



## SEF

# 2018 - 2019

### Context

Ferndale Primary and Nursery School is part of the Blue Kite Academy Trust. Best practice is shared within this school and with others. Recent developments include the opening of a nursery in September 2016 and the appointment of a new headteacher in September 2018.

Ferndale Primary and Nursery School is a popular and successful two form entry school. Demand for places is high and there is an additional class in Y2. Ferndale Primary and Nursery School serves an established residential area of Swindon. The vast majority of pupils live locally in a mixture of privately-owned housing, social housing and rented accommodation.

Most pupils are white British however the percentage of EAL children is increasing year on year and the cultural diversity represented within the school community is increasing. The percentage of Pupil Premium children is high in KS2 and may increase in FS2 and KS1 as more qualifying families are identified. The number of SEND pupils is high and training for a number of staff members has driven better identification of needs and timely interventions. There is a significant caseload re safeguarding with pupils subject to ChIN, Child Protection Plans, TAC procedures, Young Carers support and safeguarding concerns.

Ferndale Primary and Nursery School has a Breakfast Club, After School Club and Holiday Club. Places are prioritised for families in need. Extra-curricular activities are offered. The school has recently completed its latest Healthy Schools audit. There are established links with a wide range of outside agencies. In these ways, the school provides extensive support for pupils needs beyond the taught curriculum.












The built environment is suitable for primary education. Good use is made of the buildings. An excellent library is available as a result of a recent project. A stage with recently updated lighting and sound is available to enhance school productions and assemblies. The grounds have been improved through a community day and play areas and forest schools activities are enjoyed.

Very proudly Ferndale Primary and Nursery School was the first school in Swindon to be awarded Dementia Friendly! At the start of this academic year we also won 'Beat the Street' locally however, we also managed to gain more points than any school nationally which led to Beat the Street saying we could officially call ourselves the 'UK champions'!

The school has no religious character. Ferndale Primary School works with the local community which is involved and supportive e.g. through community days. There are links with a local church. The school has an active PTA.

## Leadership and Management






The quality of leadership and management is good because:

<p> There is a clear vision for the school where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our school can achieve their greatest potential, regardless of their starting points in life. We believe in teaching, modelling values and preparing them for life in the 21<sup>st</sup> Century and we believe that in doing so, we will give them a solid foundation for their future, allowing them to reach for the stars and beyond. This is embodied on our Fern leaf 'Bringing Learning to Life.'</p>	<p>Vision statement</p>
<p> Leaders set high expectations of pupils and staff. They lead by example and create a positive ethos in which respect for others is modelled. This can be seen in the teamwork shown in staff meetings, when paired classes work together and during assemblies.</p>	
<p> Leaders, including governors, have an increasingly accurate understanding of the school's effectiveness and data analysis is shared by the staff. This understanding is informed by the views of pupils (gathered via conferencing), staff via a questionnaire completed in November 2018 and parents via an annual questionnaire due to be completed in February 2019. Although the headteacher, Business Officer and SENDCo are new to their roles they are not new to the school and have been transitioning into their positions over the last year. They have been working with a range of experienced leaders from both our own and other schools to develop their knowledge and understanding of their new roles.</p>	<p>Target tracker Data reports Staff questionnaire</p>
<p> Leaders are ambitious for all pupils and track the progress of individuals - from their starting points - and groups, including disadvantaged pupils. The school seeks to identify improvements needed and takes action to promote improvements effectively. For example, the school is working to identify FS2 and KS1 children who may be eligible for Pupil Premium and to intervene and provide targeted support to ensure more pupils reach both the expected standard and greater depth.</p>	<p>Target tracker Provision mapping</p>
<p> Leaders work with all members of staff to ensure that they know the children well, that needs are identified and provision adjusted to meet the needs of pupils. Professional discussions follow pupil progress meetings, work scrutiny activities and classroom observations. The impact of this is that best practice can be highlighted and shared and that areas for development can be addressed.</p>	<p>Outcomes of MER activities</p>
<p> The School Development Plan and Subject Action Plans are working documents. They are written in response to analysis of data and other monitoring activities in order to drive improvement. They are understood by staff and governors. Actions are reviewed regularly. The notion of intent – implementation – impact is widely used so that colleagues are reminded of the importance of taking appropriate action and measuring its success.</p>	<p>SDP and Subject Action Plans</p>
<p> Subject leaders play an increasingly effective role in driving standards. The deputy head has coordinated work to ensure all middle leaders can write relevant action plans which include CPD. The curriculum leader now oversees the process of aligning action plans and measuring impact.</p>	<p>Curriculum leader's file</p>
<p> Senior leaders provide opportunities for professional development across the school. Teachers have access to CPD to meet their needs as well as to inform whole school improvement priorities. CPD is linked to Teacher Appraisal. The impact of this is that individual teachers are reflective about their performance and motivated to develop as practitioners. Furthermore, the staff team can pull together with shared understanding. Within the MAT shared CPD needs are identified and opportunities offered.</p>	<p>Teacher appraisal information Head teacher reports for governors</p>
<p> Staff meetings are well organised, informative and minuted. School policy is developed and policy documents shared so that teaching staff are aware of requirements and expectations and so that they may be held to account. The impact of this is that there is clarity within the staff team and continuity across the school.</p>	<p>Staff meeting minutes</p>
<p> In addition to in-house training, teachers are involved in work across the MAT, local network meetings, courses and online/ literature-based learning.</p>	
<p> Teacher Appraisal informs pay progression and the head teacher presents governors with anonymised information about this.</p>	<p>Pay progression report</p>

<ul style="list-style-type: none"> <li>As a result of the information given above, teaching is strong across the school with most judged to be good.</li> <li>NQTs are supported with an allocated mentor, dedicated NQT time, access to training and courses. As with any teacher if an NQT is found to be under performing the appropriate steps will be taken.</li> <li>The broad and balanced curriculum is a strength of Ferndale Primary School. Recently, there has been a focus on key skills, securing and mastery. Teachers plan across year groups and curriculum maps are produced. The curriculum enables pupils to secure good skills as well as knowledge and understanding. They learn in engaging ways and they make good progress.</li> <li>Standards of attainment and progress at Ferndale Primary School are good. KS2 disadvantaged pupils' progress was similar to that of all pupils in 2018. Areas for improvement have been identified with actions being taken to address these.</li> <li>Learners consistently promote equality of opportunity, British values and social, moral, spiritual and cultural development. This can be seen in big debate assemblies and displays around the school. An audit has been completed which shows this is a strength of the school. Behaviour is well managed at the school. Behaviour for learning is good. The school's Behaviour Policy supports this work.</li> <li>Pupils are aware of how to keep safe. There is a positive, caring culture within the school. Pupils understand about bullying. Incidents of bullying, racism or other discriminatory behaviour are rare. The head teacher would log any such incidents. The inclusion team are quick to pick up on any difficulties and they, along with a support worker, intervene as necessary. Teachers are 'on the door' talking to families every day. Pastoral support is provided with specialist support and partnership with families in cases where there are particular challenges. This minimises incidents of unacceptable behaviour. Pupils feel safe and valued at Ferndale Primary School. Outside agencies are also used to promote keeping children safe such as: fire safety, rail safety, e-safety, cycling proficiency, Heart Start and Junior Good Citizens.</li> <li>Safeguarding is effective and this has been confirmed in regular audits. Some governors have received training. Leaders work with colleagues and take appropriate action to identify pupils at risk. Safeguarding training including initial training, updates, Prevent, FGM, safeguarding scenario discussions are delivered. The head, deputy, assistant head and inclusion team members have weekly supervision sessions. This ensures that all staff are confident in identifying safeguarding concerns and taking timely and appropriate action.</li> <li>Leaders are aware of the importance of protecting pupils from radicalisation and extremism. Training has been received and staff are confident and able to encourage open discussion with pupils within the supportive school environment.</li> </ul>	<p>Curriculum policy and vision statement on website</p> <p>ASP IDSR Data analysis</p> <p>Healthy schools audit SMSC audit</p> <p>Behaviour Policy Bullying / behaviour logs Headteacher report to governors</p> <p>Safeguarding report Safeguarding audit</p>
<p>In order to be outstanding we need to:</p> <ul style="list-style-type: none"> <li>New senior leaders to embed their learning and develop their roles further with support from the MAT.</li> <li>Leaders need to improve in progress across all groups so all groups of learners are showing positive progress.</li> <li>Governors must further develop their knowledge and understanding so to be able to challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, secures excellent outcomes for pupils.</li> </ul>	
















Personal Development, Behaviour and Welfare	
<p>The quality of personal development, behaviour and welfare is outstanding because:</p> <ul style="list-style-type: none"> <li>Ferndale Primary School has a well-understood Behaviour Policy and Anti-Bullying Policy; these support good behaviour throughout the school.</li> <li>The school's work to meet the Healthy Schools Standard is an important factor in ensuring a high standard of personal development, behaviour and welfare.</li> <li>SMSC development is a strength at this school and contributes to high quality personal development, behaviour and welfare.</li> <li>Staff and pupils supported the homeless by sleeping out to role model to the children.</li> <li>Observations of pupils indicate that the vast majority are confident and self-assured. They take pride in their work, their school and their appearance. Almost all wear school uniform</li> </ul>	<p>Behaviour and Anti-Bullying Policy Healthy Schools audit SMSC audit</p>


















<ul style="list-style-type: none"> <li> Pupils learn about healthy eating and free fruit and vegetables are available for all pupils. In January 2019, a push on healthy snacks and healthy packed lunches was intended to raise families' awareness of their role in supporting healthy eating.</li> <li> The school teaches children about emotional and mental health including through the Jigsaw PSHE scheme of work. In addition, Ferndale was the first school in Swindon to be recognised as Dementia Friendly in 2017/18. Y6 pupils receive additional teaching in this area as part of their transition to secondary school. Other activities take place as appropriate e.g. following a death within the school community two years ago.</li> <li> Feedback from parents indicates that they regard the behaviour and safety of the children as a real strength of the school.</li> </ul>	<p>Safeguarding audits</p>          <p>PSHE SoW</p>          <p>Parents' questionnaires</p>
<p>In order to be outstanding we need to:</p> <ul style="list-style-type: none"> <li> Make sure attendance for all pupil groups is in line with or better than national percentages.</li> <li> Address some inconsistencies observed in behaviour for learning / pride in presentation.</li> </ul>	








Teaching, Learning and Assessment	
<p>The quality of teaching, learning and assessment is good because:</p> <ul style="list-style-type: none"> <li>Robust monitoring and the triangulation of evidence gathered through lesson observations, work scrutiny and pupil voice has shown that teaching and learning are consistently good or better.</li> </ul>	Monitoring files
<ul style="list-style-type: none"> <li>All lessons observed by the headteacher in terms 1/2 2018/19 were at least good. Pockets of outstanding practice are evident. Where teaching has been judged to require improvement, this is addressed quickly through effective, targeted guidance and CPD.</li> </ul>	Curriculum Policy
<ul style="list-style-type: none"> <li>The school has been working on delivering a topic-based curriculum through which skills are taught and mastered. The impact of this is that children enjoy learning and make good progress. This has been linked in with use of the local environment for example Year 4 now visit Swindon College once a week for life skills linked to their topics and Year 5 are supported in their maths with Nationwide.</li> </ul>	Teachers' planning
<ul style="list-style-type: none"> <li>From January 2019, the teaching team will be working on AfL and making sure that pupils are appropriately supported or moved on in their learning. This is intended to improve progress, especially for more able pupils.</li> </ul>	
<ul style="list-style-type: none"> <li>Time in lessons is used well. Pupils focus well in response to teachers' high expectations. Pupils are expected to apply themselves and positive attitudes are recognised and encouraged.</li> </ul>	
<ul style="list-style-type: none"> <li>Teachers have the ability to decide how best to consolidate knowledge and understanding before deepening these through mastery activities. Challenge for all pupils, and especially the more able, is a focus in 2018/19.</li> </ul>	
<ul style="list-style-type: none"> <li>Leaders are working with other teachers to streamline planning, making sure it is efficient (and not burdensome) and effective in ensuring pupils' needs are met.</li> </ul>	
<ul style="list-style-type: none"> <li>Teachers are able to differentiate activities when necessary. They use questioning effectively and challenge children's misconceptions. This facilitates good learning and progress.</li> </ul>	Feedback and Marking Policy
<ul style="list-style-type: none"> <li>Teachers use their secure subject knowledge to plan lessons that are interesting and challenging. Subject leaders support teachers in further developing subject knowledge e.g. in catering for higher attaining pupils in grammar.</li> </ul>	
<ul style="list-style-type: none"> <li>Subject leaders are settled in their roles and able to provide support and advice so that best practice is shared.</li> </ul>	
<ul style="list-style-type: none"> <li>Teachers give pupils regular feedback in line with the school's Feedback and Marking Policy. This was reviewed in November 2018 following a large-scale work scrutiny. 'Live marking' is encouraged; the impact of this is that pupils understand what they have done well and how to improve. They are keen to build on success and learn from their mistakes.</li> </ul>	









<p> Teachers identify pupils who fall behind or have difficulties in lessons. They intervene quickly to help them improve. The SENCO is increasingly secure in her role and is able to offer support and advice. The impact of this is that many SEN pupils make good and sometimes accelerated progress.</p> <p> Teachers have developed a deeper understanding of assessment. Target Tracker is used to enable teachers to track pupils' progress. Leaders are confident in using assessment information to highlight the attainment and progress of groups and individuals.</p> <p> Pupil progress meetings take place on a regular basis and so every child is considered in terms of attainment, progress, needs, interventions. Any concerns are raised and joint problem solving is used. The impact of this means everyone takes responsibility for the attainment and progress of the children.</p> <p> Teachers are aware of different pupil groups including disadvantaged pupils. Provision is made to support vulnerable groups. This includes additional support in class, additional resources, pre-teaching in groups. The provision map is monitored regularly to measure impact.</p> <p> The EAL staff team support EAL pupils effectively. Data indicates that these children generally make good progress.</p> <p> Homework is used effectively. Appropriate and regular homework contributes very well to pupils' learning. Homework reinforces learning in lessons as well as providing opportunities to develop independence, resilience, time-management and self-motivation. They complete reading activities, research projects and learn x tables.</p> <p> Teachers develop pupils' reading, writing, communication and mathematics skills across the curriculum. This results in good standards of attainment.</p> <p> The teaching of phonics is effective in enabling children to read new words and to attempt spellings. The school's phonics champion is effective in demonstrating and developing good practice.</p> <p> The library has been enhanced this year to provide a stimulating and inviting area to reignite the children's passion for reading. Incentives have been evaluated and moderated to continue daily reading by all children.</p> <p> The development of pupils' spiritual, moral, social and cultural development is outstanding. As a result, pupils have a well-developed sense of responsibility, social awareness and excellent behaviour for learning.</p> <p> Pupils are eager to learn new things in lessons and in extra-curricular activities such as Spanish which has been very successful. Other extra-curricular activities include martial arts, football, arts and crafts, scrap-booking, film club, forest club, bikeability and ICT. These are valued and add richness and diversity to the curriculum. Clubs are targeted to different year-groups at lunch times and after school.</p> <p> Pupil Premium funding is used in a variety of different ways dependent on the needs of the children. This year we have made sure the children, where needed, receive extra intervention from a teacher to support their learning. Money has been available to support the whole child for e.g. costs of trips and clubs. A separate document breaks down the full spending of this money.</p> <p> PE and Sport Premium is used to provide extra PE for our children. Sports is made available to our children during Breakfast club and clubs are available after school. Our PE coach provides opportunity for our children to participate in games during lunchtime. It has also allowed us to provide extra PE lessons which also enhances the teacher's knowledge and understanding.</p> <p> The school gives parents accurate information about how well their child is progressing, how well they are doing in relation to the standards expected and what their child needs to do to improve. This happens at twice yearly parents' evenings, via annual reports and at other meetings at the teachers' or parents' request. Parents receive information through a pack, letters and newsletters. The impact is that parents are confident and able to encourage and support their children.</p> <p> Teaching staff would always challenge stereotypes and any use of inappropriate language in lessons and around the school.</p>	<p>Provision maps</p> <p>Target Tracker</p> <p>PPM information</p> <p>Provision map Staff meeting agendas</p> <p>Target Tracker Data booklet</p> <p>Homework Policy</p> <p>SMSC audit</p> <p>PP Report</p> <p>PE and Sport Premium Report</p> <p>Annual Reports</p> <p>See bullying file in CP cupboard</p>
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 The school now works in a triad with 3 other local primary schools. The schools work together to help moderate and monitor each other based on areas picked on up on the school's IDSR	
<p>To move further towards outstanding we need to:</p> <ul style="list-style-type: none"> <li> If any teaching falls to less than good it is to be highlighted quickly through learning walks, books and data and then responded to rapidly with a clear targeted plan.</li> <li> Ensure all pupils are challenged to reach the highest curriculum levels.</li> <li> Embed the new Feedback &amp; Marking Policy</li> </ul>	









Outcomes	
<p>The school has detailed data analysis and performance information and has a good understanding of ASP and IDSR. With this in mind, only a small amount of information is included below (EYFS data is also included in the detailed data analysis). Outcomes for pupils are good because:</p> <ul style="list-style-type: none"> <li> Achievement across a broad curriculum is good in all year groups. This can be seen during lesson observations and in the quality of work produced. Displays across the school are of a high quality and working walls offer relevant and precise support. Subject leaders have carried out a subject specific learning walk and fed this back to staff.</li> <li> The school is working on a clear Curriculum Policy which is understood by the teaching staff. A new vision has been completed this academic year and has been shared with all staff. The curriculum has been re-developed to fit with the children and teacher's interest, taking into consideration our local area and current affairs.</li> <li> The leadership team works with teachers and other colleagues to assess children's learning and track progress. The school has a clear Assessment Policy which supports good assessment practice. Pupil progress meetings are held regularly and information is triangulated to make sure judgements are accurate. Teaching and teaching assistants are aware of children's starting points and their journey through the school so far.</li> <li> Pupils are set challenging goals. This can be seen, for example, in the 'live' feedback and marking evident in children's books. Teachers are aware of the importance of appropriate support and challenge for all pupils and, in 2018-19, there is a focus on provision for the more able in maths. (Areas for improvement are identified in our School Development Plan.)</li> <li> The teaching team have worked hard to understand the need to teach and consolidate skills in order to move on to mastery. Pupils gain and consolidate knowledge, understanding and skills across the curriculum.</li> <li> Pupils are given work that deepens their knowledge, understanding and skills. They work on topics which interest and engage them and learn in a variety of ways. Subject leaders monitor performance in their subject area bringing any concerns to the attention of senior leaders.</li> <li> Science is a valued subject and, in 2018/19, changes are being made to the timetabling of science teaching to ensure full coverage and assessment of skills before teacher assessments must be finalised.</li> <li> Current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. For example:</li> <li> Senior leaders, the SENDCO and the inclusion team work together to measure the impact of provision on raising the attainment of any pupils who are falling behind. Discussions often take place during pupil progress meetings and adjustments are made so that pupils have the best chance of catching up. Interventions which appear to be successful are continued.</li> <li> Progress of pupils with SEND is tracked carefully with the support of their individual learning plans and the whole school provision map. Children receive their correct amount of hours linked to funding and where needed extra support is given whether funding is available or not.</li> <li> Pupils are able to articulate their knowledge and understanding clearly in an age-appropriate way. This can be seen in classroom discussions, during pupil voice interviews and in conversations with interested adults.</li> </ul>	<p>Our own data analysis and performance information</p> <p>Learning walks from subject leaders</p> <p>Curriculum Policy</p> <p>Assessment Policy</p> <p>Feedback and Marking Policy</p> <p>School development plan</p> <p>Lesson observations</p> <p>Discussions with pupils</p> <p>Scrutiny of work</p> <p>Pupil progress tracking including target tracker</p> <p>IDSR</p> <p>ASP</p>

<ul style="list-style-type: none"> <li> Pupils can hold thoughtful conversations about what they are learning with adults and each other. The school council hold a regular 'Big Debate' which is fed back into classes by each class representative.</li> <li> By the end of Y6, pupils are well prepared for the next stage of their education. A higher % than nationally have reached the expected standard or higher. Transition work with is completed with all children to help in their preparation in moving to secondary school, with more vulnerable pupils receiving extra transition on top of this.</li> </ul>	
<p>To move further towards outstanding we need to:</p> <ul style="list-style-type: none"> <li> Increase the % of girls reaching the phonics threshold.</li> <li> Track attainment and progress of girls through KS1 and KS2 making adjustments as necessary.</li> <li> Increase the % of KS1 pupils achieving greater depth in writing.</li> <li> Continue to identify and provide effectively for SEND pupils.</li> <li> Challenge more able KS2 pupils to reach the higher standard, especially in maths.</li> </ul>	




## Early Years

Leadership and Management	
<p>The quality of leadership and management is outstanding because:</p> <ul style="list-style-type: none"> <li> There is a clear vision for the whole of the Early Years team starting right from the 2 year olds provision. This has led to an Early Years assistant head being appointed and leading the whole Early Years team and also driving education in the preschool room (Little Ferns). The leader has ensured continuity is paramount across the whole 2-5 age band of education ensuring smooth transitions and school readiness is paramount. We identify every child's starting point and build on this level of development ensuring enabling environments and challenge is paramount. At the beginning of their journey into Ferndale prime areas of learning is a core to their future learning into other areas and then building on school readiness and then leaving FS with their GLD and expected level or challenging exceeding levels of development is our aim.</li> <li> The Early Years leader sets high expectations of pupils and staff. They lead by example and create a positive ethos in which respect for others is modelled. This is evident within team meetings and workshops that are planned across the whole of the early years. Staff are always approaching the leader and asking for advice and guidance but also modifying and sharing good practices as a team.</li> <li> The Early Years lead in conjunction with the Headteacher have completed joint observations and then appraisals for all staff evaluating the impact of their practice and identifying CPD where necessary for individuals or the whole team. We have identified that as a team we want to improve our outdoor areas and incorporate challenge into child initiated activities so with this target we are all attending a training session in February, Creating Standing out in Early Years by a leading speaker Shonette Bason.</li> <li> The Early Years lead, teachers and room leaders are ambitious for all pupils and track the progress of individuals from their starting points using a consistent baseline throughout the phase. We look at all groups that may need extra early intervention and this is planned for within the curriculum ensuring creativity and then analysing the effectiveness through target tracker. We use Tapestry to gather our evidence base for all areas of the EYFS and then as a team use this alongside teacher judgement, we analyse a child's profile and ensure next steps in their learning are identified and then planned for. We also look at our disadvantaged groups, within this cohort pupil premium and EAL is a key focus. The provision plan is used to ensure effective planning of interventions.</li> <li> The Early Years leader carries out pupil progress meetings with the teachers and room leads to ensure all children have been identified if they are not quite reaching their full potential and then actions are taken within to ensure by the end of FS2 a GLD is achieved and children are being challenged. This is done 3x a year alongside a baseline meeting to see what the new year cohort on entry look like. Attainment and progress are analysed.</li> <li> The School Development Plan has an Early Years section that relates to our whole school targets and from our early years data analysis and also other actions that have been identified as an Early Years team to drive improvement. Our focus at present is the enabling environment especially outdoors. We then create nursery action plans and FS2 action plans</li> </ul>	<p>Ethos Data</p> <p>Meeting minutes Workshops</p> <p>Appraisals and CPD training</p> <p>Tapestry Target tracker Provision mapping</p> <p>PPM minutes Intervention timetables</p>



<p>which reflect each significant area within the EYFS and this is then analysed and updated termly and modified where necessary. The notion of intent – implementation – impact is used within the Early Years too.</p> <ul style="list-style-type: none"> <li> Team meetings are organised and planned and prioritised across the EYFS according to the dissemination of training from other members of staff. Recent training meeting was our EY teacher disseminating her training on bikeability a new scheme that we have invested in which equips children with the physical skills to ride a pedal bike without stabilisers. Also, another focus for us is imagination and language development so we have had our own training to begin the process of scaffolding 'helicopter stories' from 2-5 years with the hope that they will be inventing, performing and writing their own imaginative stories by the end of FS2.</li> <li> Safeguarding is paramount and to ensure this is effective we receive regular training updates for all staff and as a whole school. The Early Years lead and teachers attend regular meetings with updates from the Swindon Borough Council and this is then disseminated. The Early Years lead is also a deputy safeguarding lead for the whole school so has regular update training and also weekly supervision with the SLT and DSL. All students on entry to the Nursery have a volunteer pack and sign the agreement to ensure understanding and safeguarding policies and procedures.</li> <li> The children's health, safety and well-being are greatly enhanced within the EYFS. This is ensured by completing risk assessments specific to the early years that are reviewed regularly and updated. Along with a daily risk check that is completed by practitioners to ensure the environment is safe before their arrival within nursery. Areas of hazards are identified and actions are taken appropriately. All staff also ensure PPE (personal protective equipment) is adhered to especially when handling food or changing children. All of the EYFS staff are paediatric first aid trained and updated where necessary. The school shares the majority of policies with the school but also more specific nursery policies are available such as intimate care, safe touch, admissions etc. These are all available to staff via the school's website or within the nursery file and all staff have to sign to ensure they are aware of all policies and procedures updates.</li> <li> Apprentices are supported with an allocated mentor, dedicated apprentice time, access to training and courses. We currently have an apprentice within nursery who is performing outstandingly.</li> <li> The leader identifies the need for parent partnership is crucial and so has implemented many highly successful strategies to engage parents. Communication in nursery is done through the same routes of the schools but we also have our own newsletters six times a year that are nursery specific, we always have a fun home challenge to engage parents and encourage them into setting. We communicate with parents through tapestry, stay and play sessions termly, parents evening and through email and text. We also completed a parent survey in nursery and parents wanted support to help their children learn so we have a literacy and numeracy parent workshop planned for all Early Years parents in the autumn term. We had a successful induction workshop in the autumn term. We also have access and target families that need support with parenting and we have run a story sacks course in autumn and we are running a family links course in spring to ensure early intervention.</li> <li> We believe that establishing a good relationship with the child and family at an early stage aids there learning so we complete home visits for every child new to the early years and alongside this we have stay and plays and drop in session to ensure the children and parents are happy and confident with the setting.</li> <li> We also have a program of transition for all transitions across the different phases in early years. This has proven successful in ensuring children are more confident and ready for change. This has especially proven successful with children being ready for school and settling into school life quicker and more effectively.</li> <li> The leader shows an uncompromising drive to improve outcomes or maintain the highest levels of outcomes for all children over a sustained period and this is evident with the robust assessment and monitoring of all children from their starting points and provision planning where appropriate.</li> </ul>	<p>SDP and Action Plans</p> <p>Meeting minutes New scheme</p> <p>Supervision minutes Volunteer Pack</p> <p>Staff meeting minutes Risk assessments Daily Checks Training records Policies</p> <p>External observations</p> <p>Parent survey Newsletters Family links courses Photos Home visits Transition timetable Data Report</p> <p>Photos and flyers Sign ups</p> <p>Transition program</p> <p>Data file</p>
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Teaching, Learning and Assessment		
<p>The quality of teaching, learning and assessment is outstanding because:</p> <ul style="list-style-type: none"> <li>The Early Years lead and headteacher carried out observations which were high quality and inspirational. It was evident within these observations that teachers were aware of the wide range of the different children's starting point and directed questioning and appropriate activities for their stage of development. We have two experienced Early Years teachers who continually striving for the best in all areas of teaching and environment and this was noted on the environment audit. Another environment audit is due to be carried out in the spring term.</li> <li>Teachers and room leaders use their secure knowledge to plan to ensure progression and engagement for all children.</li> <li>The leader within the two year old room has a very clear understanding of the typical development and plans appropriately to account for their emotional and physical needs and understand the difference between the age bands securely.</li> <li>The environment also is paramount in supporting and engaging children according to their level of development ensuring stimulating and challenging activities that are age appropriate.</li> <li>Within the early years, engaging and motivating the child is a priority in their learning. So to ensure we are planning with the child at the forefront we create loose topic plans to ensure we have coverage but then throughout the day, week or term we can adjust the planning to move with the children's interests. We ensure that we cover all areas of the curriculum using the weekly summative assessment on tapestry. We also ask the children what they already know but also what they would like to learn or investigate.</li> <li>Pride and ownership in work is something we value highly and we allow the children opportunities to share their work with others, display their own work and take it home to share. We use positive rewards strategies to embed this high self esteem.</li> <li>Learning walks and environment audits inform future planning of curriculum rich areas and to ensure excitement.</li> <li>We always identify areas to improve in our action plans and our recent drive is in the outdoor learning environment across the whole of the phase.</li> <li>Parents complete termly WOW moments to ensure we celebrate outside learning at home as well as at school. This keeps parents engaged in their children's learning and progress. We also within nursery have visual next steps which are displayed within the settings so parents can see where their child is working and what they need to work on next. We also share targets and next steps at every parents evening across the whole phase and also incidental next steps within observations on tapestry.</li> <li>Evidence is collated by means of an online learning journal, tapestry. We use this to put on photos, videos and text along with linking this to all the areas of the EYFS alongside the child's COEL. We use a range of observations child initiated and adult directed to enable us to identify the child's level of development and further plan from this. These observations are shared regularly with parents so they can see what their child is learning alongside offering any support or tips of activities to help them.</li> </ul>		<p>Appraisals Data analysis COEL identification Environment audit</p> <p>Planning Tapestry</p> <p>Environment audit Photos</p> <p>Observations Tapestry Pupil Voice</p> <p>Displays Learning walks</p> <p>Action plans</p> <p>WOW</p> <p>Tapestry</p>
Personal Development, Behaviour and Welfare		
<p>The quality of personal development, behaviour and welfare is outstanding because:</p> <ul style="list-style-type: none"> <li>The Early Years form part of the Ferndale school behaviour and anti -bullying policy which is to support good behaviour throughout.</li> <li>The transition into either nursery or FS2 is well planned and developed to ensure that PSED is paramount. Ensuring confidence and independence. Within this years' cohort, the settling in period for our children was very short and parents reported after less than a term in school that children feel happy and safe.</li> <li>Children are being exposed to democracy within the classrooms from the age of 2 years and this is in voting with a cube of which book they would like to read. This has really promoted a sense of turn taking but deep understanding of opinions and respect for others.</li> <li>Curiosity and exploration is a focus to engage and extend language development by finding different opened ended talking points and places. Curiosity cubes, and talking dens is proving successful in encouraging questioning and talk.</li> <li>Class rules are embedded with the children within their first term and rewards and goals enable children to create a positive attitude.</li> </ul>		<p>Policy</p> <p>Parent survey</p> <p>Photos</p> <p>Observations</p>

<p> We want children to take risks within early years but also understand how to keep themselves safe. So we do regular snack activities this enables children in small groups to use sharp knives and cooking tools, alongside this we encourage the use of real objects such as bricks, hammers for funky fingers, tinkering stations and also to have access to the forest and cook on the fire. This is developed all the way through our early years but the activities are differentiated so they are age appropriate.</p> <p> Children who we identify within our data as needing more support 'My Plans' are created and shared with parents. We also link with other outside agencies such as the health visitors, paediatricians and the Early Years team. Where necessary we create early help records and work with the inclusion team through school to support the child and plan appropriately with parental engagement.</p> <p> We are an inclusive nursery and every child is valued as an individual so where necessary more support is needed this will be actioned. We currently have a child who needs 1-1 support within the FS2 to access the curriculum and is on a EHCP. This child is an active an important member of the class.</p>	<p>Observations Data</p> <p>EHR's Logs My Plans EHCP Intervention plans</p>
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## Overall Effectiveness of the Whole School

Overall Effectiveness of the Whole School	
<p>Overall effectiveness is good because:</p> <ul style="list-style-type: none"> <li>Evidence indicates that the quality of teaching, learning and assessment is good.</li> <li>All other key judgements are good or outstanding.</li> <li>Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.</li> <li>Safeguarding is effective.</li> </ul>	<p>Other SEF sections</p> <p>Data analysis, ISDR, ASP</p> <p>SMSC audit</p> <p>Healthy Schools audit</p> <p>Safeguarding records</p>
<p>To move further towards outstanding we need to:</p> <ul style="list-style-type: none"> <li>Demonstrate that outcomes for pupils are outstanding by remaining above National data. This must include pupils achieving at least in line with National at the higher level in maths. No groups of learners must fall below National standards, this must include girls achieving at least in line with National results. Progress to be positive in all areas for all groups.</li> <li>Demonstrate that teaching, learning and assessment are outstanding (linked to results).</li> <li>Embed new leaders roles and continue to share the good practice of other leaders in other schools.</li> <li>Maintain our current high standard of behaviour, personal development and well-being continuing to allow all children to be able to access their learning and giving them the best possible chances of achieving.</li> </ul>	

## Basic Characteristics

Pre3, Nur, Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (509 pupils)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Pre3	21	14 (66.7%) / 7 (33.3%)	2 (9.5%)	0 (0%)	10 (47.6%)	2 (9.5%)	1 (4.8%)	1 (4.8%)	0 (0%)	0 (0%)	0 (0%)
Nur	42	21 (50.0%) / 21 (50.0%)	4 (9.5%)	0 (0%)	25 (59.5%)	17 (40.5%)	4 (9.5%)	4 (9.5%)	0 (0%)	0 (0%)	0 (0%)
Rec	61	30 (49.2%) / 31 (50.8%)	4 (6.6%)	4 (6.6%)	29 (47.5%)	18 (29.5%)	12 (19.7%)	11 (18.0%)	0 (0%)	1 (1.6%)	0 (0%)
Y1	58	26 (44.8%) / 32 (55.2%)	8 (13.8%)	8 (13.8%)	18 (31.0%)	10 (17.2%)	5 (8.6%)	5 (8.6%)	0 (0%)	0 (0%)	0 (0%)
Y2	88	37 (42.0%) / 51 (58.0%)	11 (12.5%)	9 (10.2%)	45 (51.1%)	30 (34.1%)	17 (19.3%)	17 (19.3%)	0 (0%)	0 (0%)	0 (0%)
Y3	60	31 (51.7%) / 29 (48.3%)	9 (15.0%)	9 (15.0%)	13 (21.7%)	7 (11.7%)	16 (26.7%)	16 (26.7%)	0 (0%)	0 (0%)	0 (0%)
Y4	60	32 (53.3%) / 28 (46.7%)	19 (31.7%)	11 (18.3%)	11 (18.3%)	4 (6.7%)	20 (33.3%)	18 (30.0%)	0 (0%)	2 (3.3%)	1 (1.7%)
Y5	59	31 (52.5%) / 28 (47.5%)	12 (20.3%)	8 (13.6%)	17 (28.8%)	10 (16.9%)	15 (25.4%)	13 (22.0%)	0 (0%)	2 (3.4%)	0 (0%)
Y6	60	21 (35.0%) / 39 (65.0%)	20 (33.3%)	12 (20.0%)	17 (28.3%)	10 (16.7%)	10 (16.7%)	9 (15.0%)	0 (0%)	1 (1.7%)	0 (0%)
All	509	243 (47.7%) / 266 (52.3%)	89 (17.5%)	61 (12.0%)	185 (36.3%)	108 (21.2%)	100 (19.6%)	94 (18.5%)	0 (0%)	6 (1.2%)	1 (0.2%)

\* Includes pupils with **Information Not Obtained**.

Website compliance		PE and sport premium	x	Pupil Premium spending	x	School contact details	x	Admission arrangements	x
SEN report	x	Ofsted reports	x	Exam and assessment results	x	Performance tables	x	Charging and remissions policies	x
Behaviour policy	x	Curriculum	x	Values and ethos	x	British Values	x		

