesively** planned and implemented across the curriculum, as observed through joint lesson observations and embedded SSE.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils **make significant and sustained gains** in their learning, as observed through continual embedded SSE.
- Teaching promotes "visible progress" through outstanding practice through a variety of well-judged teaching strategies, including setting challenging homework that prepares learners, deepens understanding and consolidates learning with clear direction and timely support, matched accurately to pupils' needs
- Subject Leaders will develop Portfolios of work in order to demonstrate that an effective curriculum with raised expectations is taught across all key stages.
- F.A.S.T. Programme for Early Years Parents Spring 2016 launch to engage and support 'hard-to-reach parents'
- Analyse outcomes and evaluate parental involvement and impact on children's learning through Chicago University EEF 'KS2 Parent Academy' Research Programme from Nov 2014 – June 2015

## Hemlington Hall SEF Outcomes for Children and Learners

|                                    |                         |                                |                        |
|------------------------------------|-------------------------|--------------------------------|------------------------|
| Outcomes for Children and Learners | <b>Our Judgement: 2</b> | <b>Revision date: 21.09.15</b> | <b>Author: KE / SL</b> |
|------------------------------------|-------------------------|--------------------------------|------------------------|

### Summary

- 76% of Main stream Reception children achieved the Good Level of Development in 2015 exceeding the 64% target predicted. Moderated EY outcomes demonstrated 81% of the cohort achieved 7s in writing, 80% in Reading and 83% in Number
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the EY provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement.
- Gaps between the attainment of groups of children and all children nationally, including those in receipt of additional funding, are closing more rapidly.
- Baseline analysis of N2 data demonstrates that very few children entered nursery working at National Expectations, i.e. beyond the 22 – 36 month band / within the 30 – 50month band, so as a consequence, EY staff have adapted the curriculum to provide opportunities to address areas of concern, which based on Summer data is all Prime Areas plus Literacy and Mathematics.
- The BLAST programme was extended into Reception last year making a significant impact for lower attainers and Letters and Sounds is taught in streamed groups across EY.
- From a very low EY GLD result in 2013, the same cohort made significant progress through KS1 in relation to National Expectations. July 2015 data outcomes show that 84% of tested children achieved Level 2+ in reading, 70% in writing and 82% in Maths. KS1 was externally moderated by the L.A. in June 2015.
- Although there has been a marked improvement in all subjects for all Key Stages, we need to consistently maintain and improve standards in all core subjects and to address underachievement in against new National Curriculum expectations
- We provide an exciting curriculum which enables children enjoy their learning and make links across subjects through innovative technologies and experiences, Children use ipads to enhance their learning and can talk about how to use technology safely
- **All** staff have high aspirations, a 'can do' attitude and clearly enjoy providing a challenging, stimulating environment which supports the progress of 'the whole child'.
- There is a marginal gap between value added of disadvantaged pupils and other pupils in all subjects by the end of KS2 over a 4 year period. In fact, disadvantaged pupils perform better than other pupils in KS2
- Termly pupil interviews encourage children to take ownership and greater responsibility for their learning, feel confident and know that their contributions are valued
- As an Academy within the Discovery Alliance, the Raising Achievement Board meets half termly to analyse achievement / progress data, challenging outcomes through scrupulous professional dialogue. Outcomes of SSE impact directly on leaders managing the teaching and learning, raising accountability of teachers, deployment of staff and targeting focused groups.
- We work closely with NLE, SLEs, Peer Reviewers, DfE, Regional School's Commissioners, Discovery Alliance and L.A. to actively improve standards across school
- Appraisal Procedures are robust and support and challenge all teachers to improve their work within the classroom and continue to develop their accountability.
- As a result of embedded, rigorous School Self Evaluation procedures, leaders offer peer support, coach and mentor in planning and assessment time. This has impacted on classroom practice and swift feedback tackling areas for development ensures an immediate impact for learners and personal PD.

- Termly Standards Meetings, also attended by all Governors, ensures staff evaluate the progress of all groups within their class and plan to meet those needs effectively
- Data is used well to ensure staff are deployed to support the needs of all learners in the most effective way
- Qualitative and quantitative analysis identifies that the interventions in place to compliment learning are closing the gaps. This is a strength of our school
- Staff work hard to engage parents in curriculum workshops and information meetings, enabling them to feel better able to support their child with learning
- Governor monitoring of Reading Spring Term 2015 to establish progress against value for money (PP funds) in terms of impact / libraries. Maths will be the focus in Autumn, where we hope to encourage greater parental engagement.

**English & Maths Achievement**  
We judge ourselves to be Grade 2.

**English: 4 year Trend Data**

| <b>RESULTS: all pupils</b>             | <b>2012</b> | <b>2013</b> | <b>2014<br/>Not incl HNB</b> | <b>2014<br/>Incl HNB</b> | <b>2015<br/>Not incl HNB</b> | <b>2015<br/>Incl HNB</b> |
|--|-------------|-------------|------------------------------|--------------------------|------------------------------|--------------------------|
| EYFS: % GLD                            | 12          | 42          | 53                           | 52                       | 76                           | 70                       |
| PHONICS: Met the standard at end of Y1 | 47          | 33          | 67                           | 67                       | 78                           | 71                       |
| PHONICS: Met the standard at end of Y2 | N/A         | 68          | 94                           | 90                       | 97                           | 91                       |
| KS1:Achieving Level 2b+ in Reading     | 65          | 76          | 77                           | 74                       | 84                           | 78                       |
| KS1:Achieving Level 2b+ in Writing     | 57          | 66          | 68                           | 67                       | 70                           | 66                       |
| KS2:Achieving Level 4+ in Reading      | 85          | 85          | 84                           |                          | 87                           |                          |
| KS2:Achieving Level 4+ in Writing      | 90          | 85          | 79                           |                          | 87                           |                          |
| KS2:Achieving Level 4+ in GPS          | N/A         | 80          | 53                           |                          | 71                           |                          |
| KS2:Achieving Level 5+ in Reading      | 46          | 30          | 21                           |                          | 24                           |                          |
| KS2:Achieving Level 5+ in Writing      | 22          | 20          | 28                           |                          | 22                           |                          |
| KS2:Achieving Level 5+ in GPS          | N/A         | 35          | 28                           |                          | 42                           |                          |
| 2+ level progress KS1-KS2 in Reading   | 90          | 70          | 77                           |                          | 95                           |                          |
| 2+ level progress KS1-KS2 in Writing   | 98          | 95          | 88                           |                          | 97                           |                          |
| 3 level progress KS1-KS2 in Reading    | 30          | 10          | 7                            |                          | 26                           |                          |
| 3 level progress KS1-KS2 in Writing    | 15          | 10          | 23                           |                          | 21                           |                          |

**Maths 4 year Trend Data**

| <b>RESULTS: all pupils</b>         | <b>2012</b> | <b>2013</b> | <b>2014<br/>Not incl HNB</b> | <b>2014<br/>Incl HNB</b> | <b>2015<br/>Not incl HNB</b> | <b>2015<br/>Incl HNB</b> |
|------------------------------------|-------------|-------------|------------------------------|--------------------------|------------------------------|--------------------------|
| KS1:Achieving Level 2b+ in Maths   | 63          | 73          | 81                           | 75                       | 82                           | 77                       |
| KS1:Achieving Level 3+ in Maths    | 0           | 17          | 12                           | 12                       | 11                           | 11                       |
| KS2:Achieving Level 4+ in Maths    | 80          | 85          | 70                           |                          | 92                           |                          |
| KS2:Achieving Level 5+ in Maths    | 22          | 25          | 26                           |                          | 26                           |                          |
| 2+ level progress KS1-KS2 in Maths | 85          | 80          | 77                           |                          | 97                           |                          |

|                                   |    |    |    |    |
|-----------------------------------|----|----|----|----|
| 3 level progress KS1-KS2 in Maths | 15 | 20 | 21 | 26 |
|-----------------------------------|----|----|----|----|

**Attainment (against estimated National expectations for the year group)**

**We judge ourselves to be Grade 2.**

**SUMMARY DATA**

It has been challenging to convert levels into target tracker steps of the new assessment model. However, teachers had used this year to use the new steps and assess the children against those new curriculum targets. Percentage on or above Year Group Expectations for July 2015 (against Target Tracker [w, w+, s, s+: working within or above and new curriculum expectations

| Year Group         | Number of pupils | Reading | Writing | Maths |
|--------------------|------------------|---------|---------|-------|
| Y1<br>Not incl HNB | 40               | 85%     | 90%     | 95%   |
| Y2<br>incl HNB     | 43               | 79%     | 72%     | 79%   |
| Y3                 | 46               | 56%     | 56%     | 65%   |
| Y4                 | 34               | 79%     | 64%     | 64%   |
| Y5                 | 39               | 59%     | 59%     | 49%   |

**Early Years Progress for all groups and individuals**

**We judge ourselves to be Grade 1.**

**Foundation Stage Summary: End of Reception 2015 (moderated)**

|                            | 7s Points Writing | 7s Points Reading | Average 7s Points<br>Number / SSM | % Achieving GLD |
|----------------------------|-------------------|-------------------|-----------------------------------|-----------------|
| End of Rec incl HNB        | 70%               | 71%               | 75%                               | 70%             |
| End of Rec not incl<br>HNB | 80%               | 81%               | 83%                               | 76%             |

On entry and July 2015 N2 exit data shows that the following percentage of children are meeting Age Related Expectations (30-50months on entry and 40-60monthsE at end of Nursery). This was based on 37 children. There has been some movement of pupils within the cohort since data entry but there are still 37 pupils on roll currently. (NB: % IN [...] SHOWS DATA FROM 2014 COHORT AT THE SAME POINT) These figures do not include the High Needs Base pupils. There are 6 in HNB.

| <u>On entry:</u>               | <u>At exit</u> |
|--------------------------------|----------------|
| 19% [23%] PSED                 | 43% [70%]      |
| 12% [23%] Communication & Lang | 48% [63%]      |
| 56% [45%] Physical Development | 43% [81%]      |
| 3% [23%] Literacy              | 57% [75%]      |
| 15% [19%] Numeracy             | 67% [77%]      |

16% [4%] Understanding the World 43% [24%]

39% [24%] Expressive Arts & Design 66% [42%]

- Comparing Nursery exit data / on entry to Reception for Sept 2015 and Sept 2014 cohorts there are significant differences in data, with much lower attainment this year than in the previous cohort except in Understanding of the World and Expressive Arts, albeit from lower starting points except for Physical Development.
- Reception staff have adapted their planning to extend learning opportunities in the outdoor area and physical development through Yoga Bugs (weekly), specialist sports coaches, balance bikes and renewed wheeled resources. Indoor and outdoor areas include wider opportunities for children to develop early writing and reading skills across the curriculum, including Lola the Listening Leopard, Parents Phonics Event in October, Dough Disco, Teodorescu handwriting intervention and BLAST interventions.

**Closing the Gap / Disadvantaged pupils**  
**We judge ourselves to be Grade 2.**

**Meeting the needs of individual pupils is a strength of our school (See Intervention Data / SEN Files / CP Information and pupil support). We are ambitious in driving up standards, supporting every child and serving the local community in order to break the cycle of deprivation for a large percentage of our intake.**

**Disadvantaged Pupils (DP) achieve well overtime**

- In 2014, HHA reached the highest percentile range for % of pupils on FSM, increasing year on year to 48.2%. Governors are placing a high priority on meeting the needs of disadvantaged pupils through enriched provision, targeting specific needs in learning, breaking down home-school barriers, providing resources for children and parents, upgraded school resources and materials, specifically reading materials, developing a second school library, pastoral staffing and provision through the Nurture Room and family liaison officer attending to social and emotional needs and the extended curriculum.
- The school is in the highest percentile range for school deprivation indicator at 0.35 2014. This has been relatively stable for the last 3 years. We recognise this and over the years have established links with external support agencies such as The Bungalow Partnership, Barnardos and NSPCC. This impacts on the progress of this group of children by the end of KS2.
- Lower attaining KS1 disadvantaged pupils have achieved better than other pupils and the most improved results for HHA in 3 years. However, in 2015, data demonstrated that the gap had widened again, particularly for lower attaining children in receipt of Pupil Premium.
- 79% of DP in KS2 2014 made expected progress in reading with 16% making better than expected progress.
- Disadvantaged Y2 pupils achieved 23% above National in the phonics screening test 2014.
- The % of disadvantaged students making expected progress in maths was 3% less than the school average last year. This is a slight dip from the school's previous 2 year upward trend CTG. However 21% achieved better than expected progress in Maths
- Analysis shows us that More Able readers at KS1 convert less favourably to L5 at KS2
- Disadvantaged pupils made 5% higher than the national average of expected progress end KS2 writing. This resulted in this group achieving 11% overall above non PP pupils (2014)
- Disadvantaged pupils attained 4% higher than other pupils' end KS2 reading in 2014.
- In 2014, there was only a 5% gap between attainment of disadvantaged pupils at KS2 in Maths and other pupils. This equated to 2 children.
- Improved identification of disadvantaged children with specific / complex needs by a highly focussed SENCo, who works alongside SLT to ensure standards are met for all pupils

## To reach the next Grade we need to:

### Early Years

- Reception cohort September 2015 have started at a significantly lower level than last year. All staff have analysed the priorities and will work to raise the attainment to at least national expectations by the end of the year
- Any gaps between areas of learning will continue to be analysed and addressed through effective planning and organisation so that achievement gaps are reduced.
- Continue to provide highly stimulating environments, including the outdoors, with exceptional organisation of the educational programmes, reflecting rich, varied and imaginative experiences that meet the needs of all children exceedingly well.
- Coaching and mentoring of new staff by the new EY Leader and key team members to ensure high standards are maintained
- Attend training and implement the new Early Years Excellence Baseline Assessment for Reception. Investigate how to use the model in Nursery so that data can be effectively measured and accurately used to support learners through focused teacher planning for the environments

### KS1 & KS2

- All Children make substantial and sustained progress from their starting points
- Following whole staff Reciprocal Reading training by Middle Leaders (Sept 15), teachers will provide greater opportunities to teach and embed the skills of reading and comprehension across all subjects
- Ensure that all children are working within their year group expectations against challenging targets, and aiming for minimum 's' (secure) by the end of the year
- Improve the teaching and learning for more able pupils in all aspects of the curriculum and for all key stages
- Teachers plan increased opportunities in lessons (including Reach for the Stars, 'Doctor's Surgery') to articulate their learning and understanding in order to improve
- Whilst there is marked improvement at HHA, we need to close the gap closer to National figures in the % of pupils making better than expected progress / achieving mastery in all subjects and continue the upward trend in Writing and Maths by the end of KS2.
- To embed the new curriculum expectations on half termly data tracking so that all teachers understand what expected progress looks like against National Performance Descriptors (TBC), and 'teaches up'. Target Tracker and Rising Stars Progress Tests will support this, and Leaders will follow up regularly through embedded SSE.
- To address the issues raised in Pupil Progress Meetings through targeted SSE intervention and monitoring teaching half termly to ensure quality first approaches and outcomes for all pupils.
- Develop a structured assessment program to monitor progress from end of Reception to Y1 and across KS1. (Early Years Target Tracker)
- Use Sutton Trust Website and Audit tool with Staff and Governors to further break down barriers for disadvantaged pupils and raise aspirations. Strategies such as 'pre-teaching' is already having an impact in Y2 and Y6, as is our Performance with Shakespeare for Kids in Y6.