



Heathfield Infant School

SEF Summary 2015-16

Outcomes for Pupils

Strengths:

Progress in both Nursery and Reception is good. The percentage of pupils leaving each phase working at age related expectations has shown a very large increase across all development bands over the last 2 years. The percentage of pupils attaining a Good Level of Development at the end of Reception has increased from 18% in 2013 to 63% in 2015. For the last 2 years results of the phonics screening test in Year 1 have been significantly above the national and Richmond averages. The strong focus on increasing the percentage of pupils who complete Year 2 attaining a 2b+ in all 3 subjects resulted in a 15% increase from 53% to 68% in 2015.

Teaching, Learning and Assessment

Strengths:

A culture of high expectations is established across the school. Teachers and other adults enthuse and motivate pupils to participate in lessons. Pupil engagement and resilience is a significant feature in most lessons. Time is used effectively, and the very large majority of pupils are keen to do well and apply themselves to their work at a good pace. Teachers take every opportunity to develop pupils' communication skills and enhance their vocabulary. Good subject knowledge and a confident use of interactive whiteboards are used to maximise learning. Consistent systems for marking in Key Stage 1 and collecting evidence in Early Years have become

embedded over the last year.

Spiritual, Moral, Social and Cultural

The curriculum and enrichment activities provide children with a wide range of opportunities to develop their understanding of these areas while making progress academically. A range of visits enhance and widen children's experiences and assemblies help develop their understanding of faith and moral issues, including British values

Personal Development, Behaviour and Welfare

Strengths:

Consistent and age-appropriate approaches to behaviour management provide all staff with a clear framework to guide and support pupils in their learning. All adults understand the school's expectations and incidents of misbehaviour are rare. Pupils are considerate, respectful and courteous towards staff and each other. Evidence from monitoring indicates that learning behaviour in lessons is at least good and often outstanding. Relationships between pupils and adults are a strong feature of the school. Care, guidance and support for all pupils are good. The designated leader responsible for safeguarding ensures that there is a consistent culture of vigilance within the school.

Leadership and Management

Strengths:

Consistency is a strong feature of the school. A robust system for monitoring teaching and outcomes demonstrates that policies and procedures are applied consistently by teaching and non-teaching staff and that this has had good impact on the pupils' learning and end of phase attainment. The development of this consistency has been underpinned by the Federation with the Junior School. Members of the Governing Body regularly take part in monitoring activities such as lesson observations, learning walks, pupil progress meetings and work scrutinies. Year Group Leaders perform a key role in the leadership and management of the school. Working with their teams they ensure that a broad, balanced and vibrant curriculum underpins the good teaching and learning.

Effectiveness of Early Years provision

Strengths:

The highly experienced Assistant Head leads a cohesive, forward looking team in Nursery and Reception that is built on a shared understanding and high expectations. As a result provision across EYFS is consistently good and contributes effectively to children's personal development, learning and achievement, behaviour and welfare. Consistently good teaching enables the large majority of children to make better than expected progress from their starting points.

Additional Information

Details of the school's current areas for development can be found on the website under the tab School Action Plan Summary. Further information about the outcomes for pupils last year are outlined in the document Pupil Achievement Data.