

Contextual information

'The Story of Halfway Nursery Infant School'

Our vision

At the heart of all we do are our children. We would like them to enjoy their childhood and be valued for their individuality, culture and heritage. We would like our children to go into the wider world as well rounded, happy, healthy and responsible citizens who care for the world and all the people who live in it. We strive for every child to be aspirational and forward thinking in all they do, and remain life-long learners who are reflective, resilient and adaptable to the challenges 21st century life.

Our aims

Our 'children first' school community strives to...

Care for the children we teach, challenge them to achieve their goals and celebrate all their efforts and achievements

Harness an atmosphere of harmony, happiness and friendship throughout school.

Inspire children through an innovative and creative curriculum which encompasses outstanding teaching.

Learn together and work as a team.

Develop high self-esteem and high expectations within every child.

Respect the values and beliefs of every member of our learning community & wider world

Engage, enthuse and excite children in a safe, but stimulating environment.

Nurture the needs and talents of every single child to ensure they learn, succeed and achieve at Halfway Nursery Infants!

These aims are thoroughly embedded throughout our school and form the basis of our school motto – 'Caring, sharing, learning for life'.

Current context

Halfway Nursery Infant School is a two form entry infant school, with capacity for 180 F2/KS1 children and a 39 place FTE Nursery (offering 15 and 30 hour FEL provision for three and four year olds). The school is situated in the Mosborough Townships area, seven miles south east of Sheffield city centre. The area is mainly residential, with some light industry and large retail outlets. The school serves a mixed catchment area of private and council housing estates with the majority of children living in owner-occupied housing. The children come from broadly average socio-economic backgrounds, but this is changing as a significant number of children now attend from out of catchment (many from a local area with much higher social deprivation).

Parents/carers are supportive, and the overwhelming majority strongly agree that their children enjoy school, that the school keeps pupils safe, that our children behave well, and that teaching is good or better. On starting school in the EYFS, the majority of children have skills and abilities that are typically below that expected. This is corroborated by recent inspection reports, and findings from external moderation and from experienced external educational consultants. Pupils come from a wide variety of different settings. The vast majority of pupils make at least expected progress from their starting points on entry to F1/F2, with many making accelerated progress as the teaching is consistently good or better and is tailored to the pupils' needs. There is an excellent balance of stimulating and engaging tasks that are both led by adults and directed by the children themselves. Statutory assessment data is not available for last year, as statutory assessments were cancelled nationally in 2020, but previous data shows pupils' achievement consistently improves throughout the school as they engage in a creative, broad and balanced curriculum that encourages all pupils to have high aspirations. By the time children leave at the end of Y2, attainment is at least broadly in line, and often above, the national average in Reading, Writing and Maths.

Our school had a full two day Section 5 inspection in March 2019 and we achieved a 'good' judgement overall, with Early Years, Leadership and Management and also Personal Development, Behaviour and Welfare being judged as 'outstanding'. We are extremely proud of these outcomes, particularly as there had been some staffing turbulence since the Section 8 inspection in 2018 incl. previous experienced Head and Deputy replaced by a new leadership team, consisting of a new Head (April 2018) and the promotion of an existing SLT member/class teacher to a new Deputy (Sept 2018) which provided stability for school and our children in a time of leadership overhaul. Staffing, leadership and governance have been consistent 2018-2022, although, after this period of stability, there will be a change in both Headteacher and Chair of Governors in September 2022. Governors were not able to appoint during Headship recruitment in Spring 2022, and therefore an interim leadership plan is in place for 2022-2023, with a shared SLT between Halfway Nursery Infant School and Halfway Junior School to strengthen links and standards across our schools.

Class sizes	Contextual data		Staff group
F1	54	Gender B 96 G 113	SLT 1 Headteacher 1 P/T Dep Head 1 P/T SENCo
F2	59	Ever6 FSM 29% 61 pupils	TLR 3 x TLR3
Y1	46	Pupil Premium 30% 62 pupils	Class teachers 4 x FT 5 x PT
Y2	50	Ethnicity BME 19% (39 pupils)	HLTA 2 x PT
Total – 2021/22 (NB – school capacity is 180 + nursery)	EAL	5% (10 pupils)	Support staff 5 x FT 6 x PT
	SEN Support	9% (19 pupils)	Admin 1 x FT 2 x PT
	EHCP	1% (3 pupils)	Site staff 1 x PT caretaker
	Attendance	92.8	SMSA 7 x PT
	PA	15% (31 children)	



School Self Evaluation 2021 -2022

Overall Effectiveness

This is a **good** school overall because...

- ✓ The quality of education is at least good
- ✓ All other key judgements are likely to be good or outstanding
- ✓ Safeguarding is effective

Ofsted judged that we are not yet outstanding because we need to...

- Further develop the consistency of high quality teaching in Key Stage 1 by making sure that the most able pupils receive a consistent level of challenge, especially when working independently
- Embed recent improvements to the teaching of phonics so that pupils' outcomes are above average

NB – The above are areas of improvement identified from the Education Inspection Framework in 2019. Whilst the landscape of education is ever changing, our current priorities are reflected in the 'Next steps' boxes to the right of this page and on each individual page/judgement area of the SEF.

Caring, sharing, learning for life!

Behaviour and Attitudes

Next steps in 2020/21 –

- To continue to support the children after periods of lockdown/isolation – reassuring children, revisiting routines and ensuring expectations for the behaviour of pupils are consistent at all times of the school day
- Where appropriate, seek specialist support/referrals to other agencies
- Work with Attendance and Inclusion and MAST teams etc. to address any concerns from families after periods of lockdown to improve attendance, particularly for our most vulnerable children

Personal Development

Next steps in 2021/22 –

- Embed the Relationships Education and Health Education Curriculum
- Return to the full curriculum offer, whilst maintaining high quality PSHE and Physical Development to help support both physical and mental wellbeing and healthy and active lifestyles
- Reinstating extra-curricular/after school clubs to enrich the curriculum offer

Quality of Education

Next steps in 2021/22 –

- The quality of education is not yet outstanding overall because further consistency is needed across all classes and/or subjects.
- Reflect on intent and implementation and adapt practice to meet the needs of our families
- Use assessment to identify children in need of Catch Up support/intervention/tutoring
- Continue to use a quality first consistent approach to phonics to improve outcomes
- To ensure challenge all pupils, particularly in independent activities for ARE+
- Improve speaking and listening skills in order to remove barriers to learning and improve outcomes for our disadvantaged children

Leadership and Management

Next steps in 2021/22 –

- Reinstate robust monitoring and evaluation activities which were affected due to restrictions and staffing shortages during the Covid-19 pandemic
- Senior leaders to develop targeted plans for the use of additional funding to enable children to make accelerated progress in 2021-22 e.g. Catch Up Funding, National Tutoring grants and Pupil Premium funding used to improve the progress of disadvantaged pupils incl. focus on speaking and listening and language needs etc, reading and phonics tutoring support etc.
- Supporting the emotional/physical wellbeing of both staff and children remains key

Quality of Early Years Foundation Stage

Next steps in 2021/22 –

- Introduce and embed EYFS Framework 2021
- Early identification and addressing basic skills, particularly speech and language for disadvantaged children to narrow the attainment gap (particularly after school closure) - CL – investment into specific training/resources to support early language acquisition and address barriers to Speaking/Reading/Writing early incl. NELI Project