

Date of this self-evaluation

September 2017

URN
DFE Number
Local Authority
Type of School
Age Range
Number on Roll
Headteacher
Chair of Governors
Date of Previous Inspection
E-mail

114460
845 2136
East Sussex
Infant
4 – 7
365
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July 2012
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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 currently 10.9% which is lower than the national average of 14.1% (2017 National Statistics for FSM eligibility).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Txt.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_Txt.pdf

SEND

- Currently 13.1% of our pupils are on the SEND register which is below the national average of 16%
- Currently 1 child in school has an EHCP, which is very low compared to other schools (2017 National Statistics).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552342/SFR20_2016_Main_Txt.pdf

Overall effectiveness - Self-evaluation grade : GOOD (2)

The overall effectiveness of the school is GOOD because:

- Quality of Teaching, Learning and Assessment is good. We know this because outcomes for all pupils are good.
- SMSC is good.
Spiritual – There is a strong emphasis on the raising and maintaining of high self-esteem within the curriculum and all children take part in weekly Circle Times to support this. Spirituality is also explored in a range of ways, an example of this is the KS1 Remembrance service
Moral - There is a very strong moral code in the school based on the Golden Model and all children understand the importance of the Golden Rules as a means to ensure that Motcombe is a safe and happy place.
Social – Good Manners are at the heart of the school and children demonstrate respect for each other. Children behave well and care for each other. Playground Friends help to make playtimes more fun for everyone.
Cultural – cultural development linked to British Values is enhanced through the broad and balanced curriculum where children have opportunities to learn about diversity across the school and beyond.
- Safeguarding is good. We know this because children report that they feel safe in school.

The school's overall effectiveness is not yet outstanding because outcomes for vulnerable and disadvantaged pupils and those pupils with English as an additional language do not currently perform as well as their peers.

Effectiveness of Leadership and Management - Self-evaluation grade : GOOD (2)**Effectiveness of Leadership and Management of EYS – Self-evaluation grade: GOOD (2)**

Leadership and Management are GOOD because:

- Standards of attainment at the end of FS and KS1 are above the National Average
- Accountability and expectations are high and the Senior Leadership team know and understand their role well
- The school knows itself well and self-evaluation is robust.
- Teaching and learning are good with 30% of Teaching better than good
- CPD (in house) is effective and has a clear focus on school improvement
- Support for English and Maths is good with strong leadership
- Governance is good and Governors hold the Senior Leaders of the school to account via termly outcomes meetings and Governing Body meetings
- The curriculum, including an Enrichment programme, supports good outcomes for children
- Attendance is good and regularly above 96% (analysed weekly) – the attendance gap between Pupil Premium and non-Pupil Premium is less than 3%
- Appraisal practice is good and linked to Teacher and Post Threshold Standards
- Behaviour is very good
- Safeguarding is good, home visits are arranged for each new starter and a check against Singleview is part of school practice for every child new to the school.

Leadership and Management is not yet outstanding because, although the gap between disadvantaged, vulnerable and pupils with English as an additional language is reducing in some areas, these groups of learners still perform less well than their peers. The school is striving to ensure that this gap continues to reduce by robust analysis of data and robust evaluation of practice through weekly Learning Walks by members of the SLT. Evidence from these walks is shared with Teachers and Support Staff weekly and forms the basis of future evaluation of practice.

Leadership and Management in EYS is GOOD because:

- The EYS is led by an experienced Assistant Headteacher who meets termly with the Link Governor
- The learning environment is excellent and leads to good progress being made by most children
- Teaching and Learning in EYS is good with over 50% being better than good
- GLD remains above National Average and average point score shows a rising trend over the last 3 years
- The EYS curriculum is rich and broad and successfully covers all areas of learning across all the EYS environment
- Assessment is good and leads to improved learning experiences
- Safeguarding is good, home visits are arranged for each new starter and a check against Singleview is part of school practice for every child new to the school
- Behaviour is good because children learn the Golden Rules as soon as they join the school and positive reinforcement secures consistency in practice
- Attendance is good – the attendance gap between Pupil Premium and non-Pupil Premium is less than 3%

Leadership and Management in the EYS is not yet outstanding because of the GLD gap between Pupil Premium and non-Pupil Premium.

Quality of Teaching, Learning and Assessment - Self-evaluation grade : GOOD (2)

Teaching, learning and assessment are good because:

- Outcomes for all pupils are good
- Proactive support and monitoring is put in place for any Teacher whose performance is less than effective
- Focused learning Walks are carried out weekly by members of the SLT and feedback is given to Teachers each week
- Weekly moderation of work/learning take place and information from this is used to inform planning for the next week
- Marking is effective and children in KS1 are given focused time to respond to the marking within lessons
- Learning behaviour is good and no learning is lost because of low-level disruption
- Summer learning loss has been reduced in Y2 with teachers keeping their same class for 2 years.
- The teaching of British Values is evolving well and teachers actively promote this across the school
- Parents' evenings provide good information for parents on the progress that their child is making and this is supported with a written precis of progress with information about targets and additional support that can be undertaken at home
- Regular Home Learning challenges are set and this is valued by Teachers
- The web-site includes information about the curriculum and parents are also given a termly curriculum newsletter

Teaching, learning and assessment are not yet outstanding because not enough pupils are able to demonstrate that they know how to improve their learning. Pupils are given opportunities to self-assess their work and this has been an area that has improved significantly however, not enough pupils are able to do this independently leading to them to capitalise on opportunities to use feedback to improve their learning.

Personal Development, behaviour and welfare - Self-evaluation grade : GOOD (2)

Behaviour is good because:

- Expectations are high and children know what is expected of them
- Children are calm around the school and the atmosphere in each class is purposeful
- Children know and understand the Golden Rules and most children keep all of their Golden Time each week
- Parents raise very few concerns about behaviour
- Exclusions are very low

Personal development and welfare are good because:

- Attendance is good being over 96%
- E-safety is explored regularly with children
- Children feel safe in school and know what to do if they are worried or upset
- Children enjoy taking responsibility for some decision making in school with membership of the School Council and School Forum
- PHSEE focuses on emotional wellbeing and resilience as well as staying safe and forms the bedrock of the schools holistic approach to learning

Personal Development, behaviour and welfare are not yet outstanding because attendance is still under 98%. The school has a member of the SLT responsible for Attendance and this post holder works closely with Team EWO who are employed by the school. Removal from Learning requests are dealt with on an individual basis and consent to absence is rarely given. The school has a robust system for tracing children missing from school and this strategy commences on the second day of absence. Attendance features in each weekly newsletter to families.

Outcomes for Children and Learners – Self-Evaluation Grade – Good (2)

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%
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%	Writing 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%	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%
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%
Boys					
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%
Girls					
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%

Outcomes for children and learners - Self-evaluation grade : GOOD (2)

Outcomes for groups of learners is not yet outstanding because the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is still not consistently match that of other children. Robust and regular review of provision based on assessment has resulted in a more bespoke intervention programme for children and this has resulted in an increase in progress towards the Expected Termly Standard although their progress has shown improvement and anecdotal evidence supports the conclusion that these children are more confident within the class to attempt learning independently. A new programme FIFA (Focused Intervention for All) will support all children to make improved progress by providing intervention support at the point of need.