

Livingstone Road Primary Federation SEF 2017-18

Effectiveness of Leadership & Management is RI due to:

- Leaders and Governors are showing increasing ambition for all pupils and are promoting improvement. However, the impact is not yet consistent.
- Teaching is not yet consistently strong across the schools and where it is weaker, it is being supported through structured plans.
- Governors are not yet consistent in holding senior leaders to account for all aspects of the school's performance. Pupil premium is monitored carefully however this is not yet the case for Sports Funding and SEN.

Aspects of leadership that sit within a good judgement:

- 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 at KS1.
- Comprehensive jigsaw programme across both schools ensure PSHE is taught effectively.

Quality of teaching, learning & assessment is RI due to:

- In lessons, too few teachers are developing, consolidating and deepening 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. Improved subject knowledge is helping, teachers don't yet tackle misconceptions or build on pupils' strengths.
- 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. They are not always given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. However this is improving across most year groups.
- Teachers do not yet make accurate judgements at ARE and Greater Depth.

Aspects of teaching, learning and assessment that sit within a good judgement:

- 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.
- KS1 library 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.

Personal, development & behaviour is RI due to:

- Pupils are not yet consistently confident and self-assured. Children are increasingly taking pride in their work, their school and their appearance.
- 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 not yet improving.
- At KS2 there are improvements in assuring school is an orderly environment. However low-level disruption still occurs.
- In KS2 parents, staff and pupils have some concerns about personal development, behaviour and welfare. However, these concerns are becoming less justified as behaviour in KS2 improves rapidly.
- In KS2, use of derogatory or aggressive language is tackled but this type of behaviour is not always responded to effectively enough.
- Bullying is rare, however until recently there have not been clear strategies to deal with bullying in a fair and consistent manner.

Aspects of PDB that sit within a good judgement:

- Pupils show respect for others' ideas and views.
- The school's open culture promotes all aspects of pupils' welfare.
- KS1 is an orderly environment; pupils respond well to instructions.
- Pupils and parents think highly of KS1 and there are more increasingly positive messages regarding KS2.

Outcomes for children and learners is RI due to:

- Pupils do not yet, across all year groups, make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points, in particular in KS2.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is not yet close to or is not yet improving towards that of other pupils with the same starting points, in particular in KS2.
- Pupils' progress is not yet above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is not yet above average or improving across most subject areas, in particular KS2.
- From different starting points, progress in English and in mathematics is not yet close to or above national figures, in particular KS2. The progress from different starting points of the very large majority of disadvantaged pupils is not yet similar to or improving in relation to other pupils nationally.
- Where attainment overall is low at KS2, it does not yet show consistent improvement.
- Pupils are not yet well prepared for the next stage of their education.

Aspects of outcomes that sit within a good judgement:

- A very large majority of pupils in Year1 achieve the expected standard in national phonics check.
- KS1 is now in line or better than National Standards.
- Pupils read often and widely at KS1.
- Curriculum overview at KS2 ensure children are exposed to high quality texts.

EYFS is RI 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. However this not yet fully demanding.
- Base line assessments do not accurately reflect children's skills, knowledge and understanding when they join the school. This leads to expectations which are not always high enough, particularly most able.
- Practitioners do not yet use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Where children's starting points are below those of other children of their age, assessments do not yet show they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are not yet closing.

Aspects of EYFS that sit within a good judgement:

- 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