

Halfway Nursery Infant School

Self-Evaluation

September 2017

'Learning together, hand in hand'



"The best school in the universe" (Year 2 pupil)

"Superb staff and management – staff that are willing to give much more than is expected of them." (F1 Parent)

"Excellent values and teaching methods. Haven't seen a school managed this well in a long time." (F2 Parent)

"Friendly, approachable staff. The children love being there and the atmosphere for learning is excellent." (Y1 Parent)

"It has an excellent academic attitude together with a wonderfully nurturing philosophy which allows my child to thrive." (Y2 Parent)

Head Teacher – Steve Varnam
Deputy Head Teacher – Claire Ball
Chair of Governors – Liz Booth

HALFWAY NURSERY INFANT SCHOOL SELF EVALUATION

September 2017

Overall Effectiveness

Overall effectiveness across the whole school is good because:

- The quality of teaching, learning and assessment is consistently good;
- All other key judgements are at least good;
- Pupils make good progress overall, including those with disabilities, those with SEN and those in receipt of pupil premium. Pupils' attainment is always above national averages, and sometimes significantly so, by the time they leave school, from initial starting points on entry that are below that expected. Specific groups of pupils usually perform better than their national peers or comparator groups. This is evidenced in teaching, children's work and in pupil tracking;
- SMSC provision across the school is excellent, and the school promotes British Values effectively;
- Pupils' physical well-being is promoted effectively;
- Safeguarding is effective.

The main characteristics of the pupils and the communities served by the school (based upon current contextual data as of Sept 2017):

Halfway Nursery Infant School is a two form entry infant school with approximately 200 children on roll, including a 39 place FTE Nursery, now offering some 30 hour FEL provision for three and four year olds. The school is situated in the Mosborough Townships area, seven miles south east of Sheffield city centre. The area is mainly residential, with some light industry and large retail outlets. The school serves a mixed catchment area of private and council housing estates with the majority of children living in owner-occupied housing. The children come from broadly average socio-economic backgrounds, but this is changing. 42% of children attend school from out of catchment. The Shortbrook Estate, an area of much higher social deprivation, provides the majority of 'out of catchment' children.

The percentage of pupils known to be eligible for free school meals is 9% - below the national average. 13% of children are currently eligible for pupil premium (including service premium) with 9% of Nursery children eligible for Early Years Pupil Premium (EYPP). Most pupils are White/British (88%), with a growing number of pupils from minority ethnic backgrounds (12%). English as an additional language is spoken by a few pupils (4%). Stability of our pupils is significantly high (99.0%). The proportion of our pupils with SEND Support is low (5%); the number of pupils who are at SEN ST/ECHP is similar to national (1%) - mainly SLCN and ASD. It is worth noting, though, that the school currently has 4 children accessing the Sunshine Club (Nurture group) as they have significant barriers to learning, including ADHD and ASD. The school has 2 children adopted from care who receive 'pupil premium plus' funding, but no 'looked after' children.

At Halfway Nursery Infant School children are at the heart of all we do; we care for the children we teach, challenge them to achieve their goals, and celebrate all their efforts and achievements. We aim for an atmosphere of harmony, happiness and friendship throughout school. Our pupils are inspired through an innovative and creative curriculum which encompasses outstanding teaching and encourages the development of high self-esteem and high expectations within every child, whilst respecting the values and beliefs of every member of our learning community and the wider world. We nurture the talents of every single child to ensure they learn, succeed and achieve at Halfway Nursery Infant School.

Ours is a popular school and has rising pupil numbers. Visitors to our school are struck by the calm environment in classrooms, the friendly demeanour of the pupils, their enthusiasm for learning, the respect that pupils have for each other, and the manner in which they 'look out' for each other. Visitors to our school often praise the excellent behaviour demonstrated by our pupils. The most recent Ofsted assessment reported that the behaviour of our pupils was 'outstanding'. The overwhelming majority of parents and carers strongly agree that their children like school, that the school keeps pupils safe, and that teaching is good or better.

On starting school in the EYFS, the majority of children have skills and abilities that are typically below that expected. This is corroborated by our previous inspection report, and findings from external moderation during school reviews by a lead Ofsted inspector. Pupils come from a wide variety of different settings. Most pupils make outstanding progress throughout the EYFS, where the majority of teaching is outstanding and tailored to the pupils' needs, providing exciting and stimulating activities with an excellent balance of tasks led by adults, or chosen by the children themselves. Pupils' achievement consistently improves throughout the school as they engage in a creative curriculum that encourages all pupils to have high aspirations. By the time children leave at the end of year 2, attainment is often above the national average in Reading, Writing, Maths and Science (based upon 2016/17 data). This reflects good progress over time at our school.

Key findings and areas for development from Ofsted December 2013

Our most recent (December 2013) Ofsted inspection graded our school as GOOD, with a number of outstanding features (under the framework in place at the time). Halfway Nursery Infants School firmly believes that it is currently at least a 'good' school, and close to being 'outstanding'. Parents, carers and pupils hold the school in high regard. Pupils are very proud of their school.

Areas for development highlighted in the Ofsted report included

* Increasing the proportion of outstanding teaching, and raising attainment by:

- ensuring sufficient challenge for all groups of pupils;
- giving pupils more opportunities to improve work in response to written comments.

*Improving leadership and management by:

- checking, supporting and improving the effectiveness of the teaching of the links between letters and the sounds they make;
- developing the skills of middle leaders in driving improvements in teaching and learning in their areas of responsibility.

The school has made significant improvements in many aspects of its provision over the past three years. Outcomes have been higher, the amount of outstanding teaching has risen sharply, and leadership at all levels has strengthened. By Summer 2017 these changes have resulted in:

- Overall professional performance (teaching, data and books) which is consistently good throughout school, with 40% of teachers consistently performing to an outstanding level;
- A three year average of 82% of children now meeting the expected standard in the phonics screening check in Y1, compared to 81% nationally;
- Strengthened middle leadership, with increased accountability for monitoring and evaluation, impacting on teaching and learning as set out above. All middle leaders have now completed the National Professional Qualification for Middle Leadership;
- 'Quality First' marking and feedback is now embedded across the school with all children responding to feedback during the lesson. All books are now in line with the marking and feedback policy, and linked to performance management success criteria for all teachers;
- Depth and mastery CPD is currently being undertaken by all staff to ensure sufficient challenge and a higher expectation of all learners within their year group curriculum.

Since the previous inspection the school has:

- Appointed a new SENCO as Inclusion Leader, who holds the National Award for SEN Co-ordination (masters level), to drive improvements for children with SEND and to support children and families with multiple vulnerability factors;
- Developed the role of Pupil Premium Champion, who is now an active member of the SLT. This member of staff was an NQT with us 4 years ago;
- Restructured the SLT, creating a new Deputy Headteacher post. She is a designated SLE, specialising in the EYFS, providing brokered support for schools across Sheffield and Rotherham;
- Promoted a teacher to the role of literacy leader with membership to the SLT, as the previous post holder gained a promotion to an assistant headship within the LA. Again, the new literacy leader was an NQT with us 4 years ago;
- Appointed 3 new teachers to the school. Two of these are currently RQTs, working in Y1 and Y2;
- Has appointed two new L2 TAs, both working in Y1;
- Become part of a locality learning partnership, which is formally recognised by Sheffield LA, and is considering formalising its partnership with its feeder Junior School, with whom it works closely.

New challenges the school faces from September 2017:

- Heavy financial constraints resulted in a recent staffing restructure which significantly reduced teaching assistant resource.
- A full curriculum restructure has been implemented following the recent staffing restructure to ensure that we maintain a broad and rich curriculum focussed on providing outstanding outcomes for all children.
- Our highly experienced maths leader left the school in July 2017 for a promotion in a neighbouring authority. A new maths leader is being mentored in post.
- Our outstanding literacy leader will be taking maternity leave from January 2018. A new literacy leader is being mentored in post.
- Our qualified SENCO began her maternity leave in May 2017, and the current post is being covered by our pupil premium champion.
- There has been a high turnover of experienced governors within the last year, including our chair of governors and

the SEN governor.

- An NQT has joined the school in year one.
- A new teacher will be joining the school in October 2017 to cover the FS2/Literacy Lead teacher's maternity leave.

Key areas for improvement

- To move a greater number of children, especially lower attaining boys, to national expected standards in reading, writing and phonics so that outcomes are above the national average.
- To ensure more girls achieve greater depth within the national standard in maths by the end of KS1.
- To improve outcomes for the most vulnerable children pastorally, academically and holistically, including;
 - EYFS disadvantaged pupils
 - Children with exceptional SEND
 - Children at risk of exclusion
 - Persistent absentees
- To develop SMSC/PHSE provision throughout the school.
- For middle and subject leaders to improve further the quality of teaching and learning, ensuring more teaching is consistently outstanding across the school in all subjects of the curriculum.

Summary of Judgements	Grade	Date agreed
Effectiveness of leadership and management	2	September 2017
Quality of teaching, learning and assessment	2	September 2017
Personal development, behaviour and welfare	1	September 2017
Outcomes for children and learners	2	September 2017
Effectiveness of the early years provision	1	September 2017
Overall Effectiveness	2	September 2017

Effectiveness of leadership and management.

Overall leadership and management are strengths of the school, and key factors in sustaining the high quality of education in the school. Leadership and management are good for the following reasons.

Leadership and the drive to improve:

- The Headteacher, Deputy Headteacher and Governing Body are excellent, leading with vision and ambition;
- Leadership and management are effective, as evidenced by their impact on teaching and learning, and their ability to drive the school forward;
- The SLT is an effective and strong team - it shares the headteacher's drive to improve and raise standards continually. It demonstrates an increasing commitment to the school vision, and sets excellent examples to the school community, resulting in motivating all staff to set aspirational targets for all pupils and to work hard to achieve them;
- 'The improvement in teaching shows the excellent impact that L&M has had on improving the quality of teaching. Teaching is now typically 'outstanding' (it was previously 'good').' (Lead Ofsted Inspector 2016)
- Leadership and management recognise the current and future challenges facing the school, and are directing resources and support to these areas.

Distributive Leadership:

- Senior leaders use data well, are clear about school priorities, identify key areas for improvement and provide exemplar practice to secure good and outstanding teaching and learning. All leaders have a very accurate view of the quality of teaching over time as they consider a wide range of evidence and outcomes to assess performance;
- The Senior Leadership Team and middle leaders are very successful in monitoring, evaluating, reviewing and improving teaching and learning. They provide personalised professional development to improve teaching and raise standards, which result in highly motivated teams and an increased capacity for improvement;
- The staff are now confident enough to take charge of their own professional development and share ideas to motivate other staff. They have been empowered to reflect and debate on issues such as pedagogy and the changing times in education;
- The school has implemented its own unique CPD programme, led by senior, middle and aspirant middle leaders, called SCOLL (Support and Coaching for Outstanding Learning and Leadership Development). This tailored CPD package is rapidly improving the quality of teaching and learning, and shows direct impact of distributive leadership;
- Middle and senior leaders are actively engaged in, and leading, family of schools projects such as the 'Quality First Teaching' Group and 'Vulnerable Families' Group;
- Staff are now confidently leading CPD, and running workshops (including across the city). Middle and Senior Leaders now work effectively with the Governing Body, conducting enquiry walks linked to the SIP, and are accountable for outcomes through Value for Money reports to governors;
- Teaching assistants and support staff make outstanding contributions to the vision of the school and are ensuring

that children make at least good or better progress e.g. EYFS TAs leading outdoor development across the school and city wide;

- All middle leaders have now successfully completed NPQML and are part of the school's unique leadership development programme, where action research projects are set, based upon future leadership aspirations.

Effective Governance:

- Governors are good at evaluating, challenging and supporting the effectiveness of the school, and in holding the leadership to account. This is exemplified by regular scrutiny of school targets, effective financial management and rigorous performance management;
- Governors are also highly skilled in evaluating the SIP through the use of challenging evaluation questions which are then fed to the SLT for response and feedback. 'Appropriate challenge and support of senior leaders is evident in the minutes of meetings and in discussions with governors' (Lead Ofsted Inspector 2016)
- Governors are active and visible members of the team, and have improved their monitoring further through the use of School Improvement Priority Monitoring visits to school, examining the impact of SIP priorities to date. Named governors take responsibility for overseeing that there is effective practice and policies in place for key areas in school, such as SEND, pupil premium and safeguarding. Consequently, the leaders of the school are robustly held to account for pupil progress;
- Full governing body and sub-committee agendas (which are written by the Chairs of the groups) allow governors to challenge incisively key data such as RAISEonline, SEF judgements and school improvement evidence;
- The governors, alongside the Head teacher and SLT, have very high expectations for all pupils, convinced that every child can excel across the whole curriculum and make good progress, irrespective of their starting point. They have established the ethos that there are no excuses for children not to do well, and are constantly seeking to find the best ways to help each child overcome any barriers that they may face in their learning;
- Governors are rigorous in policing statutory requirements - they monitor policies, and see that the school meets statutory legislation (including publishing all necessary information on the website.) They are systematic in holding leaders to account;
- The strong caring community ethos in school is governed by the excellent SMSC principles expected at Halfway Nursery and Infant School;
- 'The Governing Body is willing to challenge, even within its own ranks, if governors do not meet the high standards expected of them in their role'. (Lead Ofsted Inspector 2016)

Self-Evaluation:

- Monitoring and evaluation are rigorous, with clear, robust systems for moderating, checking and evaluating across the school. All systems are on-going and self-evaluated regularly;
- School improvement planning is consistent at all levels, with targets established not just through rigorous data monitoring, but also through discussion with stakeholders. Specific action plans have been put in place to ensure the SLT and Governing Body monitor and evaluate school priorities consistently and rigorously against termly milestones;
- Critically, the school and Governing Body have used external verification to support judgements in teaching and learning, and to ensure rigour and constructive criticism to help maintain a necessary pace of change.

Safeguarding:

- The safeguarding of pupils is excellent and highly effective. The school has secure safeguarding procedures, risk assessment systems and pupil routines, which are regularly monitored and evaluated by the SLT and Governing Body. There is a Single Central Record in school, and clear safeguarding policies and risk assessments which are written and shared with stakeholders, and are in line with statutory guidance (including Keeping Children Safe in Education, 2016 and Working Together to Safeguard Children, 2015);
- There is comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive annual training on safeguarding - in particular child protection, child sexual exploitation, extremism and radicalisation, e-safeguarding and FGM. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life;
- All staff and governors have been issued with, and understand, Keeping Children Safe in Education, Part One (2016), the Staff Code of Conduct, the Safeguarding and Child Protection Policy, Whistleblowing Policy and information on the role of the designated safeguarding lead;
- Safety audits are carried out regularly, as well as risk assessments for visits, activities, vulnerable areas of school, site security and other potentially unsafe events e.g. outbreak of fire;
- Safeguarding policies and procedures are communicated effectively with all stakeholders, including parents, through publication of statutory information on the school website;
- There is a systematic and rigorous approach to recording safeguarding issues through the use of CPOMS;
- The school has a fully trained and designated governor for safeguarding who meets regularly with the designated safeguarding leads and audits policy and practice;
- Designated safeguarding leads meet regularly with MAST and our feeder junior school to discuss vulnerable families;
- 99% of parents/carers agree or strongly agree that their children are happy at, and feel safe at, school (November 2016 parent questionnaire results), with 100% of parents stating their children feel safe at school on Parent View.

Quality of Teaching and Learning:

- Teaching across the school is now consistently good, and moving towards outstanding. We have achieved these sustained improvements through establishing a culture of support and accountability. Teachers work in partnership, accepting advice and monitoring from colleagues, and all are completely open about how we need to improve;
- In 2013, 83% of teaching was good or better. Currently, 100% of teacher's overall performance is good or better;
- Teaching staff have regular lesson observations and regular drop-in learning walks, from both the leadership team and Governors, with a focus on improving consistency of practice;
- Regular monitoring of teaching and learning, including observations, scrutiny of pupils' work and planning, together with analysis of assessment outcomes ensure that judgements are validated, as well as providing valuable development opportunity for staff. The leadership of the school regularly seeks objective validation of judgements through the use of external consultants and 'bought in' services;
- The SLT holds half termly Pupil Progress Meetings with staff to monitor attainment and progress within classes and cohorts. These involve both the Deputy Headteacher and Inclusion leader, alongside teachers and TAs. Assessment data from Tracker+ forms the basis of discussions, and possible interventions and provision are implemented from this, ensuring that no child gets left behind. We analyse data carefully and discuss in-class QFT strategies first, before looking at additional support mechanisms for children not making expected progress.

Performance Management:

- As a result of improved performance management procedures, high quality CPD, rigorous monitoring and coaching, partnership work and curriculum redevelopment, the school and teaching within it are now consistently good and often outstanding;
- All performance management targets are set in line with data-driven school improvement priorities. These are then aligned to the career stage expectations of teachers, dependent upon pay scale, with clearly differentiated success criteria;
- Each member of the teaching staff has a personal development plan ('teacher on a page') to ensure high standards and a clear understanding of their own strengths and areas for development;
- The performance management of the headteacher is carried out rigorously by the governing body and an external consultant. Targets are set in line with the new standards of excellence for headteachers and reflect data driven school improvement priorities;
- Governors receive and evaluate anonymised performance management outcomes and make strategic decisions about pay progression through the pay committee. They hold the headteacher to account for performance of all staff against career stage expectations and teacher standards.

Impact on Pupils:

- Due to good strategic leadership, committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture, there has been a positive impact on pupil outcomes, resulting in a trend of high achievement throughout school;
- Pupils at Halfway Nursery Infant School feel they have ownership of their school. Weekly 'Tea with Mr. V' sessions allow pupils' voices to be heard, and the Children's School Improvement Plan acts as a vehicle for their ideas to be put into action. This is highly motivating for all children and provides a link to real life learning;
- We have children who ENJOY coming to school, are actively ENGAGED in learning, and make good or better PROGRESS.

Engaging with parents:

- There is a close partnership and involvement with all parents and carers;
- When engaging with parents, the school leadership is committed to open communication, proactive relationships and continuous refining of procedures. Consequently, the leadership of the school has an effective relationship with parents and carers;
- We ensure parents and carers feel welcome at the school, and we do everything we can to provide support where needed;
- The majority of parents and carers are involved in decision-making on key matters through established procedures. The school actively seeks, and acts upon, the views of parents when reviewing key school policies. The school's systems for keeping parents informed are good, ensuring parents and carers have coordinated, up-to-date, accurate information (weekly newsletters, parent text facility, termly curriculum newsletters, web site class information and pupil planners);
- Children's progress is supported through regular consultations and midterm reports, along with additional 'Show off and Share' celebrations for targeted families. We have an 'open door' policy where parents are invited to talk to the staff at the start and end of each day. Pupil targets and termly success reports are shared with parents, and key learning objectives for each term are shared at the start of each academic year, and through home learning packs;
- There have been many opportunities for parental involvement in school life: Assemblies, Christmas Concerts, Key Stage performances, Big Family Breakfast, Dads' Reading Workshop, Grandparent's Day, Workshops (phonics, reading and maths), Sports Day and Classes in Action;
- 98% of parents feel the school is well led and managed. 97% feel the school responds well to concerns raised, 99%

that their child is making good progress. 100% of parents say they would recommend the school to another parent (November 2016 parent questionnaire results);

- The school website is updated daily and meets all statutory requirements. This provides an excellent source of information for parents and the wider community. A recent Sheffield City Council external audit of the school website has been undertaken and our website was proven to meet all statutory requirements.

Pupil Premium/PE

- In order to accelerate pupils' progress in learning, Pupil Premium has been used for:
 - Teaching assistants delivering a wide range of bespoke learning interventions and pre-teaching sessions for between 1 and 5 sessions each week;
 - Deputy Headteacher providing SCOLL (Support and Coaching for Outstanding Learning and Leadership Development), a CPD programme aimed to move good teaching to outstanding, with a particular focus on accelerating the progress of pupil premium pupils;
 - Through the introduction of Sunshine Club an SEN TA and Learning Mentor work with children with exceptional needs, who are in receipt of Pupil Premium;
 - Leadership costs for the pupil premium champion who strategically analyses provision and progress of pupil premium pupils on a half termly basis;
 - Resources and activities to support the learning, and inclusion of pupil premium pupils in a range of school activities, including enhancement and enrichment groups.
 - Evidence based effective strategies from the EEF toolkit have been utilised to improve performance of disadvantaged children.

PLEASE SEE OUR SCHOOL'S LATEST PUPIL PREMIUM STRATEGY REPORT FOR FURTHER INFORMATION.

- Our underachieving/vulnerable children in receipt of pupil premium are case studied as part of our 'Changing Lives' initiative, rigorously analysing provision and the impact of this provision on outcomes for children.
- Our pupil premium champion also ensures that all statutory pupil premium information is available to parents on the school website, and that this is updated regularly.
- The Governing Body has completed a review of PP spending, and our lead Ofsted consultant stated 'The grant is being used increasingly well to support PP pupils. It is clear from the review that gaps are closing overall and PP pupils are achieving well. Leaders have a very good grasp of data, and this enables early intervention.' Achievement of disadvantaged pupils in 2017 shows similar performance to 'others' nationally in writing and maths at EXS with Halfway disadvantaged children outperforming national 'others' in reading.
- Over a third of disadvantaged children achieved greater depth in reading, writing and maths, outperforming 'others' nationally.
- The PE and Sports Grant has enabled us to enhance the way PE is taught at Halfway N & I School, teaching children the importance of healthy living and how to adopt healthy attitudes to eating and exercise. We have chosen to spend our allocation of these funds on: using specialist PE teachers or qualified sports coaches to work with teachers during PE lessons; providing resources and training courses in PE; purchasing sports equipment; supporting and involving children by improving lunch time through the development of Y2 Sports Leaders; offering a range of high quality, physical activity-based after school sports clubs and membership of the Westfield Cluster PE Partnership. These all result in our pupils experiencing an extensive range of sports and games, and a variety of sports clubs at a competitive level. Monies have also been used to provide enhanced curriculum days focused around health, fitness and well-being. These have been targeted towards children identified as being overweight or obese in the National Child Measurement Programme. From September 2017 we launched a new initiative called 'Big PE', increasing the amount of time children are physically active whilst offering access to a wider range of sports and outdoor adventure (i.e. Forest Schools).

Curriculum:

- Our school curriculum ensures that we provide breadth and depth through a creative curriculum which has a real purpose and value, and ignites imagination within our children;
- We place great importance on delivering a rich and exciting curriculum which not only meets the demands of the new national curriculum but also caters for the needs and interests of all our children;
- Our whole-school concepts are key drivers, ensuring that we have a strong commitment to both the academic and personal development of all our children;
- We aim to develop a love of learning and thirst for knowledge and to prepare our children for their next stage in learning. We recognise the importance of creativity in learning, and promote creative thinking across all areas of school life;
- We strive to give all our children unique learning experiences and create happy memories;
- We place a high importance on school trips, visits, theme days and celebrations, and run an extensive programme of extra-curricular activities (there is an after school club every night!);
- SMSC and British Values are driven through the school's concept based curriculum, linked to our school vision. The school recognises that the majority of families within the local community belong to one main ethnic group and, therefore, the school recognises the importance of developing pupils' understanding and respect of a range of groups from different ethnic, religious and socio-economic backgrounds. This is achieved through whole-school concepts (i.e. community & culture), assemblies, a range of visits and visitors, resources and role play equipment. We ensure that

school clipart has a range of positive images with a mix of gender and ethnicities;

- We have an active, elected school council, which owns and monitors our children's school improvement plan. It plans school events and makes key, strategic decisions about the school day;
- We also allow children to take on leadership roles in school, including play leaders and our unique 'headteacher for the day' competitions;
- The school also recognises the importance of RE as a core, statutory subject. Throughout pupils' time at our school we endeavour to teach all 5 major world religions. This, again, promotes harmony and respect between pupils and adults, and reduces the risks of extremist behaviour and radicalisation in the future;
- The teaching of Jigsaw PHSE further promotes cooperation, good behaviour and empathy within pupils;
- In our most recent school review it was stated that 'the curriculum is rich and engaging. A high priority is placed on practical learning and on pupils beginning to apply what they learn to real situations.' (2016)

Effective Partnerships

Effective links and partnerships are developing which enhance the learning and provision. These include:

- Learning partnership with outstanding infant schools in the Westfield family, focused on outstanding teaching and learning and provision of joint, high quality INSET and CPD for all staff. This has provided our staff with an excellent insight into what constitutes outstanding teaching and provision;
- Close links with Halfway Junior School e.g. governor training, transition, Y2/3 moderation and shared learning support teacher. The links have also included shared targets on SIPs, and learning walks at each school, to develop continuous, shared practice between schools;
- Use of Family of Schools Literacy and Maths consultants on a termly basis, along with the use of Family of Schools SEN strategic lead and Learning Support package;
- Moderation groups amongst the Family of Schools;
- Relationships that were developed by our Children's Centre, and now our current extended services, provide links with health services such as SALT, breastfeeding café, baby massage, family learning etc. These have helped to improve outcomes for our most vulnerable children and families;
- We have developed new working relationships with schools across Sheffield and Rotherham which have grown organically through the SLE work of our Deputy Headteacher. These are proving very useful in our quest to develop a mastery curriculum in maths and English.

Capacity for further improvement of the school

The school has a very good capacity for further improvement as a result of:

- The Head Teacher having a very clear vision, and being ambitious in his drive for whole-school improvement;
- SLT rigorously reviewing and evaluating achievement, the SLT having identified the correct priorities for improvement, and being accurate in its evaluation of the school's effectiveness;
- Proactive governors providing consistent support and challenge in relation to school improvement;
- Middle leaders and future senior leaders being grown within school through coaching and mentoring from the SLT, and through involvement in FoS Senior Leader training and NCSL middle leadership development programmes;
- The school benefitting greatly from new staff joining the team, including new teachers and a Deputy Head, all of whom are good and outstanding teachers;
- Focused teaching staff who are thorough and determined to achieve the best outcomes for all pupils, with a strong focus on high quality teaching and learning;
- Partnership working with the Junior School, which has been very fruitful, as the two schools now share a learning support teacher to develop SEN practice across both schools;
- Engaged and enthusiastic parents who work in partnership with the school;
- Empowered pupils who increasingly take ownership for their own success, and support peers effectively.

Quality of teaching, learning and assessment.

Overall the quality of teaching, learning and assessment is highly effective and directly impacts successfully on pupils' outcomes and their enjoyment of learning. Quality of teaching, learning and assessment is consistently good and typically moving towards outstanding for the following reasons.

The leadership team is very focused on the consistency of teaching. To guarantee this, the SLT devotes its energies to the support, coaching and development of new teachers and the professional development of all staff. We recognise that barriers to learning exist - our whole culture of teaching is that the 'teaching team' provides solutions to those barriers and has the very highest expectations for all. The evaluation of teaching is always linked to an area for development which may have been identified through data, or through previous observations. There is an ongoing programme of professional development, tailored to whole school priorities, and individual support for teachers, which is identified through the evaluation process.

Quality of teaching:

- Effective and rigorous monitoring procedures are now in place and show that teachers are secure in their subject knowledge, have clear learning objectives, and always endeavour to motivate the children with interesting lessons and interactive learning;

- The judgment of teaching is triangulated with evidence from regular joint lesson observations by the HT & DHT and middle leaders, learning walks, scrutiny of pupils' work and progress data. This is securing high standards and expectations of planning, learning and teaching. Currently, 100% of overall professional performance is good or better;
- Teachers know their pupils very well, as individuals with specific needs. As a result, pupils approach their work with good levels of confidence and self-esteem, incorporating an ethos of inclusion.

Planning for progress:

- Planning is good, effectively taking account of prior learning to ensure high levels of challenge and expectation;
- High expectations are rooted in the thematic curriculum planning carried out jointly by teachers in the same year groups, and often across key stages, sharing best practice. Collegiate planning sessions invariably involve productive debate about how to challenge pupils at all levels throughout topics;
- Pupils' needs are met through explicit 4-way differentiation and personalised intervention focussing on depth and security in key objectives;
- Pre teaching is used to support pupils with additional needs;
- Planning ensures that TAs are expertly used throughout lessons.
- TAs now take responsibility (alongside class teachers) for planning outdoor learning opportunities and additional support work.

Use of assessment to support learning:

- Assessment is frequent and accurate, building on prior knowledge, securely built into learning activities on a daily basis and through an annual cycle;
- As a result of effective summative and formative assessment procedures, teachers and other adults plan how to meet the needs of all pupils, reflecting on their practice on a daily basis;
- Our school tracks progress of all children using key performance indicators aligned to the National Curriculum and Early Years Outcomes (Development Matters), alongside Tracker+ pupil tracking software based upon our new Point In Time Assessment system (PITA). Staff are now much more confident in analysing pupil data, identifying underachievement and targeting specific interventions for individual children and specific, vulnerable groups;
- Pupil progress meetings are held each half term, with clear achievement plans and provision mapping being generated. Vulnerable children, children with SEND or who are disadvantaged, are identified early, and well supported through research based intervention programmes that are individually tailored, effectively taught and closely monitored by our Inclusion Leader in terms of pupil outcomes. The result is that children with learning difficulties and those underachieving have been identified and supported, with an emphasis on Quality First Teaching. Our previous Ofsted report states children with SEND, or who are in receipt of PP funding, make good, and often outstanding, progress. This has been maintained over the past three years;
- Pupils are provided with high quality marking and feedback during lessons, to which they respond immediately, improving learning in an effective way during the lesson. All teachers' marking and feedback is consistent with the school's policy. In our latest school review, it was noted that 'pupils respond to improvement comments and this supports their good, and sometimes outstanding, progress' (Lead Ofsted Inspector, 2016);
- Learners understand what they need to do to improve through use of targeted marking and next steps, pupil planner targets, learning conferences and visual targets for writing. These are also communicated to parents. As a result, they are learning more quickly;
- Learning conferences are held termly with all children in KS1. These include examining books and next steps with their class teacher, developing targets for the half term, and celebrating successes in learning! In addition, Show Off and Share sessions are held with identified children and their families across the whole school.

Pedagogy And CPD:

- Teachers have good subject knowledge and experience which is continually being refined through focussed CPD and weekly professional development. This enthuses and challenges pupils and contributes to their good progress by the end of KS1;
- The school uses continuous and enhanced provision very effectively, from Nursery through to Y2. Class themes are driven by children's interests and fascinations, leading to much improved ownership and engagement;
- Teachers' skills are developed through internal and external professional development, and through guided support and feedback from the SLT. We are developing a culture of sharing ideas and expertise with each other, and with other schools in the authority and Westfield Family of Schools, bringing the very best of practice back to Halfway Nursery Infant School;
- There is a supportive ethos throughout school, enabling staff to become reflective practitioners. We believe that the impact of our good, and better, teaching is that children enjoy learning, are effectively engaged, and make, at least, good progress;
- Teachers have a deepened understanding of the children's needs, which enables us to provide a challenging environment. Teachers are becoming more confident in taking children into 'deep' learning, and are becoming more able to recognise when children need further or additional teaching;
- We are developing a culture where risks can be freely taken, resulting in resilient, confident and outgoing individuals. Enquiry based learning has also developed children's voice and use of questioning throughout the curriculum;

- The leadership team carefully plans CPD linked to improvement priorities, and monitors each teacher's CPD and its resulting impact on the quality of their teaching. This typically shows that, over time, teachers are moving their teaching from good to outstanding.

Learning Environment:

- Valuable investments have been made in classroom learning environments, establishing clear areas of learning within all classrooms (e.g. reading areas, construction areas, small world, role play etc.), allowing children to access quality learning resources independently, and develop basic skills throughout the school day. The SLT has developed a new, thematic curriculum and enhanced pedagogy through the introduction of high quality continuous and enhanced provision in every classroom;
- It is important for the children to enjoy learning, challenge and success, within an environment where they feel safe, confident and happy. As a result, our school is a calm and safe place in which to be;
- The teaching environment is enhanced due to the strong learning culture and to our commitment to pupils, incorporating the schools' values and ethos;
- The school uses encouragement, praise and rewards for all pupils in order to create this success, nurture gifts and talents in every child, and reinforce strong pupil identities through the use of positive language and a supportive culture;
- Clear procedural boundaries, high expectations - both academic and behavioural, of ourselves and each other - and productive teamwork between staff, pupils and parents all result in shared expectations;
- Our pupils have a keen interest in ethical issues, act in a principled manner, and understand the importance of re-assessing values in the light of experience;
- Good and imaginative use is made of resources, enhancing learning in an effective way, and including new technology;
- Teaching Assistants are used effectively - supporting, motivating and teaching pupils - making a significant contribution to the quality of learning. These interventions are carefully timed, and utilise staff strengths. They work not only to develop knowledge and skills, but also to develop children's ownership and responsibility for their own learning through modelling, and having role models in staff and other pupils;
- 'Learning environments are outstanding' (Lead Ofsted Inspector, 2016);
- 'The school classrooms are a shining example of an ethic of excellence' (Will Ryan, 2016).

Literacy in the Curriculum:

- We have developed a consistent mastery approach to the teaching of literacy throughout the school and this is impacting positively on both attainment and progress. The teaching of phonics in Key Stage 1 has been an area for development and has been the focus for school improvement, CPD and monitoring and evaluation over the last few years. This has resulted in a three-year average outcome above the national average in the phonics screening check. We do recognise however, that in 2017 the phonics screening result dipped to below the national average and, as a result, is a focus for improving outcomes for boys. From our current tracking of phonics in Y1 it is anticipated that 90% of children will meet the expected standard in 2018, which will again bring the school back to above national average;
- TAs make excellent contributions to the phonics programme. They have been trained in teaching phonics, including having a particular focus on the needs of pupils with SEND. Multisensory approaches are used, which have been very effective throughout school in increasing the percentage of children meeting the expected standard in the phonics screening check;
- Overall, the teaching of reading is based on the desire that children will read widely, read fluently, fully understand what they are reading and develop good reading habits, based on a love of books. The approaches to the teaching of reading throughout the school are consistent and, as a result, the outcomes are good with children of all ages. As an example, we have developed streamed phonics, Literacy Goes MADD weeks, early use of guided reading in EYFS, core stories, reading stars and reading gems competitions, and high quality reading/book areas consisting of a wide range of 'real' texts.
- We are continuing to work with a Lead Consultant and a group of like-minded schools to embed an innovative approach to teaching Literacy through a mastery curriculum.

Mathematics in the Curriculum:

- The teaching of mathematics across the school has changed over recent years, recognising a greater emphasis on using and applying;
- The leaders recognised that whilst children acquired good basic skills in mathematics, the children were less confident in using and applying those skills in different contexts, and at a higher level. As a result, the teaching of problem solving in mathematics will take a much higher profile, involving real life contexts and teaching for depth and mastery;
- We are supporting all teaching staff to enable them to teach maths confidently through an investigative and enquiry based approach, alongside CPD on mastery teaching. As a result, this will enable children to develop a deeper understanding in mathematics.

Quality of teaching in the wider curriculum:

- The leadership team has placed strong emphasis on the development of a thematic approach to the curriculum, which is well planned and imaginative. This is based on first-hand experience and experiential learning, and has impacted on the raising of literacy standards in writing and the engagement of all learners. This has resulted in improving pupils' self-esteem, self-motivation and self-confidence, impacting positively on their performance. Data shows evidence that writing using a thematic approach is resulting in improved standards, supported by opportunities for extended writing for a clear purpose and audience;
- Teaching is enriched by many visits and/or visitors, and the use of our community and local environment to develop high levels of independence, both socially and academically in pupils. These visits/visitors include themed curriculum days (culture, well-being and creative days), visits from storytellers and poets, representatives of the Open Centre, trips to theatres, nursing homes and museums;
- Pupil independence is developed effectively by empowering pupils' personal responsibility and organisation skills through a consistent, structured approach to homework.

Leadership and Management ensure that teaching, learning and assessment are effective by driving the quality of teaching forward. Strategically, the SLT has robustly tackled any teaching that has not met the standard of good or better, and given staff strong professional support and clear action points for development. This has been followed up with stringent monitoring, and has resulted in securing consistently good teaching. The consequences of this approach have been that teachers' expectations are high, learning is challenging, classroom practice is dynamic, and pupils have a 'love of learning'.

What do we need to do to sustain and further improve the effectiveness of teaching, learning and assessment?

- To move a greater number of children, especially lower attaining boys, to national expected standards in reading, writing and phonics so outcomes are above the national average.
- To ensure that boys who did not meet the expected standard in the phonics screening check receive the support needed to meet the standard in Y2.
- To ensure more girls achieve greater depth within the national standard in maths by the end of KS1.
- To develop SMSC/PHSE provision throughout the school.
- For middle and subject leaders to improve further the quality of teaching and learning, ensuring more teaching is consistently outstanding across the school in all subjects of the curriculum.

Personal development, behaviour and welfare

Overall pupils' personal development and welfare are outstanding and support the successful outcomes that pupils achieve. Personal development, behaviour and welfare are outstanding for the following reasons.

Pupils' attitude to learning and behaviour:

- The vast majority of pupils' behaviour is outstanding, evidenced through consistently thoughtful behaviour towards one another, staff and visitors, both in and out of the classroom. As a result, most pupils are polite and courteous, and supportive of one another, and their level of engagement in both independent and collaborative learning is outstanding;
- Visitors to school frequently comment on the good behaviour, manners and happy attitude of the children e.g. Conrad Burderkin (poet and author), grandparents on Grandparents Day, Anne Carter (HT at Junior School);
- Behaviour at lunchtime is good, and our midday supervisors are particularly effective as they have all been play trained, and use our innovative Playpod to allow children to take risks, explore, learn, share and socialise;
- There have been minimal fixed term exclusions over the last three years, and no permanent exclusions;
- Pupils' SMSC development is excellent, evidenced through their supportive behaviour towards their peers, charitable initiatives and community projects. Pupils' sense of community is strong - respect for each other is paramount and everyone helps everyone else;
- From September 2017 the school has started using the Jigsaw PHSE scheme which is highly effective in linking PSHE with SMSC and Mindfulness.
- Our school vision and curriculum aims to develop lifelong learning skills within children, and learning behaviours which ensure children are self-motivated learners who can work well by themselves or in teams;
- Our school council promotes our golden rules across school and has a 'Children's School Improvement Plan', tackling areas of the school it feels need improving. One of these was behaviour at play times, and their actions have resulted in improved provision for games and sports at play times, thus reducing the few incidents of poor behaviour;
- Our most recent ECM questionnaire for pupils highlighted that the overwhelming majority of children enjoyed coming to school, felt safe, and believed children behaved well;
- 98% of parents agree or strongly agree that children are well behaved at our school (November 2016 parent questionnaire).

Pupils' Safety:

- The school's collaborative working with other key agencies is excellent, resulting in issues being dealt with efficiently, documented thoroughly through CPOMS, and communicated professionally. The school has key links with many outside agencies, including Social Care, Health, SaLT, CAMHS, MAST;

- School leaders, including our Inclusion Leader, are highly skilled in supporting families. We currently have families receiving support from MAST, Ryegate Children's Hospital, CAHMS, Senior Attendance Officers and support through FCAFs and My Plans. The NSPCC recently delivered workshops around the 'It's not Ok', 'PANTS' campaign and E-safety 'Net-aware' guidance.
- A Behaviour Policy shared with all staff, children and parents, and underpinned by the Governing Body's behaviour principles statement, establishes golden rules to ensure a secure and happy environment. One of the Golden Rules is 'we are safe', and encourages children to keep an eye out for strangers in school, for gates left open, and for any dangerous playground behaviour, and to report these to an adult immediately;
- The vast majority of pupils have a good perspective on how to keep themselves and their peers safe. There have been many opportunities to develop these skills - Road Safety, E-Safety days and the integral underpinning of safety and well-being throughout our concept curriculum. The vast majority of parents and carers strongly agree that school keeps pupils safe. Pupils are well prepared for KS2, due to regular positive events and visits to the Junior School. In response to a recent E-Safety questionnaire for children, some pupils reported issues in relation to using the internet safely at home. The E-Safety co-ordinator has now arranged E-Safety workshops, and guidance for parents has been made available on the school website;
- Forest Schools initiative is embedded throughout the school to allow children the opportunity to assess and manage risks;
- 99% of parents in our latest school survey (November 2016) state that their children feel safe in school.

Pupils' attendance and punctuality:

- Overall attendance is good, and is above national average for most groups of pupils, due to the effective actions and early intervention. Attendance for the last three years has been 96.3% or above. This is higher than the national average. Persistent absence is below the national average;
- There is a proactive approach to working closely with particular families where attendance is poor, offering support where necessary from our MAST attendance officer;
- We know that there is an issue with persistent absenteeism for children in receipt of FSM, and this will be tackled as part of the PP strategy. However, due to the small number of FSM children the data is slightly skewed and reflects only 2 FSM pupils being persistently absent;
- Overall, punctuality of our pupils is outstanding. A few pupils in Y2 have had punctuality issues, and these are being tackled with support from a senior attendance officer and the headteacher.

Promoting equality and tackling discrimination:

- The school's ability to promote equality and tackle discrimination is very good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels;
- Monitoring and evaluation is good, and highly influential in maintaining and improving the school's effectiveness. We ensure our effectiveness through regular questionnaires for all stakeholders. These provide opportunities for pupils (and others) to give feedback in relation to pupil wellbeing. These are analysed according to cultural background;
- There is little evidence of discrimination. Where there has been any evidence of inequality, this has been tackled exceptionally well;
- There is a robust anti-bullying policy and rigorous procedures for reporting and dealing with any incidents. Parents agree that this matter is dealt with well by the school, even if some have been unsure quite how. We have, therefore, run workshops for parents and sent every parent a copy of our anti-bullying policy;
- Over the past 24 months there have been 2 incidents of bullying reported. The school has worked very closely with the families of both the bully and the victim to resolve each case successfully;
- Most pupils resolve conflicts intelligently and seek consensus, while accepting the right of others to hold different opinions and beliefs;
- Positive celebration of the different cultures helps pupils develop a good appreciation of faiths and cultures and traditions that might be different from their own, and how these are constantly changing;
- BLP and the 4Rs are embedded in our daily practice (such as our AfL strategies) and ensure children are independent learners who are resilient, reciprocal, resourceful and reflective.

What do we need to do to sustain and further improve the effectiveness of pupils' personal development and welfare?

- Improve further the behaviour and physical/PE skills of children at dinner time.

Outcomes for children and learners

Pupils achieve good outcomes across a range of measures including high standards and good progress in reading, writing and mathematics. Outcomes for children are good for the following reasons.

Attainment on entry

The majority of children enter the school in Nursery with attainment typically below that expected, working within the 22-36 month age band across all areas of learning - and this is increasing over a three year period. Typically, more boys than girls enter Nursery working at an attainment level below that expected. This is most evident in communication and language. This judgement was reflected in our 2013 Ofsted report, and was externally moderated last year by a Lead Ofsted Inspector. Our deputy head is an EYFS SLE who has completed moderation work across the city.

Progress in EYFS

On average over the last three years more than 90% of children in the EYFS make expected+ progress in all areas. The overwhelming majority of children enter Nursery not on track to achieve GLD. As a result of outstanding teaching, the number of children attaining GLD rises to an average GLD over the last three years of 77%. This reflects outstanding progress. There are no significant gaps in progress for the majority of school groups but the SLT has identified some gaps with boys and children in receipt of PP in writing.

Attainment in EYFS

Attainment in EYFS has been consistently above the national average for the last three years in all areas. The GLD has been significantly above the national average for the last three years. The school recognises there are attainment gaps for vulnerable groups in the EYFS. This dip can be in part explained by the small size of the groups, and because there are children with multiple vulnerability factors.

From initial starting points in Nursery, this represents outstanding progress and attainment in EYFS. 'The overall evaluation for the EYFS is outstanding.' (Angela Kirk, 2016)

Progress in KS1

The majority of children enter KS1 with skills in line with that expected from F2. Progress in KS1 is good. Over the last two years, when looking at achievement from the end of EYFS to the end of KS1, progress in reading, writing and maths is typically above or well above the national average. An overwhelming majority of children who achieved the ELG in reading, writing and maths go on to achieve the expected standard at the end of KS1. This is also true of children who exceeded the ELG in reading, writing and maths and who then go on to achieve greater depth at the end of KS1. This is typically +2 pupils better than national in both EXS and GDS. This year the number of children who were expected within the ELG at the end of EYFS and who went on to achieve GDS in reading, writing and maths was significantly above the national average. The SLT recognise that, in 2017, not enough children who were emerging in the ELG for reading and writing, went on to achieve the national standard.

Attainment in KS1 2016

- Our pupils significantly outperformed pupils nationally in Reading, Writing, Maths and Science at the Expected Standard (EXS) and above. This was particularly significant in Writing and reflects the hard work the school has devoted to improving outcomes in writing over the past two years.
- Our pupils outperformed pupils nationally in Reading, Writing and Maths at Greater Depth within the National Standard (GDS). This was particularly significant in Reading, and reflects improvements made to the quality of teaching in phonics, and of guided reading comprehension.
- The percentage of children achieving EXS+ combined in Reading, Writing and Maths was 84%. There is no national figure for comparison, but this would be significantly above, if available, and reflects the well-rounded development of our children.
- When compared with 'others' nationally, our disadvantaged children achieve similarly in Reading and outperform others nationally in Writing at the EXS+. There is, however, a 20 % gap in Maths. This is a current school improvement area.
- None of our disadvantaged children achieved GDS in Reading, Writing or Maths, so a substantial focus for 2016-17 is the quality of provision for our most able children in receipt of PP funding, and moving more disadvantaged children to higher standards.
- Our girls outperformed girls nationally at the EXS+ and GDS in Reading, Writing and Maths. This was particularly evident in Reading and Writing, but less so at GDS in Maths. However, when looking at girls who attained the expected ELG in maths in 2014, too few of them were able to achieve GDS by the end of Y2 in 2016. This is, again, a high priority for school improvement in 2016-17 as our current Y2 cohort data (with only 16 girls) shows that boys are significantly outperforming girls at ARE, and above ARE in maths.
- Our boys outperformed boys nationally at the EXS+ and GDS in Reading, Writing and Maths. This was particularly evident in Reading & Maths at GDS and Writing at EXS+.

- There are still gaps in achievement in Reading, Writing and Maths at EXS+ between our girls and boys. These are wider than the national gap. These are largely due to the underachievement of a small number of boys with multiple barriers to learning and vulnerability. Current Y2 data from 2016-17 shows that school boys are now outperforming school girls across the board, due to improvements and initiatives aimed at improving outcomes for this group over the past two years.
- Our boys achieve significantly higher than girls in maths at GDS.
- Our girls perform significantly higher than boys in Writing at GDS. In reading at GDS performance is similar.
- It is worth noting that our boys outperformed national girls in Reading and Writing at EXS+ and at GDS in Reading.
- Our children with SEND outperformed national 'all' pupils in Reading at EXS+, and achievement was close to national in Writing at EXS+. This reflects outstanding attainment for this group and demonstrates the effectiveness of the rigorous, tailored, additional support provided in school for these children.
- Achievement of BME children is similar to national 'all' pupils in Reading, Writing and Maths at EXS+ and GDS.
- Our more able children outperform others, particularly at GDS, with almost all more able children achieving GDS in Reading, Writing and Maths.
- EAL was not a sizeable group and, therefore, difficult to compare with all pupils nationally.
- All results in Reading from 2016 are generally 1 or 2+ pupils above national, which reflects outstanding performance, except when looking at conversion from 'emerging' ELG to EXS+. These results are above, but statistically similar to, those nationally.
- All results in Writing from 2016 are generally 1 or 2+ pupils above national which reflects outstanding performance, except when looking at conversion from 'expected' ELG to GDS. These results are statistically similar to those nationally.
- All results in Maths from 2016 are generally 1 or 2+ pupils above national. This reflects good performance, except when looking at conversion from 'expected' ELG to GDS. In this group, we are, overall, 1 pupil below national and, for girls, 2 pupils below. This is a significant area for school improvement in 2016-17.

Attainment in KS1 2017

- Our pupils outperform national benchmarks in Reading, Writing and Maths at the Expected Standard (EXS) but not significantly. Science and Phonics are below the national benchmarks, but not significantly.
- Our pupils outperform pupils nationally in Reading, Writing and Maths at Greater Depth within the National Standard (GDS). This is particularly significant in Reading & Writing.
- When compared with 'others' nationally, our disadvantaged children achieve similarly in Writing and Maths at the EXS, but significantly better in Reading.
- This year, on average, 35% of our disadvantaged children achieved GDS in Reading, Writing or Maths. This is significantly better than 'other' pupils nationally in Reading. FSM children perform significantly better in Reading and Writing at GDS than 'others' nationally.
- Our disadvantaged children perform similarly or better than others in school.
- Our boys significantly outperformed boys nationally at the EXS and GDS in Reading, Writing and Maths. They also outperformed girls nationally in all subjects at EXS and GDS!
- Our girls have not outperformed girls nationally at EXS+ in Reading, Writing and Maths. At GDS performance is similar. Data is slightly skewed by a small number of girls in the cohort (17) and a cluster of girls with poor parental engagement and attendance/punctuality. 2 other girls also had EHCPs in place or pending and were working BLW. These 2 girls were admitted in September 2016 and January 2017 respectively. This has created gender gaps wider than the national gender gap.
- Our boys have again achieved significantly higher than girls in maths at GDS.
- Our children with SEND have performed well in Reading at GDS, but not as well as last year's SEND at EXS in Reading and Writing.
- Achievement of BME children is similar to national 'all' pupils in Reading & Writing at EXS and GDS. In maths it is similar to national at EXS but significantly better at GDS. These results have been echoed for the last 2 years.
- Our more able children outperform others, particularly at GDS, with almost all more able children achieving GDS in Reading, Writing and Maths.
- EAL was not a sizeable group and therefore difficult to compare.
- Summer Born (SB) children do not perform as well as other children in school in Reading, Writing and Maths.
- When looking at achievement from EYFS starting points we will perform similarly to, or significantly better than national in all areas except converting children emerging in ELG to EXS in Reading and Writing, where we are likely to be 1 pupil below national.
- It is also likely, due to the number of girls in the cohort, that some girls who achieved ELG in Reading, Writing and Maths will not convert to EXS, bringing girls below national in this area.
- We have managed to convert all disadvantaged, more able children from Exc ELG to GDS in Reading and Maths and have moved around over 50% of 'average' disadvantaged children at the end of EYFS to above average by the end of KS1 (ELG→GDS) in Reading, Writing and Maths.

All end of KS1 teacher assessments were rigorously moderated with an external consultant and our Y3 colleagues

throughout, and at the end of, the school year. We also attended termly moderation meetings within our family of schools, led by an LA moderator for 2016.

Phonics Screening Check

In 2016, 90% of Y1 children met the expected standard. This was above the national average. This has increased year on year and by a total of 40% since 2012. All groups performed better than their national peers. 100% of disadvantaged children reached the expected standard, with school boys outperforming school girls. Over the last three years, more children by the end of Y2 met the expected standard in the Phonics Screen Check than the national average. In 2016, 100% of the Y2 children left our school having achieved the expected standard in the phonic screening check.

In 2017 our result was 75% which has dipped below the national average for the first time in three years. We believe this was cohort specific due to mobility of pupils during the year. In 2018, we anticipate the screening check will again be above national average with the pass rate returning to 90%, and boys performing more in line with girls. We also recognise that the cumulative Y2 pass rate was 88%, below national, and that there is work to do to support Y1 children moving into Y2 and Y2 children moving into Y3, who didn't meet the expected standard of the check.

Attainment Across the Curriculum

Children attain well across all subjects in school, and the overwhelming majority reach AREs by the end of KS1. This is now being tracked more effectively by the school PITA system and subject leaders.

Attainment on exit

From their typical starting points below that expected, children leaving KS1 make good progress, attaining at and above average standards in reading, writing and maths. Typically, around 94% of children who achieved the Early Learning Goal (ELG) in reading, writing and number/SSM went on to achieve the EXS+. On average 92% of children who exceeded the Early Learning goals went on to achieve GDS at the end of KS1 in reading, writing and maths. These figures are significantly above national averages. On average, 97% of children who attain a GLD go on to achieve age related expectation or higher by the end of KS1. This data is based upon the last two years of teacher assessment using the interim frameworks.

Key Issues for Improvement:

- To narrow the gender gap in reading, writing and phonics, ensuring more boys achieve the EXS.
- To ensure more girls achieve GDS in maths by the end of KS1.

Effectiveness of the early years provision. Overall provision in the Early Years is outstanding and children are very well prepared for their entry into year 1 because:

The experienced EYFS leader has been proactive in raising the quality of teaching in EYFS from good to outstanding. This has enabled EYFS staff to focus on progress within lessons and on differentiation, as well as creating outstanding learning environments. Halfway Nursery Infant School is used as a centre of excellence across Sheffield;

The safeguarding of children in EYFS is outstanding as a result of robust safeguarding procedures, including vetting of all adults working with pupils, child protection explained at induction, and first aid procedures for all the adults who work with the children. The school fully complies with all aspects of the EYFS welfare requirements.

Exciting, well equipped and welcoming environments, which include excellent outdoor learning facilities, successfully stimulate children to creative, independent and imaginative learning. High-quality planning and organisation ensure that every child is appropriately challenged. Activities are well planned, based upon thorough and accurate observations and assessment, and differentiated to the full range of children's needs. EYFS leadership focuses on helping the vast majority of pupils to make excellent progress in their learning, development and welfare, ensuring that children get off to a 'flying' start;

Adults' good knowledge of learning, development and welfare requirements relating to EYFS effectively promote children's learning, and social, physical and economic well-being;

The EYFS leader has high expectations of parental engagement, and the school places great importance on fostering good relationships with parents/carers even before point of entry. Visiting home and nursery settings, where children are not attending our nursery, are considered to be highly effective ways of making positive links before the children join our school. We believe that open evenings and invitations into school create positive foundations for children when they join us in September. Regular parent workshops and weekly 'Learn Share' sessions help strengthen the relationship between school and home. Parents regularly have input into children's special books (learning journeys) through the use of 'happy and proud' certificates written by parents and children themselves. Parents are invited to termly 'Show off and Share' celebrations during which they are encouraged to contribute to next steps in their children's learning. Our tailored transition programme both before, during and after entry to school ensures staff know children expertly through careful and insightful conversations with parents/carers, and that provision matches the needs and interests of all children, resulting in happy and settled children ready to learn;

We value the importance of early year's provision, and do not underestimate the impact that quality teaching in EYFS can have on the future learning journey of our children. High expectations from the start help embed the school's ethos, and the school aims to equip children with the skills and abilities needed for them to achieve success at every stage in their education. Information is gathered prior to Baseline from other nurseries, providers, outside agencies, carers and parents in order to aid the entry assessment process. On entry, staff observe and assess all children so they can start to identify gaps and barriers to learning, adapt planning accordingly, and so narrow the gap for those children who enter below national expectations. The school uses additional funding for disadvantaged children, and closely tracks the progress of these pupils to ensure that they all achieve to the best of their ability. Alongside strong QFT, early intervention is delivered to disadvantaged children and those who are vulnerable to underachievement across all aspects of learning. This ensures that the school is proactive in narrowing the gap as early as possible, and that children receive the support they need;

Results in the Early Years Foundation Stage are outstanding because of the overall quality of provision and the outcomes that children achieve.

Attainment on entry

The majority of children enter the school in Nursery with attainment typically below that expected, working within the 22-36 month age band across all areas of learning - and this is increasing over a three year period. Typically, more boys than girls enter Nursery working at an attainment level below that expected. This is most evident in communication and language. This judgement was reflected in our 2013 Ofsted report and has been externally moderated last year by a Lead Ofsted Inspector. Our deputy head is an EYFS SLE who has undertaken moderation work across the city.

Progress in EYFS

On average over the last three years more than 90% of children in the EYFS make expected+ progress in all areas. The overwhelming majority of children enter Nursery not on track to achieve GLD. As a result of outstanding teaching, the number of children attaining GLD rises to an average GLD over the last three years of 77%. This reflects outstanding progress. There are no significant gaps in progress for the majority of school groups but the SLT has identified some gaps with boys and children in receipt of PP in writing.

Attainment in EYFS

Attainment in EYFS has been consistently above the national average for the last three years in all areas. The GLD has been significantly above the national average for the last three years. The school recognises there are attainment gaps for vulnerable groups in the EYFS. This dip can be in part explained by the small size of the groups, and to children with multiple vulnerability factors.

From initial starting points in Nursery, this represents outstanding progress and attainment in EYFS. 'The overall evaluation for the EYFS is outstanding.' (Angela Kirk, 2016)

What we need to do to develop/secure /further raise/provision in Early Years?

- We recognise that children who come to us from other Nursery providers enter with varied abilities, and greater partnership working needs to be developed with PVI's.
- We recognise that children's skills on entry to our Nursery are declining, particularly in relation to Speech and Language. This suggests that we need to extend outreach work with parents/carers before their children enter our Nursery.
- To close the gaps in achievement in Reading, Writing and Maths for vulnerable groups throughout the EYFS through targeted, bespoke support for individual children with multiple vulnerability factors.

GUIDE TO ACRONYMS USED IN SEF

SEN/ SEND	Special Educational Needs and Disability
SMSC	Spiritual, Moral, Social & Cultural Development
FTE	Full Time Equivalent
ST/EHCP	Statemented/Education Health Care Plan
SLCN	Speech Language and Communication Needs
ASD	Autism Spectrum Disorder
EYFS	Early Years Foundation Stage
CPD	Continuous Professional Development
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
SPAG	Spelling, Punctuation and Grammar
L&M	Leadership and Management
NPQML	National Professional Qualification for Middle Leadership
SIP	School Improvement Plan
FGM	Female Genital Mutilation
CPOMS	Software application for monitoring child protection, safeguarding
MAST	Multi Agency Support Team
SCOL	Support and Coaching for Outstanding Learning
PP	Pupil Premium
PE	Physical Education
INSET	In Service Training Day
FoS	Family of Schools
NCSL	National College for School Leadership
TA	Teaching Assistant
STAT	School Tracking and Assessment Tools
HT	Headteacher
ECM	Every Child Matters
SEAL	Social and Emotional Aspects of Learning
SaLT,	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Services
FCAF	Family Common Assessment Framework
GLD	Good Level of Development
APS	Average Point Score
ARE	Age Related Expectation
BME	Black and minority ethnic
EAL	English as an additional language
ELG	Early Learning Goal
QfT	Quality First Teaching
EXS	Expected Standard at the end of Y2
GDS	Greater Depth within the National Standard at end of Y2