

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 of life in the 21st century.

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 (now offering some 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. 42% of children attend school from out of catchment, mainly from the Shortbrook Estate, an area of much higher social deprivation.

Parents/carers are supportive, and the overwhelming majority of parents and carers strongly agree that their children like 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 previous inspection reports, and findings from external moderation during school reviews by 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. 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 Year 2, attainment is at least broadly in line with, and is often above, the national average in Reading, Writing and Maths.

There has been some staffing turbulence over the past 12 months since the last Section 8 inspection. We have a newly established leadership team; our new Head started in April 2018, on the back of a very positive Ofsted Inspection in March 2018, when the school was led by our previous Head of over 7 years (now an HMI Inspector of Schools). A new Acting Deputy Head also replaced our previous experienced Deputy Headteacher in September 2018 (the temporary promotion of an existing SLT member/class teacher provided stability for school and our children in a time of leadership overhaul).

Class sizes		Contextual data		Staff group	
F1	56	Gender	B 48% G 52%	SLT	Headteacher P/T Acting Deputy 1 P/T SEND Lead
F2	25 + 25	Ever 6 FSM	13% 29 ch		
Y1	26 + 26	Pupil Premium	16% (27, 8 EYPP)	TLR	1 x TLR 2 2 x TLR 3a
Y2	29 + 30	Ethnicity	BME 13% (28)	Class Teacher	6 F/T and 2 P/T
Total - 2018/19 NB Our full school capacity is 180 + Nursery)	218	EAL	3% (7)	HLTA	HLTA – 1 F/T+2P/T
		SEN support	7% (15)	Support Staff	TAs – 1 F/T+5 P/T
		EHCP	0.5% (1)	Admin	1 F/T + 2 P/T
		Attendance in 2018	96.4%	Site staff	1 P/T caretaker
PA for 2018	5.8%	SMSA	6 x P/T		



School Self Evaluation 2018-19 Quality of Standards of Education Overall Effectiveness

This is a good school because...

- ✓ The quality of teaching, learning and assessment is good overall, with outstanding practice
- ✓ All other key judgements are at least good, or convincing evidence that school is improving areas rapidly and securely towards good
- ✓ Our thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive
- ✓ Safeguarding is effective

We are not yet outstanding because...

- Progress from starting points and attainment outcomes in all subjects need to be consistently above National in KS1, as they are in EYFS
- Due to changes in the teaching team this year, we need to secure consistency in good and outstanding teaching across school incl. in challenge and skill progression for all pupils
- We need to continue to develop capacity in senior leadership to enable leaders at all levels to drive standards

Caring, sharing, learning for life

The Quality of Teaching, Learning and Assessment

Next steps in 2018/19 –

- Ensure teachers provide adequate time for modelling and application to embed knowledge/ skills/understanding, and consistently challenge all pupils incl. in continuous/enhanced activities
- Assessment – refining assessment system for vulnerable groups. incl. children with SEND, implementing target setting in school, using data to identify and support children at risk of making insufficient progress
- Greater consistency in teaching and learning to ensure sufficient challenge, pace and skill progression F2-Y2, and to ensure that progress for all is sustained over time, particularly in Reading and Mathematics.

Personal Development, Behaviour and Welfare

Next steps to evidence that our children's 'excellent attitudes to learning' have a consistently "strong positive impact on progress"

- Secure consistency in good and better practice in teaching and learning throughout school in order to secure improved outcomes for all learners incl. Pupil Premium, boys
- Reinvigorate expectations of Golden Rules at lunchtime incl. playground zones

Outcomes for Pupils

Reading and numeracy attainment are school improvement priorities for 2018-2019.

Positive progress needs to be maintained in every year group to ensure positive flight path and conversions for all children F2 to end of KS1, including narrowing gaps for PP, FSM and SEND children. **Next steps in 2018/19 -**

- Revise skill progression and year group expectations incl. in Y1
- Focus on challenge for all learners in enhanced and continuous provision incl. investigative and mastery approaches
- Robust target setting from previous year group and key stage
- Refine systems and processes for monitoring and assessment incl. smaller steps of progress for vulnerable groups incl. learners with SEND
- Interventions to target accurately children at risk of underachieving, and address specific gaps in basic reading, writing and mathematics skills
- Gaps in phonics to be identified quickly and addressed, in addition to daily whole class sessions for relevant age/phase
- Rigorous monitoring and evaluation schedule from middle and senior leaders
- CPD, SCOLL and appraisal increase accountability, with targeted support
- Reading and maths DEP priorities for 2018/19, with TLR positions to raise profile and develop further leadership capacity in school

Effectiveness of Leadership and Management

Next steps to secure next level of performance in 2018/19 -

- Teaching needs to be consistently strong across the whole school, with a particular focus on pace and challenge incl. in enhanced and continuous provision, and improving progress and attainment in reading and maths
- All groups to make expected and better progress in KS1
- Diminishing differences for disadvantaged groups, particularly progress/attainment in Reading
- Assessment system to be refined to incl. target setting and tracking of vulnerable groups, SEND
- Improve rigour of TA CPD to impact on standards and outcomes, linked to appraisal
- Increased accountability for middle leaders, and opportunity to develop sustainable leadership, thus increasing capacity across school in order to take a more active role in leading school to school support within Westfield Family

Early Years Foundation Stage

Next steps for 2018-2019 -

- Continue to focus on early identification and learning of basic skills in literacy and numeracy, particularly for disadvantaged children, in order to narrow the attainment gap between them and others incl. writing attainment and progress for PP children
- Individual pupils with multiple vulnerabilities targeted for case studies and the changing lives programme
- CL – continued investment into specific training/resources to support early language acquisition and address barriers to learning early
- Positive scores from FS2 need to be maintained in order to convert to EXP Standard at end of KS1/pass phonics screening at end of Y1
- Attainment of summer born boys - interests and fascinations of boys identified and used as a learning tool
- New leadership and staff in EYFS, incl. EYFS lead, F2 teachers and L3 TA