



Westmoor Primary School Spring Self Evaluation 2016/17

School Context	
<p>Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<ul style="list-style-type: none"> • Westmoor Primary is a larger than average school in the North West of North Tyneside. We currently have 344 on roll, including 44 part time Nursery (323 FTE) • Westmoor has high stability levels. • The majority of children come from 4 main wards, Benton, Longbenton, Killingworth and Camperdown. • We have a fairly even balance of gender across the school with the exception of current year 4 children 37.8/62.2%, and current year 6 38.6/61.4% split with girls being the higher percentage. • 7.6% of pupils are eligible for FSM which is less than the National figures and is a downward trend. • 9.7% of pupils are from minority ethnic groups; this is gradually rising each year. National 30.7% • 5.4% of pupils' first language is not, or not believed to be English in comparison to National of 19.5% • 2.9% of pupils have SEN support in comparison to 13% Nationally. • 0.3% of pupils have an SEN statement or EHIC plan, which is less than the National picture of 1.4%. • Westmoor is 0.13 deprivation indicator which is less than the National of 0.24. • Attendance is currently 95.8% which is in line with last year's figures. Attendance has risen from satisfactory to high and this has been maintained over the last 5 years. • Attainment on entry is generally in line with the national average. • Persistent absentees
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>School had significant turbulence in the academic year (12/13) with teacher interpretation to union guidance "Action short of Strike". In response, systems were reviewed in school and monitoring became more rigorous and is now embedded. There have been recent internal staff changes. The Assistant Head Teacher became Deputy Head Teacher in September 2015 and the vacant Assistant Head Teacher post was advertised internally as a temporary one year post, beginning September 2016, prior to external advert. The Inclusion Manager and Foundation Stage Manager were both appointed as AHT, providing them with relevant CPD The SENCO has become Inclusion Manager giving breadth to her role. The vision and aims of the school were revisited three years ago and we are driven by our 3 core values – TRUTH, OPPORTUNITY, & CELEBRATION. Staffing is settled and the team is proactive in its drive for improvement. There is a real sense of pride in the school from all stakeholders. We have 4 teachers on maternity leave from the start of the academic year and we are confident that cover teachers will bring strength to the team. Westmoor is an active and dynamic member of ShiNE Teaching School Alliance (TSA) and George Stephenson TSA and a member of North Tyneside Learning Trust (NTLT)</p>
<p>Curriculum and Timetable <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.</i></p>	<p>Pupil Admission Number (PAN) is 45. School currently operates a 52 part time place (15 hours morning or 15 hours afternoon) Nursery. Over the past 3 years we have seen a decline in numbers, particularly for afternoon places. School admits rising 3s in January. Reception is organised into 2 classes of 22 and 23. Thereafter, the cohort of 45 is split into pure and mixed age classes. (Year 1, 1/2, 2. Year 3, 3/4, 4. Year 5/6, 5/6, 5/6). Children are set by ability for Maths and English throughout Key Stage 2 which enables more specific teaching. This enables greater opportunity for challenge for children at age related expectations or above, and teaching assistants are targeted during literacy and numeracy to support those with Education Health and Care Plans and to support targeted teaching to lower ability children. From Spring term, phonics is delivered in small mixed age groups which is phase specific. The curriculum is topic based and planned over a two year cycle. Children, parents and staff enjoy this approach which ensures creativity in the curriculum. School offers a range of after school activities such as cheerleading, Zumba, handicrafts. The full menu is available on the website. In general, Maths and English is taught of a morning and Topic of an afternoon. We are a healthy school and children receive their entitlement to PE.</p>
<p>Other features <i>Any other features which affect your school but which are largely outside your control.</i></p>	<p>Westmoor is a popular school, so has very few pupil places. School has limited additional classroom space, but offers a range of peripatetic music services.</p>

1 Overall Effectiveness	Overall 1/2 +
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E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	<ul style="list-style-type: none"> Westmoor Primary School provides an outstanding education for the pupils in its care. Children enter the school broadly average, but leave significantly above National, (with the exception of 2014 Y6 cohort) resulting in outstanding attainment and progress. With the changes to the testing in 2016 of reading and SPaG, the school experienced an unexpected data set which was not in line with teacher assessment. The school have been proactive in analysing and addressing this. The school targets pupil premium well, narrowing the gap in attainment of vulnerable groups. Teaching is often outstanding and never less than good. Safeguarding is exemplary and the school is committed to the promotion of SMSC. Behaviour is exceptional. There is an energised, positive climate for learning. The Leadership and Management team communicate a clear vision and direction for the school. The Governing Body is effective and determined and knows the school very well. They contribute significantly to the vision and direction of the school. There were no identified weaknesses in the dataset on the Ofsted Inspection dashboard 2015 Weaknesses in 2016 are reading: progress for middle attaining boys and attainment in reading. However school was not below the National average.
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Sub-criterion	1234	Strengths	Areas for Development	Action/Responsible/Deadline
Leadership and management	1	Leaders and Governors have created a culture that enables pupils and staff to excel. They are uncompromising in their ambition. The ethos and culture of the school prevents any form of direct or indirect discriminatory behaviour. Relationships between staff and pupils are exemplary and based on mutual respect.	Revisit core values on training day to ensure positive climate. Refine pupil tracking data to produce concise information for all groups with a shared staff understanding	Leadership and Management team January 2017
Quality of teaching, learning and assessment	1	The quality of teaching, learning and assessment is at least good and much is outstanding. Staff reflect on and debate the way they teach, sharing good practice. Teachers plan lessons effectively, embedding knowledge, understanding and skills securely. Subject knowledge is introduced progressively and with appropriate challenge for all, ensuring mastery of the curriculum.	Monitor expectations and opportunity for challenge for more able pupils. Develop robust action plan for Literacy - particularly reading	Termly: HT Numeracy and Literacy Leaders AHT
Personal development, behaviour and welfare	1	Children apply a well developed understanding of right and wrong, through a consistent school approach.Children reflect on events and have an understanding of the consequences to their actions. Pupils appreciate the viewpoint of others. Children are clear of consequences and sanctions.	Staff CPD regarding behaviour management	HT Autumn 2016 IM Autumn 2016
Outcomes for pupils	2	Staff work hard for the best holistic outcomes for their pupils. Staff know their pupils extremely well and progress is discussed half termly, particularly for vulnerable groups. Children enter Nursery broadly in line, although individuals have some specific challenging needs. Pupils leave Reception broadly in line with National expectations, however make rapid progress across the phase. KS1 to KS2 measures demonstrate outstanding outcomes.	Refine use of target tracker to track progress in term. Identify low, middle and higher attainers from KS1 measures and track to ensure progress across Key Stage 2 Evaluate effectiveness of Nursery baseline data	HT Autumn 2016 HT Spring 2017 Spring 2017 FS Manager

16-19 or EYFS	N/A			
SMSC and Physical Wellbeing	1	The schools thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. Children have a clear sense of identity, self worth and a sense of belonging. Children are proud to be part of "The Family of Westmoor" and the school's core values pervade everyday practice	Develop outdoor activity stores with equipment for focussed activities.	HT IM Autumn 2016/Spring 2017
Safeguarding	1	Safeguarding is effective	Safeguarding audit to inform action Safeguarding Governor to audit school.	HT Autumn 16 Safeguarding Governor Spring 2017

2 Leadership & Management

Overall 1

E. Summary

- The Head Teacher and the Leadership and Management Team of the school have high aspirations for the school. They have a clear vision and direction for the future of the school that is clearly communicated to all staff, providing strategic direction. Core values of “TRUTH, OPPORTUNITY and CELEBRATION” pervade daily practice.
- The Head Teacher has a very good relationship with all of the staff and there are excellent working partnerships between the adults, children and within the community.
- The Head Teacher has a commitment for improvement and passion and enthusiasm for the school to succeed. This is built on a further commitment to develop all staff through induction, empowerment and supported delegation.
- Leaders and Governors are committed unwaveringly to setting high expectations for the conduct of pupils and staff.
- Leaders at all levels are highly ambitious and determined to continue to improve teaching and pupils’ achievement through detailed knowledge of pupil achievement and understanding of the talents of staff.
- A clear performance management structure is in place, maximising opportunities for all staff to lead and manage areas of interest. This is underpinned by challenge and support.
- Continued Professional Development (CPD) is planned for teaching and support staff and focuses on teaching and learning. Staff actively seek CPD from outside providers and through local collaboration.
- Staff are observed termly with a mid and end point review of performance management targets.
- Subject Managers self-evaluate through observing and providing feedback on lessons and through monitoring of their subject areas.
- Opportunities are provided for peer coaching for teaching and support staff
- Membership of ShiNE Teaching School Alliance, George Stephenson High School Teaching School Alliance and North Tyneside Learning Trust, affords staff the opportunity to deliver CPD for wider audiences.
- Through internal promotion the leadership and management team has been strengthened. This team is keenly aware of strengths and areas for improvement. They are proactive, aspirational and relentless in pursuit of a first class experience for all.
- The governing body is effective and determined and knows the school very well. They contribute significantly to the vision and direction of the school. Governors bring a great deal of experience and a wide range of skills which they use to great effect. ([Governors’ skills matrix](#)). Governors monitor the school’s performance rigorously and systematically ask challenging questions to promote further development. They are highly ambitious for the achievement and welfare of the pupils and make sure that they are very well informed about all aspects of school life. The Governors are acutely aware of the school’s financial and performance picture.
- Governors have completed a SEF and have an action plan for a small number of points. This needs to be reviewed.
- Leaders and Governors actively seek parental views. Providing feedback and offering solutions. Parents are comfortable to approach staff with any concerns.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- “Seeing is Believing” sessions validate positive parental views.
- PE, sport and health: pupils are given a wide breadth of opportunities through curriculum work, after school clubs and enrichment activities. Funding has been spent to improve facilities and targeted CPD to ensure outstanding provision. This has had a positive impact on the health and wellbeing of our pupils. I-pads have been purchased to capture evidence of PE in photographic and video form.
- School holds a range of recognised awards e.g. [Healthy Schools](#), [Quality Mark for Basic Skills](#), [I Can](#), [Eco School](#), [International Schools](#), currently pursuing [Artsmark Award](#)

<p>C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • The core values will pervade all that we do in school and are communicated regularly to children and to parents. • Continue to update the Governor file to enable all Governors to have access to key information. • Update the Governor SEF and action plan with key group. • Ensure assessment is robust and effective. • Refresh awards. • Leadership and Management team to allocate specific planning days to enable shared responsibility.
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Sub-criterion	1234	Strengths	Areas for Development	Action/Responsible/Deadline
Student progress	2	Historically Key Stage 2 results are a strength of the school and the school is frequently above National, demonstrating at least good achievement from entry to exit.. Book scrutinies evidence at least good progress of all pupils across the year in every cohort and children can verbalise how their work has improved.	Streamline school data to produce clear, concise records which are understood by all. Use a range of information, including data to ensure an accurate picture of on entry and exit through Foundation Stage.	Leadership and Management team December 2016 FS Manager with support from LA during Assisted Review.
Performance Management	1	There is a strong robust system and annual plan for monitoring. Underperformance is identified and tackled with supportive Action Plans. Good practice is shared by peer observations and mentoring. There is a link between salary progression and performance (anonymised summary of quality of teaching over time). Weekly CPD sessions for teachers and support staff are targeted according to identified whole school needs (see CPD lists) and individuals attend local training for specific needs. Head Teacher performance management targets are challenging and set by the Governors with advice from the School Development Partner. These are then filtered to all teaching staff. Targets reflect the level of responsibility of the post holder. There is an understanding of each other's capabilities and limitations. Staff are empowered and there is supported delegation (overview of staff responsibility).	Collate evidence over time for quality of teaching which is anonymised.	HT Autumn 2016
Curriculum	1	The broad and balanced curriculum inspires pupils to learn. It is exciting and meets the needs of learners by ensuring cross curricular links and enrichment to strengthen learning (medium term planning). Staff plan as a phase to ensure equality across mixed classes	Accessibility for SEND pupils: purchase ICT equipment and use clicker 6.	IM Autumn 2016
Expectations, culture and behaviour	1	Leaders and Managers are approachable, responsive, sensitive, calm and controlled and are articulate, reasoned and informed. They support staff professionally and personally. A positive culture pervades the school. Leaders and Managers are determined and are dynamic and forward thinking. They have regular meetings to consolidate the work of the team. Staff are empowered to make decisions and act on their own initiative. They believe that every problem has a solution and any member of staff can find that solution. There is a purposeful, well ordered working atmosphere where children are valued and their contribution appreciated. Children's work is displayed well and the work environment is attractive (photographs).	Deliver staff training day in January re: positive culture and shared vision Re- establish seeing is believing sessions	HT January 2017 HT February 2017
Governance	2	Governors are committed and challenge and support school improvement and bring a wide range of expertise (skills matrix). They support the school to work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievement for all pupils.	Update Governor SEF Place Governor information on edu-base Create electronic Governor file on	Summer 2017 HT and admin Autumn term HT and Admin Apprentice February

		Membership of North Tyneside Learning Trust, shiNE Teaching School Alliance, George Stephenson Teaching School Alliance.	website which is password protected Proceed with due diligence to be best informed with regards to Multi Academy Trusts.	2017 HT report termly to Governors as to Local and National developments
Promotion of equality of opportunity	1	Pupil Premium half termly pupil progress meetings are held and progress is monitored for all those in receipt of pupil premium. The pupil premium strategy is reviewed annually and is available on the website. This is highly accurate in evidencing expenditure.	Produce quantitative measure of progress. Develop areas that will promote self-esteem and aspirations through further staff training.	IM Autumn/Spring
Protection from radicalisation and extremist views	1	There is a detailed and coherent programme of professional development that includes training on safeguarding and child protection. Staff have undergone Prevent training.	DSLs to attend regular training.	HT IM
Safeguarding	1	Policies are regularly reviewed and all staff have signed a declaration to state they have read and understood all documentation. There are regular fire drills and call point tests (fire safety file). All teaching and learning staff are first aid trained, with support staff being paediatric trained (certificates). Nominated safeguarding Governor. Annual review of risk assessments . The school has secure procedures to ensure visitors to school are suitable and checked and monitored as appropriate. A nominated Governor carries out a termly health and safety inspection . School follows appropriate recruitment procedures.	Produce information for visitors in leaflet form alongside the overview at reception. Nominate new Governor to re-establish this	HT and admin apprentice Autumn 2016 Spring 2017 HT

3 Quality of Teaching, Learning and Assessment

Overall 1

E. Summary

- The quality of teaching is often outstanding and never less than consistently good. Procedures exist so that on the rare occasion that this is not so, then immediate support is implemented.
 - Autumn 2015 observations: 5/13 outstanding (38%) 7/13 good (54%) 1/13 requires improvement (8%)
 - Spring 2015 Observations: 13/17 outstanding (76%) 4/17 good (23%)
 - Autumn 2016 Observations:
- As a result almost all pupils on school roll are making rapid and sustained progress. Teachers evaluate pupil progress exceptionally well, including that of intervention packages. Teachers plan for vulnerable groups and track progress with confidence. Targeted support is reviewed regularly to ensure maximum benefit.
- Teaching shows a high level of expectation and appropriate levels of challenge for all abilities.
- Teaching from the leadership and management team is consistently outstanding
- The curriculum is taught through a creative topic approach with full coverage of key skills. Teachers have superb subject knowledge and plan effectively for SMSC and British Values. There is an energised, positive climate for learning.
- Support staff are highly skilled and committed to their professional development. Peer coaching is becoming effective in sharing best practice. This has been developed by a teacher's action research project
- Teaching assistants play a valuable role in helping pupils to learn. They have a very detailed knowledge of what individual pupils need in order to learn. They use this information extremely well and intervene exceptionally well to help pupils overcome any difficulties which might slow their learning.
- Quality feedback marking ensures that pupils are acutely aware of their next steps to improve. A range of AFL strategies ensure active participation and high levels of engagement from all pupils in lessons.
- A range of monitoring and evaluation evidences that reading, writing and mathematics are well taught.
- Parental questionnaires and pupil voice evidences that our pupils enjoy school.
- It is clearly evident that Westmoor staff care deeply for the pupils in their care, having a shared knowledge and understanding of any challenges they may be facing.

C. Even Better....

To reach the next grade or to continue to be outstanding we need to:

- Clear induction procedures with close mentoring of new members of staff or those new to a year group. Model expected practice and address errors.
- Peer coaching and CPD have been planned to develop staff's understanding of what outstanding teaching is.
- Monitor challenge and differentiation.
- Curriculum leaders continue to attend subject CPD and networks.
- Evidence British Values in the environment.

	1234	Strengths	Areas for development	Action/Responsible/Deadline
Learning	1	Any distractions to learning are dealt with swiftly and with mutual respect. Staff refer to the core values routinely. These standards ensure pupils treat one another respectfully. Pupils concentrate on learning and are rarely distracted. Positive relationships allow children to take risks with their learning. Pupils seek and value, contributions from their peers through paired work and collaborative groups.	Consider research as to value of homework, spellings, setting and meta cognition	HT DHT AHTs Summer 2017
Teachers' expectations	1	Teachers have consistently high expectations of what pupils can achieve, including most able and disadvantaged pupils (pupil progress meetings). Effective mentoring of NQTs and of phase teams promotes strong working relationships and an open and honest culture. Teachers use tracking data to communicate honestly with parents regarding pupil	Monitor expectations and opportunity for challenge for more able pupils.	HT, Literacy and Numeracy Leads and LA consultants. Half termly

		achievement.		
Teachers' expertise, planning and strategies	1	Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge (CPD records), that is communicated well to pupils (lesson observations, HT drop-ins, books). Teachers are enthusiastic (staff questionnaire) and this inspires and motivates pupils. The teacher engages pupils by relating learning to interesting examples, contexts or first-hand experiences (curriculum planning). Teaching is flexible and responds to the needs of all pupils (pre and post assessments, feedback marking). Questioning is perceptive, enhancing and challenging pupils knowledge, skills or understanding (weekly planning). Misconceptions are addressed, enabling at least good progress. Teachers plan as a phase, ensuring shared knowledge and equality of opportunity for pupils.	Team leaders to ensure staff are keeping personal CPD records Respond to current initiatives or any issues highlighted through monitoring and provide staff training	Phase Leaders ongoing Leadership and Management Team.
Equality and diversity	1	Staff are acutely aware of the physical, social and intellectual development of children and know how to adapt teaching to support pupils at different stages of development (interventions such as Better Reading Partnerships – BRP, Success at Arithmetic, Every Child Counts). These are effective in ensuring all pupils make good progress (start and end point analysis and tracking over time). Staff have accessed a range of training (teaching and support CPD overviews) including attachment disorder. Staff have developed effective systems to ensure that barriers that can inhibit learning are minimised (visual timetables, variety of groupings, talk partners, visual aids, scaffolding and differentiated resourcing). Additional adults are targeted to meet the needs of all groups of pupils.	Review targeted interventions to ensure those pupils in most need access appropriate support	IM half termly
Teaching of RWC	1	Policies are updated annually or more frequently if practice or expectations change. Highly experienced Coordinators lead their subject with ambition. Regular monitoring ensures staff are clear of expectations and standards. A range of tests support the intelligence that staff have on individual pupil achievement and progress can be measured as well as age related expectations. Books evidence a varied approach which sustains pupils' interests as well as providing step by step challenge to move learning forward with pace. Progression is evident across and between year groups.	Development plan for Literacy to be comprehensive and regularly monitored and reviewed Increase pupils reading miles Question analysis of KS1 and KS2 SATs to ensure fine analysis of specific areas of focus.	DHT
Assessment	1	Teachers plan teaching to build upon pupils' capabilities and prior knowledge. Teachers are held accountable for pupil progress and use a range of information to differentiate appropriately (Local and National data, school tracking, interventions, EHCP, safeguarding records). Teachers keep detailed and systematic records e.g. reading records. New books are started for Maths and English in the final half term to allow staff to compare work over a transition point and maintain high expectations. Assessment for Learning (A4L) is embedded in school practice (policies).	Streamline tracking data produced by teachers for Leadership and Management teams. Ensure data represents progress and attainment for all groups. Consider electronic safeguarding records	Leadership and Management team Autumn 2016 HT Spring 2017

<p>Marking, homework, reports to parents</p>	<p>1</p>	<p>Marking is manageable and eliminates unnecessary workload. (marking and feedback policy). This encapsulates peer, self, verbal feedback along with quality concise marking, which expects reflection from the child and a response. Homework effectively consolidates or extends pupils' learning, particularly projects which allow children to explore their interests within a subject and develop an intellectual curiosity (photographs of project presentations for parents and peers). Staff meet with parents termly along with a termly written report. School gave parents copies of individual tracking data when a new system was introduced in academic year 15/16. Parents are invited to make written comments in response to their child's report. Parents' views are gathered annually through a parental questionnaire. Feedback is shared on the website.</p>	<p>Review data given to parents and consider changing it to at parental request.</p> <p>Consider research as to ways forward for spelling and homework.</p> <p>Gather specific views of SEND pupils</p>	<p>Leadership and Management team January 2017</p> <p>HT DHT AHT Summer 2017</p> <p>IM Spring 2017</p>
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<p>4 Personal development, Behaviour and Welfare</p>	<p>1</p>
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<p>E. Summary</p>	<ul style="list-style-type: none"> • Adults and pupils have created very positive relationships and the well-established classroom routines mean that lessons proceed without interruption and no time is lost for learning. This has a strong impact on pupil progress in lessons. (lesson observations) • Attitudes to learning are consistently excellent. Pupils are proud to belong to "The Family of Westmoor" • Parents, staff and pupils are unreservedly positive about both behaviour and safety. 100% of Parents state that their child is safe in school and 98% state that school deals effectively with behaviour. • All staff instil core values through daily practice and the expectation for exceptional behaviour. • Pupils' behaviour is exemplary, both in school and when on visits. They are very proud of their school and are always extremely polite and welcoming. • The introduction of house-points and teams has been successful with children working hard for recognition (website). • Pupils say that bullying is very rare and that they feel very safe in school. Parents and staff agree with this view. Pupils are known and cared for as individuals throughout the school. Pupils are fully aware of the different forms of bullying. • Both children and parents have the confidence to talk to staff about any issues causing them concern which ensures that these can be dealt with quickly and effectively (communication records). • Positive role models are praised and good behaviour is reinforced. Any low level behaviour is immediately and effectively addressed through consistent behaviour management. • Children report any unacceptable behaviour to staff, whom they know will address it in a just and fair manner (safeguarding records). • Any behaviour which staff feel should be brought to the Head Teacher's attention, is logged and weekly written records are kept. • Pupils are able to manage risk through road safety awareness and internet safety. • Teachers and support staff are available to support the emotional, social and educational needs of all pupils including the most vulnerable. • Safeguarding is regularly communicated to children and parents through newsletters, assemblies and a prominent display in the school entrance. • Attendance has risen in the last 5 years to 95.8% currently. Punctuality is excellent, any concerns are addressed promptly with the support of the Education Welfare Officer (prior to Autumn 2016). • School has an exceptionally calm, purposeful learning climate. • School is committed to "Operation Encompass" ensuring children who witness domestic abuse have the confidence to speak to staff and are well supported. (HT records)
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<p>C. Even Better.... To reach the next grade or</p>	<ul style="list-style-type: none"> • Re-evaluate through LA Assisted Review in February 2017 • Continue to gather pupil views through pupil questionnaires and monitoring walks. • Head Teacher continue daily walk around school to observe behaviour and instil core values • All staff instil core values and high expectations for behaviour according to policy and practice.
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to continue to be outstanding we need to:	<ul style="list-style-type: none"> • School Council continue to wear buddy caps and rota for playground duty • Continue top table on a Friday as a reward for good outdoor behaviour • Maintain the safeguarding display in the main entrance covering: designated child protection staff and governors, internet safety, Single Central Register, attendance, accident reporting, views of parents/carers. • Continue to promote the importance of both attendance and punctuality to parents in newsletters. Pupils are aware of the school target of 95.5%. • Continue with personal and class rewards.
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Sub-criterion		Strengths	Areas for Development	Action/Responsible/Deadline
Engagement in Learning	1	Pupils are confident self-assured learners. Independent learning is introduced and fostered in Foundation stage, where children take ownership of their experiences. Progress in lessons is at least good, with outstanding attitudes to learning. Pupils are proud of their achievements and can verbalise this. Children work well together, as talk partners and as part of collaborative groups. The topic based curriculum inspires children to learn and they enjoy project based homework which is displayed for parents.	Encourage peer observation, following on from research project completed in school. Carry out pupil voice with specific focus on creative curriculum. Respond to any areas of concern	Team leaders. Leadership and Management team review termly. DHT January 2017
Citizenship and SMSC		Children vote annually to elect school council members through a democratic process. School Council set an example to their peers and are required to resign from their post in instances of extreme unacceptable behaviour.	Engagement in purchasing of resources Support pupil's ideas for development	TA (IW)
Behaviour	1	Almost all pupil behaviour is outstanding (Termly behaviour monitoring & HT daily observations , visitor comments) Pupils are driven by the school's core values and understand the clear sanctions in place (positive behaviour policy). This reflects the high standards and expectations set continuously by all school staff. Pupils are polite and well mannered. 100% of parents agree that their child is safe at school (parental questionnaire Jan 16). Pupil incentives include school core values, house-points, caught being good cards and goody gum drops, top table, positions of responsibility (e.g. monitors and buddies), HT golden postcards, star of the day, individual behaviour plans with personalised rewards (e.g. golden books) .	Seek training and support from outside agencies, EP and Behaviour team to support challenging children Review current policy and produce, with guidance, a policy on restraint. Review effectiveness and pupil perception of new caught being good cards and goody gum drops.	Autumn 2016 Inclusion Manager. HT and IM Autumn 2016 HT and IM pupil voice. January 2017
Pupils' attitudes	1	100% of staff are proud to work at Westmoor Primary (staff questionnaire Jan 2016). Pupils attitudes and motivation to learning are outstanding, (staff and visitor perceptions and pupil questionnaire Jan 2016)	Ensure behaviour management is consistent including lunch-time supervision.	IM Summer 2017
Safety and mutual support	1	100% of parents agree that their child is safe at school (parental questionnaire Jan 2016). Site is secure and access is through the main door into a secure entrance area. Safeguarding procedures are fully in place and meet requirements (Assisted Review Feb 2014) Designated Persons are fully trained and a clear CP and safeguarding policy is in place and approved by Governors. The Leadership and Management team support staff at times of challenge with clear systems. The school involves outside agencies such as NSPCC to deliver assemblies and workshops. Childline posters are displayed in school. Appropriate	Complete safeguarding audit and RAG rate. Complete safeguarding report for Governors Review and update if necessary the internet safety section of website	HT by December 2016 HT and safeguarding Governor by January 2016 for Spring GB meeting HT and admin apprentice

		supervision is in place throughout the day, and lunchtime staff have clear processes for ensuring effective communication with class teachers and keep lunchtime behaviour records . Accident slips are analysed termly to identify any "hot spots" (annual overview of accidents).	Train admin apprentice to do this in place of TA.	HT Autumn 2016 Admin apprentice Autumn 2016
Bullying	1	Bullying is extremely rare (daily safeguarding records). Where bullying occurs, it is dealt with swiftly and with involvement of parents (communication records). There is a clear anti bullying policy . There is zero tolerance towards all forms of bullying and children are educated through PSHCE and assemblies (PSHCE portfolio).	Investigate electronic record keeping to enable ongoing individual pupil records	HT Spring 2017
Attendance	2	Attendance is generally high. Monthly certificates and stickers are awarded to the class with the highest attendance. Class attendance is recorded on a display located in the school hall. Children with 100% attendance each term are rewarded with a personalised certificate and their photograph is uploaded to the school website. Those children who achieve 100% attendance for the year are presented with a small gift in assembly.	Termly attendance data to be monitored by SLT. Letters to be sent to parents of any children with less than 90% attendance and persistent lateness.	Admin apprentice December 2016 HT December 2016
Health and well-being	2	Vulnerable groups are monitored by the Inclusion Manager with half termly progress meetings each half term (pupil progress records). Children access intervention sessions including social stories as well as the recent introduction of peer massage in Foundation Stage and Y1 and mindfulness in KS1. Heights and weights of Reception and Year 6 are monitored by the local health authority and individual reports are submitted to the school- Hearing tests in reception and follow up in year 1. In Years 5 and 6 all receive a bespoke SRE session which is now delivered by experienced school staff following the guidelines provided by the Local Health Authority. Parents are given the option of withdrawing their child from any of the sessions, but to date this has not occurred. The Science and PSHCE curriculum support a healthy lifestyle and encourage the children to explore and discuss current health issues. Annual visits from a variety of outside agencies eg NSPCC, Road Safety, Bikeability further support the safety and well being of all children. Follow up workshops from the NSPCC are then provided for Years 5 and 6 to address more intimate issues, signposting how to seek help, as well as promoting Childline.		
Guidance	1	Staff and Governors have accessed relevant training in CP, radicalism and extremism, CSE (staff declarations) and our policies reflect this. There is a clear code of conduct . Parents and Carers sign a home school agreement annually and are fully supportive of the behaviour management in school.	Develop 2 year safeguarding CPD plan. Plan a series of parent workshops after audit of need. Deliver sessions alongside Educational Psychologist.	HT and Inclusion Manager (CT) Summer 2017 Inclusion Manager and EP Autumn 2016 audit and plan, Spring term begin delivery.

- Outcomes are good because from starting points which are broadly average, pupils make good progress overall, so that by the end of key stage 2, attainment is above the national value in writing, significantly above in maths and the combined subjects measure is also above national. This was achieved against a background of new tests at KS1 and 2, along with new interim teacher assessment frameworks for writing, which were given to schools in February 2016.

Key Stage 2

- Outcomes for key stage 2 pupils were varied, which was partly due to the increased expectations of the new tests, especially the reading test, which 75% of pupils nationally did not finish. However, maths was significantly above national.
- Progress measures for reading and writing are broadly in line with national value. However, progress in maths is significantly above national and the school is in the top 10% □ □
- Middle attaining pupils in the cohort have made particularly good progress in maths.
- The six disadvantaged pupils have made average progress and average attainment in all subjects so that they are in line with other pupils nationally.
- Middle attaining boys progress was significantly below the national average in reading and in the bottom 10%.
- Maths was in the top 10% nationally.
- Attainment in KS2 reading was below the national value, mainly due to the group of 15 in maths contrasts with that in literacy and highlights the need for the school to focus on developing the reading skills of middle ability boys in particular.
- Two pupils with SEN support made good progress so that their attainment in reading and maths was broadly average. This show the positive impact of the interventions the pupils have had over time to diminish differences and this is supported by individual case studies.
- KS2 writing attainment was 80%, above national of 74% □
- punctuation and spelling attainment broadly in line with national at the expected standard. However, the School would benefit from reviewing the teaching of spelling, as pupils scored a mark below the national average mark of 15 for all groups of KS2 pupils.
- The school has used question analysis to identify areas of weakness on the KS2 spellings and would benefit from using the completed HAST spelling results and the handbook to narrow gaps further.
- Attainment in maths for the more able was significantly above national with all five high ability pupils achieving greater depth. Attainment for more able pupils in greater depth reading was above national, with five of those being girls and for greater depth in writing was in broadly line.
- There were two pupils in the cohort with SEN support and both made progress in all subjects in line with the national average.
- Science attainment was in line with national for the expected standard, with girls doing particularly well.

Key Stage 1

- Outcomes were consistently above the national value in all subjects at the expected standard and for the combined subjects measure.
- Eight pupils made progress from exceeding at the end of Reception to be in line with national expectations for greater depth in writing. However, for pupils who left the early years with a judgement of exceeding in reading, attainment was well below the national figure for KS1 attainment, as they did not achieve the greater depth standard. This was especially for boys where two or more pupils were below national. Of the three more able pupils at the end early years , one attained greater depth.
- Outcomes for disadvantaged pupils were again strong , with the group of four attaining broadly in line with their peers nationally for reading, but above that average for writing and maths.
- The four SEN pupils, who had a variety of physical and learning needs, made good progress from their different starting points to be in mostly line with other pupils In each subject.
- Science attainment at the expected standard is broadly in line with national averages, with boys outperforming girls by a small margin.

Phonics

- Y1 Phonics is broadly in line with national and has maintained an increase to match national increases over 3 years. Girls performed better than boys by at least 2 pupils. It is recommended that the school monitors the teaching of phonics and reviews groupings across the early years and key stage 1 in order to maximise progress for all pupils, especially boys, aiming to raise the phonics score above national.
- Three of the four disadvantaged pupils and the SEN pupil passed the Y1 phonics screening check. This show the impact of Reading Recovery and other interventions in school.
- Of the ten pupils who resat the test in Y2, six passed. The school has continuing detailed intervention

Early Years

- 68% of pupils achieved a good level of development (GLD) at the end of Reception which is broadly in line with national. This has proportion risen by 6% since 2014 and the gap against national has closed, however it is 9% below the average for similar schools in North Tyneside in all early learning goals.
- Girls performance at GLD is higher than that of boys and the gap between girls & boys is 39%, which is a larger gap than nationally. The gender gap in prime areas has also widened, so that boys are now below the national average. However, five boys in the cohort were on a support plan for SEN and one of them achieved GLD.

C. Even Better....
To reach the next grade or to continue to be outstanding we need to:

- Improve reading, particularly middle attaining boys
- Increase opportunities for reading
- Fine analysis of SATs papers to target teaching at Year 6
- Detail and rigour in Literacy Action Plan.

Sub-criterion	1234	Strengths	Areas for Development	Action/Responsible/Deadline
Pupils' progress	2	Pupil progress is evident in books and in tracking data. A clear marking and feedback policy is followed ensuring pupils receive guidance as to next steps progress.	Maximise progress with Y6 cohort and use in school tracking data and pupil progress meetings to ensure no children fall behind	Autumn analysis complete.
Disadvantaged pupils' achievement	2	Disadvantaged pupils compare favourably with national figures. All teachers are acutely aware of their vulnerable groups and half termly progress meetings facilitate a professional dialogue to ensure individual needs are met.	Continue pupil progress meetings and act upon newly introduced pupil premium profiles to consider possible barriers to learning and how we can build upon the child's strengths and interests	IM termly
Subject progress	2	Curriculum leaders monitor their curriculum termly	Review effectiveness of target tracker for Literacy and Numeracy. Staff to review trials of Science tracking and extend to all other subject areas.	Leadership and Management Team and Science Coordinator All teaching staff
Skills – RWCM¹ across the curriculum	2	Pupils apply skills well across the curriculum	Investigate value of weekly spelling tests	
Attainment	2	Trend: pupils enter school broadly in line with age related expectations and exit significantly above	Provide challenge to ensure more pupils reach expected standard and increased opportunities to reach greater depth.	
National benchmarks: Expected progress Floor standards	2	Outcomes for key stage 2 pupils were varied, which was partly due to the increased expectations of the new tests, especially the reading test, which 75% of pupils nationally did not finish. However, maths was significantly above national. Progress measures for reading and writing are broadly in line with national value. However, progress in maths is significantly above national and the school is in the top 10% Outcomes were consistently above the national	<ul style="list-style-type: none"> • Improve reading, particularly middle attaining boys • Increase opportunities for reading • Fine analysis of SATs papers to target teaching at Year 6 Detail and rigour in Literacy Action Plan.	

		value in all subjects at the expected standard and for the combined subject's' measure. Y1 Phonics is broadly in line with national and has maintained an increase to match national increases over 3 years		
Progression	2	Pupils make at least good progress given their starting points.	Embed target tracker into usual practice	

7 Early Years		Overall 2+		
E. Summary	<ul style="list-style-type: none"> • Pupils enter EYFS broadly in line with what is typical for their age and leave in line with National expectations. Pupils make good rates of progress. Progress is analysed, including vulnerable groups and gaps are closing with national • EYFS provision is well planned and caters for pupils' needs, assessments are accurate and rigorous. • Teaching over time is outstanding and responsive to pupil needs • There are excellent relationships with parents and strategies are in place for positive engagement • Behaviour and safety of pupils is outstanding • EYFS Learning Environment, both inside and outdoors is stimulating and planned for with excellent use of resources • The curriculum is enriched by regular visitors into EYFS and visits. • Safeguarding is effective 			
C. Even Better.... To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> • Ensure progress is rapid and sustained from entry in Autumn term • Ensure the Nursery environment is inviting and matched to pupils' needs • Ensure Nursery baseline to Reception exit is accurate and captures accurately the specific needs of the cohort 			
Sub-criterion	1234	Strengths	Areas for Development	Action/Responsible/Deadline
Leadership	1	Leadership is strong and systems are well established and consistent. The FS manager has a clear understanding of data and analyses this to target areas effectively. She monitors the Foundation Stage regularly, giving constructive feedback to colleagues.	Use of seesaw to build up a bank of evidence for use when monitoring, evaluation and moderation. Robust baseline and ongoing assessments through use of target tracker and moderation.	HH ensuring regular updates to SLT
Curriculum and its match to needs	1	Foundation Stage Curriculum is creative, stimulating and flexible to develop the interests and needs as these emerge. Staff deliver a range of specific adult led tasks to ensure that children have opportunities to be taught and master key skills to make successful progress within the ELGs. Staff plan for a wide range of stimulating activities that children may engage in, either supported with an adult or independently engage in, fostering curiosity, interest and enjoyment in learning.	Outdoor opportunities to be fully explored through flexible timetabling and planned outdoor activities. Reading environment to have strong early reading focus through children's print and communication cues. Implementation of Write Dance and measured impact on GLD and end of Nursery achievement in Physical and Writing.	All FS staff HH termly Staff meeting Autumn 2 for training
Children's outcomes	2	78% achieved the expected level for all prime areas. LA 79% 68% achieved the expected level for Literacy and maths 68% achieved a good level of development within the EYFS, which is comparable to the LA average of 69.7% and the national of 69.3% This is an increase of 4%	FS GLD(68%) to be at least in line with the national (69%) and more comparable to local schools in our decile (74%)	HH, all FS staff. Termly, as identified in SIP Include Inclusion Manager when

		within the setting	Increase the numbers of pupils to achieve GLD in READING to be in line with national (76%) and local (76.8%). Currently 75.6%. Track the progress of phonics across FS and use to identify appropriate action Analyse progress of specific groups and pupils half termly and review support/intervention.	appropriate
Teaching, learning and assessment	1	Teaching is consistently of a very high quality. It is creative and well planned, nurturing and capturing pupils' interests, resulting in high pupil engagement. Pupils are motivated and talk about their experiences with joy. Assessment is well targeted and captures pupils' progress at regular intervals. Observations are precise and informative.	Share good practice through peer observations and phase meetings	
Children's attitudes	1	Independent learning is fostered and children demonstrate curiosity and a love of learning. Children are active and inquisitive, demonstrating the ability to think creatively. Children have a real sense of belonging.	Use of new outdoor spaces to be used fully to incorporate an element of children's independence in own learning and safe use.	FS team Autumn term, with regular review.
Children's behaviour and safety	1	Behaviour is exceptional, with children taking responsibility for their own learning (treasure challenges). Children access the indoor and outdoor learning environment safely and with care and consideration for their peers. Rules and expectations are well established and consistently reinforced. There is mutual respect and care between adults and pupils.	Behaviour management system introduced for all children to clearly understand sanctions when necessary (current Rec cohort)	FS team Autumn term, with consistent approach.
Parental engagement	1	Parents are highly appreciative of the dedicated staff in Foundation Stage (parental questionnaires Jan 16). There is shared ownership and contribution to the children's Learning Journeys, building a clear picture of the child's strengths and interests within the home and school.	Share learning online through seesaw.	FS Manager
Safeguarding	1	Safeguarding is effective. Clear records are kept of any behavioural issues or concerns, which is reported to phase leaders and to leadership and management.	Ensure staff are fully aware of specific medical needs of individuals and clear guidance is at hand.	Inclusion Manager and FS team alongside public health nurse and parents.

8 SMSC ¹		Overall 1		
E. Summary		There is a strong sense of belonging and community within Westmoor Primary. Staff are valued by one another and by pupils. Pupils appreciate the care and consideration that is given to develop them educationally, emotionally, morally, culturally and spiritually and speak fondly and with respect for staff. Pupils persevere with tasks due to a feeling of self-worth and purpose. Credit is given in a range of ways, recognising achievements appropriate to the individual. Children are encouraged to empathise and have a true understanding of the possible consequences to their actions.		
C. Even Better.... To reach the next grade or to continue to be outstanding we need to:		<ul style="list-style-type: none"> • Embed techniques such as peer massage and mindfulness within Foundation Stage and KS1. Develop this into KS2 • Build upon Philosophy group with specific Philosophy for Children (P4C) sessions in KS2 		
Sub-criterion	1234	Strengths	Areas for Development	Action/Responsible/Deadline
Personal insight and spiritual development	1	Westmoor pupils have a sense of identity, self-worth, personal insight, meaning and purpose. They belong to "The Family of Westmoor". The school logo is worn with pride and collective responsibility. Assemblies and PSHCE curriculum is varied, providing opportunities to consider others' cultures and beliefs. Children develop a unique personality or character, feeling confident and proud to be themselves. Pupils are reflective about their beliefs and have respect for others' faiths and values. There is a clear fascination in learning about themselves, others and the world around them. Assemblies include consideration of National and International events such as USA presidential elections, on this day in history, space exploration, anti-bullying, the passing of influential people, Chinese New Year, world religions. New Year traditions across the world. Children demonstrate imagination and creativity in their learning with some highly individualised work in books and in project homework.	Wider use of video clips to "transport" pupils across the world and for range of experiences. Peer massage FS and KS1 Mindfulness KS1	HT introduce Spring term with use of BBC children's news-round during Monday "On This Day in History" assembly FS and KS1 Manager
Moral understanding and relationships	1	Westmoor's three core values of Truth, Opportunity and Celebration, provide a framework of moral values that directly influences both staff and pupils' personal behaviour. This understanding of shared values, along with recognition that actions have consequences, enables pupils to mature into well-adjusted contributors to society. Views of others are accepted and a greater understanding of a full range of views and the reasons for them is achieved. Philosophy for Children is explored with an active Philosophy club. Pupils have a clear understanding of what is right and wrong. Children can apply a well-developed understanding of right and wrong and fully understand the possible sanctions to actions which are consistently and fairly applied. Children can verbalise the possible school's sanctions to actions.	Review P4C	S. Dundas on return from maternity Summer 2017

<p>Social development and skills; values; tolerance and respect</p>	<p>1</p>	<p>Children's skills and personal qualities contribute to a vibrant school. Pupils have a an understanding of a multi-cultural society where differences are celebrated. Assemblies explore relevant topical issues and children are aware of National and International issues (assembly file). Pupils are active and invited to the wider local community. Children are confident to contribute to events where there is an audience. Such as school performances or local world war commemoration events.</p>	<p>Seek opportunities such as local, national and international events to provide topical discussions for pupils</p>	<p>HT to lead in Monday assemblies</p>
<p>The school's promotion of SMSC tolerance and community cohesion</p>	<p>1</p>	<p>Children have a knowledge of Britain's parliamentary system, particularly due to recent events such as Brexit and changes in leadership. Pupils show respect for different faiths and cultural diversity through curriculum work and topic based homework projects. Pupils demonstrate tolerance and a positive attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities and contribute to events for fundraising.</p>	<p>Seek opportunities such as local, national and international events to provide topical discussions for pupils</p>	<p>HT to lead in Monday assemblies</p>