

## Sylvan Infant School SEF 2018-19

### **Effectiveness of Leadership & Management is GOOD due to:**

- Leaders and governors have an accurate understanding of the quality of teaching in the school and a clear plan how to improve/tackle underperformance.
- Safeguarding is effective.
- CPD is now more precisely targeted to ensure T&L pedagogy is rapidly improving.
- The full curriculum is interesting and engaging.
- Comprehensive jigsaw programme across both schools ensure PSHE is taught effectively.
- Teaching is consistently good and support plans are in place where necessary.

### **Aspects to improve:**

- Governors are not yet consistent in holding senior leaders to account for all aspects of the school's performance; in particular spend of pupil premium; sports funding and SEN.

### **Quality of teaching, learning & assessment is GOOD due to:**

- In lessons, teachers are developing and consolidating pupils' knowledge, understanding and skills routinely.
- Teachers are working hard to secure their subject knowledge to plan learning that sustains pupils' interest and challenges their thinking, particularly reading and maths.
- CPD for teacher assessment feedback is helping children to know more often what they need to improve, but this not yet used as well as it could be.
- Pupils' reading, writing and communication, and where appropriate mathematics, are not yet well developed across the curriculum.
- An increasing number of pupils are committed to improving their work.
- Teachers do make accurate judgements at ARE and Greater Depth.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Clear opportunities for parents to support children with homework and for them to be involved with learning in school.
- The Reading Room promotes a love of reading and engages parents and children alike.
- Children are given good access to a wide range of clubs and extra-curricular activities.

### **Aspects to improve:**

- Deepening pupils' understanding.

### **Personal, development & behaviour is GOOD due to:**

- Pupils are confident and self-assured. Children are increasingly taking pride in their work, their school and their appearance.
- Pupils show respect for others' ideas and views.
- The school's open culture promotes all aspects of pupils' welfare.
- It is an orderly environment; pupils respond well to instructions.
- Pupils and parents think highly of the school.

### **Aspects to improve:**

- An increasing numbers of pupils value their education. However, too many children are absent or persistently absent and groups of pupils are disadvantaged by low attendance. The attendance of pupils who have exceptionally high rates of absence is improving but further work is required.

### **Outcomes for children and learners is GOOD due to:**

- Pupils make consistently good progress, developing secure knowledge, understanding and skills, considering their different starting points.
- Pupils are well prepared for the next stage of their education.
- A very large majority of pupils in Year1 achieve the expected standard in national phonics check.
- KS1 is now in line with National Standards; however 2018 was a dip year.
- Pupils read often and widely.

### **Aspects to improve:**

To raise attainment and progress to be consistently above National.

**EYFS is GOOD due to:**

- The curriculum provides a broad range of interesting experiences that meet children's needs and help them make progress towards the early learning goals.
- Base line assessments do accurately reflect children's skills, knowledge and understanding when they join the school.
- Practitioners do use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Leaders have an accurate picture of strengths and weaknesses of the provision as a result of effective self-evaluation.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- Children's behaviour is good and shows that they feel safe.
- Children succeed well in Listening and attention; PD – all aspects; PSED – all aspects; Technology; Being imaginative

**Aspects to improve:**

- Where children's starting points are below those of other children of their age, assessments do not yet show they are catching up quickly.
- Need to monitor gaps of groups closely and if they are reducing.