

1. Overall Effectiveness

As a result of the Executive Head teacher's expert guidance and support, along with the perseverance, focus and drive of the Associate HT and the enhanced capacity of an increasingly effective SLT team, the school has consolidated its strengths and persevered in addressing areas for development, thus securing outstanding provision for its pupils. Outcomes have continued to improve across all phases and for all groups. Leaders' relentless focus on narrowing the gap between pupils who receive the pupil premium grant and others has had a significant positive impact for PP children in the vast majority of year groups.

Gayhurst Community School continues to play a seminal role in the federation with Kingsmead and now Mandeville Schools and key staff at Gayhurst make significant contributions to the HTSA, notably in relation to the Schools Direct teacher trainee programme.

2. Categorisation

Key: 1 – outstanding, 2 – good, 3 – satisfactory, 4 – inadequate	OfSTED	School		verified
	02/16	Sep	Jul	
Overall Effectiveness	2	1	1	✓
Outcomes for pupils	2	1	1	✓
Quality of teaching, learning and assessment	2	1	1	✓
Personal development, behaviour and welfare	1	1	1	✓
Quality of leadership and management	1	1	1	✓

HLT Good to Great categorisation	
Core	✓
Enhanced	
Intensive A	
Intensive B	

3. Outcomes

3a. EYFS (cohort size 77)

%	below	exp	exc	APS
Reading	14.3	55.8	29.9	2.2
Writing	16.9	63.6	19.5	2
Number	13	58.4	28.6	2.2
SSM	16.9	61	22.1	2.1
Total APS				37.5
GLD				83.1

Provision in the Early Years has continued to improve over this academic year. The sustained focus on improving outside learning opportunities in Reception has had a significant impact on the quality and range of the outdoor curriculum and increased pupils' engagement in their learning. Similarly, the Nursery team have worked hard to create vibrant and engaging learning environments for the children. Consistent quality first teaching across the Early Years has ensured that a high proportion of children have achieved GLD (significantly higher than recent national data). Robust profiling and well attuned interventions further support the learning needs of all children. The gap between the attainment of pupils supported by pupil premium funding and other children has been narrowed.

3b. Key Stage 1 (cohort size 76)

%	% Expected standard	% Greater depth
Reading	84.2	40.8
Writing	82.9	35.5
Maths	89.5	36.8

N.B. Y2 Phonics data shows the proportion of pupils who retook the check and reached the expected standard (please note cohort size)

Pupil outcomes at AE and GDS remain consistently very high relative to most recent national data, The cohort's GLD at end of year in Reception was 80%; at the very least good progress has been sustained since then. Leaders report that the gaps in attainment between those eligible for pupil premium funding and other children have been narrowed in both Year 1 and Year 2. Consistently strong progress is underpinned by quality first teaching in the phase. All teaching is judged to be at least good with outstanding features and 80% is judged to be outstanding.

Y1 Phonics: 90% of the children in Y1 achieved the standard, in line with school data for 2016 and significantly higher than most recent national data (2016). The Associate Head teacher reports that there will be specific on-going support for the children who did not pass the PSC in Year 2.

Y2 Re-screen: All children met the required standard.

Phonics

	Cohort	% WA
Y1	73	93.2
Y2	8	100

3c. Key Stage 2 (cohort size 74)

%	% Expected standard	% Higher standard	Average scaled score	Average progress
Reading	85.1	n/a	107.6	n/a
Writing	89.1	40.5	n/a	n/a
Maths	87.8	n/a	106.4	n/a
SPAG	89.1	n/a	108.4	n/a
RWM	82.4	n/a	n/a	n/a

N.B. data is provisional data held by HLT. This may change after the validation exercise.

There has been a significant improvement in outcomes compared with last year so that attainment is now well above national figures. The proportion of children achieving at the higher standard also remains above national data in 2016. Leaders report a sustained narrowing of the gaps between children eligible for pupil premium funding and others. Given the very strong progress that this cohort has made, it is likely that validated progress data confirmed in the autumn term will indicate outstanding progress from starting points at end of KS1. Leaders' commitment to building flexible provision has ensured that all groups have benefitted from highly focussed teaching and learning support.

4. Teaching, learning and assessment

%	Aut	Spr	Sum	Target
Outstanding	40	52	63	60
Good	60	48	37	40
Requires Improvement	0	0	0	0
Inadequate	0	0	0	0

School leaders' relentless focus on developing and refining quality first teaching, alongside delivering effective CPD and staff training programmes and constructive and supportive monitoring and feedback processes, have ensured that the proportion of teachers judged to be outstanding continues to rise. There is outstanding teaching in all phases. Marking and feedback in books is a clear strength of the school and underpins the school's commitment to best AFL practice to support pupil progress.

NQTs have successfully completed their NQT year, having benefitted from clear induction processes and from participating in the HTSA NQT programme, high quality in-school mentoring and positive peer support. The school has effective systems in place to support Schools Direct trainees as part of the HTSA programme in which it takes a leading development role.

The school participates in and benefits from cross-federation initiatives on the curriculum and assessment and termly moderation arrangements for all year groups.

5. Personal development, behaviour and welfare

%	2016-17	FT	Perm
Authorised absence	4.3	2	0
Unauthorised absence	0.2		
Overall attendance	95.5		

N.B. Attendance data is provisional and based on two terms. Exclusions data is based on Autumn term only

Leaders work very hard to maintain high standards of behaviour and conduct across the school. Support staff work effectively to encourage and guide pupils to make wise choices in their behaviour and to work independently or productively with their learning partner/s. Children's attitudes to learning are generally positive and they are highly engaged in their lessons. They work constructively and supportively together in pairs and in groups. They take pride in their learning as demonstrated in strikingly high standards of presentation in books. There are rigorous systems in place to monitor punctuality and attendance, although rates of attendance are slightly lower national figures on current data. Leaders report that safeguarding systems are effective and robust.

SEN-D Focus: SEN-D provision is of an exemplary standard. Children benefit from well tailored, detailed and carefully structured interventions and programmes delivered by a committed and caring staff team who work extremely well together to both deliver and review the on-going quality of provision. The SENDCO was able to evidence thorough documentation of all support plans alongside case studies demonstrating a high level of parent/carer /pupil feedback and input.

6. Leadership and Management

The Executive head teacher and Associate Head teacher have worked extremely well together to develop a strong and proactive leadership team. Co-ordinated planning such as that between the Deputy Head and the SENDCO has led to a significant improvement in the quality of interventions and the impact of support staff. The Assistant Heads are leading on significant initiatives including the development of middle leaders and the quality of after school provision.

The Associate Head teacher's purposeful and insightful leadership of teaching and learning has led to sustained improvement of provision across all phases which is extremely effective at supporting the learning needs of pupils. Discussions with leaders indicate that there is a concerted drive towards addressing school priorities as laid out in the school's action plans. Where appropriate, these priorities also form part of staff performance management processes.

Systems of governance are robust and secure. Clear structures informed by consistent review processes are in place, which ensure that governors are well-informed and are able to hold leaders properly to account. A newly federated governing body has been created to incorporate the GB at Mandeville School into the federation, which includes appropriate representation from all three schools. The new FGB came into effect on the 27th June.


Priorities for 2017-18

- PPG map continually monitored and gaps narrowed at both expected and greater depth.
- New marking policy is introduced across the federation.
- Newly appointed curriculum leads inducted to roles and receiving training.
- Curriculum and assessment reviewed.

SIP: Ian Mullaney

Headteacher: Karen Pedro

Interim Director of Education: Sian Davies



Date: August 2017