



Oakwood Infants School Self Evaluation Review- 881/2027

Head Teacher: Kathy Maguire-Egan
Deputy Head Teacher: Fiona Wells
SENCo: Vicky Webber

Chair of Governors: Christine Chadbourne / Jenny Cooke
School's Excellence Commissioner: Kerrie McGrory
EYFS Leads: Louisa Thatcher / Natalie Trinder/Angela Crawford

Section	Self-Evaluation Summary - September 2015 – December 2017
1. Introduction and Context	<ul style="list-style-type: none"> • Oakwood Infants School is an oversubscribed, larger than average-sized infants school in 2014 NOR 453 (RAISE Oct 2015). There are four Nursery classes, four Reception, four Year 1 classes and four Year 2 Classes. ▪ Most pupils are of White British heritage. At 12.0%, the proportion of pupils from minority ethnic groups is below the national average of 30.7%. At 5.4% the proportion of pupils speaking English as an additional language is below the national average of 19.5% (RAISE Oct 2015). ▪ The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is 46% well above the national average of 26% (RAISE Oct 2015). ▪ The percentage of pupils supported with special education needs is 10.6% and the percentage of pupils with statements is 2.2% and is below the national average at 14.4%, of which 1.4% statement (RAISE 2016). ▪ The school community suffers from considerable social and economic deprivation. With 432 children on role 170 of the children which is 39.4% of the school have split parentage and on occasions multiple fathers. The school's deprivation indicator as measured by RAISE is 0.40 above the national at 0.24 (RAISE Oct 2015). ▪ Children admitted to the early years for all areas 68 (80%) pupils were admitted working below their age related. For the specific learning areas 99 (80%) children were admitted working below their age related. For the prime learning areas 73 (59%) were admitted working below their age related. For maths 114 (92%) were admitted working below their age related. For reading 120 (97%) were admitted working below their age related. For writing 116 (94%) were admitted working below their age related and 63% (2014 – 2015 School data) of children demonstrated significant speech and language needs. ▪ Within the last two academic years since 2014 OFSTED report the school had appointed a new Head Teacher and Deputy Head Teacher a new SENCO and EYFS phase leader strengthening both leadership and management.



Overall effectiveness:	Grade 2
<u>The quality of teaching, learning and assessment is now Good:</u>	
<p>1.1 Teaching, learning and the use of assessment are now good with some teachers demonstrating elements of outstanding practice (School monitoring evidence Autumn 2015)</p> <p>1.2 86% of teaching is Good/+ and 24% is Outstanding as judged by SEC/RAD/SMT- Nov 2015 Nursery</p> <p>1.3 With the introduction of new robust monitoring procedures. Teaching, learning and the use of assessment has improved since September 2014. There is an effective monitoring cycle in place which identifies underperformance, supports professionals and ensures all teacher base teaching and learning on high expectations as there are now better target setting, marking and feedback and pupils are encouraged to assess their work.</p> <p>1.4 Where teachers demonstrate practice which is graded three or less the management team will carry out follow up procedures. Continued professional development is based on the outcome of the school's OFSTED July 2014, school improvement and monitoring evidence (School CPD evidence file).</p> <p>1.5 The school performance management procedures, which focus on accountability for pupil progress and related to continued professional development is supported and targets are supported by relevant CPD. Assessment has been the key to improving learning.</p> <p>1.6 Three of the teachers with an outcome of three are newly qualified (Sept 2015) and one of the other grade threes is a new appointment (Sept 2015)</p> <p>1.7 Since September 2015 the leadership team have introduced more effective assessment processes, which have included baselines for every child, Wellcom speech and language assessments in EYFS, impact marking, termly assessments, progress reviews and internals/external moderations of English and Maths</p> <p>1.8 The leadership term have worked effectively with external consultants to improve teaching and learning (School's external reports summaries 2014 – 2016). This support has incorporated raising attainment, improving teaching and learning in the EYFS phase, raising attainment for disadvantaged children and improving the teaching of phonics.</p> <p>1.9 The school improvement process is supported and mentored by a serving OFSTED inspector Chris Christofides (School's external monitoring reports) who confirms the schools improvement.</p>	



An overview of all the other key judgments.

The school's SMSC is now good.

- 2.1 There is a clear systematic programme to promote pupils' spiritual, moral, social and cultural development and their physical wellbeing.
- 2.2 Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- 2.3 Weekly assemblies are celebrated which are specifically planned to encourage the children to make good moral choices. These assemblies have highlighted the importance of honesty, caring for others and making good choices (see assembly evidence and events file).
- 2.4 The school has again achieved their Healthy School Status (Nov 2016) and promotes healthy living both in the school's lunch menu and in the wider curriculum
- 2.5 All of the children take part in a minimum of two hours of physical activity each week and the school offers a variety of extra-curricular sports clubs
- 2.6 The pupils complete an annual questionnaire which has shown that the physical provision provided by the school is meeting their needs.
- 2.7 The school has evidence of an effective PSHE curriculum and Cultural diversity action plan, which incorporates learning weeks. These theme weeks celebrate British culture and have included topics such as a Jubilee Party, British tradition and culture, serving our local community and they have also incorporated learning weeks which have encouraged the children to have respect and toleration for other cultures using examples such as Chinese New Year, Diwali and the Black Inspirational Models.
- 2.8 The school actively engages with its locality, now appointing community members onto the Governing Body and working in partnership with the local community. This has involved inviting residents to attend Christmas lunches and fund raising events.
- 2.9 Leaders promote equality of opportunity and diversity thoroughly throughout the school community, so that it's ethos and culture counters any direct or indirect discriminatory behaviour. Prejudiced behaviour is not tolerated within the school community.
- 2.10 Governors, including the Head Teacher review policies related to SMCS and are systematic in amending practice. This review process has incorporated amendments to the Behaviour Management Policy, Anti-Bullying and Equality Policy and Action plan.
- 2.11 As a school we have worked on improving behaviour management systems, which has incorporated the implementation of a behaviour triangle, robust procedures for managing and monitoring bullying, discrimination, physical behaviour and verbal behaviour. Parents are made aware if their child is involved in serious behaviour issues.
- 2.12 Throughout the academic year we look for opportunities to develop the children's understanding of communities different to their own and emphasising respect and toleration. These opportunities have incorporated Chinese New Year, Diwali and Inspirational Black Role Models. We actively encourage guest speakers and these have included member of the Chinese and Indian culture.
- 2.13 As a school we are very proud to promote British values and we celebrate them in a number of ways, which incorporate the Royal Jubilee, British



Tradition, Remembrance Service and serving our improving local community

- 2.14 As part of our PSHE curriculum and on reflection of SMSC in school we teach the children about the importance of financial planning and preserving our planet, this has incorporated arranging guest speakers to present assemblies about recycling, caring for animals and Safe Water.
- 2.15 Pupils are encouraged to grow in their spiritual understanding throughout the year during assemblies. Rev Peter Kane delivers assemblies for Easter, Christingle, Remembrance and he teaches the children about God.
- 2.16 Governors and the Head Teacher complete an annual Safeguarding audit and an action plan to ensure all statutory requirements are being met.
- 2.17 A named health and safety governor completes an annual health and safety monitoring process with the school's health and safety lead.
- 2.18 Once a fortnight the Head Teacher's assembly focuses on keeping the children safe. Themes have included safety in the home, road safety and anti-bullying.

The school's effectiveness of safeguarding is good.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- 3.1 A large percentage of the Oakwood School community live in financial and social deprivation. This factor presents very vulnerable situations, which are often affected by the mental health of parents and carers.
- 3.2 All staff including volunteers are provided with safeguarding training and the school has a highly effective system for protecting the children. Within the safeguarding training, staff and volunteers are told about the "pink form system". With this staff are told that if a child makes a disclosure to them or if they notice something that concerns them regarding a child then they must fill in a pink form writing all their concerns and reasons for their concerns. This pink form is then put in a designated box and the Headteacher and Vulnerable Children's Worker will then deal with the issue.
- 3.3 The school employs a full time vulnerable support worker, who is also a qualified nurse. This member of staff works closely with the head teacher to manage child protection (see Safeguarding evidence file).
- 3.4 The school has an effective system to support vulnerable families as shown in the external report written by Sylvia Luck. This support involves providing parent workshops, making Family Solution referrals, Social Care referrals and working with other agencies to ensure parents feel supported and children are protected.
- 3.5 The school has a very robust system for tackling bullying, incidents of racism and for monitoring behaviour. The school holds logs for these incidents and



they are monitored and actioned at every management meeting, phase meetings and highlighted within the Head Teacher's termly report to governors. The leadership team monitor patterns and deploys resource to target areas of concern, which has incorporated working closely with vulnerable families.

3.6 Governors, including the Head Teacher review policies related to SMCS and are proactive in amending previous practice. This review process has incorporated alterations to the reporting of bullying, amendments to recruitment procedures (Governors are now involved in the Class Teacher and SLT appointments as well as reviewing their actions on the School Monitoring Plan/SEF)

Leaders' work to protect pupils from radicalisation and extremism is outstanding. Leaders respond swiftly where pupils are vulnerable to these issues. High-quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

3.7 The school promotes British Culture and patriotism through British Traditions and Values theme weeks and celebrating key British figures which include the Royal Family and famous British role models.

3.8 The school has a named senior member of staff who is responsible for managing any incidents of radicalization or exploitation.

3.9 As part of the school's safeguarding procedures staff receive annual training in Safeguarding and Protecting children. There is a clear system for identifying and managing concern relating to the protection of children with updates throughout the year.

3.10 All members of staff have been provided with Sexual Exploitation Awareness training by PC Alan Williams from Clacton Police Station to ensure the entire school are vigilant.

3.11 Staff are efficient in identifying vulnerable pupils and they are competent in using the schools referral process. The school's record keeping is used to support and monitor vulnerable children and families. Records are kept of vulnerable children and information regarding their attendance, any medical needs and their academic progress are kept in their file.

Areas for improvement:

- To ensure teaching and learning is at least good or better throughout the school and where teaching and learning are not good there are clear monitoring procedures in place and clear programs of support (see SIP).
- For all teachers to use assessment evidence to inform teaching and learning and to ensure the assessment targets for improvement relate clearly. This will ensure pupil progress is good and sustained.
- To make parents more aware of the agency support available to them.
- Look for more opportunities to raise awareness of professions for which the pupils may wish to pursue later on in their lives. These professionals will include community police, school nurse, fire services, a vet etc.



- Ensure that there are robust systems in class for pupil's to report safeguarding related matters.
- Ensure that Play Leaders, Buddies and School Councillors are fully aware of the role in ensuring pupils are happy and safe.
- Look further to ensure the school provides opportunities to celebrate British culture and educate and protect pupils in an age appropriate manner from radicalisation and extremism.
- Ensure that the school monitors its safeguarding procedures through the systematic use of data and evidence analysis, questionnaires and observations so that all pupils feel safe. Through this data we have found that there is 1% of the school population who do not feel safe, so our aim is to make sure that our target is that 100% of the children in school feel safe.
- Systematic questionnaire analysis.

Effectiveness of leadership and management

The school's leadership and management is now good.

- 4.1 The role of leaders has been a key aspect for whole school improvement and underpins the potential for sustaining the schools rapid improvement.
- 4.2 School leaders have created a culture of high expectation and a drive for individual excellence. Leadership is clearly focused on raising achievement through monitoring and tracking pupil learning. The school has made appointments to the leadership team; in September 2014 the governors appointed an experienced Head Teacher and since then appointments have included, the appointment of a Deputy Head Teacher, EYFS Phase Leaders and a non-teaching qualified and experienced SENCo. These appointments have provided greater capacity for sustained improvement.
- 4.3 Class Teachers have received consistent high quality internal and external continued professional development to provide them with a greater awareness of their responsibility. This continued professional development has incorporated: High Expectations for All, The Role of Assessment- Life Without Levels, Good and Outstanding Teaching and Learning including, Marking and Involving Pupils in their Learning. Effective Performance Management, Monitoring and Pupil Progress Review Meetings have ensured the percentage of teachers working at Good or better has increased.
- 4.4 Subject Leaders have been provided with internal and external support to become more competent in their responsibility. All subject leader now complete action plans for their subject responsibility and review these plans as working documents. Subject leaders are becoming more competent with monitoring their subject area. They are released on a weekly rolling programme to shadow the Head Teacher and Deputy Head Teacher in becoming more effective with their monitoring to support staff.
- 4.5 The Phonics subject leader has received consultancy support and as a result she has formulated a highly effective action plan and she has been able to identify clear areas for improvement, which has impacted on attainment as shown by pupil attainment in phonics, which demonstrates an upward trend. In Year 1 the phonic results were 56% (2014) 67% (2015) and our target for 2016 is 77%. In Year 2 the phonic results were 72% (2014) 77% (2015) and our



target for 2016 is 82%

- 4.6 SEND department- In September 2014 the school appointed a SENCo, who did not hold the National SENCo qualification, she left in 2015. The impact of this disruption meant the progress made by our pupils with SEND was slower than expected. However, since September 2015 the school has appointed an experienced and committed SENCo to the senior management team.
- 4.7 The RAISE Key Stage 1 data demonstrates that SEND supported pupils made less progress in 2015 for Reading, Writing and Maths. However when analysing the school's Key Stage 1 final end of term data SEND supported pupils made better progress in Reading, Maths and Writing. The baseline data in Year 2 for 2014/5 incorporated three children working at P7 in all core areas, where as in 2013/4 there was only one child on P8 and only for Reading (not all core). The school's Key Stage 1 final end of term data for SEND 2013 – 2015 is as follows:

SEND APS progress	Read	Writing	Maths
2014 -2015	5.6	4.8	5.6
2013 - 2014	5.9	3.8	3.8

- 4.8 Pupils with SEND in EYFS in 2014/5 despite having a greater number of children with SEND needs made significantly better progress than in 2013/4.

SEND 6 Steps+ progress	Communication and language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
2014 -2015	17 (89%)	17 (89%)	15 (79%)	15 (79%)	13 (68%) 16% 5stp+	17 (89%)	16 (84%)
2013 - 2014	11 (69%)	12 (75%)	9 (56%)	11 (69%)	11 (69%) 0% 5stp+	12 (75%)	10 (63%)



- 4.9 The school currently employs three EYFS phase leaders, for a total 1,8 contracted hours. All three of these teachers are experienced leaders and practitioners. Phase Leaders have worked with external consultants to construct action plans based on 2014- 2016 school improvement priorities which incorporates current monitoring and tracking assessment evidence.
- 4.10 The Head Teacher has been supporting managers at all levels to become more competent with the school's monitoring procedures, which incorporates supporting the Deputy Head Teacher, the SENCo, the Catering Manager and the Office Manager in carrying out Performance Management Procedures.
- 4.11 The school holds a very clear shared Vision which supports all stakeholders in achieving the school's mission. The school's Vision is a collaborative document, which ensures ownership.
- 4.12 The school's shared Vision is based on high expectations for all. This Vision is clearly communicated to parents and the wider community and the school leadership team actively seek contributions from parents through the school website, parent questionnaires and parent information sessions. Key priorities for the school are regularly communicated to parents and other stakeholders through the school's weekly newsletter. The leadership team have challenged a culture of low expectation and hold a non-negotiable approach towards high expectations for all (HMI December 2014).
- 4.13 The school has a very supportive, committed and competent Governing Body. However through monitoring and through evaluating of the school's data and reports governors demonstrate confidence in holding the school to account for its performance (See governor minutes).
- 4.14 Governor attendance at governing body meetings and at school events is good.
- 4.15 All governors keep up-to-date with governor training and most recently all governors have received training in relation to preparation for the new OFSTED framework.
- 4.16 As a school we have focused on improving outcomes for all pupils, particularly disadvantaged pupils. As a result, progress is rising across the curriculum, including in English and mathematics
- 4.17 At 46% the school has a above average percentage of pupils in receipt of pupil premium. Over the past two years the progress that these children make has been rising for English and Maths.



Phase Pupil Premium Only School Data	Read 2014	Read 2015	Write 2014	Write 2015	Maths 2014	Maths 2015	
Reception 6Steps/+ No data 2013	72%	85%	72%	97%	74%	86%	
Year 2 APS Aut1 –Sum 2	5.2	6.1	4.3	5.5	4.7	5.9	

Track the progress of groups of pupils to ensure that none fall behind, and how effectively governors hold the school to account for this

4.18 The governor's process for monitoring pupil progress is good. Governors actively monitor the progress of pupils belonging to specific vulnerable groups termly and pose questions in relation to the progress these pupils have made. Pupils belonging to EAL, pupil premium, boys and girls are making better progress in 2015 when compared to 2014 in all phases, Reception, Year 1 and Year 2 (Vulnerable group data report). See the table above for evidence.

4.19 Governors receive and scrutinize reports and question the Head Teacher and other members of the Management Team to ensure they are fully informed, these reports include (Governor minutes)

- Head Teacher Termly Report
- Self-Evaluation
- School Improvement
- Governors carry out monitoring on different aspects of school performance books, planning, pupil interview, displays
- Data including access to the school's RAISE Report
- Target Tracker Inset

4.20 In addition to best practice the school provides planned interventions in speech and language, phonics catch up, ECAR, art therapy and friendship club, counselling through play, maths, reading and writing booster/extension sessions. All vulnerable groups are monitored and the impact of these intervention sessions are monitored termly. The school has a planned intervention programme.

4.21 The school works closely with an external consultant to ensure children belonging to specific vulnerable groups are monitored. The school is also on the 'RAD programme (Raising Attainment for Disadvantaged Pupils) (See external reports).

4.22 The school receives support from a serving OFSTED inspector, Christopher Christophides which will continue until the school is judged good or better. All evaluations based in these monitoring visits have indicated that the school is now working at a level judged as good. Reference monitoring visit notes.

4.23 The school has a School's and Excellence Commissioner who has worked closely with the Head Teacher and management team. At the time of the current



Head Teacher's appointment the school had a RAG rating of RED (Sept 2014), which meant that if the school was re-inspected it would likely be graded inadequate. Since September 2014 the schools RAG rating has improved from RED and it is now AMBER, which means that based on Essex's monitoring evidence and the rate of school improvement Essex School Education Advisor Consultants feel the school would likely to be judged as Good or better (School monitoring files).

Behaviour is now good.

- 4.24 The school uses the language of safe choices and now adopts a self-disciplined approach towards behaviour management. Respect and presenting positive role models towards others are essential elements of the schools ethos. The school encourages positive behaviour through forms of praise and reward. The school has also implemented a behaviour consequence triangle which is used consistent throughout the school. Improved teaching and learning and a balanced curriculum with high expectations has contributed to an improvement in behaviour.
- 4.25 The school now has a clear system for managing behaviour and for keeping parents informed (School monitoring files).
- 4.26 In lessons the pupils are encouraged to be active in their learning and they are encouraged to be resilient and resourceful. A consistent approach towards classroom displays and resources, with learning walls and models of good writing and maths encourage these attributes.

Maintain rigorous and accurate self-evaluation, informed by the views of pupils, parents and staff, which leads to planning, securing continual improvement

- 4.27 The school's self-evaluation is good. It is a collaborative document and is based on a number of sources, which include the school's OFSTED outcome, internal and external monitoring evidence, RAISE online and contributions from stakeholders. The school's self-evaluation and school improvement plan are reviewed by a local authority advisor and an external consultant who is a qualified OFSTED inspector.
- 4.28 The school's self-evaluation is published on the school's website, a copy is displayed in the school's lobby and the key aspects of the school's improvement process are regularly published in the school's weekly newsletter and parents are invited to attend an information session based on the school's inspection outcome, self-evaluation and school improvement priorities and during this session they are encouraged to contribute.

Ensure that the design, implementation and evaluation of the curriculum provide breadth and balance

- 4.29 The depth of the curriculum and its evaluation ensures it has breadth and balance and so impacts positively in pupil outcomes. Teachers plan together in their phases and they receive continuous professional development which ensures lessons are based on best practice. Subject leaders are empowered to maintain and develop their subject areas. Senior leaders ensure the subject development is a key aspect of school improvement, the performance management and monitoring procedure (School monitoring and CPD file).



Supplement the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and improve their skills in a range of artistic, creative and sporting activities

4.30 The school's extra-curricular provision gives opportunities to support the formal curriculum and extends pupil knowledge and skills. The school offers a daily breakfast club, a large variety of sports clubs, friendship club and a number of academic clubs which include writing and maths club. The school also offers holiday clubs which provide sports and academic opportunities which improve pupils range of achieving and creative skills

Provide opportunities for pupils' SMSC development, together with a promotion of fundamental British values.

4.31 The school's SMSC development is good. The school holds it's responsibility for ensuring pupil's spiritual, moral, social and cultural development are an integral element of whole school policy and practice. The development of SMSC throughout the school is a key feature of the school improvement plan and developments are reported termly to governors within the Head Teacher's report.

4.32 The school provides daily assemblies which educate the children about aspects of spiritual, moral and social and cultural curriculum. As part of the pupil's spiritual development we have celebrated Easter (as a collaborative celebration with the local vicar), Christmas, Divali, Chinese New Year. The children are encouraged to reflect in their understanding, respect and toleration.

4.33 The children learn about the term belief and the appreciation of the beliefs of others, but also how we are not expected to adopt these beliefs. Moral and social values are fundamental to the school's ethos. On a fortnightly basis the head teacher hosts an assembly which encourages the children to reflect upon their rights and responsibilities (see Assembly topic). The themes of these assemblies have encompassed good manners, safe choices, honesty, caring for the less fortunate.

4.34 As a school we proudly support local, national and international charities, raising money for children in need, children in developing countries and for CAFOD (Head Teacher Report and events log).

4.35 The school has a robust action plan ensuring equality, as part of this plan we allocate theme weeks (See school events log).

Physical education (PE) and sport premium is good.

4.36 The school use of PE funding and the school's sports grant are now good. Governors have worked with the senior management team to ensure that the standards in the teaching of PE have improved and that improvement is sustained. This has involved appointing a PE specialist teacher to deliver high



quality lessons and provide extra-curricular sports clubs.

- 4.37 PE teaching is monitored and teachers are provided with modelled lessons on a weekly rotation ensuring all teachers (regardless of experience) are provided with continued professional development. Teachers are released to ensure they can observe good teaching and learning techniques, especially in areas where teachers feel less competent.
- 4.38 The senior management team use pupil questionnaires to ensure PE provision and pupil motivation is good. The evaluation of these questionnaires are reported to governors and are used to improve provision and to ensure pupils feel motivated (School's monitoring files and Head Teacher Reports). The questionnaires are completed at the beginning and at the end of the academic year to identify impact of provision.
- 4.39 The school's PE co-ordinator and the named governor for PE monitor teaching and learning to support teachers to ensure provision is at least good (School's monitoring files). Professional development is actioned and is tailored to specific need. For example, NQT safety in PE.
- 4.40 There is a clear progressive PE scheme to support the teaching and learning in PE and a lesson by lesson assessment form is completed.
- 4.41 The PE coordinator has reviewed the PE planning and this has resulted in progression and improved standards in PE.
- 4.42 The school currently has four children with severe physical disabilities and SENCo and the Specialist Worker for vulnerable children ensure individual tailored provision is provided and monitored.
- 4.43 Safeguarding in PE is a key priority for all practitioners and the teaching of safe practice is a feature of all lessons. Phase leaders and the PE coordinator carry out risk assessments.
- 4.44 Our school community consists of a low percentage of families coming from an ethnic minority background. In 2015 88% of our school community were of British origin (RAISE 2015). We monitor families who may be particularly vulnerable to the risk of radicalisation. We consciously look for opportunities during lessons and in assemblies to encourage respect and toleration of other religions and cultures, whilst also proactively promoting British values and traditions.

Areas for improvement:

- Improve the leadership and management skills at all levels
- Implement a programme of lesson monitoring and use the results to identify areas for development and CPD needs
- Rigorously and consistently enforce the school's code of conduct and behaviour policy
- Develop a system for tracking and analysing the progress of pupils in each class, subject and group. Use the results to target monitoring activities at those areas of greatest weakness



Quality of teaching, learning and assessment

The quality of teaching is now good overall.

- 5.1 In September 2014 the newly appointed Head Teacher introduced a robust set of monitoring procedures to improve teaching and learning standards (School monitoring files).
- 5.2 Since September 2014 teaching standards have improved steadily. The new monitoring procedures require any teacher performing at requires improvement or less to be supported and then re-observed within a three week period.
- 5.3 The school's progress data and attainment data demonstrates improvement in all phases.
- 5.4 Teacher's planning and use of assessment evidence has improved and teachers have become more competent in using a range of assessment information to accelerate progress through setting of more challenging targets and of the next progressive steps in the pupils learning. This assessment information has incorporated marking evidence, formative assessments, pupil and peer assessments and in some phases summative information (Children's books, teacher's planning and school monitoring files).
- 5.5 86% of teaching is Good or Outstanding (24 %). The three teachers who have demonstrated less than good have demonstrated requires improvement and on occasions good practice. These teachers are receiving a programme of support, which incorporates observing more effective teachers and continued professional development is tailored to individual needs..

Phase	Class and last T & L judgement Class One	Class and last T & L judgement Class Two	Class and last T & L judgement Class Three	Class and last T & L judgement Class Four
Nursery	Two		(PT 1) Two	(PT 2) One
Reception	Three	Two	Two	Two
One	Two	Three	(PT1) Two (PT 2) One	Two
Two	Two	Two	One	One
PT Cover	Three	Two		

- 5.6 With the appointment of the current Head Teacher it became apparent that the expectations for pupil attainment were low. Oakwood Infant School is situated in an area of high social and economic deprivation and for this reason the perceptions for pupil attainment were extremely low. With pupil premium currently at 46% many parents also hold a poor perception for the importance of education.



Once this had become apparent the Head Teacher provided internal and external continued professional development to ensure there is a clear programme for raising standards. Standards are improving and in Year One and Reception the attainment of pupils from disadvantaged backgrounds has greatly improved, but we are still working on this target to ensure all pupils and especially those belonging to vulnerable groups make good or better progress.

- How well teachers plan lessons and manage pupils' behaviour?

5.7 As highlighted in the school's 2014 OFSTED inspection, pupil's behaviour was not graded as good, pupils were disengaged and not involved in their learning. As a result of effective CPD teachers more competently look for opportunities to manage behaviour. Behaviour has greatly improved and is now at least good throughout the school for the following reasons:

5.8 Teachers encourage pupils to be more independent and resilient in their learning; through resources, classroom displays, in the role of marking and assessment (teacher, peer and self-assessments) and through the use of learning partners.

5.9 Teachers are more efficient in their use of combination for assessment evidence and use this information to create a culture of high expectation for all based on individual ability.

5.10 Teachers have become more competent in the use of their support teachers to encourage independent learning and maximise progress.

5.11 Teachers in Key Stage One now operate a system of top down planning where all pupils are encouraged to experience challenge and assess for next step learning targets.

5.12 Teacher and non-teaching staff all consistently implement the school's behaviour management system and this has improved pupils attitudes towards all aspects of the school day.

5.13 Based on monitoring and whole school evaluation teacher and support assistants have received continuous professional development in applying knowledge and skill in different contexts. The Headteacher has insisted that pupils record written work in their English and Maths books a minimum of three times a week and that problem solving in Maths should be recorded at least once a week. There is also an expectation that pupils should complete a cold and a hot writing task at least once a fortnight.

5.14 Due to the improvement in teaching and on whole school monitoring it was felt that the expectation for topic work was very low level and relied heavily on closed worksheet tasks. To encourage a greater application of skill and knowledge teachers are now using more creative activities which are based on high expectation and foster a more in-depth understanding.

5.15 As a staff we have completely revised the school's marking and feedback policy to ensure complete consistency and maximise progress. Teacher have



become more aware of how effective and essential marking and feedback can be in ensuring accelerating progress.

5.16 As a school we are currently in the process of implementing a homework system for selected pupils in Key Stage One (and a couple in EYFS) to develop writing, comprehension and core concepts in Maths, ensuring challenge for the more able.

5.17 The teaching of phonics has improved significantly. Pupils are in ability sets for phonics. Assessment is half termly. Teachers have become more competent in teaching the skill of applying phonics to reading and writing and this has resulted in raised attainment. Reference school phonics attainment 2013 – 2015

5.18 Parents have been invited in to observe the teaching and learning of phonics.

5.19 Phonics screening attainment for Year 1 pupils rose by over 10% from 56% in 2014 to 67% 2015. Furthermore, based on current school assessments our attainment figure will rise to 77% in 2016. The improvement in pupil attainment is a result of better teaching, tracking and monitoring in EYFS and Key Stage One. The use of external and internal support and professional development.

5.20 In Year 2 we are more clearly focused on pupil who are not in-line with national standards. There are daily quality first sessions and in addition there are one-to-one interventions to close the gaps for Pupil Premium children.

5.21 Based on a pupil perception questionnaire (June 2015) 87% of pupils find lessons fun, 92% of pupils expressed that work is often challenging and 92% of pupils say they receive help from their teachers when they need it.

Areas for improvement:

- To ensure all teaching and learning is good or better throughout the school and where teaching and learning are not good there are clear monitoring procedures in place and clear programmes of support.
- For all teachers to use assessment evidence to inform teaching and learning to ensure quality first lessons and interventions sessions provide challenge
- To further raise attainment in Maths, Writing and Reading to ensure standards are at least in line with the national.
- Ensure all teachers use marking and feedback to maximize progression
- To ensure that all vulnerable pupils make good or better progress and ensure the outcomes for pupils from disadvantaged backgrounds are the same or



better than the outcomes of children from non-disadvantaged backgrounds.

Personal development, behaviour and welfare

Personal development, behaviour and welfare provision is good.

Pupil's behaviour and whether pupils are confident learners and what their attitudes to learning are like

6.1 87% of pupils find lessons interesting and fun (June 2015 Pupil Survey)

6.2 Pupils are encouraged to be active in their learning and 94% of lessons demonstrate pupil's behaviour to be good or outstanding.

6.3 Observations of teaching and learning have highlighted pupils who are resilient learners who use learning walls and modelled writing to support their learning.

6.4 In 2015 new behaviour management procedures were introduced. These behaviour management strategies are applied consistently in all classes and throughout the school by all members of staff and have resulted in a marked improvement in behaviour. The children are encouraged to be self disciplined and make good choices which will keep them safe.

6.5 All stakeholders take the responsibility of keeping our pupils safe as key and for this reason the school hosts an anti-bullying week, while also regularly teaching the children about respect, care and kindness towards each other through assemblies and as part of the curriculum.

6.6 The school keeps an anti-bullying log which is used to record all incidents of bullying. This is then shared at a management level and further investigated a fortnight later.

6.7 Many of the children who attend the school come from socially, emotionally and economically deprived backgrounds and the school provides an excellent support in the form of parenting workshops, counselling support, Family Solutions and Social Care support, parental advice workshops, and this has been particularly beneficial in supporting and managing very vulnerable children to ensure they access high quality learning,

6.8 The school provides information workshops to raise parent's awareness in the importance of education.

6.9 The school has also organised for outside providers, such as 'Adult Learning' to provide parents with weekly workshops designed to support their child's



learning.

6.10 As part of the school's curriculum teachers look for every opportunity to promote awareness of the importance of education and remind pupils how fortunate we are to have our education system.

6.11 The school also looks for every opportunity to promote the benefits of obtaining a good education, both for career success and for everyday life experiences. The school has provided a career learning week.

Whether pupils are able to discuss and debate issues, and show respect for others' ideas and points of view

6.12 The school has an active school council which meets fortnightly and presents the comments and suggestions of the children. The school council has had a positive impact on whole school development which has incorporated amendments to the school menu, alterations to the school playground and sharing contributions in relation to the school's motto.

6.13 The school council have also been responsible for representing the school in community related initiatives which have included delivering food for poorer communities, tree planting and attending the school's healthy school's awards.

Attendance is now good.

The attendance of different groups of pupils, including the disadvantaged, compared with national figures

6.14 The school employs an attendance officer to monitor and manage attendance. The school works closely with the school nurse and an external agency to support parents in ensuring that their children attend school.

6.15 As a school we have looked closely at procedures and have communicated to parents the circumstances which would be considered as an authorised absence.

6.16 The head teacher takes a zero tolerance on parents taking children on holiday during term time and does not approve any such request.

6.17 Throughout the year the school has held a number of events to improve attendance, these have included raffles, certificates, prize givings and termly and yearly 100% badges.



6.18 On occasions the school has been compelled to request fixed penalties.

6.19 Whole school attendance has improved considerably and for the Autumn Term 2015 it was 96.5% which was 1% higher than the same period the previous year.

Attendance All	2013	2014	2015	Aut – Aut 2015	National
Absence	6.3	7.0	4.5	96.5	3.9
Persistence Absence	6.5	7.2	2.7		2.8

- Attendance of disadvantaged pupils also demonstrates improvement.

Attendance Disadvantaged	2013	2014	2015	Aut – Aut 2015
Absence	8.0	6.4	4.6	

Punctuality to school and to lessons

6.20 Punctuality at the school has improved since the introduction of the 'Rise and Shine' breakfast club.

6.21 The school employs a member of staff to manage and monitor punctuality. This member of staff greets families who arrive late at school and for specific cases supports families with advice.

6.22 The school also hosts a number of 'Right on Time' weeks and we present the children with prizes.

6.23 The school has a genuine commitment to anti-bullying and stakeholders on all levels strive to ensure bullying does not take place. As a school we remind the children on a daily basis that they have a right to be safe. Staff are vigilant in monitoring the well-being of all of the pupils and questionnaires and pupil interviews are also used to support pupil well-being.

6.24 The school has a clear policy for dealing with incidents of bullying or discrimination and this involves hosting anti-bullying theme weeks, formally recording, investigation and reporting all incidents of bullying to senior leaders. Governors regularly review the school's anti-bullying policy and make amendments to improve practice.

6.25 Pupils are regularly provided with circle time sessions where they are able to share concerns.



6.26 All members of staff promote respect and compassion for each other. The children are all taught that we have a responsibility towards others. As part of this responsibility as a school community we support a number of most vulnerable causes. (School events log)

Areas for improvement:

- Maintain 95%+ pupil attendance and 4.5% (10% new thresholds) Persistent absence.
- Raise the attendance of pupils from disadvantaged backgrounds from 95.4% to 96% (9% new thresholds)
- To improve punctuality
- All pupils to demonstrate positive attitudes towards their learning and use resources independently to foster resilience and independence.
- To ensure 100% of children enjoy their lessons.
- To ensure that all behaviour in lessons is good and pupils demonstrate positive attitudes.
- Teachers plan lessons which encourage pupils to be active and not passive learners through the use of talk partners, self-assessments, peer assessments and pupil contributions.
- Ensure that all the staff follow the school's anti bullying procedures and monitors all incidents of bullying.
- Work with the parent community to provide them with greater understanding of the importance of education by providing workshop opportunities

Outcomes for children and learners

Outcomes for learners are now good.

When evaluating achievement, use data for the past three years so that you can identify trends in what is and is not improving.

You need to comment on:



Achievement in the Early Years Foundation Stage (EYFS) (refer to the section below). Although the early years is reported on separately, it is also considered when making other judgements

7.1 Achievement in EYFS demonstrates progress in all areas, especially for disadvantaged children. The gap between disadvantaged pupils and non-disadvantaged pupils has almost closed.

7.2 In 2014 76% of pupils were admitted to the Reception Phase with speech and language delay well below their age related. These children were assessed using our Welcom assessment material on entry and by the end of the Reception Phase only 9% of children were working below their age related and of these children the majority have considerable speech therapy needs.

Early Years Foundation		Stage outcomes – GLD						
		2013 School	2014 School	2015 School	2015 Essex	2015 National	2016 School Prediction All	2016 School Prediction Disadvantaged
No. in cohort	116	120	125				116	
% achieved a Good Level of Development	44%	43%	53%	68%	66%	63%	63%	



Progress by the end of Key Stage KS 1:

7.3 Pupils are making better average point progress in KS1 all areas in 2015 (School Data)

Cohort – APS Yr1 Aut1 – Yr2 Sum 2	Read	Writing	Maths
KS1 2014	9.5	9.0	9.7
KS1 2015	10.7	9.6	10.6

At the end of KS1 in reading, writing and mathematics, including the proportions making and exceeding expected progress compared with the national average. Identify trends over the past three years

7.4 Since the appointment of a new Head Teacher, there have been a robust programme for school improvement and this has involved reviewing and implementing more strategic procedures in aspects of the school day, incorporating, improving monitoring of school attendances, improving the health and safety in and around the building, implementing non-negotiable for teaching and learning and ensuring there are procedures in place to sustain improvement. All of these developments have ensured that the outcomes for all children are improving and will continue to improve.

7.5 Pupil progress is improving, particularly for level 3 in all areas



7.6 3 Year trend for all pupils at L2b+ against national is upward but still remains below (within 5% of national)

7.7 The school has a clear process for transition to each next stage of education throughout each phase and this involves class visits, work ready tasks, teacher to teacher pupil summaries and parent's meet the teacher opportunities.

KS1 Attainment	2013 School	2014 School	2015 School	2015 National
Reading L3	23	22	28	32
Writing L3	2	9	19	18
Maths L3	22	16	28	26
Reading L2B+	62	70	76	82
Writing L2B+	54	63	62	72
Maths L2B+	66	78	75	82
Reading L2+	83	90	90	90
Writing L2+	79	83	81	88
Maths L2+	90	97	93	93

7.8 Pupils progress in Year 1

All Year 1 APS progress	Read	Writing	Maths
2014 -2015	4.9	4.7	4.5
2013 - 2014	4.6	4.2	4.4



7.9 Disabled pupils and those with special educational needs are making better progress than all pupils nationally given their starting points.

7.10 Pupils with SEND in EYFS in 2014/5, despite having a greater number of pupil's with SEND needs, made significantly better progress than in 2013/4 (Please see previous table).

7.11 The RAISE Key Stage 1 data demonstrates that SEND supported pupils made less progress in 2015 for Reading, Writing and Maths. However when analysing the school's Key Stage 1 final end of term data SEND supported pupils made better progress in Reading, Maths and Writing. The baseline data in Year 2 for 2014/5 incorporated three children working at P7 in all core areas, where as in 2013/4 there was only one child on P8 and only for Read (not all core). The school's Key Stage 1 final end of term data for SEND 2013 – 2015 is as follows:

SEND APS progress	Read	Writing	Maths
2014 -2015	5.6	4.8	5.6
2013 - 2014	5.9	3.8	3.8

7.12 Pupils with disabilities demonstrated attainment in 2015 significantly above the national in all areas.

Pupils with Disabilities APS attainment	Sch Read	National Read	Sch Writing	National Writing	Sch Maths	National Maths
2014 -2015	12.5	7.6	12.5	7.8	11.0	6.9

7.13 Progress for all pupils in Year 1 in 2015 demonstrate better outcomes than the previous year for Reading, Writing and Maths.

All Year 1 APS progress	Read	Writing	Maths
2014 -2015	4.9	4.7	4.5
2013 - 2014	4.6	4.2	4.4



7.14 Progress for EAL pupils in Year 1 in 2015 demonstrate better outcomes than the previous year particularly for writing, reading and maths. These outcomes are based on the new curriculum.

EAL Year 1 APS progress	Read	Writing	Maths
2014 -2015	6.0	5.3	5.2
2013 - 2014	4.2	3.8	4.5

7.15 Progress for disadvantaged pupils in Year 1 in 2015 demonstrate better outcomes than the previous year particularly for writing and these outcomes are based on the new curriculum.

Disadvantaged Year 1 APS progress	Read	Writing	Maths
2014 -2015	4.5	4.4	4.3
2013 - 2014	4.5	4.0	4.3

7.16 The school adopts a thematic, cross-curricular curriculum and teachers consciously encourage pupils to transfer skill across the subjects and on occasions thematic work is recorded in the children's English books.

7.17 Reading enrichment is highly promoted throughout the school. The school has a well-resourced library.

7.18 The achievement of year 1 pupils in the national phonics check demonstrates improvement.

Phonics Attainment Oakwood Infants School Year One 2014 – 2015

Phonics	Year 1 2013	Year 1 % 2014	Year 1 % 2015
	56%	56%	67%

National Phonics	Year 1 2013	Year 1 % 2014	Year 1 % 2015
	69%	74%	77%

Oakwood Infants School Year Two 2014 – 2015



Phonics	Year 2 % 2014	Year 2 % 2015
	72%	77%

National Year Two 2014 – 2015		
Phonics	Year 2 % 2014	Year 2 % 2015
	66%	90%

Areas for improvement:

- Further improve the progress made by the most able pupils in English and Maths
- Improve progress in science
- Raise attainment in Phonics to ensure it is in line with the national
- Ensure that the school achieves 63% GLD
- Ensure the percentage of Reception pupils achieving Exceeding for Literacy and Maths improves to achieve 11% for Literacy and 12% for Maths.
- Ensure that Reception 77% of children achieved Expected/+ for Maths and that 72% achieved Expected /+ for Literacy.
- Ensure pupils with SEND make good progress.
- Ensure that pupils from a disadvantaged background achieve as well as pupils who are not from disadvantaged backgrounds.
- To ensure that 92% of pupils achieve their age related or better for English and Maths.
- To ensure the standard of presentation for all children improves.

Effectiveness of early years

Early Years Provision is now Good.

8.1 Children admitted to the early years for all areas 68 (80%) pupils were admitted working below their age related. For the specific learning areas 99 (80%) children were admitted working below their age related. For the prime learning areas 73 (59%) were admitted working below their age related. For maths 114 (92%) were admitted working below their age related. For reading 120 (97%) were admitted working below their age related. For writing 116 (94%) were admitted working below their age related and 63% (2014 – 2015 School data) of children demonstrated significant speech and language needs.

8.2 The extent to which leaders and managers pursue excellence so that outcomes are improving or maintained for all children over a sustained period of time



- 8.3 The EYFS phase department is managed by three senior managers. In nursery there is a job share leadership and in the Reception there is a phase leader.
- 8.4 All EYFS phase leaders are experienced in their phase and in leadership.
- 8.5 The school has been supported by an external consultant to improve standards in the EYFS phase and the school has worked with a consultant advisor (who is a serving OFSTED inspector) to gain valuable advice to improve standards. The phase leaders have compiled an effective action plan, based on summary objectives, monitoring and assessment evidence to facilitate school improvement.
- 8.6 Oakwood Infant School is a four form entry school, with four nursery classes and in 2014 the governors appointed three phase leaders (1.8 contract in total) for the EYFS stage. Since these appointments were made the EYFS phase have experienced considerable change and improvement. This has involved implementing a more effective use of assessment information, next step targets, higher expectations, action planning based on key priorities and more effective monitoring procedures to ensure improvement is sustained. As a larger school the management team felt it was important to have named mentors in each phase to ensure new staff appointments feel supported and policies and procedures are quickly adopted.
- 8.7 The management team and the EYFS phase have become more competent in the use of tracking and target setting and this has provided the basis for raised attainment, including attainment for disadvantaged pupils.

8.8 Reception Phase attainment trend over the past three years:

All GLD	2013	2014	2015	Target 2016
	44%	43%	53%	63%

Disadvantaged GLD	2013	2014	2015
	No Data	22.1	46.3

Expected	Literacy	Maths
2014 -2015	62	62
2013 - 2014	48	53
2012 - 2013	54	66

- 8.9 The management team have become very effective in setting individual targets for pupils based on assessment evidence and all EYFS practitioners have become more competent in monitoring attainment and progress to ensure pupils stay on track.
- 8.10 Head Teacher has worked with the EYFS phase to ensure all practitioners hold high expectations and that there is improved consistency in all classes. In all classes next step targets, a maths working wall and layered writing demonstrating pupil's progression are displayed.



- 8.11 All EYFS practitioners and the Head Teacher have performance management targets related to improved attainment in the EYFS phase.
- 8.12 The Head Teacher, governors and external consultants monitor and support practice in the EYFS phase to ensure standards improve.
- 8.13 The school takes part in moderations both with the LEA external specialists and with experienced specialist teachers who visit from the local feeder school.
- 8.14 All practitioners in the EYFS phase carry out home visits before the children commence their educational journey at Oakwood. This provides valuable information to support teachers in being prepared for each child's transition.
- 8.15 All members of staff and volunteers receive annual safeguarding, health and safety and code of conduct training. All staff have a clear understanding of the school's safeguarding procedures and their responsibility in keeping all children safe (School personnel files).
- 8.16 During assemblies, circle time and as part of the curriculum pupils are taught about staying safe and healthy. The pupils are encouraged to speak to an adult if they do not feel safe or happy.
- 8.17 In a parent questionnaire 100% of parents said that they found the school approachable and 100% of parents said that School Reports and Parents evenings kept them well informed about how their child's learning is progressing.
- 8.18 All staff work hard to ensure parents have as many opportunities to communicate with the school. Parents are encouraged to enter the classroom every morning and afternoon. Parents often stay and discuss learning related matters. In the EYFS phase parents are encouraged to attend the weekly "Stay and Play" sessions with their children. In addition to this opportunity to communicate with the school, parents are provided with parent's consultation sessions, the program Tapestry is used to ensure parents are kept fully up to date with their children's progress. Parents receive a formal academic report and assessment outcomes. The Head Teacher also offers a weekly surgery for all parents to attend to discuss any school related matters.
- 8.19 All of the EYFS Teachers are experienced early years teachers and plan together to ensure that the curriculum is both engaging and challenging. These practitioners also receive external consultancy support when required.
- 8.20 Practitioners are given consistent internal and external continued professional development, which has involved Good or better Assessment Expectations and Outcomes EYFS and Tapestry training.
- 8.21 There are clear monitoring processes in place to ensure teaching and learning are at least good, these include lesson observations, lesson drop-in's, peer observations, environmental monitoring, book and planning scrutinies and pupil progress meetings and tracking reviews.
- 8.22 Teaching and learning is monitored rigorously and as a result has improved over time.

Areas for improvement:

- Further close the attainment gap between disadvantaged and non-disadvantaged pupils.
- Increase attainment in Reading, Writing and Maths

Expected/+	Literacy	Maths
2015 -2016	72%	77%
Exceeding	Literacy	Maths



2015 -2016	11%	12%
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- To ensure that all pupils in the Nursery Phase and in the Reception Phase make at least six steps progress.
- As part of the schools responsibility to provide continued professional development and improve standards in teaching and learning, the teachers will be provided with more opportunities to observe other practice both internally and in other schools. As a school we have committed to be part of the CfBT and the School's Partnership Programme, which involves cluster schools sharing their elements of best practice.