

Sections		Summary Evaluation	
1	Context and characteristics	<p>Organisation Highbury is a growing two-form entry school with 406 pupils on roll in the main school and 104 pupils in the Nursery. Pupils are organised into 16 classes in the main school with four nursery classes - two for three- year olds and two for two- year olds to six months. The vast majority of pupils who attend the Nursery, transition into school. On entry to Nursery pupils' attainment is very low compared with the national average. The school is now oversubscribed.</p> <p>Demographics The school is part of the Cosham ward. The deprivation indicator is 0.2, however 47% of families receive working tax credit and there are a significant number of one parent families. The school has an above average social housing need - which is six times the expected norm. (See Appendix 2 for further breakdown) Pupils come from predominantly White British Ethnic heritage.</p> <p>Composition Many families are involved with outside agencies, 5 children are looked after, 1 CP child, 10 children in need, 32 have support from Early Help and school led team around the child meetings. Additionally, there are 50 other vulnerable children who are being monitored for reasons such as police intervention for parents with abusive partners, therefore approximately 1/5 of the school population are experiencing some form of neglect. 35% of children are on the Ever Six list and 3% of pupils are eligible for services premium. The school has received £163,000 pupil premium funding this year. 22% of the children have SEND - the majority with speech, language and communication or specific learning difficulty. Pupils speaking EAL or with SEND, or in receipt of pupil premium, or are vulnerable amount to approximately 60% of the school population. Turbulence is high 1 in 10 pupils either joined or left after their reception year.</p>	
2	Key Areas for School Improvement	<ol style="list-style-type: none"> 1. Bespoke pedagogy for diminishing the difference: especially for SEND pupils in partnership with parents 2. To develop staff as leaders both in and beyond school 3. Challenge higher attaining and SEND pupils even further through pupil led learning 	
3	Progress this year	Academy Progress	Evidence
		1. Training delivered to support SEND pupils with self- regulation, structured conversations	Structured conversations
		2. Leaders accountabilities developed through PM, areas of responsibility in J2E, research projects	Evaluation of J2E
		3. Training given, More Able audit completed, homework changed	More Able Audit
4	Good	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;">Achievement of Pupils strengths</p>	Areas for Development
	Judgement: EYFS: Outstanding	<p>There is an upward trend of achievement across Nursery with 84% of children achieving their age expectation in the prime areas 17/18.</p> <p>Nursery progress and achievement is monitored through learning journeys and provision, it is outstanding - (OFSTED June 2015 / Challenge Partner Review March 2016/External review Jan 17. A higher proportion than average, of pupils enter nursery, below national age expectation or well below expectation (approximately 37% were below their age</p>	<p>FS: Reading and writing especially boys</p> <p>EYFS : Speaking / reading writing for PP/ GLD PP/Non especially boys</p>

	expectation on entry 2017 in prime areas). On exit from Foundation Stage 72% of children achieved Good Level of Development. Transition arrangements ensure that pupils are ready for their next stage of education. Target 18/19 83% GLD	Embed communication & language in planning in the moment.
KS1:	<p>The 2017/18 Y2 cohort left reception achieving a good level of development of 77% (71% NC). At the end of Key Stage 1 73% achieved expected standard or higher combined reading, writing and maths. All the individual subjects were above the national average at the expected standard and above.</p> <p>Y1/2 books clearly showed the progress across the year in pupil progress meetings.</p> <p>Y1 phonics all 77% Disadvantaged 73% three year upward trend Boys 73% stable Girls 80% focus from last year increase</p> <p>Y2 phonics all 61% Disadvantaged 67% boys 4 SEND pupils did not pass 2 did</p> <p>Progress from Foundation to the end of KS1 was very good.</p>	<p>KS1 Continue to reduce the gap in writing between PP and non PP</p> <p>Raise Y1 phonic attainment PP / SEND</p> <p>Maintain the Y2 pass rate ensure all non SEND pupils pass</p>
KS2: Outcomes for Key Stage 2	<p>End of KS2 Key Stage 2 attainment is improving faster than national. Children are making good progress towards meeting and exceeding expected standard for their age (37% 2016, 65% 2017, 72% 2018 combined)</p> <p>Y3/4/5</p> <p>Progress in Y3/4/5 is good with the vast majority of pupils making good progress term on term due to rigorous targeting of pupils at pupil progress and weekly target review meetings. Pupils' books show good progress and the positive impact of marking and feedback. (Challenge Partners 2017) As a result an average over 86% of pupils are achieving age expectations in reading, over 72% in writing, over 74% in maths and 78% in GPS. This trend is stable. Many groups of children are achieving age expectation too.</p> <p>Y6</p> <p>The end KS2 has an overall upward trend in achievement. Gaps in achievement are closing rapidly due to systematically planned quality interventions, based on termly data. Disadvantaged pupils achieved in line with non and above national disadvantaged in 2016-17. In some cases, disadvantaged pupils have performed better. When removing SEND pupils from the disadvantaged they attained at R: 105.64 / All 105.22 M: 103.82/ All 102.34 GPS: 105.64 / All 105.48. This demonstrates the impact of CPL (CPD) to improve teaching and interventions for pupil premium children.</p> <p>All Y6 children made great progress across the year. From in school analysis they made the best progress in maths. Analysis of key stage 2 progress shows a pattern of mobility, inconsistent attendance and social situations that impacted adversely on key stage progress -0.8 for reading -0.4 writing and -2.2 for maths. 18 out of 47 children joined the school part way through KS2. The joiners' progress was -0.7 for reading +0.5 for writing and - 2. for maths</p>	<p>KS2 Targets:</p> <p>For Maths attainment to be above national expectations for ARE and depth.</p> <p>For all pupils to make greater progress across KS2.</p> <p>Meet the national expectation for depth in all subjects.</p> <p>For gaps between groups to further diminish.</p>
5	Teaching, Learning and Assessment strengths	Areas for Development
Judgement Good with	<p><u>Teaching skills/pedagogical practice</u></p> <p>At the Challenge Partner review March 2018 teaching, learning and assessment were judged to be outstanding overall for the second time. From regular monitoring of teachers over time we judge teaching and learning to be good and much is better.</p>	<p>Further develop the teaching of phonics</p> <p>Continue to further challenge higher attaining pupils</p>

<p>outstanding feature s</p>	<p>Teachers have deep subject knowledge of English and Maths (Challenge Partners 2017) this enables them to have high expectations of pupils' learning and progress leading to rising attainment based on current research.</p> <p>The school uses specialist talents of teachers well to ensure pupils have access to this where necessary to raise attainment. Questioning is very effective (AIP 2018) - a key strength used by teachers to assess pupils' understanding (Challenge Partner 2018)</p> <p>Leaders have introduced 'non-negotiables, resulting in pedagogy which is highly consistent and progressive</p> <p>Support staff are very well trained and deployed to strategically enhance pupils' progress in key areas, for example, reading. (Challenge Partners 2017). All staff work as a highly effective team.</p> <p>Classroom environments are immersive, vibrant with linked to themes. They provide a consistent range of learning resources to support individuals' learning. Lesson planning is highly effective making maximum use of lesson time to ensure that knowledge, understanding and skills are securely developed and children are constantly challenged. There are opportunities for child-led learning. The rich curriculum provides pupils with many wonderful opportunities to develop writing skills. Challenge Partners 2018)</p> <p><u>Assessment</u></p> <p>Teachers effectively use AFL strategies & diagnostic assessment to support any pupil falling behind to close gaps between different groups of children in their classes and ensure pupils progress across the subjects covered by themes. Live marking provides incisive feedback, which enables timely targeted additional input within lessons.</p> <p>'Pupils are developing effective communication skills across all areas of the curriculum - language is consistently given a high emphasis in lessons to compensate for the limited vocabulary that many children arrive with.' (Joint AIP observations 2018)</p> <p><u>Behaviour for learning</u></p> <p>'Pupils enjoy learning and have a thirst for knowledge. They are very courteous and show great respect when listening to one another's contributions. They enjoy the opportunities they have for taking ownership of their learning. This includes being able to learn about people, places and topics that interest them. This all helps to develop their resilience and their ability to learn from past mistakes.' Challenge Partners 2018</p> <p>Children regularly take up new opportunities to learn through extra-curricular activities - 311 places Autumn 2018</p> <p>98% of parents agree that they receive valuable information on their child's progress. (Parents Questionnaire June 2018)</p> <p>We know that teaching is improving because of the strong impact on strongly improving outcomes</p> <p>'The school's ethos and values strongly support the learning of the pupils in the school - the school's work is exemplary in this respect.' - (AIP 2018)</p> <p>'Teachers have been supported through CPL to develop in their new roles this academic year and at a recent review all teaching was judged to be good and or better when triangulated with outcomes.' (March 2018 AIP)</p> <p>97% of pupils say they learn lots in lessons (Pupil Questionnaire June 2018).</p> <p>100% of parents agree that their children are well taught (June 2018 Parent Questionnaire).</p>	<p>Continue to extend the range of expertise to support SEND pupils</p> <p>Ensure that all modelling is top quality (April 2018)</p> <p>Enable children to further facilitate their learning (April 2018)</p> <p>Weakness/ Risks:</p> <p>New staff (teachers)</p> <p>New pupils/families that join with high needs</p>
-------------------------------------	--	---

6		Personal Development, Behaviour and Welfare	Areas for Development
	Judgement: Good with outstanding features	<p>Pupils' personal development and welfare is outstanding because effective support is provided. Governors are able to see a visible improvement in behaviour and have awarded a kindness cup. 'When asked what they enjoyed about school, one pupil replied, 'the way teachers teach us.' This contributes directly to exceptional attitudes to learning. Pupils are enthusiastic learners who demonstrate on-task behaviour throughout. Another pupil described behaviour in the classroom as 'impeccable!' (Challenge Partners 2018)</p> <p>95% of children agree that behaviour is good. (June 2018).</p> <p>98% of parents feel their children show respect and behave well at school (June 2018)</p> <p>Fundamental British Values are promoted across the whole curriculum and pupils can describe their understanding of these (Farmington Scholarship Research 2018), which equips them to be thoughtful and caring citizens in school and the wider society. The restorative approach is used throughout the school with pupils and families. This has significantly reduced conflict and aided children with their problem solving skills to solve their issues.</p> <p>Prompt and regular attendance is developed, due to proactive engagement of pupils and parents by parent support workers and the SLT. Governors proactively monitor the robust strategies that are frequently shared with parents to ensure that no vulnerable pupil is left out. Attendance Autumn Term 2018 96.48%</p> <p>Bullying is rare and dealt with rapidly. 100% of staff agree bullying is dealt with effectively. 96% of parents agreed that bullying is dealt with. Pupils proactively work to prevent bullying through our Parliament through strategies such as 'stop it now'. 98% of parents say their child is safe at school (June 2018).</p> <p>95% of pupils tell us they feel safe in school and have excellent relationships with adults in the school. (June 2018)</p> <p>Exclusions are extremely rare. There are no permanent exclusions.</p> <p>A healthy lifestyle is well promoted across the curriculum especially through daily PE, Forest School, clubs and Highbury University, after school club, which help them make informed choices about healthy eating & fitness. Children are offered fruit, vegetables and brown toast daily.</p>	<p>For groups of pupils to attend at the national average.</p> <p>To consistently manage and reward pupils</p>
7		Leadership & Management	Areas for development
	Judgement - Outstanding	<p>The inspirational leadership of the Headteacher, together with her dynamic, highly experienced leadership team, ensures that Highbury pupils are at the heart of the school's work. This results in exceptional provision for SMSC, including British Values. The provision is wide ranging and permeates all areas of the school. (Challenge Partners Reviews 2016/17)</p> <p>The Governors, the Headteacher and leadership team have an outstanding, shared vision which directs the values and ethos of the school to underpin learning of all pupils (2018 AIP). 'The commitment of both leaders and teachers to improve the quality of pupils' learning experiences and their subsequent life chances is impressive. Teachers are reflective and innovative practitioners.' (Challenge Partners 2018)</p>	<p>Further develop bespoke pedagogy to diminish the different for PP and SEND pupils</p> <p>For staff to take higher accountability for leadership within and beyond the school.</p>

Relationships between staff and pupils are exemplary. 100% of staff agreed that the school is well led and managed. (June 2018) Leadership responsibilities, including SEND are distributed throughout the staff and Governing Body. This has enabled Leaders to work in other schools, positively affecting their pupil outcomes and further improving their leadership capabilities, knowledge and skills. The school has skilled leaders who are not necessarily qualified teachers. Governors ensure that leadership capacity is built through strategic decision making to ensure that deployment of staff is effectively targeted towards pupils needs to enhance progress which has risen over three years especially for the disadvantaged. Leaders & Governors' have an uncompromising approach to challenge, robustly monitor learning and teaching and progress, through regularly visiting and analysing information provided. This has continued to raise standards and give Governors a clear understanding of school effectiveness. Governors ensure that the budget is strongly focused on school improvement. The making of prudent financial decisions ensures that pupil premium spending is responsive to need. The sports premium is effectively used to enrich teaching, access to competitions and festivals, opportunities for gifted and talented and diversify resources. Teaching is now highly effective, as a result. Through stakeholder consultation and evaluation Governors and leaders have a deep and accurate understanding of school effectiveness setting challenging targets for improvement.

100% of staff agree that leaders do all they can to improve teaching (Staff Questionnaire 2018)

Provision of excellent CPL has empowered middle leaders to raise standards. Leadership capacity is constantly raised through school partnerships & CPL enabling internal and external promotion. Leaders are involved in a wide range of local and national programmes that demonstrate an outward looking ethos.

The broad and balanced curriculum offers outstanding opportunities for learning because:

The wide ranging curriculum has increased pupils' eagerness to learn, as well as constantly improving parental engagement in their children's learning. 93% of parents attended a learning based event in the last academic year.

Transferrable skills build on previous progress. For instance Philosophy for Children lessons enable younger pupils to debate higher level concepts such as respect. Forest School opens up new horizons for many pupils, especially those whose outdoor experiences are limited. (Challenge Partners 2017 Eco Green Flag 2017) It offers exciting and stimulating opportunities for learning including a range of creative skills. (Gold Arts Award)

Safeguarding is effective because:

A comprehensive, well trained safeguarding team ensures that children are safe from abuse, sexual exploitation, radicalisation and extremism through a culture of vigilance.

Excellent communication with outside agencies gains appropriate resources for families.

Supervision meetings ensure that monitoring of on-going cases is robustly challenged.

Staff, parents and children agree that children are safe at Highbury. 100% of staff agree 95% of parents agree (Survey June 2018)

Governors are involved in monitoring, evaluating and setting targets for improvement through a yearly audit.

Records are recorded on CPoms

8	Overall Effectiveness	<p>Judgement - Good because:</p> <ul style="list-style-type: none">• Quality of teaching learning and assessment is good with many outstanding features• Leadership and Management is outstanding• All other key judgements are good or better• SMSC is an area of excellence and pupils physical well-being is successfully promoted• Safeguarding is effective• The Foundation Stage is an area of excellence
---	-----------------------	---