

SELF-EVALUATION FORM FOR PRIMARY SCHOOLS (WITH AND WITHOUT NURSERY PROVISION)

Name of school: Gamston CofE (Aided) Primary School

Unique Reference Number (URN): 122801

Not Submitted

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Section A: self-evaluation

Introduction

Welcome to your self-evaluation form

The self-evaluation form (SEF) is designed to:

- assist you in your own self-evaluation, and
- be used as a basis of the inspection of your school.

Please refer to Ofsted's *Self-evaluation form guidance* before completing or submitting your form. The guidance sets out:

- the purpose of the SEF
- when to complete the form
- how to fill the form in
- structure of the form
- terms and conditions for submitting your SEF to Ofsted.

The full guidance can be accessed as a complete document in the frequently asked questions (FAQs) section of this website.

The information from the guidance on how to complete each question can also be accessed when you fill-in your SEF, by clicking on the 'Guidance' button, at the top right corner of the questions.

Submitting your SEF - terms and conditions

The completed SEF must be signed off by the governing body or the appropriate authority before it is submitted to Ofsted. This is done by ticking the box on the 'Submit form' screen which states: 'Please tick this box to confirm the contents of this form have been approved by the appropriate authority for the school'.

Completing the questions in Section A: self-evaluation

Section A, the evaluative section, is structured in sub-sections that correspond to *The evaluation schedule* used by inspectors. *The evaluation schedule* sets out what inspectors evaluate; outline guidance; and grade descriptors for every inspection judgement. The grade descriptors and the information on what inspectors evaluate, are replicated within this guidance document, and in your online SEF through the help buttons for each question.

We recommend that schools have a copy of this guidance and *The evaluation schedule* to hand when completing section a of their SEF. *The evaluation schedule* is available on the Ofsted website (www.ofsted.gov.uk^[1])

Each question starts by asking schools to grade aspects of their work on a four-point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Inadequate.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. Briefly list your major reasons for deciding on this grade and ensure that you reference your judgement to the matters in the relevant grade descriptor. You should include only the minimum amount of detail in support of your judgement; bullet points are quite acceptable. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

It may be helpful to consider the outline guidance for inspectors in *The evaluation schedule* before using the grade descriptors to decide on a judgement. However, you should not attempt to include any detailed analyses of the matters referred to in the guidance. It is sufficient simply to refer to the existence of any such evidence and analysis held elsewhere. The SEF is intended to be a summary of your school's self-evaluation.

Wherever possible, you should support your judgements with carefully chosen evidence which demonstrates the impact of the school's actions on the outcomes for learners.

[1] Please follow the 'Schools' link in the 'Forms and guidance' section of the Ofsted website.

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Sub-section A1: School's context

A1.1 The context in which the school works

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Please provide information below.

Gamston Primary School is a small, Voluntary Aided Church of England school which draws its pupils from the village and a number of smaller rural communities. The school is normally oversubscribed and increasingly, in recent years, a large number of pupils come to us from the local town of Retford. There are areas of deprivation, both rural and in the town of Retford itself. There are currently 91 pupils on roll.

Gamston School is a very popular school and plays an important role in the local community as a 'community centre', being used for meetings, sports activities, extended school programmes and social events.

The school has mixed gender, mixed ability pupils and although the majority of pupils are of white, British background, 18% of our pupils are from ethnic minority groups, mostly from the nearby Muslim community at Eaton. All of these pupils speak languages other than English as their first language and generally join the school with little English. We often have a relatively high percentage of children who have Special Educational Needs (this academic year 19%). Many of these pupils have moderate learning difficulties though, increasingly, particularly since moving to our new building, we are finding that pupils with Special Needs at School Action and Action Plus levels are joining the school. (The parents/carers of these pupils tell us that they feel the positive ethos and caring nature of the school, as well as its 'good results', make the school attractive to them).

- Pupils are grouped in three mixed-age classes and one class comprising Y2 pupils only (this latter class was created in January 2010). We do have embryonic plans to create a separate Foundation Stage unit in the not-too distant future.
- Since moving to new premises (September 2005) we have had an increasingly high number of learners joining the 'upper' (KS2) classes.
- Attainment on entry, identified by using our own 'baseline' assessment, is generally below LA and National average figures, particularly in English and Mathematical skills and understanding but also in most of the key areas of learning although last year (2009) the FS group were of higher ability, generally, in comparison to LA FS children.
- Attainment and progress, for the very large majority of pupils is good or better.

Significant changes since last Ofsted include:

- One new teacher (NQT) started in January 2010
- We have re-organised the number classes from three to four (January 2010)
- We have recently formed a Statutory Soft Federation with several local schools in the Tuxford School Family

Sources of Evidence

Our information is gathered from a broad range of documents including: School Brochure and regular Head Teacher reports, Raiseonline, Nottinghamshire LA's 'Performance Handbook'.

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Sub-section A2: Outcomes: how well are pupils doing, taking account of any variation?

This section contains seven prime judgements which, taken together, determine the summative judgement: *Outcomes for individuals and groups of pupils*. The seven judgements are:

- the five Every Child Matters (ECM) outcomes
- pupils' behaviour
- the extent of the pupils' spiritual, moral, social and cultural development.

This section starts with *attainment and learning and progress*, which are important elements of the first prime judgement: *How well do pupils achieve and enjoy their learning?*

Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

A guide to proportions

The following table is taken from the *Guide to Ofsted's house style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

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A2.1 Pupils' attainment

	1	2	3	4
Grade: Pupils' attainment		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Assessment data, from a variety of sources, is regularly analysed but approached with caution given the relatively small numbers of pupils (or gender comparisons) in each cohort.

- Overall attainment, for the vast majority of pupils, is consistently good at national expectation levels and has been either in line with or above national averages for the past five years:

Foundation Stage

Although Foundation Stage Profile and our own 'baseline' data over several years indicate that the majority of our FS children enter school with *below* national and LA skills and capabilities. In both 2008 and 2009 the cohort exceeded LA figures.

At Key Stage 1

Last year's Yr 1 children are an able cohort and should continue the above average results enjoyed over the past five years in terms of the percentage of children attaining Level 2+ and of Average Points Scores. Again in 2009 attainment was good or better at Level 2+. However, the *percentage* of children achieving Level 3 at the end of the Key Stage 1 in 2009 was below county and national norms in Writing and Science this year for boys and in all four areas for girls. (the cohort was very small: only 6 boys and two girls (both girls EAL)). Again we have to be circumspect about drawing large conclusions from very little data).

At Key Stage 2

- Attainment in English SATs in 2009 was above national and local Levels at both Level 4 and 5
- Average point scores in English SATs 2009 was above local and national levels
- In Maths SATs 2009 attainment was, generally, above local and national levels (at Level 4+). With one girl (out of 9 - ie 11%) not achieving at least Level 4, the girls did less well in mathematics, particularly at the higher level (where 60% of the boys attained Level 5). Average point scores in Maths were above (whole cohort and boys) national and local levels. Girls scored above national levels but slightly lower than local figures.

Ethnicity

The school has 19% of EAL children, who, despite making impressive progress do inevitably affect the percentage achieving the higher levels in English in particular (ie note LS1 SATs 2009).

Sources of Evidence

'Raiseonline', LA Performance Data Handbooks, Teachers' Assessments, Foundation Stage Profile data, Value Added analysis, Fischer Family Trust information. Individual Progress Tracker (school document), the school's own Progress Maps and APP files.

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A2.2 The quality of pupils' learning and their progress

	1	2	3	4
Grade: The quality of pupils' learning and their progress		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

To ensure the quality of learning experiences, all aspects of the National Curriculum are planned for and implemented so that all learners, over the course of their careers at Gamston School, receive their 'curriculum entitlement'. Teachers' planning has been developed in line with the philosophy underpinning 'Every Child Matters' and 'Excellence and Enjoyment', with more flexibility to integrate at least two or more 'subjects' as and when appropriate. Teachers plan thoroughly for each area of the curriculum, differentiating work for individuals/groups as appropriate. Learners with Special Needs as well as pupils with Talents and Abilities, are, generally, appropriately supported and challenged by class teachers and Learning Assistants.

Progress

- Over several years progress, for the very large majority of pupils, through Key Stage 1, has been good or very good generally. The picture has been similar in Key Stage 2 over the past five and more years with the VA figure being over 100 for most of that period. However in 2006 the CVA figure was significantly lower than in any previous year, falling below 99. In 2007 the CVA figure rose to 99.4. We believe both years' CVA figures were affected detrimentally by the unusually high mobility of pupils into Y6, never experienced by the school before. In 2008 the CVA figure rose again. In 2009 the KS2 CVA figure dipped slightly.
- Our own Individual Progress Tracker and separate Progress Maps also shows that the very large majority of pupils are making appropriate or better progress in Reading, Writing and Mathematics. (Important note: Those pupils not making predicted progress receive extra support in class or through intervention programmes)

Sources of Evidence

'Raiseonline', LA Performance Data Handbooks, Teachers' Assessments, Foundation Stage Profile data, Value Added analysis, Fischer Family Trust information. Individual Progress Tracker (school document), the school's own Progress Maps.

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A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress

	1	2	3	4
Grade: The quality of learning for pupils with special educational needs and/or disabilities and their progress		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

<p>The Quality of Learning</p> <ul style="list-style-type: none"> • Learning is inclusive (class teachers using differentiation in class) • Intervention programmes are used to support SEN pupils when necessary and appropriate to their needs • Learning Support Assistants are attached to all classes in order to support pupils with SEN as deemed appropriate by the class teacher • SEN pupils' talents and skills in other areas are celebrated • Many volunteer parents/carers/governors help support pupils with SEN (under the direction of the class teachers) • External advice and ideas are sought and used to support SEN pupils when appropriate <p>Progress</p> <ul style="list-style-type: none"> • The school's tracking system, teacher assessment and IEP reviews show that pupil's with special educational needs generally make good progress. • Our 'progress maps' indicate that SEN pupils, generally, make good progress

A2.4 Pupils' achievement and the extent to which they enjoy their learning

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy their learning	X			

Please note that this is a summative grade based largely on the grades you have decided upon for attainment, learning and progress and learning and progress for pupils with special educational needs and/or disabilities. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for how well do pupils achieve and enjoy their learning and state which one best fits your judgements.

<p>This is an overall strength of the school with the vast majority of pupils demonstrating positive views and attitudes to the school (pupil questionnaire, discussions with pupils and pupils' written comments all demonstrate this fact). Parents and carers re-affirm this view when commenting on the school. The Pupil Council (introduced four years ago) adds another positive dimension to pupils' enjoyment and involvement in school life. A high proportion of pupils take part in extra-curricular and extended school activities. The Ofsted Report (published April 2008) states that 'the pupils are very happy with their school' and gives the school an 'Outstanding' grade for this aspect. Our own evidence (as in the previous section) supports this statement.</p> <p>Pupils generally have a positive attitude to lessons, during break times, lunch times and around the school. The behaviour and demeanor of pupils on educational visits and residential visits is frequently commented upon as being excellent or very good by the providers and by the general public with whom we come into contact. A high percentage of pupils attend after school activities, take part in choir and musical activities and events with great enthusiasm.</p> <p>With very few exceptions, all parents and carers work together with staff in modelling and insisting upon positive attitudes and behaviour. Pupil Councillors and Playground 'Buddies' also support other pupils in positive attitudes and behaviour. The school has a very good and effective PHSCE policy: we have a positive reward system, employ Playground Peacemakers and more recently <i>some</i> aspects of the SEAL strategy, as well as regular 'circle time' and our Pupil Council members, all of which support pupils' attitudes and behaviour.</p> <p>Our most recent Ofsted describes pupils' behaviour as 'very good' on the whole. The Section 48 Report (published April 2008) states: 'the attitudes, behaviour and relationships in the school are very positive'.</p> <p><i>Sources of Evidence</i></p> <p>Observations, discussions with staff and pupils, the monitoring of pupils' weekly behaviour cards, star charts</p>

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and certificates, feedback from parents, carers, visitors, staff, governors and pupils.
Sources of Evidence:
 Discussions with pupils and pupil comments, parents and carers, Ofsted Report, Section 48 Report, Healthy Schools Report, observations in classrooms, around school and on visits. Pupils' Voice comments, comments by visitors and guests, Special Mentions Assembly Record Book, parents and carers' feedback, Pupil Council Minutes, Healthy Schools assessments, Head Teacher's Reports, displays.

A2.5 The extent to which pupils feel safe

	1	2	3	4
Grade: The extent to which pupils feel safe		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

- the vast majority of pupils tell us they feel safe and happy at school. 'Bullying' incidents are extremely infrequent and are dealt with effectively. Pupils communicate and relate to each other and adults in school in a way which demonstrates their feeling of security.
- although we have a relatively high percentage of pupils from different ethnic backgrounds there have been no incidents of racism at the school.
- the Pupil Council and our Buddy System involve pupils in supporting and caring for each other. - through the curriculum, Life Education, DARE, frequent visits from the nurse and our good health and safety practices on school visits
- positive behaviour systems, effective circle time and PSHCE ensure that pupils are confident in reporting anything which they perceive as inappropriate behaviour, bullying or racism. Pupils are also confident that action will be taken by the adults in whom they confide.

- appropriate Sex and Relationships Education, occasionally led by the 'school nurse', is part of school life
- regular Fire Drills remind pupils to conduct themselves safely in an emergency.
- the school takes part in the annual Road Safety Quiz
- a number of pupils take part in Cycling Proficiency
- Educational Visit Risk Assessments are carried out for all school visits etc
- Risk Assessments are carried out at least annually by the Health and Safety Officer
- the children from different age/year groups are frequently engaged in speaking to and performing in front of adults and peers
- parents/carers and pupils complete a 'safe use of the internet' proforma having read our Internet Use Policy
- CRB checks are completed on *all* adults who work with the children as well as all members of the governing body
- the schools has adopted a Safer Recruitment strategy in compliance with DCSF and LA guidelines

Sources of Evidence:
 Feedback from pupils: Council meetings, 'circle time', informal discussions, parents and carers (at formal meetings and informally). Behaviour records, observation, staff meetings, Fire Drill Log, Racial Incidents Reports, Emergency Policy,
 Safeguarding/Child Protection Policy and practices, minutes of committees and staff meetings, Head Teacher's Reports, Healthy Schools assessments (in all aspects), Governing Body Reports, educational visits documentation, Health and Safety monitoring documents, Healthy Schools status

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A2.6 Pupils' behaviour

	1	2	3	4
Grade: Pupils' behaviour		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Standards of behaviour at our school are generally very good. No lesson is significantly disrupted by poor behaviour and very few pupils have a formal behaviour concern letter sent home (6 pupils in 2008-2009). There have been no exclusions at the school for over ten years. Our behaviour system, devised by pupils, parents, carers and staff encourages and rewards appropriate behaviour. Expectations of behaviour, attitude, politeness and citizenship are high and the school's expectations are generally, by a vast majority, supported, valued and encouraged by our parents and carers.
- We have an effective behaviour and anti-bullying strategy which is employed consistently by all teachers and Learning Assistants.
- Parents, carers and staff work closely together in supporting pupils' attitudes and behaviour. The majority of pupils (89% 2008-2009) never even lose a 'smiley face' (which is an early consequence of inappropriate behaviour).
- The family ethos and underlying respect for each other enables everyone in school to feel valued and cared for (eg each child and member of staff is sent a birthday card and Christmas card, our rewards system and House Point system, religious philosophy etc).
- These factors as well as the curriculum and extra-curricular provision we offer and the school's involvement in the community, all contribute to supporting good behaviour at the school.

A2.7 The extent to which pupils adopt healthy lifestyles

	1	2	3	4
Grade: The extent to which pupils adopt healthy lifestyles		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

Most pupils learn about healthy lifestyles through the curriculum (eg Science, PSHCE, PE, Music etc) and through the vast array of extra-curricular and cross-curricular opportunities provided by the school. Our involvement in the DARE programme, Life Education, educational visits and residential visits encourage pupils' understanding and involvement in healthy living. Many sporting activities are provided for the pupils and these are well-attended. (Please refer to Section 1d and recent Head Teacher's Reports). The school has achieved the Healthy Schools Gold status (2006) and is about to embark on the Platinum Award. The pupils have taken part in the Passport to Health scheme. Our youngest pupils receive fruit and vegetables through the Fruit and Vegetables Initiative. All pupils have access to fresh drinking water and are encouraged to enjoy a healthy snack during morning break.

All pupils experience at least two hours of sport each week. The school offers many opportunities for extra-curricular sport and has been awarded the 'Activemark' for sports provision (2006, 2007, 2008). Swimming has been a particular strength, the school having won the Bassetlaw Schools' Swimming Trophy for 6 out of the past eight years.

Sources of Evidence

Documentation, Safeguarding Statement, Child Protection policy, observation, discussions with pupils, parents and carers and staff. Head Teacher's Reports and Governing Body reports. Opinions of stakeholders, guests and members of the community.

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A2.8 The extent to which pupils contribute to the school and wider community

	1	2	3	4
Grade: The extent to which pupils contribute to the school and wider community		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The school's ethos and practices encourage all pupils to play a full and positive role in the school and wider communities.
- Through the work of the Pupil Council, the Buddy system and classroom monitor/helper system, all pupils are given the opportunity to take a full and active part in school life. The school regularly holds services in the local church to which members of the community are invited.
- Learners are encouraged to make presentations to peers, perform readings and songs in church and school services and to take part in public performances produced by the school. 50% of the children join the school choir and perform in the local hospital, for the elderly and in the town centre.
- The Harry Cairns' Memorial Trophy for Services to the Community (presented to a gamston pupil each year)
- Pupils participate in a wide range of charity events and events organized by our PFA, the local community and through our family of schools.
- Pupils take on responsibilities (monitors, playground 'buddies', class helpers, collective worship organisers etc)
- The vast majority of pupils engage in organised sporting events arranged by the school, the Collaboration and the Sports Partnership

The school, with the help of pupils (and parents and carers of course) raises considerable money for a wide range of good causes, including:

- NSPCC
- Barnardo's
- NCH
- Local Health Trust
- Operation Christmas Child (50% pupils contribute Christmas Boxes)
- The Children's Society
- Red Nose Day (involving all the children)
- The Haiti Earthquake Appeal (organised by the children)
- 'Farm Africa'
- The Chairman's Charity (Bassetlaw District Council) (annually, a third of the pupils join the choir which helps raise funds for these charities)

Evidence:

Observations, Head Teacher's Reports and Governing Body Reports, pupils' feedback, parents' and carers' feedback. Also newspaper reports, comments and letters from members of the community, records of pupils' attendance at events.

Areas for development:

We aim to increase opportunities for learners to offer their opinions on a wider range of school issues. The work of the Pupil Council, 'Circle time' and our Buddy System have already formalised and extended pupils' opportunities but we intend to develop these opportunities further in the future through the use of suggestion boxes and by using questionnaires, for completion by learners, in order to gauge opinion and seek ideas.

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A2.9 Pupils' attendance

	1	2	3	4
Grade: Pupils' attendance		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The school's unauthorised attendance figures for four out of the past five years have been below the national and local figures. Authorised absences are slightly better than national figures. Our school rules, written by pupils, parents and carers and staff, contain a rule about the importance of attendance. The Governing Body's agreed trajectory target for authorised absence for 2007-2008 was 4.8. The actual figure was 4.4. Last year (2008-2009) our absence rate was higher than our target. This was mainly due to the long, sustained illness of one pupil. Although our target for this year is 4.5, like many schools, we have been 'hit' by a variety of late Autumn/Winter viruses which caused a lot of absenteeism during Autumn Term 2009.

- the importance of attending school is one of our key behaviour rules (agreed and designed by the pupils)
- We have an effective, concise Attendance Policy in place. There are regular checks by the Head Teacher on the Class Registers.
- Teaching staff report any inconsistencies in pupils' attendance patterns. The school insists that parents and carers write or telephone the school if a pupil is absent.
- The Head Teacher's Report to the Governing Body contains attendance data as does the Annual Report to Parents and Carers.
- The LA Education Welfare Officer regularly monitors attendance.
- Parents/carers are required to complete a 'holiday form'

Sources of Evidence:

A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

	1	2	3	4
Grade: The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

The majority of learners, generally, make good progress and achieve well in English, Mathematics and Science. Our pupils are renowned for their self-confidence and independence. The majority of pupils are able to work independently, in collaboration, or in teams. Through our participation in the 3-16 Thinking Skills Strategy (with our family of schools) pupils are increasingly encouraged to solve problems and open-ended tasks. Learners' ICT skills and capabilities are being catered for more effectively now than in previous years by the introduction of discrete ICT learning sessions for all pupils. New hardware and software in each classroom, as well as in the suite, enable learners to access ICT on a regular and meaningful basis. Working closely with parents, carers and the Governing Body, all members of staff encourage pupils to strive to achieve their best in all they do and not to waste opportunities. Through the curriculum, pupils learn about the world outside and the importance of making a positive contribution.

Sources of Evidence:

Assessment data, discussions with parents, carers and pupils, observations, 'Family' meeting minutes, planning documents.

Areas for development:

The school is developing a more creative curriculum (based on 'Excellence and Enjoyment') and has recently worked with the QCA on 'embedding' English and Mathematics across the curriculum. Strategies for enhancing learners' progress and achievement in ICT, although satisfactory, are being developed rapidly as part of our plans in the new school (new computers, computer suite, inter-active whiteboards and the extension of teaching time for our ICT Learning Assistant).

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A2.11 The extent of pupils' spiritual, moral, social and cultural development

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social and cultural development	X			

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

This is a real strength of our school. The most recent Section 48 Inspection and Ofsted Inspection support this assertion. ethos is based on the concept that our school is a genuine family school, Gamston School is a community where everyone, regardless of gender or ethnicity is valued and given equal opportunities. The positive, Christian ethos of the school, its rewards systems and the close partnership between all stakeholders dovetail to ensure that all pupils are cared for and are taught to care for each other and their environment.

- The majority of pupils demonstrate positive attitudes, respect for other people's lifestyles, opinions and beliefs. Collaboration, teamwork, independence and interdependence are evident in most aspects of school life.
- Our PSHCE and RE strategies support the Social, Moral, Spiritual and Cultural development of the pupils as do our activities and events which involve the Church and the wider community.
- All members of staff treat pupils with fairness and respect and pupils respond by behaving in a similar manner towards them and toward each other.
- We have, over the past four years, achieved all aspects of the national Healthy Schools awards, which underpin our PSHCE ethos.
- The school has adopted a new PSHCE policy and scheme as well as using aspects of the SEAL materials which offer another important framework in enabling all pupils to enjoy school
- The school curriculum, including music, art, RE and PSHCE, emphasises the importance of celebrating differences and understanding and respecting how we and others live

Sources of Evidence:

Discussions with pupils and pupil comments, parents and carers, Ofsted Report, Section 48 Report, Healthy Schools Report, observations in classrooms, around school and on visits. Pupils' Voice comments, comments by visitors and guests, Special Mentions Assembly Record Book, Pupil Council Minutes, Healthy Schools assessments, Head Teacher's Reports, displays.

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Sub-section A3: How effective is the provision?

This section is about the quality of the school's provision and the impact this has on outcomes for pupils. Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

A3.1 The quality of teaching

	1	2	3	4
Grade: The quality of teaching		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

The quality of teaching is generally good or very good. This conclusion is based on regular Head Teacher observations as well as Ofsted Inspection (2008) and Section 23 Inspection (2008) judgements about teaching in the school. The school has also, in the past, been included in Her Majesty's Chief Inspector's Annual Report as a 'particularly successful school'.

- Lessons are well planned
- Learning objectives are shared with learners
- Cross-curricular opportunities are explored and used appropriately
- Resources (including educational visits, outside providers, guest speakers etc are carefully selected and used
- Teachers (and all adults) set high expectations of behaviour and attitudes
- Learning Assistants are employed effectively
- Differentiation is planned for and carried out as appropriate
- Learning targets are regularly set and shared with all learners
- Teachers mark and assess work in line with the school's policy (including AFL/APP)
- Parents and carers are involved in their children's learning
- Homework is, generally, used effectively

The school is an APP Pathfinder school

The ten most recent teaching observations (by the Head Teacher) indicate:

- 15% were judged to be Outstanding
- 80% were adjudged Good
- 5% were adjudged Satisfactory

Statistical data evidence shows that the majority of pupils starting at Foundation Stage come to our school with below average basic skills. However by the end of Key Stage 1 they have progressed to achieving levels in line with or slightly above similar pupils nationally and across the LEA. During Key Stage 2 pupils, generally, progress at above local and national averages. The generally good quality of teaching has been evident in Head Teacher and LA observations and in observations by Ofsted and the Section 48 Inspectors.

Sources of Evidence

Evidence gathered from regular Head Teacher observations, occasional joint Head Teacher-LEA Link Inspector observations, Ofsted Inspections and Section 48 Inspections as well as the overall, year on-year progress, achievement and attainment of the majority of learners, support the judgement that teaching is generally good, often very good and never less than satisfactory.

Evidence is gathered from the following:

Assessment data (In-school, APP, Progress maps, tracking, NFER, SATs etc).

Self-evaluation (observation reports).

Marking.

Work scrutinies.

APP Evidence

Head Teacher observations of teaching/learning.

Pupil progress.

Feedback from parents and carers.

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Feedback from pupils.
Feedback from visitors (including governors, supply teachers etc).

A3.2 The use of assessment to support learning

	1	2	3	4
Grade: The use of assessment to support learning		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Assessment processes are used affectively to support learning:

- Pupils are used to using and/or developing success criteria in order to assess their own work or that of their peers.
- Teachers share learning objectives/targets with pupils
- Staff regularly use examples of childrens' work to demonstrate 'what a good one looks like'.
- Teachers and children work together to identify targets in writing, reading and maths. Some of these targets are also shared with parents at consultations.
- There are well-developed tracking systems in place which track pupil progress (including our own Progress Maps and now APP) as they move through the school.
- Teacher assessment is consistent throughout school and the implementation of APPs
- Teachers employ a variety of assessment strategies
- There is a clear Marking Policy which is used consistently throughout school.

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A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

- All aspects of the National Curriculum are planned for and implemented so that all learners, over the course of their careers at the school, experience a broad, balanced entitlement curriculum
- Our curriculum is based on the principles of Excellence and Enjoyment
- Learners have opportunities to work individually and collaboratively and all learners are encouraged to contribute to class discourse in its various forms.
- All statutory policies, including those for Equal opportunities, Race Relationships, Health and Safety, Sex and Relationships etc are in place and followed. Our RE Policy and Schemes of Work are in place and being implemented.
- The curriculum is enriched by a vast range of extra-curricular opportunities for all learners, by educational visits, productions, residential visits, guest speakers and specialist providers who regularly visit school. The school regularly involves children in community activities and the school's PFA arrange many social occasions and events for the whole community.
- the children have been involved in the development of the school's immediate environment
- The clear improvement of pupils' discrete ICT skills and capabilities has been planned for and implemented (since the last Ofsted Inspection in 2008).
- French is now taught to all pupils each week
- After school sessions (mainly sports) take place each week (rounders, cricket, hockey, tennis, soccer, choir etc)

Sources of Evidence

SIP, Head Teacher's Reports, observations, Monitoring feedback/reports, Governing Body Reports to Parents and Carers, Pupil Council and other committee minutes, School Profile.

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A3.4 The effectiveness of care, guidance and support

	1	2	3	4
Grade: The effectiveness of care, guidance and support		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Strengths

- Pupils' personal and academic progress and attainment are regularly assessed and reported upon
- Action is taken to address any problems or difficulties
- Child Protection and Safeguarding arrangements are in place and followed by all staff
- Accident logs and fire logs are kept
- All pupils are involved in electing their Pupil Councillors, who meet regularly with the Head Teacher
- The school encourages caring for each other and the environment
- All learners are aware that they can speak to and confide in all adults who work in school
- Children and parents and carers regularly express their happiness with the school, its ethos and standards
- Pupils' Special Educational Needs are effectively monitored and met
- The school reacts positively and effectively to pupils' comments as well as comments of parents and carers.
- We regularly involve the school in good works for a variety of charities
- Our vicar leads whole school services regularly including our Special Mentions celebrations each week
- The Parish Council sponsor Awards for Excellence each term
- Parents and carers are genuinely welcomed into to school and are regularly informed about academic and social development as well as being well-informed about all matters relating to school life.
- Induction arrangements are in place for all new pupils
- The school participates in Healthy Schools, Healthy Eating, Drugs Awareness, environmental and sporting activities and programmes

We work closely with Tuxford, our secondary school and 'head' of our newly formed collaboration, in ensuring a smooth, stress-free transfer from Key Stage 2 to Key Stage 3 (transition week, teacher visits, collaborative working etc)

The school is a key member of the Extended School initiative.

Sources of Evidence

Head Teacher Reports, School Policies, Governors Reports, Pupil Council meetings, Family meetings, informal discussions, stakeholders' feedback, planning and assessment documentation, monitoring and evaluation reports.

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Sub-section A4: How effective are leadership and management?

This section is about the effectiveness of significant elements of the school's leadership and management. This includes the leadership and management of the Early Years Foundation Stage, the sixth form and boarding provision.

The key judgement is *the effectiveness of leadership and management in embedding ambition and driving improvement*. It captures the effectiveness of leadership and management at all levels. It is not derived by amalgamating all the other grades but inspectors will need to assess their significance before finalising the judgement.

The judgement *the effectiveness of leadership and management in embedding ambition and driving improvement* is a determining factor in making the judgement about *the school's capacity for sustained improvement*.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement

	1	2	3	4
Grade: The effectiveness of leadership and management in embedding ambition and driving improvement		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Leadership and management were judged to be 'good' in our most recent Ofsted Report (April 2008): "The highly respected head teacher leads the school effectively and leadership and management are good." The Section 48 Report (2008) made similar judgements: "The leadership and vision provided by the head teacher and governors is central to the success of this very good church aided school." The LEA judges Gamston Primary School to be a Category 2 school. Clearly without good leadership and management these consistently positive judgements would not have been made. The school was awarded the FMSIS certificate in 2008.

The school has a clear, shared vision in the short, medium and long term. The school's post-Ofsted (2008-2009) and post- Section 48 (2008-2009) Action Plans clearly set out the priorities for improvement and development. All of the objectives have been met. A new, up-dated School Improvement Plan (2008-2011), the result of effective and meaningful consultation between the Head Teacher, staff and the school's Governing Body, includes strategies designed to meet the school's targets over the next three years. Although the school's standards of attainment and achievement are already generally high, the maintenance and raising of standards remain at the heart of the school's plans for improvement.

The staff team works closely together to ensure high standards and high expectations. Regular, focused staff meetings ensure that we are all working towards the same objectives. All aspects of Performance Management are in place and are carried out effectively. Teachers' roles, including their management roles, are clearly defined and understood. An effective staff training programme is in place and focuses on the needs of the school and on continuing personal development.

The school's Governing Body is highly involved and highly effective in the running of the school thus enabling the vision to be created, shared and carried out. Several members of the Governing Body work in school on a regular basis, supporting pupils and staff. Regular meetings, particularly of the Finance and General, Personnel and Pupils and Strategic Development Committees, ensure that the school's finances, the curriculum and learning and teaching are effectively monitored and evaluated.

The Governing Body, working closely with the Head Teacher and staff, ensure value for money and ensure that the planned work of the school and all its policies and strategies are carried out efficiently and effectively.

All members of the Governing Body have an 'area of special interest' which they have a responsibility to monitor.

Monitoring and evaluation take place on a regular, time-tabled basis through regular work scrutinies and observations by the Head Teacher, staff and by members of the Governing Body.

Regular, highly detailed Head Teacher Reports to the Governing Body and Reports to Parents and Carers keep the whole school community informed about the work of the school. The Head Teacher also holds termly (at least) meetings with the Chair of Governors during which further discussions about the school's work, action and vision take place.

Regular newsletters, the school's website and formal consultations with parents, carers and pupils help keep the whole community informed about the workings of the school. Whilst the school has a strong, genuine 'teamwork ethic' where we each recognise the talents and capabilities of pupils, staff and governors, everyone is encouraged and challenged to develop and improve.

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A4.2 The leadership and management of teaching and learning

	1	2	3	4
Grade: The leadership and management of teaching and learning		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The Head Teacher provides strong and thoughtful leadership which is focused on the five outcomes of Every Child Matters.
- The school vision and ethos, embodied by the Head Teacher is embedded into school life
- The Head closely monitors work in all classrooms and all areas of school life.
- Effective planning for teaching and learning is embedded into the schools routines
- Teachers are observed regularly in their teaching
- The Head Teacher encourages a collegiate, whole-school approach to managing teaching and learning
- Within the contexts of this small school all staff have some responsibility and are encouraged to take leadership roles in any particular initiatives.
- Staff have a common sense of purpose and are a strong and supportive team striving to raise standards
- Staff regularly work closely together in assessing pupils work
- Data is used to track and plan for different cohorts in school; staff are involved in the tracking of all pupils.
- Staff training CPD is closely linked to their own needs and the needs of the school
- Staff work together with the Head Teacher (and Governing Body) in producing our School Improvement Plan on an annual basis (eg this year to improve attainment at the higher levels and to continue to develop APP processes)
- The Governing Body monitor the work of the Head Teacher and the school

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

	1	2	3	4
Grade: The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The full Governing Body meet termly
- Sub committees (FGP, SDC, P & P, Admissions etc) meet regularly to monitor and question policies and procedures

The Governing Body effectively supports and challenges the school through:

- Being committed to safeguarding all pupils and staff.
- Developing their monitoring role within school.
- Being committed to raising their skill levels in order to discharge their responsibilities by participating in a number training events.
- Playing an active role in the recruitment of staff.
- Meeting all their statutory duties effectively.
- Monitor spending decisions and ensuring all finances are carefully budgeted thus enabling us to secure best value.
- Regularly asking appropriate questions and challenging the head teacher at the termly full governors meetings.
- Link governors meet staff and are kept informed about their subject areas through discussions, reports and visits to school.
- The Chair has regular meetings with the Head Teacher (indeed the Chair and two other governors work regularly in school and see the school working at 'first hand')

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A4.4 The effectiveness of the school's engagement with parents and carers

	1	2	3	4
Grade: The effectiveness of the school's engagement with parents and carers		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Responses to parent questionnaires and everyday contact with parents demonstrates very positive relationships with the school.
- Parents feel the school is a welcoming place and that staff are very approachable.
- The Head Teacher and staff maintain a high profile and all parents are well known to them, enabling effective communication and discussion.
- The school holds twice-yearly formal consultation evenings to inform parents about pupils' progress, learning and targets for improvement. [These are well attended in all keystages and ensure that parents are informed and able to support children in their learning].
- Annual reports to parents are well received and allow parents to comment on their child's progress.

- Parents' views are sought through questionnaires on a range of issues. These are carefully analysed to inform the school on what is going well and what could be improved. Results are fed back to parents with details of actions taken.
- The school has a meaningful 'welcome in' philosophy and any positive comments *or* concerns parents may have are dealt with immediately.
- The school keeps parents and carers informed quickly and easily through a text messaging service.
- 100% of parents/carers and children have signed the Home/School/Pupil Agreement.
- There is a very active and effective Parents (Carers) and Friends (PFA) group who meet regularly to organise fundraising and social events.
- Parental support is shown through very good attendance at all school events and their commitment to the school is communicated informally and formally throughout the year
- Several parents/carers work in school regularly (reading, sports, swimming etc)
- The great majority of our parents and carers, hold the school in high regard for its family atmosphere, friendly and caring ethos as well as for its high expectations and generally high standards.
- Our own surveys, Ofsted's most recent survey (April 2008), the large number of positive letters, cards, newspaper articles and continued committed support from all the community indicate to us that parents and carers are generally very happy with the school's ethos and its work.

- Feedback from parents and carers at our regular consultation evenings and their written and/or verbal comments we consult parents/carers regularly on important issues (eg 'federating', Travel Plans, Breakfast Club plans, uniform etc)
- In order to develop parents' and carers' opportunities to have an even greater say in school life, when we had the opportunity, we increased the number of parent governors from two to six.
- the school has frequently been oversubscribed and with an increased capacity since moving to the new building (up to 86 pupils) we are currently full and having to turn down many requests for admissions. The popularity of the school has not come about by accident. Many parents, carers and learners do express a liking for Church Schools or for small schools of course, but those features alone do not ensure success. Parents, carers and pupils have 'voted with their feet' to come to our school and support the school tremendously.

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A4.5 The effectiveness of partnerships in promoting learning and well-being

	1	2	3	4
Grade: The effectiveness of partnerships in promoting learning and well-being		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The school has many, highly effective links with a wide variety of other organisations which contribute significantly to the learning and well-being of learners. These links include:

- Local Authority and our School Improvement Partner
- Southwell Diocese, RE Advisors and our local church
- Bishop Grosseteste University College
- The local community in general
- Bassetlaw Leisure Services
- The Parish Council
- The Healthy Schools Team
- Bassetlaw Road Safety Department (Quizzes, Travel Plan etc)
- DARE
- Education Library Service
- Inclusion Service
- Tuxford School and the Family of schools (partnership in extended services)
- Nottinghamshire County Cricket Club
- Bassetlaw Hospital
- EWO
- School Health Service
- The Wildlife Trust
- Al Karam School (the local school for Muslim students)
- A wide range of charities with whom we have established strong links
- A variety of guests and visitors to the school who provide expertise on specific areas

The links we have established and continue to develop with all of the above bodies enable us to provide an effective, broad, balanced and varied curriculum and extended curriculum for all learners throughout their careers at Gamston School.

Sources of Evidence

Observation, planning documentation, Head Teacher Reports, Governing Body Reports, Committee Minutes, stakeholder feedback

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A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination

	1	2	3	4
Grade: The effectiveness with which the school promotes equal opportunity and tackles discrimination		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The staff and governors are committed to equal opportunities across all areas which is discernable through:

- Staff demonstrating inclusion through planning and the deployment of TA support and their high expectation that progress will be achieved by all.
- SEN and Gifted and Talented policies support inclusive teaching and learning.
- Vulnerable pupils are supported in their learning through IEP targets, whilst Gifted and Talented pupils are challenged within the classroom and parents are signposted to additional resource materials, clubs, websites etc to support their child's learning potential.
- There is an effective anti-bullying policy in place and the school signs the charter for action each year - which means bullying will not be tolerated.
- The school has a Disability Equality Scheme in place.
- There is a Race Equality Policy and a register for Racial Incidents and any entries are reported to the governing body and LA.
- All pupils are given opportunities and encouragement to take part in all school activities.
- There are good links to support vulnerable pupils (e.g. those with EAL, Looked After Children)
- The school curriculum ensures pupils learn about and learn to respect other cultures and belief systems.
- Although this is a Church of England school, pupils from any faith, culture or ethnicity are welcomed and cherished and given opportunities to thrive and develop
- All children are given a birthday card
- All children are sent a Christmas card (and/or Eid card etc)
- Posters are regularly on display about us all being valuable, valued and equal people

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A4.7 The effectiveness of safeguarding procedures

	1	2	3	4
Grade: The effectiveness of safeguarding procedures		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Safeguarding Policies and procedures are effective because:

- All CRB checks are in place.
- There is an up-to-date Single Central Record of staff, supply staff and volunteers in place.
- There is an up-to-date Safer Recruiting Policy in place.
- The headteacher, a senior teacher and two governors have successfully completed the Safer Recruitment assessment
- There is an up-to-date Safeguarding and Child Protection Policy in place
- Child protection records are kept and in a secure place
- The Head Teacher is the designated Child Protection Person, another teacher also has this responsibility both have up-to-date training
- There are two named governors with a responsibility for Safeguarding and Child Protection
- All staff have been recently updated on Child Protection issues.
- There is an effective anti-bullying policy in place and the school signs the charter for action - which means bullying will not be tolerated.
- Pupils are taught about safety and safeguarding as well as health and safety in their classroom lessons.
- Pupils know who they can go to if they need support/advice (all adults in school)

Health and Safety

The school has excellent quality assurance and risk assessment systems because:

- There is an up-to-date Health and Safety Policy.
- There is a named governor for Health and Safety who carries out annual inspections on behalf of the governing body.
- There is an School Emergency Plan.
- Full risk assessments are carried out annually.
- Legionella inspections are carried out regularly.
- Fire Safety procedures are in place.
- First Aid procedures are in place.
- All staff are trained in emergency first aid.
- We invest in the well being of our staff through following national and local guidelines on work/life balance
- The staff team enjoy a friendly social life
- The LA policy for off-site visits and associated risk assessments are used.
- The Head Teacher and one governor carry out regular site/premises inspections.

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A4.8 The effectiveness with which the school promotes community cohesion

	1	2	3	4
Grade: The effectiveness with which the school promotes community cohesion		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Our own evidence and the comments made in recent Ofsted ("This effective school prides itself on its family atmosphere and its central role to the community it serves.") and Section 48 reports ("Relationships between staff and learners, among learners, between staff and in the wider community are excellent."). We feel this has been built upon since the last inspection. The school effectively promotes community cohesion in a number of ways:

- through the curriculum: Citizenship education, Race Relations and equality education, Sex and Relationships education,
- PSHCE education in general, by studying the global aspects of geography, history and RE studies, MFL etc)
- we develop pupils' sense of community and understanding of democracy through the Pupil Council, playground 'Buddies'
- the school has recently joined the Tuxford Collaboration of Schools
- the school's central role in the Tuxford Family of schools' Extended Services programme
- the school's participation in a variety of community events (singing in local hospitals, retirement homes and in the local town and at charity concerts)
- the school presents several community events and productions in the school hall (pantomimes, shows, musical events etc)
- the school promotes (and is used extensively for) community sports clubs, social and municipal events and activities: birthday parties, receptions, Parish Council meetings, Family School meetings, First Aid sessions, Police and Local Community Liaison meetings, local charity trust meetings, a wide range of community sporting events and clubs, health check 'drop-ins'
- we have, on occasion, held 'coffee morning' events in school for local residents
- we have recently developed our school gardens (based on pupil designs) for use by the school and local community
- our PFA run many social and fund-raising events in school to which members of the community are invited and made welcome

Areas for Development

- to develop a link with a school in a different country

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A4.9 The effectiveness with which the school deploys resources to achieve value for money

	1	2	3	4
Grade: The effectiveness with which the school deploys resources to achieve value for money		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The quality of the accommodation is very good for full curriculum delivery.
- The school is well resourced, both classroom equipment and shared resources are in good condition and are clearly accessible.
- The school, its resources (human and other resources) are well organised and managed
- Prudent and sound financial management ensure that educational priorities are properly funded and staffing levels are very good for pupil teacher ratios.
- Governors are fully involved in budget setting and decision making and ensure best value is obtained in the provision of all major contracts and services.
- Successful grant applications for funds have helped to develop the school site considerably.
- A successful FMSIS inspection concluded that the school's finances were being effectively and appropriately managed and run
- The school is improving it's resources further and therefore the quality of provision to the pupils and community by succesfully obtaining a grant to build a new classroom (from September 2010).

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Sub-section A5: How effective is the Early Years Foundation Stage?

The key judgements in the table below are common to inspections of the Early Years Foundation Stage whether in early years settings or in schools.

The four judgements are:

Outcomes for children in the Early Years Foundation Stage
The quality of provision in the Early Years Foundation Stage
The effectiveness of leadership and management of the Early Years Foundation Stage
Overall effectiveness: how well the setting/school meets the needs of children in the Early Years Foundation Stage

Throughout this section, the phrases *in italics* link to the themes and commitments which underpin the Early Years Foundation Stage.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

A5.1 Outcomes for children in the Early Years Foundation Stage

	1	2	3	4
Grade: Outcomes for children in the Early Years Foundation Stage		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Children make good progress in the Foundation Stage in relation to the six areas of learning and the outcomes from 'Every Child Matters'.
- Over the last two years in particular the attainment, at the end of the FS stage, has been in line with or above national expectations.
- Attendance of pupils in the Foundation Stage is good.
- The children new to our FS group settle into school very quickly
- The children in the Foundation Stage group are happy at school

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A5.2 The quality of provision in the Early Years Foundation Stage

	1	2	3	4
Grade: The quality of provision in the Early Years Foundation Stage		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Staff know the children very well and keep detailed records of their progress.
- The Foundation Stage Curriculum is followed closely
- There is an appropriate balance of teacher led and child initiated activities.
- Teacher led activities, linked to child initiated learning, contribute to ensure that the level of challenge is right for all children.
- There is good provision (resources, space etc) for extended for role play and other 'play' activities
- FS pupils have their own external play area
- Staff work hard to ensure children are safe and secure within the setting.
- We hold two induction sessions prior to children joining the FS group
- The children experience staying for school lunch for half a term before they become full-time.
- The Key Stage One teacher and TAs make it a priority to liaise with parents of new children by going out into the playground at the end of each session to chat informally with parents and carers.
- Summative FS Profiles are completed for all pupils at the end of the Foundation Stage
- Pupils settle quickly and become confident, secure learners who take calculated risks within their environment.

A5.3 The effectiveness of leadership and management of the Early Years Foundation Stage

	1	2	3	4
Grade: The effectiveness of leadership and management of the Early Years Foundation Stage		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- One teacher (also the Foundation Stage Co-ordinator) has overall responsibility for the Foundation Stage pupils, working closely with a highly experienced Foundation Stage Support Assistant
- Although the Foundation Stage teacher is relatively new to the role, she has developed and improved the planning and provision as well as the environment in the FS area.
- Although FS provision has improved greatly since we moved to the new building (September 2005) the FS staff have re-organised and improved EYFS provision even further over the past year
- Planning for Foundation Stage pupils is detailed, well-thought out and effective
- The FS teacher and teaching assistant know the children very well and through good entry profile assessments and effective tracking of progress can plan the next stages of learning to meet their needs.
- The children make good progress and enjoy taking part in the activities put before them.
- The Foundation Stage is inclusive for all pupils, good links with outside agencies support the staff in meeting the needs of specific children (e.g. Inclusion Support as necessary, EAL team)
- Parents are made to feel welcome and make positive contributions to their child's learning and welcome the opportunities to liaise closely with staff.

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A5.4 Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?

	1	2	3	4
Grade: Overall effectiveness		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- The children in the Foundation Stage are happy.
- FS pupils play an active and significant part in the life of the school.
- FS pupils are involved in shared experiences such as school visits, topic themed days, swimming, sports, school productions, educational visits etc
- They are given responsibilities in school life and develop their enjoyment and involvement.
- FS Children in vulnerable groups such as EAL or SEN are well supported by the positive ethos of the school community.
- FS outcomes indicate that the provision for EYFS, although continuing to develop, is effective for the vast majority of FS pupils

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Sub-section A6: How effective is the sixth form?

Not applicable

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Sub-section A7: How effective is the boarding provision?

Not applicable

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Sub-section A8: Summative judgements

This final section draws together all the evidence and judgements made in the preceding sections of the evaluation schedule.

The judgement for *Outcomes for individuals and groups of pupils* reflects how well the pupils are doing across all of the outcomes.

The judgement for *The school's capacity for sustained improvement* reflects the effectiveness of leadership and management in securing improvement in the past and ensuring the school will continue to make progress.

These two judgements, alongside the judgements for each aspect of the quality of provision, inform the judgement *Overall effectiveness*.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

A8.1 Outcomes for individuals and groups of pupils

	1	2	3	4
Grade: Outcomes for individuals and groups of pupils		X		

Please note that this is a summative grade based largely on the grades you have decided upon for the separate outcomes. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for Outcomes for individuals and groups of pupils and state which one best fits your judgements.

- This is an inclusive school - Every Child (and Every Adult) Matters
- Attainment, for the vast majority of pupils (including EAL, SEN, Gifted and Talented etc), is good
- Progress, for the large majority of pupils, (including EAL, SEN, Gifted and Talented etc), is good
- We have effective SEN, Anti-Bullying, Safeguarding and Child Protection, Safer Recruitment, Race Relationships policies and strategies in place
- *All* children are given opportunities to participate in a wide range of school activities

A8.2 The school's capacity for sustained improvement

	1	2	3	4
Grade: The school's capacity for sustained improvement		X		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Our school has the capacity for thoughtful, critical self-evaluation and the whole school community has the motivation and commitment to address issues and initiatives which arise for the benefit of all.
- Staff and governors have an increasing awareness of the strengths and weaknesses of the school and are committed to ensuring high quality teaching and learning in all classes.
- Our assessment strategies are good but, with the development of APP, there continues to be a concerted effort and commitment to track pupil progress even more effectively and therefore help raise attainment
- Attainment over a sustained period has been good or better - we have ambition and the expertise to reach our objective of enabling more pupils to reach the 'higher levels' (Level 3 and Level 5)
- The school is outward looking and keen to develop partnerships. The leadership believes that becoming part of the Tuxford Family Collaboration will give us a big school perspective in a small school setting and that working in partnership is the way forward to improve further.
- Our latest SIP evaluation underlines our belief in our capacity to improve: "The school has good capacity to improve,"

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A8.3 Overall effectiveness: how good is the school?

	1	2	3	4
Grade: Overall effectiveness: how good is the school?		X		

Please note that this is a summative grade based largely on the grades you have decided upon for Outcomes for individuals and groups of pupils, capacity for sustained improvement and in how effective is the provision. You do not need to repeat the information you have provided in those or other sections. In most cases, you will need to refer only to the grade descriptors for overall effectiveness and state which one best fits your judgements.

Gamston School is, overall, a good school because:

- Children are at the heart of our philosophy and we care for all children
- Attainment is consistently good
- Our own Progress Maps indicate that the progress of the large majority of pupils is at least good
- The school and the school community has a shared vision to maintain our family ethos and to *at the least* maintain standards of attainment for all children
- This is a happy, safe school (the last two mottos suggested by the children were: 'A fun place to learn' - now on our welcome stone, and Gamston - 'we're all friends here' - which is featured on our new signage)
- We have an effective and pro-active governing body
- We have effective leadership and management
- We have committed, dedicated and effective teachers and support staff
- Our parents and carers play an active role in the school in many different ways
- We have the capacity to improve further

A8.4 Important actions for the school

Briefly list the most important actions the school needs to take to sustain outstanding overall effectiveness or to make significant improvement

Please provide information below

- To raise standards of attainment at the 'higher levels' ie increase the percentage of pupils achieving Level 3 at KS1 and Level 5 at KS 2 - particularly in boys Writing and Mathematics
- To embed Assessing Pupil Progress (APP) in order to consistently and accurately measure all pupils attainment and progress
- By working closely and creatively with colleagues from our school and throughout the 'family' of schools, to develop the Tuxford Collaboration to the benefit of all pupils and adults associated with the 'family'
- To develop the foundation stage even further, particularly when we open our new classroom (2010-2011?)
- To continue to develop the curriculum in line with the new curriculum

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Section B: Factual information about your school

Section B is a record of statistical and other factual information about your school. Where possible, this has been pre-populated for you, using your returns from the most recent School Census. Please check that the information is correct, and amend it if necessary.

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Sub-section B1: Information about your school

B1.1 Name of school

Gamston CofE (Aided) Primary School

B1.2 Unique reference number (URN)

122801

B1.3 Unique reference number for the school's childcare provision (where relevant)

N/a

B1.4 Unique reference number for the school's boarding provision (where relevant)

Not applicable

B1.5 Type of school

Primary school

B1.6 School category

Voluntary aided

B1.7 Age range of learners

MIN	5	MAX	11
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B1.8 Gender of learners

Coeducational

B1.9 Gender of learners in the sixth form

Not applicable

B1.10 Name of headteacher (or equivalent)

K A Fitzpatrick M.Ed

B1.11 School's address

Stanboard Lane

Gamston

Retford

Nottinghamshire

Please include post code

DN22 0PE

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B1.12 Telephone number

(01777) 838631

B1.13 Fax number

(01777) 839022

B1.14 Email address

admin.one@gamston.notts.sch.uk

B1.15 Website address

http://www.gamstonschool.com

B1.16 Name of appropriate authority

Governing body

B1.17 Name of chair

Mrs Cathy Brown

B1.18 Local authority

Nottinghamshire

B1.19 Section 48 inspections

Please indicate whether or not the school has a religious character and receives a section 48 inspection.

The school has a religious character and receives a section 48 inspection	Yes	X	No	
---	-----	---	----	--

B1.20 The nature of the school's site

Please give the number of sites occupied, including off-site childcare provision managed by the school/governing body. If there is more than one site, please give details in the space below, including their purpose, the distance(s) between them, and their post codes if they differ to the site entered in question B1.11.

Please also give an indication of the location of any work-based learning.

Number of sites used	1
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B1.21 Reorganisation

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in the space below.

The school is subject to reorganisation proposals	Yes		No	X
---	-----	--	----	---

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B1.22 Term dates and planned closures

Please state the start and finish dates for each term and half term during the academic year 2009/10. Please also provide any dates when the school will be closed to pupils during term time in the academic year 2009/10.

Term and half-term names	Start date	Finish date
Autumn Term	02/September/2009	23/Octob
Autumn Half Term	02/November/2009	18/Decemb
Spring Term	05/January/2010	12/Februa
Spring Half Term	22/February/2010	26/Mar
Summer term	12/April/2010	28/Mi
Summer Half Term	07/June/2010	22/Ju

Dates when the school will be closed to pupils

- 2 September 2009
- 7 December 2009
- 16 April 2010
- 30 April 2010
- 7 June 2010

B1.23 School designation categories

Please indicate whether the school has, or has applied for, any of these designations.

Category	School currently has designation (Please select)	An application has been made (Please select)	Date of commencement / likely commencement
Trust school			
Children's Centre			
Early excellence centre			
Other (Please state what)			

Please use this box to provide further details.

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B1.24 Existing childcare provision under the Childcare Act 2006

Does the school provide childcare, either registered and/or unregistered, or is there registered provision at the school operated by a private or voluntary provider? This does not include maintained nursery provision, or Reception classes. Please tick to indicate the type of provision made. Session times should be to the nearest half hour.

Childcare provided on non-domestic premises	The school/ governing body manages the provision	A private or voluntary provider manages the provision	Name of registered person / nominated person	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the Early Years Foundation Stage						
Children from the end of the Early Years Foundation Stage to under aged 8 years						
Children aged 8-17 years						
Total						0

B1.25 Plans for future childcare provision under the Childcare Act 2006

Are you in the process of applying for a childcare registration on your school premises?

If yes, please answer the questions below. This does not include maintained nursery provision, or Reception classes.

Childcare provided on non-domestic premises	Governing body is to manage the provision.	Private or voluntary provider is to manage the provision.	Name of Registered person/nominated person if applicable	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the EYFS						
Children from the end of the EYFS to under aged 8 years						
Children aged 8-17 years						
Total						0

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B1.26 Extended services

Please indicate any extended services provided by the school. Tick Yes to indicate which type(s) of provision are made and give a brief indication of the extent and nature of the provision.

Type of Provision	Tick if Yes	Extent and nature of provision
Parental support including family learning programme	X	Information provider
Specialist support services	X	Information provider
Community access including adult learning	X	Sports clubs for both adults and pupils, various meetings
Childcare (indicate if year round or term time only)		
Study support (after school catch up provision - indicate if year round or term time only)	X	seasonal (generally, Summer Term)
Other		

Please use this box to provide further significant details not covered above.

Henry Walters Trust, three different Parish Council meetings, , Civic receptions, local Community Liason meetings 'Family'/Collaboration of schools meetings, Bassetlaw District Council sport and ammeneties events Pilates Club (adults), Yoga Club (adults), Gymnastics Club, Soccer Clubs (local boys' and girls' teams at present), birthday and other special celebrations.

B1.27 Designated special educational needs (SEN) resource base or similar provision

If your school has a local authority designated special educational needs resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Please indicate whether the school has any of the following: a remove room; a learning support centre; or an internal exclusion centre.

Throughout the rest of the form, this provision is referred to as 'SEN resource base'.

Designated resource base/provision for:	Places
If other was chosen please specify	
If other was chosen please specify	

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B1.28 School federations and other collaborative arrangements

Please indicate whether or not the school is part of any kind of collaborative arrangement.

If it is, please describe the nature of the arrangement in the text box below. For example, please record whether there is a single governing body, a statutory governance collaboration involving a joint committee, or any other arrangement. For information on federations and other collaborative arrangements, please refer to www.teachernet.gov.uk

In the data fields, please record the names and unique reference numbers of the other schools in the federation or collaborative arrangement. Please also record the name of the school, person (executive or shared head, for example) or group who leads the federation or collaborative arrangement.

The school is part of a collaborative arrangement	Yes	X	No	
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Details of other schools in the federation or other collaborative arrangement:-

Name of school	The Tuxford School	URN	122882
Name of school	East Markham Primary School	URN	122638
Name of school	St Matthew's Primary, Normanton-on-Trent	URN	122764
Name of school	Dunham Primary School	URN	122758
Name of the school, person or group who leads the federation or other collaborative arrangement		The Tuxford School	

We have recently (July 2009) formally joined the Tuxford Family of Schools' Collaboration (ie 'soft' federation).

B1.29 Work-related learning

Not applicable

B1.30 Diploma partnership arrangements

Not applicable

B1.31 Joint 14-16 provision

Not applicable

B1.32 Joint post-16 provision

Not applicable

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Sub-section B2: Information about the learners

B2.1 Number of learners

Please give the current number of learners on the roll in each of the categories in the table.

		Boys	Girls	Total
Children 0 to under aged 3 years		0	0	0
Children aged 3 years to end of the Early Years Foundation Stage	Government funded early education provision	0	0	0
	Maintained nursery	0	0	0
	Reception	4	3	7
Key stage 1	Year 1	7	4	11
	Year 2	7	9	16
Key stage 2	Year 3	6	2	8
	Year 4	10	5	15
	Year 5	9	9	18
	Year 6	11	4	15
Key stage 3	Year 7	0	0	0
	Year 8	0	0	0
	Year 9	0	0	0
Total		54	36	90

B2.2 Number of children in out-of-school provision

If the school offers out-of-school provision, which is managed by the school/governing body, please give the current number of children who use the provision

	Boys	Girls	Total
Children in out-of-school provision	0	0	0

B2.3 Number of learners on roll placed in alternative provision

	Boys	Girls	Total
Excluded learners	0	0	0
Other Learners	0	0	0

B2.4 Number of children with a child protection plan

	Boys	Girls	Total
Children with a child protection plan	0	0	0

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B2.5 Ethnic background of learners in maintained provision

Please record the numbers of learners in each classification; the total columns will auto-calculate.

	Boys	Girls	Total
White - British	43	26	69
White - Irish	0	0	0
White - any other White background	3	3	6
Mixed - White and Black Caribbean	0	0	0
Mixed - White and Black African	0	0	0
Mixed - White and Asian	0	0	0
Mixed - any other mixed background	1	1	2
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	5	6	11
Asian or Asian British - Bangladeshi	0	0	0
Asian or Asian British - any other Asian background	1	1	2
Black or Black British - Caribbean	0	0	0
Black or Black British - African	0	0	0
Black or Black British - any other Black background	0	0	0
Chinese	0	0	0
Gypsy/Roma	0	0	0
Traveller of Irish Heritage	0	0	0
Any other ethnic group	0	0	0
Parent /carer / learner preferred not to say	0	0	0
Information not obtained	0	0	0
Total	53	37	90

B2.6 Refugees and asylum seekers

Please give the number of learners on the school's roll who are refugees or asylum seekers. Use the space below to give any further significant details.

Number of refugees and asylum seekers	0
Number of refugees and asylum seekers designated as looked after children	0

B2.7 Support for minority ethnic learners, including Gypsy, Roma or Travellers of Irish heritage

Please give the numbers of minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage who receive support through specific funding, from whatever source.

Number of minority ethnic learners supported through specific funding	0
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B2.8 English as an additional language

Please give the total number of learners who speak English as an additional language.

Total number of learners who speak English as an additional language	10
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Please give the number of learners who are at an early stage of English language acquisition.

Number of learners who are at an early stage of English language acquisition.	10
---	----

Please list the three most common first languages spoken by the learners who are at an early stage of English language acquisition. Please list them in order, with most frequent first

Urdu	If other, please specify:
Punjabi	If other, please specify:
Greek	If other, please specify:

B2.9 Learners with special educational needs and/or disabilities

Please give the number of learners at each of the following levels of provision identified in the Special Educational Needs Code of Practice.

Level of provision	0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	YR	Key Stage 1	Key Stage 2	Key Stage 3	Total
Undergoing assessment	0	0	0	0	0	0	0
School Action / Early Action	0	0	0	3	12	0	15
School Action Plus / Early Action Plus	0	0	0	0	1	0	1
Statement of special educational needs	0	0	0	0	0	0	0
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989	0	0	0	0	0	0	0
Other (please specify)	0	0	0	0	0	0	0
Total	0	0	0	3	13	0	16

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B2.10 The nature of learners' special educational needs and/or disabilities

Please record the number of learners in each of the following groups who have a statement of special educational needs or who are recorded as School Action Plus, under the Special Educational Needs Code of Practice. Please enter each learner once only, according to the most significant disability/difficulty.

If you use the last line of the table marked 'other' please specify the disability or difficulty.

Disability/difficulty		0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	YR	Key stage 1	Key stage 2	Key stage 3
Specific learning (dyslexia)	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	1	0
Moderate learning	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	2	9	0
Severe learning	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Profound and multiple learning	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Behavioural, emotional and social	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	1	3	0
Speech language and communication	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Hearing impairment	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Visual impairment	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Multi-sensory impairment	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Physical	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Autistic spectrum disorder	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
Other (Please specify)	Any additional SEN resource base	0	0	0	0	0	0
	Main school	0	0	0	0	0	0
	Any additional SEN	0	0	0	0	0	0

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Total (statements and School Action Plus)	resource base						
	Main school	0	0	0	3	13	0

B2.11 Learners who are Gifted and Talented

Please record the number of gifted and talented learners

	YR	Key stage 1	Key stage 2	Key stage 3	Total
Identified as gifted and talented in most recent school census	0	3	4	0	7

B2.12 Learners for whom the National Curriculum is disapplied

Please give the number of learners for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please record in the box below, details of the subject(s) from which they are disapplied and the alternative provision made for these learners. Do not include the names of the learners.

Number of learners disapplied	0
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B2.13 Children for whom the learning and development requirements of the Early Years Foundation Stage are disapplied

Please give the number of children who are exempt from the learning and development requirements of the Early Years Foundation Stage. When you are inspected, please give the lead inspector details of the exemption(s) and the date of the QCA notification where applicable.

Number of children disapplied	0
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B2.14 Learner mobility

Please indicate the usual ages of admissions and transfers to the school, and the usual time that these occur during the academic year.

First Admissions pupils are admitted to the school at the start of the term during which they become 5 years old. (Pupils may be admitted on a part-time basis during the previous term, if parents and carers wish).
 First Admissions take place at the start of each term.
 Other admissions occur at any time during the school year, according to the needs of the child/ren concerned and their prents/carers

Please indicate the level of learner mobility with reference to admissions and transfers in the last academic year.

The number of learners who joined the school other than at the usual time of admission	7
The number of learners who left the school other than at the usual time of leaving or transfer	1
The number of learners on roll in January of the last academic year (from relevant Annual School Census)	90
The number of learners who are Gypsy, Roma and Travellers of Irish heritage, that travel throughout the school year	0

B2.15 Learner mobility in pupil referral units

Not applicable

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B2.16 Looked after children

Please enter the current number of looked after children.

Number of looked after children	0
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Please indicate details, including any variations year to year

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Sub-section B3: Information about learners' targets

B3.1 Statutory targets (applies only to schools with learners in Year 6)

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 which you report to the local authority. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

	Year	2009	2010
Target % of learners expected to achieve Level 4 or above in both English and maths (Year 6)		100	92
Target % of learners expected to achieve 2 levels of progress in English (Year 6)		100	92
Target % of learners expected to achieve 2 levels of progress in maths (Year 6)		100	92

B3.2 Statutory targets (applies only to schools with learners in Year 11)

Not applicable

B3.3 Specialist school designation (applies only to schools with specialist status)

Not applicable

B3.4 Specialist school specialism attainment targets (applies only to schools with specialist status)

Not applicable

B3.5 Specialist school students' achievement targets (applies only to schools with specialist status)

Not applicable

B3.6 Specialist school specialism participation targets (applies only to schools with specialist status)

Not applicable

B3.7 Optional targets for pupil referral units

Not applicable

B3.8 Other statutory targets for special schools (applies only to learners in Years 6, 9 and 11)

Not applicable

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Sub-section B4: Information about exclusions, transfers and retention

B4.1 and B4.2 Exclusions and transfers of learners in maintained settings by ethnicity

Please give in B4.1 the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in B4.2 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved.

Please provide the start and end date of the year for which the data is entered into B4.1 and B4.2:

	From: 08/September/2008				To: 20/July/2009			
	B4.1 Exclusion				B4.2 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British	0	0	0	0	0	0	0	0
White - Irish	0	0	0	0	0	0	0	0
White - any other White background	0	0	0	0	0	0	0	0
Mixed - White and Black Caribbean	0	0	0	0	0	0	0	0
Mixed - White and Black African	0	0	0	0	0	0	0	0
Mixed - White and Asian	0	0	0	0	0	0	0	0
Mixed - any other mixed background	0	0	0	0	0	0	0	0
Asian or Asian British - Indian	0	0	0	0	0	0	0	0
Asian or Asian British - Pakistani	0	0	0	0	0	0	0	0
Asian or Asian British - Bangladeshi	0	0	0	0	0	0	0	0
Asian or Asian British - any other Asian background	0	0	0	0	0	0	0	0
Black or Black British - Caribbean	0	0	0	0	0	0	0	0
Black or Black British - African	0	0	0	0	0	0	0	0
Black or Black British - any other Black background	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0
Gypsy/Roma	0	0	0	0	0	0	0	0
Traveller of Irish Heritage	0	0	0	0	0	0	0	0
Any other ethnic group	0	0	0	0	0	0	0	0
Parent/carer/learner preferred not to say	0	0	0	0	0	0	0	0
Information not obtained	0	0	0	0	0	0	0	0
Total number of exclusions / transfers of boys / girls	0	0	0	0	0	0	0	0

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B4.3 and B4.4 Exclusions and transfers of learners in maintained settings, with special educational needs and/or disabilities

Please give the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in B4.4 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved.

Please provide the start and end date of the year for which the data is entered into B4.3 and B4.4:

	From: 03/September/2008				To: 20/July/2009			
	B4.3 Exclusion				B4.4 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
School Action / Early Action	0	0	0	0	0	0	0	0
School Action Plus / Early Action Plus	0	0	0	0	0	0	0	0
Statement of special educational needs	0	0	0	0	0	0	0	0
Learners not included in the above, who have disabilities under section 17 of the Children Act 1989	0	0	0	0	0	0	0	0
Other (please specify)	0	0	0	0	0	0	0	0
Total number of exclusions of boys / girls with special educational needs and / or disabilities	0	0	0	0	0	0	0	0

B4.5 Retention post-16

Not applicable

B4.6 Routes taken by learners aged 15+

Not applicable

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Sub-section B5: Information about provision

B5.1 Teaching time

Please give the total teaching time each week (to the nearest half hour). Please refer to the helpbutton guidance.

	Teaching time
0-3	0.5
3 to the end of the Early Years Foundation Stage, excluding Reception	23.5
Reception classes	15
Key Stage 1	23.5
Key Stage 2	23.5
Key Stage 3	0.5

B5.2 Curriculum description

Please provide any information about how the curriculum is organised throughout the school. For example, about option choices, support/withdrawal teaching, work-related learning and/or, in the Early Years Foundation Stage, about child initiated activities, adult led activities etc. Include any relevant additional groups and/or subjects.

The Foundation Stage Curriculum follows the statutory guidelines. Foundation Stage learners share a registration group with Y1 and occasionally share activities and starting points when appropriate. However, separate planning is provided for Foundation Stage learners and they learn through a 'stepping stones' approach to the areas of experience. A typical day will include: Registration, Collective Worship, physical activity, Progression in Phonics, Numeracy or Literacy, play (role play, self-initiated, collaborative, small-world etc) artistic/creative activities.

Activities are led by the teacher or, occasionally, our highly experienced Foundation Learning Support Assistant.

Key Stage 1 learners follow the national strategy, Literacy and numeracy generally being taught in the mornings. There is a timetable for KS1 but this is flexible according to the needs of the children and the class teacher's plans for learning. Key Stage 1 and Key Stage 2 planning is based on an integrated, creative and flexible curriculum.

Years 3 and 4 are grouped together as are Years 5 and 6. Planning for learning is based on a two year cycle, all National Curriculum 'subjects' are experienced. Pupils are generally grouped in ability groups. Learning support assistants generally work in classes alongside the teachers as well as in separate locations (see below) according to needs.

Target groups or individuals are, occasionally, withdrawn at times in order to experience key areas of learning through a variety of intervention programmes, led by Learning Support Assistants.

Discrete and cross-curricular ICT sessions are experienced by all learners, in small group rotation, throughout each week. Each classroom also having several lap-tops for cross-curricular ICT activities. Each classroom, the ICT suite and a 'support' room have 'smartboards'.

Peripatetic teachers (flute, clarinet, guitar and violin) visit school each Tuesday when over 35% of the pupils attend music lessons.

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B5.3 Banding and setting

Please indicate how your school organises classes in English, mathematics and science, by placing a tick in the relevant boxes. If your school uses banding or setting for any other subjects, please record the details in the text box below.

	English				Mathematics				Science			
	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods
YR	X				X				X			
Y1	X				X				X			
Y2	X				X				X			
Y3	X								X			
Y4					X				X			
Y5	X				X				X			
Y6	X				X				X			
Y7												
Y8												
Y9												

Although we do not 'set' groups for English, Mathematics or Science, teacher do organise pupils in ability groups WITHIN their own classes and according to the 'subject' being taught.

B5.4 Diploma programme

Not applicable

B5.5 Post-16 programmes

Not applicable

B5.6 Provision of sport

Please give the number of pupils provided with at least two hours per week of high quality sport.

Number of pupils provided with at least two hours per week of high quality sport	90
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B5.7 School lunches

Please give the number of pupils who take school lunches.

Number of pupils who take school lunches	55
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Sub-section B6: Information about staffing

B6.1 Number of teachers

Please indicate the numbers of qualified and unqualified teachers in each of the categories in the table. Please give full-time equivalent (FTE) figures throughout, apportioning staff appropriately.

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Qualified teachers (including the headteacher)	0	0	0	4.5	0	4.5
Unqualified teachers	0	0	0	0	0	0
Total FTE	0	0	0	4.5	0	4.5

B6.2 Support teachers for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

Of the qualified teachers included in 6.1 (number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support teachers funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support received in last year from Traveller Education Support Service						0
Support teachers funded through LA or other funding sources						0
Total FTE	0	0	0	0	0	0

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B6.3 Teaching assistants and other education support staff

Please give the numbers of education support staff in each of the categories below. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Qualified nursery assistants and trained teaching assistants	0	0	0	1	0	1
Teaching assistants trained to support learners with special educational needs and/or disabilities	0	0	0	0	0	0
Other teaching assistants	0	0	0	2	0	2
Other education support staff	0	0	0	1	0	1
Total FTE	0	0	0	4	0	4

B6.4 Support staff for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

Of the support staff included in 6.3 (teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support staff funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support staff funded through LA or other funding sources						0
Total FTE	0	0	0	0	0	0

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B6.5 Staff in the childcare provision

Please indicate the numbers and qualifications of all staff deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Children 0 to under aged 3 years	Children aged 3 years to the end of the Early Years Foundation Stage, excluding Reception	Total FTE
Qualified teacher status			0
Early years professional status			0
Qualified nursery assistants			0
Trained teaching assistants			0
Teaching assistants trained to support learners with special educational needs and/or disabilities			0
Other unqualified support staff			0
Total FTE	0	0	0

Please indicate the name of the registered person.

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B6.6 Staff turnover - leavers

Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who left the school during the previous and current academic years.

If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have left this area of work over the last 2 years.

	Full-time equivalent	
	Total leaving in previous academic year	Total leaving in current academic year
Senior leadership team member holding QTS	0	0
Of which:		
Headteacher	0	0
Deputy or assistant headteacher	0	0
Head of year	0	0
Senior leadership team member not holding QTS	0	0
Of which:		
Headteacher	0	0
Deputy or assistant headteacher	0	0
Head of year	0	0
Classroom teacher holding QTS	0	0
Of which:		
Subject coordinator	0	0
Classroom teacher not holding QTS	0	0
Of which:		
Subject coordinator	0	0
Education support staff	0	0

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Of which:		
Higher level teaching assistant	0	0
Teaching assistant	0	0
Technician	0	0
Other	0	0
Total	0	0
Childcare: Children 0 to under aged 3 years	0	0
Childcare: Children aged 3 years to end of the Early Years Foundation Stage	0	0
<i>Please use this box to add any explanatory comments regarding staff leaving the school</i>		

B6.7 Staff turnover - joiners

Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who took up their appointment at the school during the previous and current academic years. If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have been appointed to this area of work over the last 2 years.

	Full-time equivalent	
	Total joining in previous academic year	Total joining in current academic year
Senior leadership team member holding QTS	0	0
Of which:		
Headteacher	0	0
Deputy or assistant headteacher	0	0
Head of year	0	0
Senior leadership team member not holding QTS	0	0
Of which:		
Headteacher	0	0
Deputy or assistant headteacher	0	0
Head of year	0	0
Classroom teacher holding QTS	0	0
Of which:		
Subject coordinator	0	0
Classroom teacher not holding QTS	0	.4
Of which:		
Subject coordinator	0	0
Education support staff	0	0

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Of which:			
	Higher level teaching assistant	0	0
	Teaching assistant	0	0
	Technician	0	0
	Other	0	0
	Total	0	0.4
	Childcare: Children 0 to under aged 3 years	0	0
	Childcare: Children aged 3 years to end of the Early Years Foundation Stage	0	0
<i>Please use this box to add any explanatory comments regarding staff joining the school</i>			
An NQT joined the staff team, on a part-time basis, in January 2010.			

B6.8 Temporary teachers and teaching vacancies

Please give the number of vacant posts and the number of posts currently filled by agency, supply or relief teachers, or by teachers on short-term contracts of less than a full school year. Please give the full-time equivalent figure.

Number of vacancies filled by teachers on temporary contracts of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	0
Total number of vacant teaching posts (FTE)	0

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Sub-section B7: Information about finance and resources

B7.1 Financial information for the year April to March

From April	2008	To March		2009
Income and expenditure (£)		Balances (£)		
Total income	439437	Balance from previous year		72633
Total expenditure	445089	Balance carried forward to the next year		66981.0
Expenditure per pupil	4945.4	% of deficit or balance carried forward to the next year		13.1

Please add an explanation if the deficit or carry forward is greater than 5% of the total budget

The school's ICT Learning Support hours have continue to be extended as we recognise the need to develop and improve all learners' ICT capabilities and skills. We have employed a new part-time Learning Support Assistant (cost £7500 pa). We have also increased the hours of general Learning Support Assistant in order to support pupils with Special Educational Needs. We continue to employ an MFL part-time teaching assistant (cost £3000). We have plans to continue to employ a GTP student teacher as an unqualified teacher (cost: £4000 pa). Most significant of all, we plan to open a new classroom in the near future and will need to employ a teacher (or FTE) as well as purchase resources for the new room.

B7.2 and B7.3 Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DCSF. You can access the appropriate website by clicking on the following link -

<https://sfb.teachernet.gov.uk/login.aspx>

Full guidance can also be obtained from the website.

B7.4 Number of computers for learners' use

Please give the number of learners to computers

Number of learners (from B2.1)	90
Number of computers	20
Number of learners per computer	4.5

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Section C: information about compliance with statutory requirements

Please complete the following table relating to statutory requirements.

Please complete each question in this section by placing a tick in the relevant column to indicate how far statutory requirements are being met.

Fully in place: all statutory requirements that apply to your school are fully in place

Partly in place: most statutory requirements are in place, but action needs to be taken to ensure that they are fully in place

Not in place: the statutory requirements that apply to the school are not in place and action needs to be taken to ensure that they are.

Where action is needed, please provide an explanation in the space provided, and indicate what action the governing body is taking.

The curriculum

	Fully in place	Partly in place	Not in place
C1. Every learner receives the full statutory curriculum that the school must provide. (Note: if aspects of the curriculum are disapplied, please indicate partly in place and explain below.)	X		
C2. The school provides teaching of religious education for all learners in accordance with the locally agreed syllabus (or otherwise, in accordance with relevant prescribed exceptions) and has told parents/carers of the right to withdraw their children.	X		
C3. The school provides a daily act of collective worship for all learners and has told parents/carers of the right to withdraw their children and, where applicable, sixth formers of their own right to withdraw.	X		
C4. The school has a written policy on sex and relationships education, and has made it available to parents/carers.	X		
C5. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education (other than that required by the national curriculum) and, if doing so, has agreed the content and organisation of the programme and has told parents/carers about it and the right to withdraw their children.	X		
C6. <i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education (other than that required by the national curriculum) and has told parents/carers about it and the right to withdraw their children.	X		
C7. The school meets fully the learning and development requirements of the Early Years Foundation Stage.	X		

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Equality & diversity

	Fully in place	Partly in place	Not in place
C8. The governing body has implemented policies and practices to ensure that it does not discriminate unlawfully against learners, job applicants or staff on the grounds of, gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital/civil partnership status or age (where applicable).	X		
C9. The governing body complies with its general duties under the Sex Discrimination Act 1975 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> • a gender equality scheme (or a single equality scheme that clearly incorporates a gender equality scheme) which includes arrangements to: <ul style="list-style-type: none"> - monitor the implementation of the scheme and - assess its impact on staff, learners and parents/carers. 	X		
C10. The governing body complies with its general duties under the Race Relations Act 1976 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> • a race equality policy (or a single equality scheme that clearly incorporates a race equality policy) which includes arrangements to: <ul style="list-style-type: none"> - monitor the implementation of the scheme and - assess its impact on staff, learners and parents/carers. 	X		
C11. The governing body complies with its general duties under the Disability Discrimination Act 1995 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> • a disability equality scheme (or a single equality scheme that clearly incorporates a disability equality scheme) which includes arrangements to: <ul style="list-style-type: none"> - monitor the implementation of the scheme and - assess its impact on staff, learners and parents/carers. 	X		

Learners with special educational needs and/or disabilities

	Fully in place	Partly in place	Not in place
C12. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, publishes its policy and makes it known to parents/carers and reports annually on the success of its policy.	X		
C13. The school meets the requirements of Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the (DRC) code of practice for schools (2002). The school publishes and informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these.	X		
C14. The school has appointed a special educational needs coordinator and has ensured that the post holder has received training.	X		

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Learners' care and well-being

	Fully in place	Partly in place	Not in place
C15. The school has procedures in place to ensure that it meets all relevant health and safety legislation.	X		
C16. The school has a child protection policy and procedures in place that are in accordance with local authority and DCSF guidance and locally agreed interagency procedures, (and the policy is made available to parents/carers on request).	X		
C17. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.	X		
C18. The school complies with the welfare requirements of the Early Years Foundation Stage.	X		
C19. The school complies with its duties under s43, 44 and 45 of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice.	X		

Informing parents/carers

	Fully in place	Partly in place	Not in place
C20. The headteacher and/or governing body as appropriate ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.	X		
C21. The headteacher (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.	X		
C22. The school keeps parents/carers and prospective parents/carers informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations.	X		

Leadership and management

	Fully in place	Partly in place	Not in place
C23. Where applicable, the governing body has met the Financial Management Standard in Schools	X		
C24. The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.	X		
C25. The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements.	X		
C26. The governing body has secured that the provisions in the School Teachers' Pay and Conditions Document and any associated regulations relating to terms and conditions, including performance management and induction, have been implemented for all teachers and the headteacher.	X		
C27. The governing body has all relevant complaints and appeals procedures, as set out in the DCSF guide to the law for school governors.	X		
C28. The governing body fulfils the requirements to promote community cohesion.	X		
C29. The school meets the current government requirements regarding safeguarding children and safer recruitment.	X		
C30. The governing body ensures that childcare is registered, where this is required by the Childcare Act 2006, and complies with all necessary registration requirements.	X		

Please state briefly what action is being taken to deal with requirements that are partly in place or not in place.

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