

# School Self Evaluation

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Growing and Learning Together  
To Be The Best We Can Be

# STOKE PARK INFANT SCHOOL

## SCHOOL SELF EVALUATION

### School Context

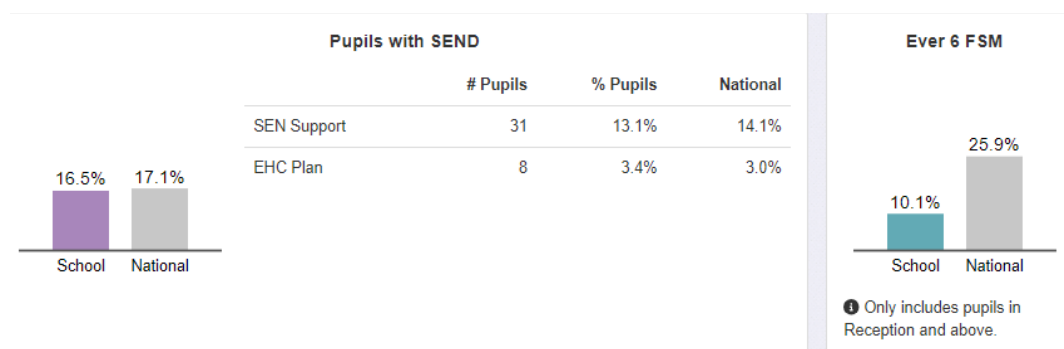
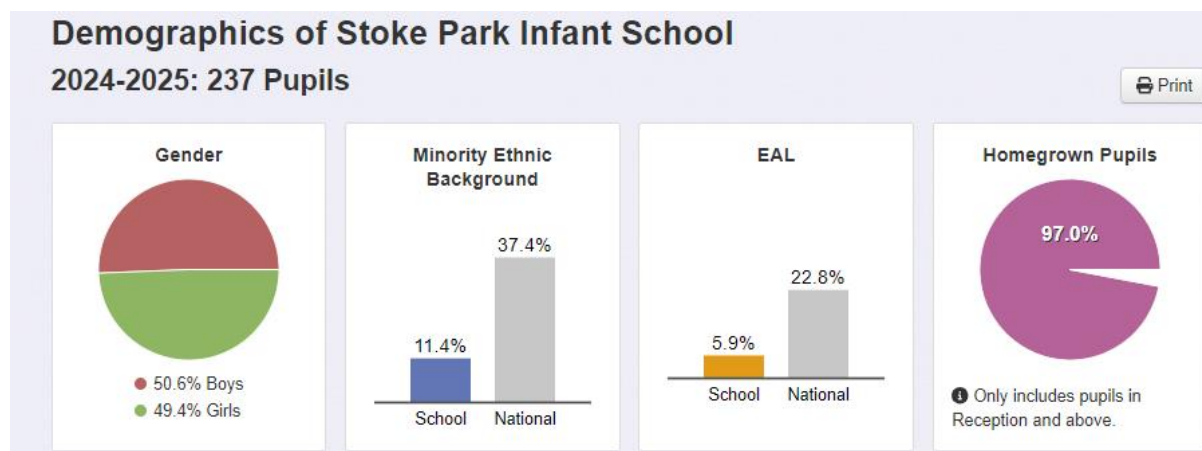
The school is a three-form entry infant school with a 14 placed resourced provision for children with speech, language and communication needs that are placed in both the infant and junior schools. The infant school currently has 4 children.

The school's deputy head is also the SENCo and has recently returned to full time having been on long term sickness. The RP manager is new to the role and will be supported by the HT and DHT

Generally the staffing at the school is very stable, we have one new teacher to the school and an ECT in their second year, we also have an apprentice teacher.

### Current contextual data

On Roll	PP+	EAL	SEN support excluding EHCP	EHCP	SEN (inc EHC Ps)	CLA
239	40	18	30	9	39	6
	17%	8%	13%	4%	16%	3%

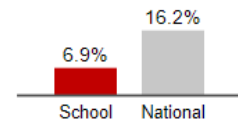


### Absence Rates



❶ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

### Persistent Absence



❶ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

### Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	77	42	35	4	23	0	0	0	0.9%
Year 1	85	40	45	4	28	10	18	3	2.2%
Year 2	75	38	37	6	31	14	13	5	3.4%

### SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	17	7.2%
Autistic Spectrum Disorder	13	5.5%
Social, Emotional and Mental Health	10	4.2%
Moderate Learning Difficulty	5	2.1%
Multi-Sensory Impairment	1	0.4%
SEN support but no specialist assessment of type of need	1	0.4%
Specific Learning Difficulty	1	0.4%

### Ethnicities

	# Pupils	% Pupils
White - British	200	84.4%
Not Set	6	2.5%
Any Other Mixed Background	4	1.7%
White - English	4	1.7%
White Other	4	1.7%
Any Other White Background	3	1.3%
Black - Nigerian	2	0.8%
Indian	2	0.8%
Other Mixed Background	2	0.8%
White and Any Other Ethnic Group	2	0.8%
Any Other Black Background	1	0.4%
Chinese	1	0.4%
Filipino	1	0.4%
Other Asian	1	0.4%
Pakistani	1	0.4%
Portuguese	1	0.4%
Sri Lankan Other	1	0.4%
White European	1	0.4%

## **Stability**

The school generally has good levels of stability and is in the top percentile for this

## **Looked After Children – 3– 1 child in Y1 2children in YR**

The school also has 3 children who are post looked after and under Special Guardianship

## **Children on CP plans**

Currently there are 0 on CP plans

## **Children on CIN plan**

Currently there is 1 child on CIN plans

## **Staff Profile**

The SLT consists of the HT, DHT (DHT is also Inclusion Manager), Resource Provision Manager(new to post), the LILT (Leaders in Learning Team) consists of Y2 Leader, Year 1 leader and EYFS leader, English Lead and Maths Lead

We have

10 full time teachers (including HT & DHT)

4 part time teachers

3 full time EYFS LSAs

5 full time LSAs

2 part-time LSA

2 LSAs for Speech and Language

2 HLTA's – 1X Full time, 1 X part-time

1 ELSA/Home-School Link Worker

1 Business Manager – 0.6

1 Admin Officer – Full time

1 Admin Assistant – Part time

1 site manager

## **Targets from Ofsted Inspection (Ungraded) October 2023**

1. In a small number of subjects, assessment is not used routinely to check what pupils have learned. As a result, future teaching does not build precisely enough on what pupils know. The school should ensure that assessment is used consistently well across all subjects to match future learning to what pupils know and understand.
  
2. Learning activities in the early years are not always as effective as they need to be. This means that children sometimes miss out on opportunities to develop key skills. The school needs to ensure that the planned curriculum is delivered consistently well across the early years, so that children are suitably prepared for their key stage 1 learning.

## Effectiveness of Leadership and Management

The current Leadership Team consists of the HT who was appointed 2015, INCo/DHT (who was formally appointed in the additional role of DHT in September 2018) and the Resource Provision Manager, who began in post in September 2024( the RP lead was an internal appointment and has been in post as a Year Group lead since Jan 2018). The LILT (leaders in learning team ) team is made up of year group leaders from each team. This staffing structure has been stable for the last academic year.

### Strengths

- The overwhelming feedback from parents and children (through pupil conferencing and surveys) is positive
- Ofsted parent survey was very positive
- staff morale is high and there has been stability in staffing across the last academic year
- Vision and Values are communicated to all stake holders and are central to practise throughout the year
- Ofsted October 2023 reflected the strengths of the school in its report and agreed with the school's 'Good' Grading.
- Ofsted stated 'The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). All pupils benefit from a well-designed curriculum and achieve well. Pupils enjoy learning, and they are keen to participate fully in lessons.'
- The leadership team have a high profile presence around the school and are actively involved in all sectors of the school community
- Rigorous conversations are held when needed
- The teaching and learning across the school is consistently good and is regularly monitored so that any weaknesses would be quickly identified and robustly
- Continuing professional development is linked to school improvement
- The school offers a broad and balanced curriculum that offers enrichment opportunities and effective models of inclusion
- The tracking of all groups children is rigorous and robust and all staff are held accountable for progress and is monitored by the governing body
- Subject leaders are held accountable for the progress and attainment of children in all subjects and all subjects are tracked
- British values are explicitly linked to the curriculum in all year groups as well as through collective worship, enrichment opportunities and through the school ethos
- Safeguarding is effective and regularly reviewed

### Previous Aims and Outcomes

Aims	Outcomes
To maintain the 'good' rating of Ofsted	School had Ofsted in October 2023 Maintained Good Outcome in ungraded inspection (see full report)
To induct and support new middle leaders into their role	New leaders fully inducted into their role Contributing to the good standards in the school

### Current Aims

- To ensure that the RP manager can fulfil all aspects of the role profile and job description
- HT/DHT to promote mental health and wellbeing in their role of SMHL for the school
- To continue to promote and review well-being practices and procedures within the school to best equip staff to manage pressures and work loads.

- Ensure governors play a **fully** active role in the strategic direction of the school
- To ensure that the ECT successfully completes their initial teacher training
- To support the apprentice teacher in completing their training

## The Quality of Education

### Strengths

- Effective planning in teams leads to children being taught a broad and balanced curriculum that is relevant to their age and skills.
- Planning follows the expectations of the assessment framework and national curriculum, but is sufficiently adapted to ensure all groups of children make progress within the lesson and/or over time
- The school follows the advice and support of HIAS for medium term planning in Maths, English, Science, History, Geography, Music and follows the Hampshire RE Living Difference.
- Robust Pupil Progress Meetings focus on the analysis of data, to ensure a more personalised learning to ensure that there is challenge for all
- In the RP there is a specialist team to support children’s needs
- Early Identification of children with SEND ensures that needs are addressed and catered for
- Robust SEND progress meetings
- The school and Ofsted recognise strong inclusive practice in the school including adaptations for the curriculum, meeting children’ needs including meeting all medical needs
- Plan, do, review approach for all children with SEND
- Robust monitoring and systems in place to ensure the best possible outcomes for PP children
- The quality of monitoring teaching and learning is rigorous and robust
- Marking and feedback provides children with appropriate next steps towards achieving their targets
- There is consistency of approach to the teaching the curriculum in EYFS and KS1
- Subject leaders ensure that all staff have a clear understanding of subject knowledge and approaches so that children are achieving parity of provision in all subject areas so that they can reach age related expectations

### Previous Aims and Outcomes

Aims	Outcomes
To embed the vision and plan into EYFS to ensure that children are more KS1 ready	Outcomes for EYFS above national and local GLD Children ready for KS1
To ensure the EYFS curriculum is reverse engineered to set the foundations for learning in KS1 and is part of the whole school journey	Subject leaders in partnership with EYFS team have created skills progression for foundation subjects in EYFS
To further refine the school curriculum offer for Art and DT through additional CPD and external support	This was on the SIP for last year – see SIP review
Embed the reading culture across the school, both 4X weekly+ reading and reading for pleasure	Reading 4x weekly in now embedded within the expectations for the school and data reflects this Reading for pleasure – reading trails have been very successful and this is reflected in data – this is being reviewed this year to reflect changes to keep children engaged.

## Current Actions

- To ensure that assessment is used consistently well across all subjects to match future learning to what pupils know and understand.
- The school needs to ensure that the planned curriculum is delivered consistently well across the early years
- To further embed inclusive practice in the school for **all** groups of children
- Children are confident in articulating their learning and using their floor books to support their understanding of substantive knowledge
- Using the 'Thinking Thursday's' to support children in retrieval practice

## Personal Development

### Strengths

- P4C has been established as a pedagogy within the school and is regularly revisited and refreshed as an approach through staff meetings
- The RANGER skills (resourcefulness, adaptability, natural curiosity, giggliness, enthusiasm, resilience, safety) are high profile across the school and used to explicitly value children's positive learning behaviours
- The school has a full-time Emotional Literacy Support Assistant (ELSA) and home/school link worker, who engages effectively with children and families to break down barriers linked to children's broader life experiences
- Healthy eating is covered through the Science National Curriculum. School policies encourage families to make healthy food choices for their children. Healthy snacks are provided in school. Children's pack lunches are discretely monitored and conversations are had with parents if there are concerns
- There is a robust PSHE curriculum, which includes space for bespoke provision if/when there is a need to revisit areas, e.g. in the case of promoting healthy relationships (Pantosaurus)
- The school offers a range of paid and unpaid extra-curricular clubs which have a high take-up and value the wide range of skills and interests of the children
- The school undertook whole school diversity training with an external provider and places high value on developing the children's understanding and tolerance of a wide range of beliefs.
- The school is an active participant in the Hampshire Equalities and Rights Advocates (EARA) group, which meets termly in different schools. The members of this group lead in real projects which are child-lead
- The school has a strong link with the local church, who provide regular services at school and opportunities to visit the church
- The school has committed to engaging with the new Eastleigh Mental Health Support Team (MHST) and members of the Senior Leadership Team have received training as the school Senior Mental Health Leads (SMHL)

## Previous Aims and Outcomes

Aims	Outcomes
Continue with P4C and gain the Silver Award	This is now on 24-25 SIP – evidence from last year 23-24 will go to support this
To embed Safe Snail across the whole school – linked to physical safety, online/media/e-safety - children able to articulate what 'safe snail' means	This is now further embedded within the school Children all take part in Evolve learning which focusses specifically on E-Safety and Media

## Current Aims

- Continue with P4C and gain the Silver Award
- To further embed support for children's mental health through the role of the senior mental health lead
- To embed zones of regulation and emotional coaching focussing on positive feelings, enabling children to understand how they feel when things are going right as well wrong
- To support children who have experienced trauma (ACE'S)
- Further develop children's understanding of diversity by understanding similarities and differences in different cultures

## Behaviour and Attitudes

### Strengths

- The school has embedded a positive ethos which focusses on celebrating children's strengths and achievements. The Rangers Rules for the school focus on positive behaviour and are shared widely to ensure practice is consistent and all members of the school community have high expectations
- The school follows an ethos of social and academic inclusion for all pupils with SEN. The children are effectively supported to reduce their barriers to learning and enable them to make value added progress.
- There is whole school ethos of nurture which includes opportunities for all children to take part in outdoor learning, including Forest School
- Attendance is above national expectations
- Home-school link worker actively supports families and attendance
- The school promotes and encourages an active open door policy
- Ranger Rules and skills are applied consistently throughout the school
- All staff are encouraged to self-reflect upon their well-being and use strategies to support resilience
- Suspensions are used correctly and are only used as a last resort

## Previous Aims and Outcomes

Aims	Outcomes
To ensure that the outdoor areas are used effectively in EYFS and KS1	The outdoor area has been used in EYFS and some of the areas have been updated. This will continue to be a focus for 24-25
Induct new staff so that they are clear on the behaviour expectations for the school	All new staff inducted They have followed the expectations for the school
To introduce Y2 monitors to help at lunchtime – giving additional opportunities to take responsibility	This was actioned and all the Y2 children took part in this last year

## Current Actions

- To ensure that the outdoor areas are used effectively in EYFS and KS1
- Develop children’s behaviours for learning and develop a growth mind set culture
- The introduction of support staff to improve the quality of lunchtime experiences for the children including modelling the behaviour expectations, behaviour management and effective play

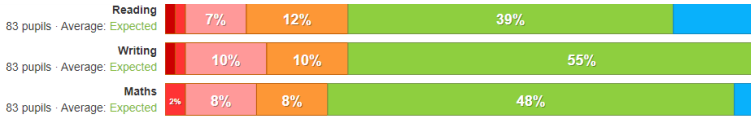
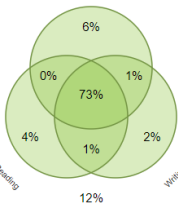
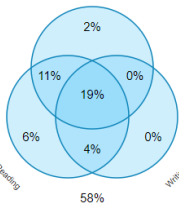
## Outcomes for Pupils

### Strengths

- The school has continued to remain mostly in line for phonics. Progress of phonics is closely tracked to ensure children are making progress from their starting points.
- There has been a specific focus on groups of children, particularly the disadvantaged group. This has meant that the children have closed the gap compared to national disadvantaged
- Pupil Progress Meetings – strong focus on outcomes for all pupils and identifying gaps in children’s learning
- Marking and feedback to identify next steps in children’s learning
- Reviewed curriculum to ensure that phonics is taught daily and follows the year group expectations
- Tracking and assessment procedures reviewed and rigorous
- Behaviour policy has been fully reviewed and implemented ensuring that the school is calmer and children more able to focus on their learning
- School data for 23/24 shows that EYFS is above national and LA in all groups, Phonics is slightly below national, however 2/3 classes were above national and LA

## Previous Aims and Outcomes

Aims	Outcomes
To maintain the current data picture – embedding last year’s practice	YR – 77% of cohort made GLD – above LA 72% and national 68%  Y1 Phonics 78% – slightly below LA 81% and National – 80% 2 Y1 – 83% and 88% classes above LA and National and 1 below 63%

Refine the monitoring of pupil premium children – introduction of PP progress meetings with clear and identified targets and outcomes	The system for monitoring Pupil Premium has been tightened with progress meetings in place specifically for this group of children. There are clear targets and outcomes set for these children that are reviewed throughout the year															
Increase the % of children identified in EYFS who could be GD by the end of Y2	<table border="1" data-bbox="699 309 1378 512"> <thead> <tr> <th></th> <th>ELG</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td>Comprehension</td> <td>86%</td> <td>31%</td> </tr> <tr> <td>Word Reading</td> <td>86%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>15%</td> </tr> <tr> <td>Number</td> <td>85%</td> <td>27%</td> </tr> </tbody> </table>		ELG	Exceeding	Comprehension	86%	31%	Word Reading	86%	30%	Writing	81%	15%	Number	85%	27%
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Ensure that GD in Y2 is in line or above LA and that writing maintains in line or above LA	<p data-bbox="699 636 1461 694">There is no LA or national data for Y2 however the end of year expectations were higher than the previous year</p>  <p data-bbox="884 860 1086 882"><b>Combined attainment</b></p> <div data-bbox="884 887 1086 904">At/above expected</div>  <div data-bbox="1203 887 1406 904">Above expected</div> 															

### Current Actions

- To maintain data outcomes that match national/LA in phonics and EYFS
- To maintain the strong school outcomes for end of KS1
- Maintain the monitoring of pupil premium +children – including the continuation PP progress meetings with clear and identified targets and outcomes

Embed the use of floor books with a focus on retrieval practice

### Effectiveness of EYFS Provision September 2024

#### Strengths:

- EYFP data is above National and Hampshire data at the end of the academic year 22-24
- Staff know where their children are and how to support them moving forward
- Quality interactions are apparent across the team
- Staff use a variety of questions to support, scaffold and move children’s learning on.
- All children are planned for and needs identified
- EYFS was a key focus of the SIP in 23-24 and this has led to an improvement in the quality of teaching and learning

- The children leaving EYFS are Y1 ready

### Outcome for pupils

The national GLD is 67.7%

Hampshire GLD is 72%

Stoke Park Infant School GLD is 77%

### Previous Aims and Outcomes

Aims	Outcome:
To fully embed the EYFS vision and plan, changing the balance across the year between child initiated and teacher directed learning	This was part of the SIP 23-24 – see final review
To further develop the curriculum so that there is a clear progression from EYFS to end of KS1	There is a clear progression in place for all subjects that has been reversed engineered for YR and then builds from EYFS to KS1
To ensure that there are clearly planned opportunities for <b>all</b> children to apply their writing skills during independent and guided writing	This is been planned for and outcomes show the impact of this -See SIP review
To fully embed the continuous provision plans with a focus on enhancing the outdoor area	This has developed but will need to be further embedded this year, using the continuous provision planning.
To ensure that the children leave EYFS ready for Year 1	Children are in a much stronger position and have settled in quickly to Y1. The balance in EYFS progressed across the year so that it mirrored Y1 at the beginning of the year

### Current Actions

- To fully embed the EYFS vision and plan, changing the balance across the year between child initiated and teacher directed learning
- To further develop the curriculum so that there is a clear progression from EYFS to end of KS1
- To ensure that there are clearly planned opportunities for **all** children to apply their writing skills during independent and guided writing
- To fully embed the continuous provision plans with a focus on enhancing the outdoor area
- To ensure that the children leave EYFS ready for Year 1

## **Overall Effectiveness**

- Stoke Park Infant school continues to be good school and shows evidence of 'outstanding practice'. Through self-evaluation, improvements in provision and the quality of teaching and learning has led to outcomes broadly in line with national expectations
- The children receive a broad and balanced curriculum that reflects their interests and motivates them to learn.
- Robust and rigorous pupil progress meetings ensure targeted teaching to close gaps in the children's learning, including different of children, e.g. SEND, PP
- Effective leadership has led to an improvement in the quality of teaching, learning and assessment. Leaders hold staff to account which leads to good outcomes.
- Children's understanding of SMSC is effectively promoted through all their learning experiences and enrichment activities
- Governors effectively support and challenge and hold the HT to account
- Safeguarding procedures are effective

## **Next Steps**

- Children more confident in articulating their learning and using floor books to support this
- Continue to meet national and LA outcomes for all year groups
- All new staff are fully inducted into their role, supported, monitored ensuring high quality
- Governors are holding the school to account through robust monitoring and following their monitoring schedule and reporting
- Meet the outcomes of the School Improvement Plan

