

SECTIONS		SUMMARY EVALUATIONS	
1	INTRODUCTION School context – key features	Smaller than average infant school; Twerton has low levels of economic prosperity; highest index of multiple deprivations in the LA; 37% of children living in poverty (Campaign to End Child Poverty, Nov 2016). School has a very high proportion of children eligible for FSM (52% ASP 2017 compared with 26% nationally). SCHOOL REPUTATION: There is no negative information, safeguarding, or otherwise, of which we are aware, on the Internet, or in the local press, from the RSC, LA, DfE or police, concerning our pupils.	
		2	AREAS FOR WHOLE SCHOOL DEVELOPMENT
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES		
		<i>Sometimes work is not adjusted quickly enough for the most able pupils in mathematics.</i>	Experienced Mathematics Subject Leader appointed in September 2016 as KS1 Leader. Ongoing CPD for teachers and TAs to increase engagement through “Discovery Maths” and deepening learning [S8]. Increase in % of Y2 children working at GDS in 2017 (10.3% in 2017. 2% in 2016), for 2018 expected rise to 17% at GDS. 79% FSM at EXS in 2017 compared to 60% FSM Nationally and 75% ALL pupils.
		<i>There are insufficient opportunities for the most able pupils to develop their full understanding of what they are reading.</i>	Culture of enjoyment of Reading is developing very strongly [S2]. New Guided Reading resources and teaching is embedded across the school. Refinements to planning and assessment in KS1 have led to all teachers and TAs having high expectations of all children, especially those working at Greater Depth [S2]. Teachers track closely the progress of children from their prior attainment levels to ensure significant and sustained progress. End of KS1, 79% FSM pupils at EXS in 2017 compared to 61% Nationally.
4	LEADERSHIP AND MANAGEMENT Previous Grade: 2	L&M Judgement: Outstanding	
		Strengths	Areas for Development
		<ul style="list-style-type: none"> • Strong vision, clear strategic direction for the school with a culture of ambition shared across SLT and Governing Body. • Clear focus on consistently improving outcomes for all pupils, based on accurate understanding of school’s effectiveness, including views of parents and staff. • Governors hold senior leaders stringently to account for all aspects of the school’s performance. 	<ul style="list-style-type: none"> • Focussed Action Plans used by all leaders to drive improvement activity and provide framework for monitoring and evaluation of impact [S1]. Succinct and timely reporting to Governors is by EYFS and KS1 leaders and Inclusion Leader is providing key information from which governors challenge leaders. • Key Stage Leaders develop a culture of rigorous professional reflection, debate and mutual-support to sustain motivation across the team to improve outcomes for all pupils. [S1] Governors meet with Key Stage Leaders to review outcomes following regular monitoring workshops. In 2017-18 there is substantial and sustained progress across the whole school. There is strong leadership at all levels in the school.
5	TEACHING, LEARNING AND ASSESSMENT Previous Grade: 2	TLA Judgement: Outstanding	
		Strengths	Areas for Development
		<ul style="list-style-type: none"> • Teachers and TAs demonstrate deep knowledge and understanding of the subjects they teach. Children are keen learners who are willing to explore and share their ideas. • Questioning and feedback is used very effectively to check pupils’ understanding and address misconceptions. More time and support is given to children at risk of falling behind, so they almost all catch up. • Teachers set high expectations for children’s conduct and provide appropriate challenge for pupils at all levels of attainment. • The Curriculum is broad and rich and makes excellent use of learning resources and opportunities in the locality. 	<ul style="list-style-type: none"> • Accelerating progress in Reading, writing, phonics and maths across the school. [S2, S3, S4] Early engagement with parents of children in EYFS to support children’s learning before and beyond school [S7]. • Review Teaching & Learning policies to promote pedagogical debate and revise, where necessary, to set clear expectations for all teachers and TAs [S6]. Key Policies are developed by whole school. • Develop effective monitoring of EYFS and KS1 curriculum to ensure breadth and depth [S5]. • Use of assessment information to identify children at risk of falling behind or who require additional support to ensure they achieve well. [S4, S6] Streamlining School Assessment processes, Pupil Progress Meetings, Adapting Provision to maximise progress for all children, including vulnerable and disadvantaged pupils. • Use summer term of Reception to support children’s effective transition to Year 1. Bridge the jump from ELGs to expectations of Year 1 Curriculum in Reading, Writing & Mathematics to smooth transition.

6	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Previous Grade: 2	PDBW Judgement: Outstanding	
		Strengths	Areas for Development
		<ul style="list-style-type: none"> Excellent pupil conduct, school is an orderly environment with respectful and affirming relationships between children and staff. Behaviour of pupils is excellent and supported by Virtues Education, Golden Rules, close monitoring of Behaviour Logs, Hot Chocolate Fridays and celebrations of pupils achievements. Pupils have very positive attitude to all aspects of their learning. Children are very happy to be in school and the school works hard to prevent all forms of bullying. There is a warm and open culture throughout the school and the welfare of pupils is paramount. 	<ul style="list-style-type: none"> Introduction of Hot Chocolate Fridays with the Headteacher to recognise children who have gone above and beyond. Close monitoring and review of behaviour at lunchtimes and playtimes through implementation of new Monitoring Sheets (for Stage 3 and Stage 4 incidents). Impact has been that behaviour is improving still further. Improve attendance; reduce levels of absence due to “faux illness” and lower persistent absenteeism. In Term4 2017-18 the school attendance has reached 95%, the best it has ever been. Persistent absenteeism has been dropping for the last three years and will continue to do so. Continue to develop ABS Governor Role (Attendance, Behaviour & Safeguarding) [S4]. Increase capacity of Inclusion Leader to support Safeguarding and Inclusion [S3, S4]. Introduce new resource, Gooseberry Planet, to develop children’s understanding of online safety from January 2018 in KS1 [S5]. Positive initial engagement.
7	Outcomes Previous Grade: 2	Outcomes Judgement: Outstanding	
		Strengths	Areas for Development
		<ul style="list-style-type: none"> Progress of children in EYFS is Outstanding. Progress of children from entry to the school to end of KS1 is also very good, demonstrating substantial and sustained progress. Current Progress (SAP 3 - 2017-18) is outstanding in KS1, from end of EYFS. Progress of disadvantaged pupils is at least as good as their peers. 	<ul style="list-style-type: none"> Improve conversion of children meeting ELGs to attaining ARE in Reading and Writing Y2 and increase proportion of children working at Greater Depth in KS1 [S2ph, S2]. Current Progress in KS1 is strong, above expected progress in Y2 Reading, in line for Y2 Writing and Y2 Maths; Above expected in Y1 Writing and roughly in line in Y1 Reading and Y1 Maths. Improve outcomes for boys [S2, S2ph, S3, S4, S5, S6, S7, S8].
8	EARLY YEARS PROVISION: THE QUALITY AND STANDARDS Previous Grade: 1	EY Judgement: Outstanding	
		Strengths	Areas for Development
		<ul style="list-style-type: none"> Teaching is highly responsive to children’s needs. Environment is stimulating and curriculum provides variety of rich and imaginative experiences. 	<ul style="list-style-type: none"> Support children’s effective transition to Year 1 by using summer term of Reception to bridge the jump from ELGs to expectations of Year 1 Curriculum in Reading, Writing & Mathematics, especially for HAP [S1]. Increase early Parental Engagement to accelerate progress in Phonics and Literacy. [EYFS, S2, S4, S7]
9	SMSC and FBV	Quality of the schools actions to promote SMSC and FBV	
		<ul style="list-style-type: none"> Children have a clear understanding of school’s 5 Golden Rules. Curriculum fully supports development of SMSC and capitalises on opportunities in local cultural community including the local church. The school’s CAT Team (Community Action in Twerton) is a very effective vehicle for Pupil Voice in the school and across Bath (meeting Ben Howlett, previous MP in 2016 and 2017, and local councillors). The CAT Team also lead the school’s ECO Schools Activity, taking part and winning Energy and Recycling competitions. Intergenerational working has been established with a local residential home for elderly people with dementia, which has been very encouraging for both the school and the home. Children demonstrate pride in their community, taking part in the Great British Clean Up and have produced a film, “My Twerton” which has been premiered at the local Football Club and praised by Ken Loach, film director. Weekly Newsletters, school Facebook and Twitter pages and YouTube are used to communicate the life of the school to parents and the wider community. Regular opportunities are used to promote equality, tolerance and respect within the school and across the community [S1, S7]. 	
10	OVERALL EFFECTIVENESS Previous Grade: 2	OE Judgement: Outstanding	
		<ul style="list-style-type: none"> Quality of teaching, learning and assessment is at solidly good with much that is outstanding. The school is consistently focussed on addressing areas that are not fully outstanding. The promotion of pupil’s spiritual, moral, social and cultural development is thoughtful and wide-ranging. From their starting points, children make excellent progress founded on excellent nurture and care across the whole school. School Leaders and Governors are consistently focussed on improving outcomes for all pupils and progress is rising across the curriculum. The needs of all children are met through effective diagnostic screening (Thrive, Vulnerability Tracker, SENCo monitoring, Key Stage Meetings) and regular monitoring of children’s development. A range of proven interventions are used to support children with particular needs. The impact of these interventions are evaluated each term. Safeguarding procedures are robust and highly effective. <i>Every mechanism (leadership, policies, strategic activities, passion and drive) is in place to achieve and maintain the judgement of outstanding for Teaching Learning and Assessment</i> 	