

1. Overall Effectiveness

Wardley CE is an outstanding primary school. It is a warm and welcoming school in which pupils are safe and well cared for. The school is calm and orderly and learning proceeds without interruption. A broad and rich curriculum has been established which has enabled the academic and pastoral needs of pupils to be well met resulting in outstanding behaviour and personal development. As a result pupils make strong progress at all key stages and attainment is above national averages. A strong leadership team with the support of an effective governing body has ensured that 'every aspect of the school's work has gone from strength to strength' OFSTED June 2017.

2. Categorisation: Based on the school's June 2018 self-evaluation and its June 2017 OFSTED Inspection.

Aspect	Grade
Leadership and Management	Outstanding
Teaching, Learning and Assessment	Outstanding
Personal Development, Behaviour and Welfare	Behaviour: Outstanding Personal development and Welfare: Outstanding
Outcomes for pupils	Outstanding
Effectiveness of Early Years Provision	Outstanding
Is safeguarding effective?	Yes
Overall effectiveness	OUTSTANDING

3. Outcomes for Pupils

3a. EYFS (REC Cohort size 25)

%	Below (2017 Nat)	Exp (2017 Nat)	Exc (2017 Nat)
Rd	8% (Nat 23%)	68% (Nat 58%)	24% (Nat 19%)
Wr	12% (Nat 27%)	68% (Nat 62%)	20% (Nat 11%)
Num	8% (Nat 21%)	72% (Nat 64%)	20% (Nat 16%)
GLD	80% (Nat 71%)		

- Provision in the EYFS is graded as good with increasing elements of outstanding teaching. Outcomes in July 2018 maintain this status with the % of children attaining a GLD being well above national.
- LA moderation has identified the teaching of the EYFS leader to be model practice and it is now being used to support other schools.
- Assessment is used very effectively to inform planning and focus areas ensuring the large majority of children reach a good level of development from their starting points.

3b. Key Stage 1 (Y2 Cohort size 26)

Y2 %	School At/above	2017 Nat At/Above	School Above
Rd	96%	76%	23%
Wr	92%	68%	19%
Ma	88%	75%	27%
Combined Rd/Wr/Ma	88%	NA	19%
Phonics (2017 Nat)			
Y1 (30 pupils)	97% (Nat – 81%)	Y2 (0 pupils)	NA (Nat – 92%)

- Outcomes at the end of key stage 1 are above the national level for the % of children working at the expected standard. This represents good progress from the EYFS where this cohort attained 82% GLD.
- The KS1 outcomes reflect the strong teaching taking place in KS1.
- Y1 phonic outcomes are well above the national average again reflecting the outstanding teaching of early reading.
- LA moderation of the KS1 teacher assessment judgements in 2018 found that they were accurate and that the teacher had a good level of knowledge of the KS1 standards and that the depth of evidence was strong.

3c Key Stage 2 (Y6 Cohort size 28)

Y6 %	School At/above (2018 Nat)	School Above (2017 Nat)	Progress	Avg SS (2018 Nat)
Rd	96% (Nat 75%)	43% (Nat 25%)	4.3 (2.1 – 6.5)	109 (Nat 105)
Wr	93% (Nat 78%)	36% (Nat 18%)	3.7 (1.6 to 5.8)	NA
GAPS	906% (Nat 78%)	54% (Nat 31%)	NA	110 (Nat 106)
Ma	96% (Nat 76%)	39% (Nat 23%)	4.3 (2.3 to 6.3)	108 (Nat 104)
Rd/Wr/Ma	93% (Nat 64%)	11% (Nat 9%)	NA	NA

- The provisional outcomes at the end of KS2 in 2018 for the % of pupils working at/above the expected standard are again above the national figures.
- The average standardised scores in reading, writing & maths are above 2018 national figures.
- Progress scores for reading, writing and maths are all above zero showing that pupils in this school on average do better at KS2 as those with similar prior attainment nationally.
- The KS2 leader is the LA lead moderator for writing. Her outstanding practice has been used to support other schools in the LA.

4. Quality of Teaching

%	Sep	Dec	Mar	July
Outstanding	44%	44%	44%	44%
Good	44%	44%	56%	56%
RI	11%	11%	-	-
Inadequate	-	-	-	-
Target for 2018/19	40% outstanding. 100% good.			

- In 2017/18 the school judged itself to have an outstanding teaching profile. This was reflected in the strong pupil outcomes at all key stages in 2017/18
- There are examples of outstanding teaching at each key stage and the school's aim for 2018/19 is to maintain this outstanding quality of teaching across the school.
- The school's key action plan outlines a strong programme of focused learning walks and book monitoring to help establish a strong teaching profile.
- The key stage leaders provide a model of outstanding practice and give effective support to develop the quality of teaching in their phase.
- Changes have been made to staffing for 2018/19 with an experienced teacher and teaching assistant being appointed in key stage two.

5. Behaviour and Safety

Attendance 2017/18		Permanent Exclusions
Authorised Ab	3.3%	Zero
Unauthorised Ab	1.3%	
Overall Attendance without NUR	95.4%	
School target for 2017/18	96.1%	

- Attendance has improved overall and for all groups from 2016/17. Improving attendance continues to be an important part of the school improvement plan.
- Behaviours throughout the school are respectful and orderly, contributing to a very purposeful and calm atmosphere. Children demonstrate high levels of engagement with their learning and there were no permanent exclusions in 2017/18.
- School staff and the Governing body are aware of the Prevent agenda as well as the need to evidence the school's work to prepare pupils for life in modern Britain. This is embedded in the school's curriculum through a code of conduct, a manners curriculum, a broad and balanced RE curriculum, a Christian Values programme and school collective worship.
- The school has supportive parents who value the school evidenced by the OFSTED July 2017 parent survey outcomes. Child protection and safeguarding policies and practice are strong and robust and meet current requirements.

6. Leadership & Management

- The school has outstanding leadership with a strong SMT including governors who have clear vision and high expectations of all. Senior leaders are thorough in checking school effectiveness through a clear monitoring and evaluation programme.
- The Governing body provide very effective support to the Headteacher. They demonstrate a high level of expertise to enable ongoing support and challenge to the school using data sets, finance and other key indicators of school performance.
- The senior leadership team demonstrate a clear sense of strengths and areas for development for the school. The school improvement plan has been redesigned in a format which enables regular reporting against key aims to the governors.
- The school has developed the role of key stage leaders & middle leaders to provide a high level of capacity for continuing improvement.
- The school is now supporting others through its modelling of outstanding practice.

Priorities for 2018-19

PUPIL OUTCOMES

1. For at least 85% of pupils in all year groups to achieve age related expectations in each of the following subjects: reading, writing & maths.
2. To ensure the most able pupils are effectively challenged and outcomes are in line with or above national figures in each of the following subjects: reading, writing & maths.

TEACHING & LEARNING

1. To continue to develop the school's rich and vibrant curriculum structure.
2. To embed the practice for effectively challenging the most able pupils in all subjects.

BEHAVIOUR, SAFETY & WELFARE

1. To improve the attendance figures for the school to at least 96.1%.
2. To develop the qualities of mindfulness and resilience within our school community.
3. To further develop the school systems for promoting outstanding behaviour, safety and welfare.

LEADERSHIP & MANAGEMENT

1. For strong subject leadership to ensure that all subjects are taught to a high standard across the school.
2. To ensure that the school continues to be innovative and outward facing.

EARLY YEARS

1. To improve the school's maths outcomes in shape, space and measure to be in line with or above national figures.
2. To further improve speech and language development in the early years setting.

SIAMS

1. Involve the school council and senior pupils in the planning of themes for collective worship eventually incorporating them as worship leaders in its subsequent delivery.
2. Develop a more robust and structured approach to the self-evaluation of Wardley CE's distinctive and effective Christian nature.
3. Ensure high quality training to develop staff and governors as leaders in church schools.

