



# Heathfield Junior School

## SEF Summary 2018-19

### Leadership and Management

Sustained improvement over the last ten years reflects the determination of the leadership at all levels to pursue excellence and provide children with the best possible outcomes. The school takes the view that all staff are leaders and as a result professional standards and behaviours are consistent across all groups of staff. Clearly developed systems and teams, embedded in a culture of trust, high expectations and responsibility results in effective distributed leadership. Governors have a clear understanding of the vision, ethos and strategic direction of the school. The governing body is rigorous in ensuring that it fulfils its statutory duties and takes an active part in regular monitoring activities.

#### Area for Development:

Strengthening Federation Leadership through further development of teams.

### Personal Development, Welfare and Safety

#### Strengths:

Children are considerate, respectful and courteous towards staff and each other. This good behaviour reflects their embedded understanding of the school's expectations and its clear and strong ethos that focuses on learning and progress. As a result the school is well-ordered and safe.

Relationships between children and teachers/teaching assistants are a strong feature of the school. Care, guidance and support for all children are outstanding.

Over the last three years there has been a significant improvement in attendance, supported by a range of rewards and competitions.

Attendance since the start of the year has been consistently above the national target of 96%.

#### Area for Development:

Refreshing the school's house point reward system.

### Teaching, Learning and Assessment

#### Strengths:

There is a well-established and robust system for monitoring teaching and learning. Lesson observations, tracking progress and sampling children's work indicate that most teaching across the school is good with some features that are outstanding. An open and honest culture enables leaders to "pop in" to classes regularly and so gain a clear picture of teaching over time.

Teachers and support staff know their children very well and enthuse and motivate them in lessons. High levels of engagement and resilience is a significant feature in most lessons. Time is used effectively, and children are keen to do well and apply themselves to their work

at a good pace. Thorough on-going assessment enables children to be challenged and supported in their learning.

#### Areas for Development:

Progress in writing

### 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.

### Outcomes

#### Strengths:

For the second year running there was an improvement in attainment and progress at the end of Year 6. The percentage of pupils meeting the expected standard was above the national average in all subjects. The number reaching greater depth was +5% above national. Progress measures for the school were above national in reading and significantly above in writing and maths where it was placed in the top 25% of schools nationally. Consistently good teaching and assessment throughout the Key Stage and the use of individual target test scores in reading and maths in Year 6 contributed to these good outcomes.

#### Area for Development:

Increase the percentage of pupils (in receipt of Pupil Premium) working within age related expectations in July 2019 so that it is higher than in July 2018 in all year groups and across all subjects.