Overall effectiveness of our school:

This is a good and improving school. Some aspects are outstanding, having further improved since the last inspection, which identified the following areas for improvement towards being judged outstanding at the next inspection:

- Improve pupils’ spelling and grammar so that standards at the end of Key Stage 2 are at least in line with the national average.
- Accelerate the progress of disadvantaged pupils so there is no achievement gap between them and other pupils.
- Further improve the quality of teaching so that all pupils maintain their very high levels of interest in their work, and maintain their best behaviour, throughout all lessons and with all staff.

LA Advisers have quality assured leaders’ judgements and evaluations of the impact of leadership on: improving the quality of teaching, the effectiveness of the strategy for accelerating the progress of disadvantaged pupils, personalized learning with a focus on SEN, behaviour for and attitudes to learning, the impact of marking and feedback, leadership of foundation subjects and the school’s curriculum.
## Self-Evaluation Summary - January 2018

### Teaching, Learning and Assessment: 2 – Good

- Lessons are very well planned and personalized so that pupils of all abilities are stretched and supported appropriately
- Higher attaining pupils, especially, are stretched through teacher-led differentiation
- Teachers motivate and enthuse pupils effectively; pupils find learning enjoyable. Staff have high expectations of all learners’ attitudes and are determined that they achieve well.
- Consistently rigorous assessment systems, based on Assertive Mentoring, combined with termly mentoring sessions between staff and pupils, regular reports and parents’ evenings mean that staff, pupils and the wider community have a very good awareness of progress over time
- Marking and feedback are consistently of high quality across the school, focusing on next steps in learning; pupils are given focused individual feedback and are given time to respond
- New systems for recording pupils’ work in Writing and Maths has led to more opportunities for cross-curricular work to be integrated
- Pupils take considerable pride in completing their work, both in terms of quality and presentation

**To improve further we need to ensure that:**

- Practice continues to improve: RQTs’ practice to be at least good and for outstanding practice to be maintained and shared
- CPD impacts positively on the quality of teaching, with filming and ‘coaching culture’ also used to improve all practice to the levels of the best
- Highly effective phonics provision teaching results in the school achieving above national average in Year 1 and by the end of Y2

### Effectiveness of Leadership and Management: 1 - Outstanding

- Leaders’ relentless and rigorous focus on improving teaching, learning and assessment through quality feedback, CPD, induction, highly focused appraisal procedures and opportunities to share excellent practice, has resulted consistently at least good and much outstanding practice. There is constant momentum for improvement.
- The school’s thorough and rigorous assessment systems, coupled with the inspiring curriculum, delivered good outcomes in 2017 and are set to continue to rise
- Senior leaders have distributed responsibility for key aspects of school improvement to middle leaders to increase capacity; senior leaders monitor effectiveness and all leaders work collaboratively to achieve ambitious achievement targets for all pupils.
- Our Curriculum is broad, balanced and promotes a love learning amongst pupils, with SMSC at its heart. Pupils are being well-prepared for life in modern Britain and have a thorough understanding of British values
- Leadership of the Foundation Stage is highly effective, with excellent progress and outcomes for pupils from their starting points because of the high quality provision. The school regularly receives visits from other practitioners, often recommended by LA Advisers.
- Governors take part in a regular and focused system of school visits, to hold leaders to account, ensure provision continues to improve and standards rise. They also challenge the school’s performance in meetings and know how Pupil and Sport Premium Grants have a positive impact
- Safeguarding procedures are highly effective. The school exceeds standard safeguarding requirements. Focused work with children, families and agencies has been commended by

**To improve further we need to ensure that:**

- Challenging EOY targets are met, in particular for disadvantaged pupils and those in more than one vulnerable group
- Research School status and the programme of activity has a strong impact on the quality of teaching, learning and assessment
- Leadership for all subject areas is at least good; subject leaders’ action planning delivers good pupil progress and attainment; SLs are held to account
- Governance continues to exercise challenge to ensure the school achieves value for money and secures excellent outcomes for pupils (PP/Sport Premium/SEN funding)
- LA School Intervention Service Safeguarding Review in Jan. 2018 recommendations are implemented. The school goes above and beyond its statutory duties in all aspects of safeguarding
Children’s Social Services.
- Against intense national competition, school leaders successfully bid to become a national Research School in 2017. Staff have been recruited and the action plan is in place. This has further raised the profile of the school locally and regionally and capacity for improvement is extremely good.
- Inclusive practice and teaching – Spread Your Wings and Fly – the vision of leaders is evident in the school community as a whole

Outcomes for Pupils: 2 – Good
- 2016 KS1/2 data outcomes: Reading/Writing/Maths combined broadly in line with national.
- 2017 outcomes at the Expected Standard (EXS) for all subjects were well above the national average
  KS1 combined: 73% (63% national) KS2 combined: 70% (61% national)
- 2017 Greater Depth Standard (GDS):
  KS2 above in R/W/Ma combined (+1.7%) KS1 below (-4.2%)
- The focus on boys’ attainment has had impact, with KS2 assessment showing boys outperforming girls in all subjects at GDS. This is not yet the case in KS1.
- 2017 value-added progress scores for KS1 and 2 all above the national average.
- 2017 KS2 scores demonstrate an upward trend, with FFT 20 targets being met/exceeded
- GPS improving trend and above national for 3 years
- Maths scores following same upward trend, with 2017 well above national for EXS and GDS and boys/girls.
- 2017 PPG/SEN scores show that PP children made greater than national progress in Reading/Writing; below for Maths; SEN above for Maths. KS1 Disadvantaged achievement above for all 3 R/W/Ma: 5.3% overall
- Y1 Phonics Screening Check below national by 8% - key focus for the school; Y2 resits above national.

Personal Development, Behaviour and Welfare of pupils: 2 – Good
- Overall behaviour for learning is a real strength of the school, and makes a strong impact on progress in lessons as well as overall engagement in learning, with children increasingly independent and resilient
- The excellent behaviour of pupils is commented on by visitors, and incidents of low level disruption are rare.
- Children with challenging behaviour are dealt with swiftly and effectively in the short term, and also by longer term approaches such as Behaviour Support Plans, therapy and meetings with parents and professionals.
- The school’s renewed focus on anti-bullying has led to a position whereby pupils have an excellent understanding and are confident that any instances are dealt with quickly and effectively by staff.
- Attendance levels have improved, and remained consistently high over time, due to a highly focused approach combining a raised profile through positive rewards and praise, targeted work with families and frequent reminders of the link between good attendance and good

To improve further we need to ensure that:
EOY FFT targets for achievement and progress are met and exceeded:
- Phonics Screening to above national 2018
- KS1 GDS outcomes to exceed national
- KS1 boy/girl gap to be reduced
- KS2 GDS writing to exceed national
- KS2 EXS – disadvantaged pupils to be at least at national average
- PP/non-PP gap continues to close, especially for HA learners
- 100% disadvantaged pupils (non-SEN) at ARE by Summer 2018

To improve further we need to ensure that:
- Incidents of use of reflection sheets at lunch time decrease as children are able to deal with their own conflicts effectively.
- Children are self-disciplined. Incidences of low-level disruption are extremely rare
- Pupils with higher needs for behaviour are supported well through focused behaviour plans so that incidents of violence and exclusions are reduced over time and are well below national average for primary schools
- Attendance levels are above national overall and target of 97% achieved for the year. No group is held back by poor attendance.
- An improved approach to e-safety means better provision through the curriculum, and closer engagement with families our target.
- The nurturing, holistic approach to children’s learning and well-being means that, combined with a very strong focus on basic skills as well as their moral, social and cultural development they are given the skills to be thoughtful and caring members of society.

### Effectiveness of Early Years Provision: 2 – Good

- Children are settled quickly and become motivated and interested learners as a result of high quality provision of activities well-matched to pupils' interests and starting points.
- Assessment from baseline to attainment of early learning goals is accurate and is based on high quality observations by a knowledgeable and highly skilled team of adults in the Foundation Stage.
- Children make good progress and some children make highly accelerated progress based on their starting points. Focused interventions such as ‘Talk Boost’ impact greatly on progress; children are regularly challenged at all abilities and in a variety of contexts.
- Phonics provision is of very high quality; children make very good progress towards meeting the early learning goals. The strong focus on boys’ achievement in 2017 led to targets being exceeded for reading and almost met for writing in literacy.
- 73.3% of children achieved GLD at the end of 2017 (71% 2016, 69% in 2015). The three-year trend of improvement exceeds national and represents very good progress and contextual added value.
- The learning environment is well organised and highly stimulating. Quality resources are deployed highly effectively.
- Parents are kept very well informed about their child’s progress, with a range of successful strategies and well-attended events being established over recent years.
- Behaviour for learning is very good as a result of highly skilled practitioner modelling; constant reference to ‘good learning skills’ and promotion of ‘learning medals’ reward pupils for demonstrating good attitudes to learning.

### To improve further we need to ensure that:

- Progress of all pupils is maintained; gaps in attainment of groups of children, especially disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.
- Lesson observations show that children are highly motivated and engaged in learning. All teaching is good or better.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children’s learning and at home.
**Our School Context**

Littleport Community Primary School is a 2-form entry school of 451 children. The school expanded in 2015 and currently has 3 classes in Year 2. Our building also incorporates a Pre-School and Children’s Centre; these are separate bodies which the school works closely with. It also provides a Breakfast/After School and Holiday Club to provide ‘wrap-around’ care, staffed by LCPS staff. The majority of pupils are from west Littleport, although the school also admits some from three surrounding villages.

Of the local adult population, the most recent data shows that 9% of adults received higher education against 19.2% nationally, which puts the area in the lowest 10%. 40% of adults in Littleport West had no qualifications, compared with an LA average of 23%. 2015 IDACI figures put Littleport in the most deprived 30% of the population. The overwhelming majority of children are ‘white British’; with some whose first language is not English.

The February 2017 Census lists the following characteristics of pupils attending:

- Pupil Premium: 105 children (24%)
- Registered for FSM who are not UIFSM: 59 (14%)
- SEN: 45: Educational Health Care Plans (EHCPs) – 5; Statemented – 4; SEN Support – 36
- Looked After Children: 1

Attainment on entry is low in literacy, and broadly in line for other areas; the school has a strong focus on supporting language development throughout EYFS.

**Awards and Partnerships (Suggest you put this as a bullet pointed list/table, with impact to date and next steps)**

The school acquired national Research Schools’ Status in June 2017. The East Cambs and Fenland Research School at Littleport Community Primary, has been established since September 2017, with a Director and a Lead, and is already creating local networks, working with schools to improve provision and help school leaders make better decisions based on established evidence.

Other Awards include ‘Healthy Schools’ status; Bronze ‘Food for Life’ status, July 2017; Basic Skills Quality Mark Renewal, Sept ‘17; Active Mark Bronze, July ‘17. International Schools’ Status Foundation level Summer 2017.

The School is a member of the Ely Schools’ Partnership with recent projects completed in Resilience in Reading; Moderation of Writing; Pupil Premium Learners. We also took part in the ‘Bridging the Gap’ project with two Cambridgeshire schools out of catchment, organised by the Cambs School Improvement Board. The school is also a partner school with the Faculty of Education in Cambridge and offers placements to student teachers, as well as enrichment days. The Headteacher is part of the Primary PGCE Steering Committee and has mentored other Headteachers locally. Governors took part in an NGA Review in 2017, enabling a critical eye to be further cast over governance, with other schools learning from LCPS and our processes to improve.

**Leadership Structure**

Senior Leadership Team currently comprises: John Cattermole: Headteacher, Adam Rivett: Deputy Headteacher, Lower School Leader (Years 1-3); Nick Clark: Deputy Headteacher, Upper School Leader (Years 4-6); Kim Holtby: Assistant Headteacher / Pupil Premium Champion; Rebecca Pentney: Research Schools Lead; Anne Ovens: Foundation Stage Leader; Esther McLeish: English Leader; Alison Hoal: Maths Leader; Alice Armstrong: Acting SENCo; Steve Parrin: Children’s Inclusion Worker.
<table>
<thead>
<tr>
<th>Identified Area for Improvement</th>
<th>Actions</th>
<th>Impact</th>
<th>RAG</th>
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| **Standards in Spelling and Grammar are not yet high enough; results in KS2 National Tests remain below average** | - GPS incorporated more widely into English Lessons throughout school, and a key focus for lesson starters  
- Marking and feedback system allows children to find their errors and amend, with gap tasks to ensure they are applying their skills + booster work/TA interventions  
- Improved assessment systems introduced since January 2016 which ensure consistency throughout and key skills able to be developed in children termly and year on year  
- GPS a key focus through Assertive Mentoring assessment systems and tracking | **Summer 2015:** Overall increase GPS of 15% from 60% to 75% (above national)  
**2016:** Increase maintained to 78% (defying national decrease)  
**2017:** 89% EXS and 32% GDS both above national |   |
| **Not enough disadvantaged pupils make sufficiently rapid progress to close the gap completely in attainment between them and other pupils, though their attainment is improving.** | - Disadvantaged pupils a key focus of Pupil Progress meetings  
- Assertive Mentoring Assessment system has enabled school to hone in on provision / gap filling activities for Pupil Premium (PP) children, with regular tracking  
- PP Champion has taken key role in PP focus – PP children now offer a ‘lens’ for all to improve achievement; tailored support for individual children and groups  
- Staff Inset on meeting the needs of PP learners for barriers outside of school  
- Parental engagement a focus with key families invited personally to Parents Eves and wider engagement sought through eg: Maths drop ins, reading events etc. | **Summer 2017:**  
KS1 – EXS – FSM All 3 R/W/Ma – 77.8% (5.3% above non-FSM)  
KS2 – EXS – FSM All 3 R/W/Ma – 57.1% (17.9% below non-FSM)* - almost all SEN pupils 2017 also FSM.  
KS1 and 2 – GDS 4-8% below non-FSM – priority for 2017-18.  
By year group, target is that gap closed on non-PP and PP children achieve EOY expectations. |   |
| **Occasionally, when being taught by someone other than their usual class teacher, or when teaching is less than effective, a very small number of children lose interest in the lesson and engage in off-task behaviour (such as chatting and silliness)** | - Expectation set that all teaching needs to be at least consistently good  
- Quality lesson feedback, CPD and NQT induction, combined with thorough appraisal systems, has meant teaching now consistently good/outstanding across the school.  
- Behaviour for learning focus via Building Learning Power approach to make children more independent and better ‘life-long learners’  
Jan 2018 Behaviour Policy relaunch to ensure greater consistency through school and better tracking of behaviour/communication with parents | **Summer 2017**  
All observed teaching consistently good/outstanding.  
Behaviour for learning noted as strength by visitors: LA, Governors, schools  
Children more active and independent, and more aware of themselves as learners via regular mentoring meetings  
School has some children whose behaviour can be extreme, resulting in some exclusions. Behaviour managed via support plans, deployment of staff, CIW and EP involvement and working closely with families |   |
### Appendix 2 – Overall Summary: Achievement (comprising Teaching and Leadership)

#### Description of Achievement Grade 2 - Good

Pupils make good progress in lessons. From below average starting points, pupils’ attainment rises to above national average by the time they leave in Year 6.

Achievement in Year 6 has been steadily rising year on year since 2015. 2017: Easy outcomes for all 3 – well above national: KS1 – 73% (63% nat); KS2 – 70% (61%) GD outcomes: KS2 above in RW/Ma combined (+1.7%); KS1 below (-4.2%)

Pupils in Foundation make excellent progress, moving from below national levels to above. In 2016 10% of children entered on track to achieve a GLD by the end of the year 71% reached GLD, 72% of children achieved GLD at the end of 2017 Daily systematic phonics sessions take place. Targeted support is provided for those at risk of falling behind.

Improved progress of SEN pupils across the school due to QFT and in class intervention. 8 pupils moved off the SEN register Summer 2016.

Disadvantaged children are a key priority for the school, with individual class targets, pupil progress meetings, monitoring, wider work regarding learning and self-esteem, as well as engagement with parents.

As a result of this focus, staff have a much greater awareness of potential barriers, and where high needs of SEN are not present, PP pupils at end of KS2 achieve well.

#### Reasons for Achievement Evaluation

<table>
<thead>
<tr>
<th>Teaching Grade 2 – Good</th>
<th>Leadership of Teaching</th>
<th>Governance</th>
<th>Parents and Children</th>
<th>Self-evaluation</th>
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<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Leadership of Teaching</strong></td>
<td><strong>Governance</strong></td>
<td><strong>Parents and Children</strong></td>
<td><strong>Self-evaluation</strong></td>
</tr>
<tr>
<td>Pupils make good progress in lessons. From below average starting points, pupils’ attainment rises to above national average by the time they leave in Year 6.</td>
<td>Leadership roles are distributed highly effectively and the whole staff work together very well in the drive to improve. Teachers are motivated and trusted to take risks/innovate to inspire pupils further.</td>
<td>All leaders, including governors are fully committed, and drive forward the ambitious programme outlined in the School’s Improvement Plan.</td>
<td>Parental satisfaction with the school is very high: Questionnaire July 17: 98.2% satisfied or above; 96.4% school well led; 93.7% child making good progress.</td>
<td>All pupil progress is tracked rigorously. As a result, pupils make good progress overall.</td>
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<td>Achieve curriculum:</td>
<td>Focussed monitoring activities provide effective feedback to ensure improvements in provision.</td>
<td>A regular cycle of Governor Visits is firmly established, linked to the Ofsted Framework and where governors come to school to see evidence and challenge staff appropriately to ensure Leadership drives forward improvements.</td>
<td>Pupil Questionnaire Aut 15: majority thought they had to work hard, were stretched and lessons were interesting/fun.</td>
<td>Self-evaluation is accurate and the Senior Leadership Team know what needs to improve.</td>
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<td>- reflects the ethos of the school.</td>
<td>Rigorous appraisal procedures have ambitious targets for pupil progress and improving provision.</td>
<td>Governors monitor PP spend closely. They also ask challenging questions and are knowledgeable, skilled and informed. They hold the school to account through HT Appraisal procedures, visits with Senior Leaders and in Committee and Full Governing Body Meetings.</td>
<td>Higher than LA % (HRBS) saying work is marked for improvements.</td>
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<td>- is driven by SMSC and as a result pupils thrive.</td>
<td>Excellence shared via opportunities to see colleagues teach, and the sharing of quality planning and marking examples.</td>
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<td>Maths Drop Ins, Reading sessions and Phonics workshops are all well attended by parents.</td>
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<td>- is complemented by assemblies, has PSHE at its heart along with educational visits and a wide range of free extra-curricular opportunities throughout the year.</td>
<td>Faculty of Edn students complete successful placements, with excellent teachers as mentors.</td>
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<td>- uses the outdoor environment imaginatively in many subjects to enhance the curriculum and develop key skills.</td>
<td>2015-17 – 5 x NQTs (all) qualified with many strengths, after highly effective mentoring programme by staff complemented by the LA scheme.</td>
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<td>- links themes and makes learning engaging, memorable and motivating.</td>
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<td>- gives children in Years 1-6 an opportunity to learn French and Spanish.</td>
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<td>- produces high levels of interest &amp; engagement.</td>
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<td>- offers opportunities for the use and application of basic skills.</td>
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<td>Teachers are confident and have good subject knowledge. Teachers use questioning highly effectively and identify misconceptions and act to ensure they are corrected.</td>
<td>Highly effective deployment of teaching assistants and coordinated liaison regarding assessments means that gaps in learning are plugged on a regular basis for all abilities.</td>
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<td>They motivate and enthuse pupils very well, and pupils say that learning is fun. Staff have high expectations of all learners’ attitudes and are determined that they achieve well.</td>
<td>Our Curriculum is highly stimulating, challenging and fun, and it offers our children a wealth of experiences and new challenges.</td>
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<td>Highly effective deployment of teaching assistants and coordinated liaison regarding assessments means that gaps in learning are plugged on a regular basis for all abilities.</td>
<td>Planning builds on pupils learning both in lessons and over time, so tasks are carefully matched to their individual needs and children are challenged and supported effectively on a day-to-day basis.</td>
<td>Leadership of Foundation Subjects is consistently strong and provides structured impact</td>
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<td>* Targets for 2018: Phonics Screening to above national 2018 KS1 GD scores to exceed national KS1 boy/girl gap to be reduced KS2 GD writing to exceed national KS2 EXS PP to be at least at national PP/non-PP gap continue to close, especially for HA learners</td>
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<td>NQTs/RQTs continue to develop well across the year, so teaching consistently good/oa through school. Research work by staff (17-18) as part of appraisals brings further improvements to provision. Using wider range of BLP techniques, and develop BLP more consistently throughout curriculum.</td>
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<td>Ensure key Building Learning Power Skills are at the core and drive the curriculum further</td>
<td>Continue to use Pupil Voice more widely as a means of evaluating impact of teaching and provision</td>
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<td>Leadership of Foundation Subjects is consistently strong and provides structured impact</td>
<td>Use technology further to record teaching and learning in order to share excellent practice more widely across the school, for teachers and TAs.</td>
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<td>Continue to use Pupil Voice more widely as a means of evaluating impact of teaching and provision</td>
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### Appendix 2 – Overall Summary: Personal Development, Behaviour and Welfare (comprising Teaching and Leadership)

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<tr>
<th>Description of Personal Development, Behaviour and Welfare</th>
<th>Reasons for Personal Development, Behaviour and Welfare Evaluation</th>
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<tr>
<td><strong>Teaching Grade 2 - Good</strong></td>
<td><strong>Leadership Grade 2 - Good</strong></td>
</tr>
<tr>
<td>Most pupils are confident learners with excellent attitudes to learning. They are proud of their achievements and of their school. Behaviour management strategies are used consistently well. Teachers take every opportunity to promote pupils’ spiritual, moral, social and cultural development. Pupils have an increased understanding of managing their distractions and using a range of techniques to be independent in their learning eg: ‘what to do if I am stuck’. Pupils show very high levels of engagement, courtesy, collaboration and cooperation both in and out of lessons. Excellent behaviour for learning is rewarded by pupils daily via ‘Champion Learner’ certificates, weekly in ‘Learner of the Week’ certificates from staff in Assembly and ‘Star Learner’ awards in Foundation. In EYFS children are able to direct, develop and talk about their independent learning.</td>
<td>Our inspiring and motivating curriculum means that the quality of behaviour around the school and in lessons is excellent. The School is part of the Food for Life Scheme, and offers cookery lessons in the curriculum and out of school for pupils/parents. Visits from eg: the NSPCC local PCSO and LA ‘Life Education Bus’ keep safety very much high on the agenda, combined with curriculum focus at various points during the year eg: Anti-Bullying in the Autumn Term, and SRE in the Summer. Use of the outdoor areas in many aspects of the curriculum motivates all children, and also via Forest Schools sessions. Pupils know about democracy and the wider world via an active School Council. SMSC is at the school’s core via assemblies, curriculum, children’s well-being + wider opportunities.</td>
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<td>The quality of behaviour around the school and in lessons is very strong. Behaviour for learning is showing growing signs of being outstanding: children are increasingly independent, resilient and reflective – they are engaged and challenge themselves in lessons. Children know, understand and respect well the systems for rewards and sanctions. Incidents of bullying behaviour are rare, and when identified are acted on swiftly. Children say that this is a strength of the school. Incidents of extreme behaviour are dealt with swiftly and are part of structured systems of support via BSPs and PSPs set up. Overall attendance is above national average (96.3% July ‘17). The school uses a wide range of approaches to improve and maintain good rates of attendance, such as: Weekly class awards for attendance ’Termly certificates’ Regular updates in newsletters Individual conversations with families for term time leave requests Very close tracking of attendance via the CIW and EWO Red/amber/green letters for families where attendance is a concern. Children are highly motivated and encouraged to take responsibility for their behaviour and learning. They develop good characteristics for learning which will enable them to reach their full potential.</td>
<td><strong>Governance</strong></td>
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<tr>
<td>Relaunch behaviour policy to ensure greater consistency through school and between outdoors /in school; with improved systems to communicate with parents, + greater onus on positive rewards Improve rates of attendance by further close work with families where attendance is below 90% Analyse data of attendance for groups in greater detail and plan for actions within School Impt Plan Ensure incidents of low level disruption are decreasing in classes, via close monitoring of Reflection Sheets, in line with relaunched Behaviour Policy Spring 2018. Ensure Circle Time is incorporated further into Long Term Plan, with greater impact of work on relationships, delivered through further curric monitoring Ensure consistent use of the Behaviour Policy by all staff impacts effectively across the school eg: midday staff at lunchtimes Governors continue to fulfil all SG responsibilities; are aware of procedures used by staff in house. Requirements are met in new LA SG audit Feb 2018 Develop parental engagement in e-safety, through sharing of information and opps to learn more at school. Complete pupil questionnaire Feb 18, and compare findings.</td>
<td>Parent Questionnaire July 2017: overwhelming majority of parents 95.3% child enjoys school; 92.3% feel that behaviour in school is good; 93.7% child safe and well cared for. Pupil Questionnaire: vast majority of children felt safe at school and that children were kind to them. Overwhelming majority said that there was someone they could speak to if they were worried or hurt. Visitors and the local community have commented on the excellent behaviour of pupils during visits; and children and staff are often complimented when out during school visits</td>
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