

Outcomes for Pupils

Outcomes for pupils

Grade: 1 **2** 3 4

Summary of Evidence/ Strengths

- 70% achieving GLD in the Early Years Foundation Stage. Children in the Early Years Foundation Stage make good progress from their baseline start point.
- 79% achieving reading/writing/maths combined at the end of KS1
- 63 achieving reading/writing/maths combined at the end of KS2. End of KS1 data - number of children achieving Greater Depth in all areas is strong. 21% (7 children) achieving Greater Depth Standard in reading/writing/maths combined at end of KS1. 'Training and development has resulted in teachers now having a much better understanding of what greater depth looks like.' (Ofsted, 2018)
- Courtwood Primary School is a very inclusive school where all children are valued and staff endeavour to ensure no child is left behind. (IQM report, 2017)
- 'They [parents] praised the way in which all children, including those who attend the specialist resource provision for pupils on the autistic spectrum, are included in all aspects of school life'. (Ofsted, 2018)
- Progress data in all year groups is good and is reflective of a rigorous Pupil Progress System.
- Reading in all classes shows good progress and attainment, with children reading widely and often, with fluency and understanding. 'The phonic programme ensures that pupils learn to become effective readers by the end of key stage 1. A range of quality reading books in classes provides access and challenge for all pupils.' (Ofsted, 2018)
- Early identification of Special Educational Needs and securing funding to support provision.
- Professionals work closely together to ensure focused and specific targets are set to meet each child's developmental and education needs. A combination of robust teaching and learning strategies, strong inclusive values, a thorough tracking system and excellent behaviour systems, support the progress of all pupils including those from low starting points, pupil premium and MAT pupils. (IQM report, 2017)
- Pupils achieve well and teaching and support staff work very hard to ensure they are continually improving. (IQM report, 2017)
- 'The new leader is very committed and enthusiastic about accelerating progress and improving outcomes for all.' (Ofsted, 2018)

Next Steps for further development	RAG	Action	Who
<ul style="list-style-type: none"> • To develop the use of Precision Teaching for 	Autumn	<ul style="list-style-type: none"> • To ensure teachers are delivering precision teaching consistently and understand the most effective method of delivery and assessment. 	CC

targeted groups of pupils, to support closing the gap in attainment in the core subjects. (year 2 of 3)	Spring	<ul style="list-style-type: none"> Ensure new staff members understand the Precision Teaching model as expected at Courtwood. SENCO to work with staff to deliver training and monitor delivery and outcomes on a half-termly basis. Pupil Progress Meetings to identify children targeted for Precision Teaching termly. Launch Precision Teaching for maths and writing (spelling) 	CC
	Summer		CC
			JSt/CC/Teachers
			CC
<ul style="list-style-type: none"> To increase the percentage of pupils that attain the expected standard in reading, writing and maths combined. (year 2 of 3) 	Autumn	<ul style="list-style-type: none"> Combined data to continue to be incorporated into SEF analysis and pupil progress meetings to support early identification of pupils not on track to achieve combined by the end of the academic year. Teacher appraisal targets continue to work towards increasing the percentage of pupils in each class that achieve the expected standard in reading, writing and maths combined. Teacher appraisal targets to include percentage of children on track in individual core subject areas (with aim of showing an increase from Autumn to Summer) To use effective assessment for learning to focus the pre-teach assembly session, that supports tailoring children's learning to close the gaps. Teachers to develop Precision Teaching strategies as a way of analysing gaps in pupils' knowledge and supporting closing the gap. 	NG/JSt/CC
	Spring		NG/JSt
	Summer		NG/JSt
<ul style="list-style-type: none"> To narrow the gap between achievement of disadvantaged and non-disadvantaged children across the school in the 	Autumn	<ul style="list-style-type: none"> Teachers to ensure they are aware of their disadvantaged children within the class and can use assessment effectively to target the gaps for these children. Pupil Progress meetings to discuss progress of children who are disadvantaged and looking at narrowing the gap through targeted interventions. 	CC/teachers
	Spring		CC/teachers
			SLT/teachers
			JSt/CC

core subjects.	Summer	<ul style="list-style-type: none"> Teacher appraisal targets to include percentage of disadvantaged children making at least expected progress across the year. 	NG/JSt
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Quality of Teaching, Learning and Assessment

Quality of Teaching, Learning and Assessment	Grade:	1	2	3	4
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<u>Summary of Evidence/ Strengths</u>					
<ul style="list-style-type: none"> 'Training and development has resulted in teachers now having a much better understanding of what greater depth looks like.' (Ofsted, 2018) 'There is a clear sequence and progression to the teaching of mathematics. Problem-solving has a high profile, particularly in Years 2, 5 and 6, where it is helping to develop pupils' reasoning skills very effectively.' (Ofsted, 2018) 'Teachers provide pupils with helpful advice on how to improve their writing, and opportunities to edit their work. This is having a positive impact and helping leaders to ensure that gaps between pupil premium and other pupils are closing.' (Ofsted, 2018) 'Leaders have ensured that the curriculum in key stages 1 and 2 is broad and balanced. Pupils enjoy the topics they learn about. These hook children effectively because they are interested in the things they study. School grounds are used creatively to support learning. Pupils visit an onsite woodland area called 'Wise Owl Wood'. This enriches the curriculum and also provides positive social experiences for pupils to develop skills such as teamwork, collaboration, confidence and resilience.' (Ofsted, 2018) 'Pupils are taught how to write in literacy, interpret data in mathematics and can use a range of computer packages to show their learning.' (Ofsted, 2018) Lessons are well planned, interesting and challenging with many imaginative and exciting activities planned for pupils. Features of lessons include active learning, good modelling by all staff and assessment for learning strategies. (IQM Report, 2017) 'Books are monitored at least termly and staff meetings have a focus on professional development.' (Ofsted, 2018) Assessment for Learning is embedded in to the school day. Children are given sufficient time to review their learning and respond to next steps. Marking and Feedback is good in most classes. Teachers are expected to allow time for pupils to respond to marking. Teachers continue to develop their approaches to feedback and now use 'Instant Response Marking' as an effective strategy this is already having a positive impact on writing. 					

Next Steps for further development	RAG	Action	Who
<ul style="list-style-type: none"> To bring the percentage of children achieving at least expected standard in maths to be in line with the percentage 	Autumn	<ul style="list-style-type: none"> Subject leader to model effective teaching and learning to class teachers during subject release time Planning format reviewed to ensure there is a consistent approach to teaching and 	<p>HS</p> <p>HS</p>

achieving reading and writing at Courtwood.	Spring	learning and monitored by maths subject lead.	HS
	Summer	<ul style="list-style-type: none"> • Scheme of Work and resources reviewed. • Subject lead to work as part of TCT working group, to support raising attainment. • To develop reasoning across the curriculum through whole-school assemblies and class teachers embedding principles in curriculum lessons so that children become confident at reasoning in a variety of contexts. 	HS NG/JSt/HS
<ul style="list-style-type: none"> • For writing across the curriculum to be at the same standard as expected in the English books 	Autumn	<ul style="list-style-type: none"> • Teachers to plan tasks for learning, which allow children to become independent learners and demonstrate the depth of their learning/understanding. 	All staff
	Spring	<ul style="list-style-type: none"> • One piece of cross-curricular/Learning Journey based writing to be included in the writing assessment book per half term (writing process to be evident in learning journey planning) 	Teachers/LC
	Summer	<ul style="list-style-type: none"> • Foundation subject books to clearly show development of children's knowledge, development of skills and understanding from start to end of a topic. 	All staff
<ul style="list-style-type: none"> • Teaching and Learning for the foundation subjects/ curriculum to allow children to work in more depth 	Autumn	<ul style="list-style-type: none"> • Staff meetings to share good practice and evaluate what is working/not working. 	NG/JSt/Teachers
	Spring	<ul style="list-style-type: none"> • Literacy leader/SLT to monitor the quality of writing across the curriculum. • Children to have a clear understanding for the expectations of writing in all of their work, including basic skills. 	LC/ SLT SLT
	Summer	<ul style="list-style-type: none"> • For Forest School/Outdoor Learning to have a positive impact on the broader curriculum. 	JSt/MC
<ul style="list-style-type: none"> • To increase the percentage of children achieving the Phonics Screening Check to be at least 	Autumn	<ul style="list-style-type: none"> • New phonics leader to work with English leader to analyse 2017 - 2018 Y1 results and identify children who require further intervention to pass PSC by end of year 2. 	JH/LC

in line with National	Spring	<ul style="list-style-type: none"> Review of the Phonics teaching resources for effectiveness and audit staff skills and knowledge to inform any CPD for KS1/EYFS staff. Phonics to be tracked termly for Y1 and children that did not achieve PSC in year 2. Children to be targeted for interventions which are planned and evaluated to ensure progress. 	JH/LC
	Summer		KS/JH/CC

Personal Development, Behaviour and Welfare

Personal Development, Behaviour and Welfare	Grade:	1	2	3	4
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<u>Summary of Evidence/ Strengths</u>
<ul style="list-style-type: none"> 'Pupils report that they feel safe at school. They demonstrate good knowledge and understanding of issues such as road awareness and e-safety. Pupils understand what to do if they or their friends are bullied. They know that there is always an adult they can share their worries with at school and feel confident that the adults around them will support and help them.' (Ofsted, 2018) 'The school works very effectively with external agencies to help safeguard pupils. Leaders have ensured that records are detailed and of high quality.' (Ofsted, 2018) 'Leaders are relentless and demanding of other agencies to ensure that pupils are kept safe. Leaders ensure that staff are regularly trained and kept up to date with the latest safeguarding guidance.' (Ofsted, 2018) 'You know your pupils, their families and their circumstances well. You have worked hard to build trusting and supportive relationships. You have identified barriers to learning and have put much in place to address this.' (Ofsted, 2018) 'A skilled nurture team helps to ensure that children are emotionally ready to access learning.' (Ofsted, 2018) A group of parents spoken to talked about the caring and kind approach that the school takes towards themselves and their children. (IQM report, 2017) 'The school always goes the extra mile'. "You can really talk to the teachers here, even the Headteacher or any of the senior staff they will always find the time". "I moved to this area because I wanted my child to go to this school". "Everyone wants to come here". "The only help I got when my life was difficult was from this school". "The staff here are excellent", "All the teachers here are brilliant". (IQM report, 2017) A range of emotional support strategies including ELSA, Drawing and Talking are having a positive impact on pupils accessing the curriculum and removing barriers to learning. 'I have been delighted with the great foundation you have laid for our children's future. Teaching is a calling and you have a number of gifted and special individuals amongst your staff team. We have always been welcomed, invited to be involved and genuinely feel like all staff really have cared about our children. Volunteering over the last year has given me further insight into some of the challenges that you have all faced and I am acutely aware that on many occasions the challenges are varied from behavioural, social, political and financial. To carry on and be innovative and inspiring in circumstances that are not always the easiest route to success shows the dedication of the team you have at Courtwood.' Parent letter, July 2018.

Next Steps for further development	RAG	Actions	Who
<ul style="list-style-type: none"> Improve the lunchtime dining experience to support a positive impact on behaviour. 	Autumn	<ul style="list-style-type: none"> Up-skill and train midday supervisors to feel confident at managing behaviour in the lunch hall and playground, adhering to the Behaviour and Consequences chart. 	JSq
	Spring	<ul style="list-style-type: none"> Communication to improve between midday supervisors and teachers regarding behaviour and issues escalated as appropriate to SLT. 	MDS/teacher
	Summer	<ul style="list-style-type: none"> Performance management and CPD for midday supervisors to be re-established. 	JSt/JSq
		<ul style="list-style-type: none"> Hall rules and expectations shared with all stakeholders. Financial investment (through LA Healthy Pupils Capital funding (£2,628.32)) to be made in the dining hall facilities to improve the experience. Children to be given responsibility for 'leading' class tables in the dining hall 	NG/JSt/JSq JSt/JSq JSq/SLT
<ul style="list-style-type: none"> To work with the families of children with less than 95% attendance to increase attendance/punctuality at school. 	Autumn	<ul style="list-style-type: none"> Meet with families to engage and understand reasons for attendance being lower than target. 	JSt
	Spring	<ul style="list-style-type: none"> Work with new EWS to promote good attendance for vulnerable families. 	JSt
	Summer	<ul style="list-style-type: none"> Run regular attendance workshops for children in school who are below target. 	JSt
<ul style="list-style-type: none"> Continue to identify and support pupils with emotional/nurture needs with a focus on supporting the wider family. 	Autumn	<ul style="list-style-type: none"> Continue to embed the Young Carers programme at Courtwood. JMc and SW to work with SENCO and SLT to identify families who may require additional support and begin to engage through nurture support and events such as coffee mornings. 	JSt/CC CC/SLT/JMc /SW
	Spring	<ul style="list-style-type: none"> Continue to access nurture networks and identify next steps/best practice for 	CC/JMc/SW

		nurture at Courtwood	
	Summer	<ul style="list-style-type: none"> To up-skill TreeHouse member of staff to support delivery of nurture programmes to children in the ELP. Identify nurture needs with new Reception children via the Boxall profile and plan support and intervention as necessary to support removal of barriers to learning. 	<p>CC</p> <p>CC/MS</p>

Effectiveness of Leadership and Management of the Academy

Effectiveness of leadership in, and management of the Academy	Grade:	1	2	3	4
<u>Summary of Evidence/ Strengths</u>					
<ul style="list-style-type: none"> 'The leadership team has maintained the good quality of education in the school since the last inspection.' (Ofsted, 2018) 'Together with governors and leaders, you have continued to identify key strengths and areas that need to be developed. You have ensured that the school continues to be a happy and nurturing environment. Parents appreciate the strong sense of community.' (Ofsted, 2018) 'Together with governors and leaders, you have addressed the areas identified at the time of the last inspection. You have worked with local authority advisors to strengthen leadership and practice in mathematics by joining a local mathematics hub.' (Ofsted, 2018) The school's values permeate the life of the school and the SLT lead by positive and enthusiastic example. In short, a forward-thinking Leadership Team who are committed to ensuring the best outcomes for all pupils leads the school. (IQM Report, 2017) Staff are encouraged and enabled to develop their skills through a range of CPD. (IQM Report, 2017) Pupil voice is valued. Children have roles and responsibilities in the school including peer mediators the school council, digital leaders, playground buddies and helping hands. The children love being involved as young leaders and relish the opportunity to do more. (IQM report, 2017) The school has enriched the curriculum through the introduction of Forest School activities and outdoor learning. Both Yr 5, Y3 and Yr 1 pupils receive Forest School as part of an enrichment programme. A growing area is managed by our yr 3 pupils with a long term plan of having a market garden PE is a strength of the school, the schools uses PE funding to buy in training support and coaching opportunities and spend is overseen by the Deputy Head and reviewed by Governors. Interventions for vulnerable pupils are well targeted and led, all staff have received training to improve understanding of supporting pupils with ASD, pre-teach and managing mental health. 'Well-thought-out interventions are in place, and these are starting to have a positive impact. In-year assessment systems are being refined so the school can better track progress of this group throughout the school.' (Ofsted, 2018). 					

- Teaching is monitored regularly and effectively by SLT.

Next Steps for further development	RAG	Action	Who
<ul style="list-style-type: none"> To continue to develop the role of middle leaders, to support staff in achieving good outcomes for children 	Autumn	<ul style="list-style-type: none"> Maths and Literacy leaders to continue to develop their own practice and middle leadership skills, specifically through coaching staff to help secure better outcomes for pupils. 	LC/HS
	Spring	<ul style="list-style-type: none"> Middle leaders to work as part of TCT working groups and share good practice. To improve teachers and Teaching Assistants subject knowledge to ensure teachers have a secure understanding of the curriculum expectations and can effectively anticipate and skilfully address misconceptions. 	LC/HS HS/LC
	Summer	<ul style="list-style-type: none"> Recruit a staff member to an SLT vacancy by the end of the academic year. 	NG/JSt
<ul style="list-style-type: none"> To ensure the Local Governing Body is effective at supporting the school to achieve its next steps 	Autumn	<ul style="list-style-type: none"> Ensure a Chair of Governors is appointed and receives training/support to understand role quickly and skilfully. 	NG
	Spring	<ul style="list-style-type: none"> Ensure current governors have skill-set necessary to challenge and support effectively and recruit for any vacancies on the LGB. To work with TCT to develop support and training available for all governors. 	NG/JSt NG/SS
	Summer	<ul style="list-style-type: none"> Governors to include Governor Voice on curriculum reports to support delivery of Ofsted targets 	All Govs.
<ul style="list-style-type: none"> School leaders to continue to develop roles within the 	Autumn	<ul style="list-style-type: none"> Deputy Head teacher to start NPQH course with Surrey Teaching Schools Alliance and incorporate learning into school improvement 	JSt

school and across the Trust, to maintain effective leadership	Spring	<ul style="list-style-type: none"> • NG to continue to attend TCT Executive Leadership Group and build positive working relationships with other heads, to support learning at Courtwood. • Work alongside the board of directors from TCT to support continuous school development. • Develop SENCo role after NaSenco award has now been completed, to continue to develop strong inclusive practice at Courtwood for all children and staff. • Middle Leaders courses to be attended by staff who aspire to higher leadership to support development of leadership behaviours. 	NG
	Summer		NG
	CC		
	KS/CC		

Effectiveness of EYFS

Effectiveness of EYFS

Grade: 1 2 **3** 4

Summary of Evidence/Strengths

- Children in the Reception class demonstrated positive attitudes to learning and had good levels of concentration and engagement. In addition, they could make and regulate their own games, creating rules, taking turns and sharing resources. (Ofsted, 2018).
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Next Steps for further development	RAG	Action	Who
<ul style="list-style-type: none"> • Provision across all areas of learning to be planned carefully and based on rigorous assessments of children's achievement so that every child undertakes 	Autumn	<ul style="list-style-type: none"> • New planning format to be devised and implemented. • Stringent baseline assessment, moderated by SLT/Subject Co-ordinators. • Learning in each of the areas, both indoors and outdoors to be made explicit to the children. 	SLT
	Spring		
	Summer		

engaging and challenging activities.		<ul style="list-style-type: none"> To plan to the interests of the children. 	
<ul style="list-style-type: none"> A highly stimulating, well organised and language rich environment both indoors and outdoors which enables engaging, varied and imaginative experiences. 	Autumn	<ul style="list-style-type: none"> Indoor and Outdoor setting to be organised to meet all the key areas of the EYFS Curriculum and to promote independence. To visit Outstanding settings. To change the displays and individual areas to continue to keep them interesting and exciting for the children. To ensure child appropriate labelling is up both indoors and outdoors for the children to be able see, read and use. Opportunities for children to read, write, count and problem solve to be created at every opportunity, both indoors and outdoors. 	MS
	Spring		MS
	Summer		MS
<ul style="list-style-type: none"> To access high quality professional development to encourage, challenge and support teachers' improvement. 	Autumn	<ul style="list-style-type: none"> To work alongside Croydon to develop EYFS setting. To work alongside colleagues in other schools to develop provision. To attend a course in Italy for a week to observe good/outstanding practice to develop own practice and setting. 	MS
	Spring		MS
	Summer		MS