



Learning, Playing, Working, Growing Together

## SEF September 2017 – September 2018

*(This is a working document and is revisited at least termly by the SLT and FGB. Information is updated as required)*

Presented to the Governing Body at the FGB meeting to be held 18<sup>th</sup> October 2017

### Context

- Motcombe is a larger than average infant school with 372 children currently on roll, serving a largely urban area of Eastbourne.
- The school is currently organised in 13 classrooms (having welcomed an additional YR Class in September 2016).
- There are good channels of communication and complaints from parents are very rare.
- Pupils come from a wide range of social, economic and ethnic backgrounds. Most are of White British heritage with 78 children (21%) having English as an additional language.
- Children come from approximately 30 pre-school settings and attainment on entry varies considerably but is generally slightly below expectations for their age.
- The proportion of disabled children and those who have identified special educational needs is lower than average and the proportion of children supported with an EHCP is also low.
- The number of pupils eligible for Pupil Premium funding is currently 31.

### School Profile

- The school has a PAN of 120. Numbers on roll are currently 372.
- Pupil mobility is increasing; the school has a stability figure of 91.2%
- The percentage of boys and girls is broadly similar with 51% boys and 49% girls

### Deprivation Indicators

- Eligibility for PPG is usually around 12.6% which is lower than the national average of 14.1% (2017 National Statistics for FSM eligibility). This does not include children in YR and data will be updated when it is known.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/552342/SFR20\\_2016\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf)
- The school deprivation indicator is below the national average.

### EAL

- The percentage of pupils from ethnic backgrounds is 20.1% which is above the national average of 14.4% (2017 National Statistics).  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/552342/SFR20\\_2016\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf)

### SEND

- Currently 5.09% of our pupils are on the SEND register which is significantly below the national average of 16%
- Currently 1 child has an EHCP, which is very low compared to other schools
- (2017 National Statistics). This does not include children in YR and data will be updated when it is known.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/552342/SFR20\\_2016\\_Main\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Text.pdf)

Outcomes for children and learners	Ofsted Grade: 2	Current Grade: 2
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2016 - 2017 data for Y1 Phonics and end of Y2 demonstrate that the school has improved on the previous year: GLD has remained broadly in line with the previous year despite a significant increase in children with English as an additional language and increased mobility of pupils.

All Children					
2015		2016		2017	
EYFS Data					
EYS Average Point Score	36.6	EYS Average Point Score	36.6	EYS Average Point Score	37.5
% of children reaching GLD	73.3%	% of children reaching GLD	81.7%	% of children reaching GLD	79.7%
Disadvantaged Children (Pupil Premium)					
EYS Average Point Score	31.1	EYS Average Point Score	33.8	EYS Average Point Score	35.4
% of children reaching GLD	37.6%	% of children reaching GLD	69.2%	% of children reaching GLD	TBC
Vulnerable Children (SEND)					
EYS Average Point Score	30.2	EYS Average Point Score	21.0	EYS Average Point Score	41.0
% of children reaching GLD	29%	% of children reaching GLD	0%	% of children reaching GLD	TBC
Y1 Phonics Screening Check					
% of children who met the standard for Y1 Phonics	75.2%	% of children who met the standard for Y1 Phonics	86.8%	% of children who met the standard for Y1 Phonics	94.1%
Disadvantaged Children (Pupil Premium)					
% of children who met the standard for Y1 Phonics	45%	% of children who met the standard for Y1 Phonics	77.7%	% of children who met the standard for Y1 Phonics	94.1%
Vulnerable Children (SEND)					
% of children who met the standard for Y1 Phonics	28.6%	% of children who met the standard for Y1 Phonics	0%	% of children who met the standard for Y1 Phonics	50%
EAL					
% of children who met the standard for Y1 Phonics	68.4%	% of children who met the standard for Y1 Phonics	88.9%	% of children who met the standard for Y1 Phonics	88.2%
End of Y2 Writing Expected Standard data					
Y2 Reading 2B+	65.2%	Reading Expected Standard	76.7%	Reading Expected Standard	83.8%
Y2 Writing 2B+	60.9%	Reading Expected Standard	74%	Writing Expected Standard	76.1%
Y2 Maths 2B+	69.6%	Maths Expected Standard 2 Maths 2B+	76%	Maths Expected Standard	80.3%
Y2 Reading L3	39.1%	Reading Greater Depth	30.7%	Reading Greater Depth	40.2%
Y2 Writing L3	13%	Writing Greater Depth	15.3%	Writing Greater Depth	28.2%
Y2 Maths L3	17.4%	Maths Greater Depth	22.7%	Maths Greater Depth	27.4%
Disadvantaged Children (Pupil Premium)					
Y2 Reading 2B+	68.2%	Reading Expected Standard	70%	Reading Expected Standard	68.2%
Y2 Writing 2B+	63.6%	Writing Expected Standard	63.3%	Writing Expected Standard	59.1%
Y2 Maths 2B+	72.7%	Maths Expected Standard	66.7%	Maths Expected Standard	68.2%
Y2 Reading L3	36.4%	Reading Greater Depth	68.2%	Reading Greater Depth	36.4%
Y2 Writing L3	13.6%	Writing Greater Depth	10.0%	Writing Greater Depth	18.2%
Y2 Maths L3	18.2%	Maths Greater Depth	13.3%	Maths Greater Depth	4.5%
Vulnerable Children (SEND)					
Y2 Reading 2B+	7.1%	Reading Expected Standard	11.1%	Reading Expected Standard	33.3%
Y2 Writing 2B+	7.1%	Writing Expected Standard	11.1%	Writing Expected Standard	33.3%
Y2 Maths 2B+	14.3%	Maths Expected Standard	22.2%	Maths Expected Standard	50.0%
Y2 Reading L3	0%	Reading Greater Depth	0%	Reading Greater Depth	16.7%
Y2 Writing L3	0%	Writing Greater Depth	0%	Writing Greater Depth	0%
Y2 Maths L3	7.1%	Maths Greater Depth	0%	Maths Greater Depth	0%
EAL					
Y2 Reading 2B+		Reading Expected Standard	65.0%	Reading Expected Standard	53.8%
Y2 Writing 2B+		Writing Expected Standard	70.0%	Writing Expected Standard	38.5%
Y2 Maths 2B+		Maths Expected Standard	75.0%	Maths Expected Standard	53.8%
Y2 Reading L3		Reading Greater Depth	20.0%	Reading Greater Depth	15.4%

Y2 Writing L3		Writing Greater Depth	10.0%	Writing Greater Depth	7.7%
Y2 Maths L3		Maths Greater Depth	25.0%	Maths Greater Depth	15.4%
<b>Boys</b>					
Y2 Reading 2B+		Reading Expected Standard	69.4%	Reading Expected Standard	80.0%
Y2 Writing 2B+		Writing Expected Standard	62.5%	Writing Expected Standard	70.8%
Y2 Maths 2B+		Maths Expected Standard	72.2%	Maths Expected Standard	81.5%
Y2 Reading L3		Reading Greater Depth	27.8%	Reading Greater Depth	43.1%
Y2 Writing L3		Writing Greater Depth	8.3%	Writing Greater Depth	27.7%
Y2 Maths L3		Maths Greater Depth	25.0%	Maths Greater Depth	35.4%
<b>Girls</b>					
Y2 Reading 2B+		Reading Expected Standard	80.8%	Reading Expected Standard	88.5%
Y2 Writing 2B+		Writing Expected Standard	82.1%	Writing Expected Standard	82.7%
Y2 Maths 2B+		Maths Expected Standard	76.9%	Maths Expected Standard	78.8%
Y2 Reading L3		Reading Greater Depth	32.1%	Reading Greater Depth	36.5%
Y2 Writing L3		Writing Greater Depth	20.5%	Writing Greater Depth	28.8%
Y2 Maths L3		Maths Greater Depth	19.2%	Maths Greater Depth	17.3%

### Key improvements in outcomes during 2016 – 2017

- GLD at the end of FS reduced slightly from 81.7% in 2016 to 79.7% for all pupils.
- Average point score for children eligible for PP rose from 33.8 in 2016 to 35.4 in 2017
- The average point score for children identified as have special and/or additional needs rose from 21 in 2016 to 41 in 2017
- The percentage of children passing the Y1 Phonics Screening Check increased from 86.8% in 2016 to 94.1% with 94.1% of children eligible for Pupil premium passing the check.
- The progress gap improved in 2017 in Maths, stayed the same as the previous year for Reading and widened in Writing. ([see PP and SEND termly data from Target Tracker](#))
- KS1 data for the end of 2017 demonstrated that the school had achieved better than the local and national data in all 3 areas as follows:

	School	East Sussex	National
Reading	83.8%	77.2%	75.6%
Writing	76.1%	71%	68.2%
Maths	80.3%	76.05%	75.1%

The following actions have contributed strongly to improvement:

- Reviewing the standard of all Teaching across the school so that it is never less than effective and that provision for all groups of learners is at least good. This will be supported by the introduction of Focused Intervention for All (FIFA) which will secure intervention at the point of need and will be based on daily/weekly assessment through marking and from working with individuals and groups of learners to establish where gaps are evident. These judgements will be further evidence based by analysing data from Target Tracker.
- Improved planning based on higher expectations and more appropriate resources is improving literacy.
- Improved support for children with SEND including intervention being part of in-class learning is securing progress that is more in line with non-SEND children. Previously expectations have not always been high enough to secure maximum progress. ([See Inclusion Leader and PPA Teachers' Data Wall and termly reports](#))
- Speedy Readers support in Y1 is securing significantly improved decoding for children. The Salford Reading Test is used as a baseline at the start of the programme and then repeated termly to evidence progress. The PP Teachers are now better used in a team teaching role that maximises their skills and has resulted in significant improvement in children's work. Team Heroes in Y1 has had a significant impact on phonics. ([See Salford Test data and Termly Data Wall and termly report](#))
- Phonics Planning by the Phonics Leader has secured improved consistency in practice.
- Maths Planning by Lead Maths Teacher for EIP has had a significant impact on Maths attainment and progress

- Revised planning following the Integrated English programme is securing improvement in writing.
- Developing a programme of support and training for members of the SLT strongly linked to core Governors has secured greater accountability referenced to roles and responsibilities. (See termly reports for Governors from Year Group Leaders)
- Improved structure for PPA sessions that follow the format of the termly pupil progress meetings and focus on moderation of standards that enables planning to be bespoke for both individuals and groups of learners. (See Year Group Leaders Learning Walks and feedback)
- Significantly improved Pupil Progress meetings, taking place 6 times per year where standards are the focus and agreement on ways forward for the following term are highlighted and minuted. (see termly Pupil Progress reports) A separate Disadvantaged and Vulnerable Groups Pupil Progress meetings taking place termly is enabling a greater focus on the needs of these learners and can be fed back in Pupil Progress meetings for individual Teachers. The meetings follow the same timetable each term as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Disadvantaged and Vulnerable groups	Y1	Y2	FS	Pupil Forum
Led by Inclusion Leader Pupil Premium Champion from the GB	Led by Y1 Leader (as part of ongoing CPD) HT attends	Led by Y1 Leader (as part of ongoing CPD) HT attends	Led by Y1 Leader (as part of ongoing CPD) HT attends	Led by HT
Pupil Premium Teachers present data information and feedback from T&L	Individual Teachers present data information in an agreed format and samples of children's work	Individual Teachers present data information in an agreed format and samples of children's work	Individual Teachers present data information in an agreed format and samples of children's work	Children chosen from Pupil Premium cohorts from Y1 and Y2 The forum create a Children's Development Plan

#### Areas that still need improvement (with link to SDP)

- Continued work on reading, writing and maths (especially spelling and handwriting) to make sure that end of KS1 data is significantly above comparison data with a particular focus attainment for children eligible for Pupil Premium and those identified as having special and/or additional needs. In EYS a focus on attainment in writing as well as being mindful of the exceeding criteria in all areas of learning. (SDP 2.1, 4.1)
- Focus on securing consistency in behaviour management for all staff. (SDP 6.1, 6.2)
- Continued revisiting of provision for disadvantaged and vulnerable groups so that the gap in attainment narrows further – this will be addressed by the introduction of focused Intervention for All (FIFA) (SDP 2.1, 2.2, 2.3, 2.4, 2.5)
- Focused CPD for all Subject Leaders so that they can be more effective in their role and can have a positive impact in the raising of standards across all areas of the curriculum. (SDP 3.6)

Quality of teaching, learning and assessment	Ofsted Grade: 2	Current Grade: 2
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#### Key improvements in 2016 – 2017:

- Termly Pupil Progress meetings led by Assistant Headteachers have led to a sharper focus on the understanding of and the moderation of standards across all year groups. From September 2015 these have included a separate meeting for vulnerable groups and a Pupil Forum comprising children who are eligible for Pupil Premium funding. (see Teacher records that are brought to Pupil Progress meetings)
- Teachers further raising their expectations and planning from the more able children and differentiating to lower abilities.
- Teachers clear understanding of the Expected Standard at the end of Y2 including a gap analysis task that highlighted what children needed to improve.
- All intervention now takes place within the classroom so that children do not miss key learning of new concepts including FIFA (See Inclusion Leader file)
- Introduction of the Data Wall for individual year groups so that inconsistencies in data could be challenged. Also introducing a termly Data wall for all disadvantaged and vulnerable groups has meant that these groups of learners are at the forefront of all provision. (see termly Data Walls)
- More structured PPA sessions that have a clear agenda and all agreements are recorded. (see Assistant Headteacher information)

The following actions have contributed strongly to improvement:

- Relationships between staff and children are strong and Teachers have established higher expectations for all children.
- Higher expectations are now reflected in planning that starts with the needs of more able children.
- Reading and writing has improved and children now have more opportunities to write at length.
- Children's engagement in more challenging tasks has improved and there is some evidence of deeper learning in some classes.
- Good phonics teaching and having a Teacher appointed to the Pashley Phonics Hub is securing better progress and the school is confident that it will reach its target of 95% reaching the required standards for the Phonics Screening check in June 2018.

Areas that still need improvement (2017-2018):

- Sustain the use of sharper targets in performance management that ensure that all staff are held to account for progress in their class, year group and subject responsibility. Evidence collected from termly Pupil Progress meetings and termly Subject Leader tasks will be included in Teachers performance management documents. The progress and attainment of this group of children will be cross referenced against PM pupil progress targets to ensure that Teachers are on track to meet their objectives. Assistant Headteachers for EYFS, KS1 and Inclusion will have their PM undertaken by an external advisor to ensure even greater rigour. (SDP 3.2)

Personal development, behaviour and welfare	Ofsted Grade: 2	Current Grade: 2
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Key improvements in 2016 – 2017:

- Children have responded well to the higher demands made by their Teachers and the standard of their work has improved.
- All staff now undertake an online safeguarding training, including e-safety, prior to commencement of appointment. This online training is now undertaken by all staff annually with face to face training every 3 years (2 years for DSL staff). All staff have received Prevent Training and FGM training.

The following actions contribute strongly to grade of Good:

- Conduct of children is good, they are generally polite and well-mannered and behave well in class, assemblies and when moving around the school – learning behaviour is improving as children are more engaged in more challenging learning.
- Behaviour incidents are recorded thoroughly and monitored as a standing agenda item at the weekly SLT meetings.

Areas that still need improvement (2017 – 2018):

- Increased demands are consistently made on children's engagement to learn and be challenged and this needs to be remain the focus of PPA meetings linked to FIFA (SDP 4.1, 4.2)
- The school still needs to ensure consistency in management of behaviour and this will be a focus for Support Staff training this year. (SDP 6.1, 6.2)

Effectiveness of Leadership and Management	Ofsted Grade: 2	School Grade: 2
Effectiveness of Leadership and Management in EYS		School Grade: 2

Key improvements in 2016 – 2017:

- Clear roles and responsibilities for Assistant Headteachers has led to a significant increase in their effectiveness. (See termly Data Wall for each year group)
- Clear structured timetables for the use of Leadership time has led to a clearer understanding of the responsibility of the role including leading Termly Pupil Progress meetings, weekly keeping in touch meetings with the HT. (see Year Group Leader KIT diary)
- Weekly Learning Walks undertaken by the AHTs has led to a deeper understanding of standards across the year groups and this in turn has led to a sharper focus on improvement. (See Learning Walks information)

- Linking AHTs to individual Governors has increased the confidence of AHTs to present information related to standards on a termly basis. [\(See termly SDP updates\)](#)

The following actions have contributed strongly to improvement:

- SLT roles and vision has been stabilised and improved following periods of temporary leadership during which colleagues were asked to take on different roles. [\(see SIP visit reports\)](#)
- The development plan for improvement now systematically links with leader's roles and responsibilities, linking them with experienced Governors to provide accountability. [\(See SIP visit reports\)](#)

Areas that still need improvement (2017 – 2018):

- Performance Management needs to be closely aligned to the SDP and this will be the focus in the next cycle of appraisal. [\(SDP 3.2, 3.6\)](#)
- The work of Subject Leaders needs to have a greater impact on standards across the school and this will be a key focus for the school. [\(SDP 3.6\)](#)

Overall Effectiveness	
Ofsted Grade 2	Current Grade 2