Annual Self-evaluation of performance and progress: February 2018

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1. Introduction

There is, as always, much to celebrate from the previous year, not least the high standards of the children’s achievement which is better than that nationally in all aspects and better than local Richmond and Kingston averages. Nevertheless, we are not complacent. We are ambitious for all our children and want them to make the best possible progress whatever their background or learning needs. The annual self-evaluation report is an opportunity for us to take stock: consider what has been achieved and what we can do next to make Chase Bridge an even better place for our children to thrive. I would like to thank in particular parents, children and staff that have taken the time to complete questionnaires and provide feedback on the aspects of Chase Bridge they value as well as suggestions for how we can make improvements.

The purpose of the review is to summarise performance and progress made by the school over the previous year principally against the priorities set out in its partner document, the School Development Plan. The broad strategic priorities in the SDP last longer than a year and more specific actions through the teams are addressed on a frequent termly basis to ensure they are responsive to the context and changing circumstances.

The whole school community is involved in the annual review, but the process is led by the senior staff who are responsible for leading a specific team, area or aspect of school life. Each team has a linked governor that monitors how the strategic objectives are being addressed by the team. They report on progress to the governing body. Team leaders and their linked governors are noted in the appendices.

The report begins with a summary of contextual data that describes the community we serve. This section gives a context to the evaluative comments as well as the way we move forward in addressing future priorities. This is followed by a summary of performance matched against the current OfSTED inspection framework.

Section 4 is a review of the progress made by the teams in addressing last year’s whole school priorities. Section 5 provides a commentary and interpretation of the parent, staff and children’s surveys as well as the action we have taken in response to last year’s feedback. Finally the key points are summarised and emerging priorities for future development are identified. The appendices list numerical judgements that relate to the OfSTED Framework and this is followed by the evidence base that supports the evaluative judgements.

Andrew King
February 2018
2. Contextual overview

The table below shows some key contextual indicators for Chase Bridge together with national averages for maintained mainstream Primary schools. The information is based on recent School Census returns, and shows three years’ data. This allows us to compare Chase Bridge against the national picture for maintained mainstream schools.

<table>
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<tr>
<th>Number on roll</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
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<td>626</td>
<td>668</td>
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<tr>
<td>National</td>
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<table>
<thead>
<tr>
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</tr>
<tr>
<td>National</td>
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<td>49</td>
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<tr>
<th>% of pupils known to be eligible for free school meals (FSM)*</th>
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<tr>
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<th>2017</th>
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<table>
<thead>
<tr>
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<th>2016</th>
<th>2017</th>
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<tr>
<td>School</td>
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<td>9</td>
<td>30</td>
</tr>
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<td>19</td>
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<table>
<thead>
<tr>
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<th>2016</th>
<th>2017</th>
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<tr>
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<td>1.3</td>
<td>10.5</td>
</tr>
<tr>
<td>National</td>
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<table>
<thead>
<tr>
<th>% of pupils with An SEN statement or EHC plan</th>
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<th>2016</th>
<th>2017</th>
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<tr>
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<td>1.4</td>
<td>1.7</td>
</tr>
<tr>
<td>National</td>
<td>1.4</td>
<td>1.3</td>
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<table>
<thead>
<tr>
<th>% stability</th>
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<th>2016</th>
<th>TBC</th>
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<tbody>
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<td>TBC</td>
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<tr>
<td>National</td>
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<tr>
<td>National</td>
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<td>0.2</td>
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The data indicates that Chase Bridge is a large school, well over twice as large as an average sized school with an increasingly diverse community - over the past ten years the proportion of children from minority ethnic groups has doubled and the percentage of children eligible for free school meals, although still relatively low to that nationally, has tripled. We are a popular school and usually full in all year groups with the number of applications for places always over-subscribed and this has been increasingly the case over the past five years.

The process of expansion has been completed and the school now has three forms of entry in all year groups – three classes of 30 that makes 90 children in total. We also provide a nursery with spaces for 52 children, half in
the morning and half in the afternoon session. There is also a shared infant nurture group provision for eight children that is led and managed by Chase Bridge on behalf of a group of local schools.

Although we have a diverse intake most children at Chase Bridge, in relation to national data come from average social and economic circumstances and they join the school with broadly average skills and capabilities. However, there is a small but increasing number of children from vulnerable families including those that are In Care, adopted and subject to Child Protection orders. The proportion of children with learning difficulties is similar to other schools nationally. We have a high proportion of children from minority ethnic groups and a high proportion of pupils learning English as an additional language – over 40 in our most recent survey and a small but increasing number of children with little or no English entering the school in all year groups.

The school population is a little more mobile than other schools nationally. This is because last year saw a greater movement of families with a number moving out of the area to take advantage of relatively cheaper house prices out of London. In addition there is a small but significant minority of children from army families (usually about 20-30 children) linked to the barracks in the Duke of Cambridge Close adjacent to the school, and attached to the Royal Military School of Music, who can be with us for short periods of time. The school borders Hounslow Local Authority and approximately a third of the children are Hounslow residents.
3. Summary evaluation with reference to OfSTED criteria

Chase Bridge was inspected nearly two years ago. This was a short inspection and it concluded that the school continued to provide a good quality of education and noted the many excellent aspects of our practice. The report endorsed our own self-evaluation and confirmed that our key priorities from that time were correct and through ‘well-defined changes’ and senior leaders ‘setting demanding targets’ we were well placed to continue to make rapid progress to ensure that all aspects of the school are outstanding.

The inspectors were highly complimentary about Chase Bridge and the work of the staff. Some of the key passages below characterise the overall tone of the OfSTED report.

- ‘By setting demanding targets, leaders secure sustained improvements’
- ‘Teachers’ feedback helps pupils to understand clearly how to improve their work’
- ‘The proportions of the most-able pupils reaching the highest standards … in national assessments … are high’
- ‘Children make strong gains in the Nursery and Reception’
- ‘the curriculum continues to provide all pupils with a very wide range of exceptional and motivating activities’
- ‘pupils benefit from high quality learning experiences’
- ‘Pupils are polite and friendly. They enjoy school’
- They ‘enthuse about the variety of physical education and sporting activities’
- ‘Pupils’ music and drama skills are fostered successfully through learning to play musical instruments, and participating in concerts and performances at school and in renowned cultural venues’
- ‘pupils are self-confident, hardworking and demonstrate positive attitudes to learning’
- ‘Pupils thoroughly enjoy the outings and visits’
- ‘safeguarding arrangements are fit for purpose. Record keeping is detailed and of high quality’
- ‘all members of the leadership team and governors … maintain a sharp focus on key priorities for improvement’
- ‘increased checks on pupils’ progress and tailored additional support for selected pupils … is helping to secure faster progress in Years 3 to 6’

Nevertheless we are not complacent and, as the letter says, governors and staff are ambitious for the school and have a ‘sharp focus on key priorities’. Overall we are now a very good school with many outstanding aspects of practice. Children’s achievement this year was outstanding in a number of aspects and the challenge now is to sustain this level of performance. Furthermore there is a drive and commitment from all sections of the Chase Bridge community to keep on improving and provide the best opportunities for our children. We are now in a strong position to strive towards ensuring all aspects of the school are Outstanding.
End of Key Stage 2 attainment was outstanding and significantly above the national average, in all areas, and above or in-line with Richmond averages in most areas. As Richmond is the highest achieving borough in London, this is something of which we are particularly proud. Maths has been a priority for the school and we are extremely pleased that 88% of children reached the expected standard, compared with 71% nationally; along with this, 42% of children reached the greater depth standard in Maths, up from 14% the previous year. Writing continues to be a strength of the school with 85% of children reaching the expected standard compared with 76% nationally. Grammar, Spelling and Punctuation has gone from an area of focus in previous years to an area of real strength, with 92% of children reaching the expected standard and more than half of those children reaching greater depth. Our Reading outcomes, though still very strong at 80% expected standard and 35% at greater depth standard, was relatively the weakest subject in terms of attainment and an area we can look at improving further. Our children’s progress was in-line with the national average in Reading and Writing, and above the national average in Maths. While accelerating progress in Key Stage 2 remains an area of focus, we are particularly pleased with the progress made by our PPG children, SEND and lower attaining children.

End of Key Stage 1 attainment was above national averages in all areas. After achieving slightly lower than usual at the end of Key Stage 1 last year, and amidst all the changes to national assessment, Key Stage 1 attainment was an important focus for us: and we are pleased with the outcomes. Particular strengths were children achieving greater depth standard in Reading (32% compared with 25% nationally) and in Maths (33% compared with 21% nationally). We also greatly improved in our Writing expected standard achievement, as this year 74% of children reached the standard compared with 58% last year (this year’s national average was 68%).
The **Year 1 Phonics Screening Check** threshold was exceeded by 94% of Chase Bridge children compared to 81% nationally. The outcomes are outstanding and the result of a five-year trend of improvement which has seen our outcomes improve greatly (from 40% in 2012).

Across the school, the significant majority of children met their targets, demonstrating very good progress. Achievement was especially high in maths – a good sign, as we have had maths as a school priority and organised multiple training sessions on the maths mastery approach. We need to make sure we are continuing to focus on helping our pupil premium children reach the same attainment levels as the rest of the children by exploring further options for how best we can support them. We also need to ensure that we are tracking SEN children in the most efficient, purposeful way to be able to evaluate progress and decide on next steps.

**To summarise, there are strengths in the following areas:**
- Attainment at the end of Key Stage 2, which is particularly strong
- Attainment at the end of Key Stage 1
- Pupils achieving at greater depth in Grammar, Punctuation and Spelling at the end of Key Stage 2
- Progress in Maths at the end of Key Stage 2
- Pupils achieving at greater depth at the end of Key Stage 1, particularly in Maths
- Attainment in Phonics in Year 1
- Improvements in Maths across the school

**Aspects where we will continue to focus and target for improvement:**
- Continuing to accelerating the rate of progress throughout Key Stage 2
- Achievement in reading
- The outcomes for pupils with a high level of need, particularly PPG and SEND groups
Overall teaching, learning and assessment is of a consistently high standard and Good.

The evaluation of teaching, learning and assessment across the school is completed using a ‘best fit’ process, including: analysing children’s outcomes, observing lessons (drop-in and scheduled), conducting book scrutinies and gauging pupil and parent voice. Team leaders (year group leaders and core subject leaders) take an active role in driving teaching & learning, carrying out this term’s lesson observations and books scrutinies, with the aim of encouraging peer-to-peer dialogue while also ensuring they have insight into the teaching in their year group. Team leaders driving standards and rigorously monitoring them is moving forward well, but still a continued area of focus for us, and more can still be done around helping lower attaining children develop key skills in English and maths as they move through the school.

Effective formative assessment is at the core of our pedagogical approach. Over the past year, we have continued to have CPD opportunities around the use of formative assessment, seeking to develop it further. Our pupils are actively involved in assessment processes, as we believe it is important for children to be aware of their own strengths, next steps and targets, and be given time to respond to teachers’ feedback, improving their work. By using these strategies, children reflect on their learning very well, and teachers better understand how best to support or challenge particular children, informing our range of interventions.

The quality of relationships between staff and children is excellent, resulting in settled classrooms where children are engaged and ready to learn. Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. Teachers further enhanced their practice last year by developing their teaching of Maths, particularly by employing the mastery approach where
the aim is to explore learning concepts in greater depth and make better use of concrete materials to support understanding; Maths outcomes were outstanding at the end of Year 6, and development was seen across the school. This year, the focus has been on incorporating English and Maths key skills into science and foundation subject lesson, further improving our cross-curricular approach to learning. Developing Writing as well as Grammar, Punctuation & Spelling in Key Stage 2 has been a key priority on the School Development Plan over the past two years and we are proud of how successful our end of Key Stage 2 attainment was in these areas.

Growth Mindset and Building Learning Power through the use of ‘learning muscles’ is interpreted in age-appropriate ways across the school and has developed resilience and team work. There are many examples of how this strategy is being used across the school, including children now being familiar with how they learn best, and taking ownership of which learning muscles they are going to use to help them achieve (e.g. resourcefulness, distilling), as well as teachers praising children for their effort and attitude (how they learn), not only focusing on what they have learnt. Children feel valued because of their effort, which helps contribute to excellent behaviour for learning.

The consistency of teaching within year groups and across the school is also particularly notable. Teachers plan effectively together and lessons contain differentiation matched to learning needs so that all children can access the learning and feel challenged by it. This is enhanced through use of teaching assistants to support the range of learning needs in year group teams which is reviewed at least on a termly basis with the support of the SENCo.

Across the school, there is greater clarity around the new summative assessment procedures and we are happy with our progress implementing the new system. Data from our termly summative assessments inform a whole-school analysis and are evaluated by team leaders to inform their planning and intervention. We have also brought in additional assessments across Key Stage 2 to measure progress effectively and have greater accuracy of assessment.

Information about the children’s achievement is communicated to parents through termly meetings, book looks and end of year reports. Much effort has gone into improving parent engagement, and new initiatives are now in place such as weekly questions being emailed to parents focusing on that week’s learning, inviting parents in to read with their children regularly and clear information given to parents as to what needs to be revised at the end of the term; these complement already embedded systems of year groups sharing half-termly curriculum plans that give homework suggestions and links for how parents can further support their children. We also provide information about the new National Curriculum expectations for year groups and present information to parents about assessment and the curriculum in evening meetings.

Though we very pleased with our excellent outcomes last year, we still have a lot of work to do to help our children’s achievement be Outstanding year in and year out, specifically looking at our high-needs children and those that are behind academically, and helping to accelerate their progress with English and Maths core skills.
The overall effectiveness of the Early Years Foundation Stage provision is outstanding. This judgement is based on a number of factors, including the quality of provision and the fact that although the children enter reception from a broadly average starting point, overall they are achieving above standards nationally. This judgement has also been endorsed by the leading EYFS advisor for Richmond and Kingston.

Overall achievement at the end of the EYFS is higher than the previous year with 76% of children achieving a Good Level of Development (GLD). This is above standards nationally and just slightly below the Richmond average. There is an approximate difference of 10% between girls and boys when it comes to GLD, with the girls still outperforming the boys – though this remains a national trend, we are not complacent and continue to consider ways we can narrow this gap. The proportion of PPG pupils (we had 7 last year) achieving GLD improved from the previous 2 years and is close to the national average.

Our EYFS leader has been a leading EYFS teacher for the borough for the previous two years and other Nursery and Reception teachers from both Richmond and Kingston have visited the school to observe her teaching, and our overall EYFS practice. Both our EYFS leader and SLT monitor standards in the early years, performing lesson observations as well as assessment and planning scrutinies, before detailed feedback is provided. Leaders actively self-evaluate, regularly looking for ways to improve standards.

Everything the EYFS team does is tailored to the particular cohort of children. It begins with our induction process for new children, which is thorough and involves staff gathering detailed information about the children that will be joining us. To engage new parents, we have a range of opportunities where parents can visit the school and learn about life at Chase Bridge. This happens prior to children starting their learning here and as a result children settle into their learning quickly and comfortably, which is crucial. Children also begin full time school sooner, staff do the baseline sooner and as a result we know what provision we need to provide, and what interventions we need to create, earlier on. Staff are confident with running intervention programmes to support children’s learning – we have had Speech and Language training and use the Ruth Miskin phonics approach to develop children’s listening and attention skills. Our outdoor learning environment is set out to meet the needs of the children and focuses on the prime areas of learning. Our on-line assessment system, Tapestry, is used from day one: parents can see what their children are learning and add their own comments and responses online.

Parents have also commented on the range of additional opportunities we provide for them to get further involved in their child’s school life – not just through the use of Tapestry, but also having ‘bedtime story sessions’ and chances for them to come into school and read with their child. Our ‘Mystery Reader’ sessions for parents are a particular highlight of the children’s week!
Personal development, behaviour and welfare of children at Chase Bridge is outstanding.

Ongoing lesson observations continue to highlight excellent behaviour for learning across the whole school. Inspectors in 2016 commented that ‘pupils are self-confident, hardworking and demonstrate positive attitudes to learning’. Staff support the children in ways to think about their own learning and now the idea of Learning Muscles is fully embedded in our teaching and the school’s ethos. All teachers use ‘talk prompts’ to help the children to participate and use social conventions in whole class discussion and this has been very effective for children who have a background that is not rich in the use of language or English at home. Almost all staff and parents agreed that children’s behaviour is very good at Chase Bridge. Children comment very positively about their school and mention in particular the curriculum and teachers as well as the breadth of provision on offer through clubs, trips and visits. They enthused with inspectors about ‘the variety of physical education and sporting activities’. The children’s love of learning is communicated very clearly in the recent surveys and they are proud of their achievements as well as that of others in the school. As a result incidences of low-level disruption are rare and engagement in lessons is high across subjects, year groups and classes.

Behaviour outside lessons is almost always excellent: as inspectors noted ‘pupils are polite and friendly’. Volunteers, supply teachers and visitors to the school frequently mention how well the children conduct themselves – and indeed we are very proud of the children! There are few serious incidents or disruptions at playtimes. This is because of the range of activities, clubs and high level of staffing that allows the children’s behaviour to be managed effectively.

The children’s excellent behaviour reflects the strong ethos and strategies we have in place to promote high standards with all staff. All ‘serious incidents’ are logged and this information is used where there is a pattern to modify provision, for example through changes in a child’s timetable and altering the deployment of staff. Chase Bridge has very few exclusions.

Children love coming to school and, as we are told frequently by parents, often ask when the holidays will be over! One recent comment that was typical of many parents was: ‘pupils show great motivation and love for their school’. Pupils’ attendance rates are similar to those nationally and in addition children are rarely late and punctuality is very good. Children are safe and feel safe as reflected in our surveys and discussion with the children. The online activity of the children out of school is a new challenge for us and this is being actively addressed through the curriculum where we address the children’s safety on-line and address specific current issues as they arise. We have also established a parent group who have begun to issue advice to the school community about on-line behaviour – the benefits and safety matters.

All children throughout the school have begun undertaking modified versions of the daily mile to promote exercise and well-being during the day as well as physical education lessons and playtimes. Rates of children being obese and overweight are better than that nationally. A dental survey last year reported that from the
sample Year 1 and reception children 97% of them had healthy teeth – a big improvement on the previous year’s survey.

We actively promote our hot school meals and uptake is high with nearly 70% of the children eating a school lunch. The vast majority of reception children have a school lunch and teachers deliver information about food in their curriculum including seeing the ingredients that form their meals. Reception children benefit from a separate, smaller, safer space to enjoy their lunch playtime. There is also an established daily lunch club for those children requiring a smaller environment in KS1. Pupils enthuse about the variety of physical education and sporting activities that they do at school and parents continue to highlight the wide range of extra-curricular activities offered as a strength of our school.
Overall leadership and management of the school is very good, improving rapidly and there are many outstanding features. There are a number of aspects that are considered by the Local Authority to be particular strengths. Last year the Local Authority inspector commented on the very comprehensive strategic planning, and the ambition of leadership to continually improve the school's standards and provision. Particular improvements have been made over the past two years with the leadership of teaching and learning where aspects of practice, such as expectations for how children should respond to marking, target setting and new assessment systems, have been identified and taken forward. This is now well embedded in the children’s written work. The leadership team is supportive of colleagues and other schools within the Locality Team and across the Local Authority. We are a partner in the Richmond Teaching School Alliance and the headteacher is working for Achieving for Children for two days a week supporting other local schools. We run a Nurture Group for infant children to meet the needs of schools in our locality; two of our staff are acting as moderators for the end of key stage assessments and I am delighted that Liz Davies has been re-appointed as a Leading Early Years teacher and will continue to support colleagues across Richmond and Kingston.

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities and at Chase Bridge it is used to support a variety of activities: a PE coach to boost participation in lunchtimes; a dance teacher at lunchtimes and after-school clubs; engagement in local competitive competitions; contribution to the running of our annual international tag rugby event; subsidising some clubs to enable higher levels of participation from disadvantaged children. As a result we have a very high level of engagement in PE activities and our out-of-hours clubs are very successful.

Parents and staff are virtually unanimous that Chase Bridge is well led and managed. Senior staff, including those responsible for governance, consistently communicate high expectations and ambition. Systems for self-evaluation (our Teacher Performance and Self Evaluation or TPSE system) are well established and link directly to the Teachers’ Standards and Performance Management systems. Regular detailed feedback is given to all teachers each term on our priorities including aspects for improvement – this in turn provides a comprehensive evidence base for teachers at the end of the performance management cycle. As a result systems are thorough and accurate, and the school’s actions are carefully planned, concerted and effective.

The curriculum is imaginative and well thought through and promotes a love of learning. The promotion of fundamental British values through assemblies, the children’s school council, the Chase Bridge motto and local, national and international links is outstanding. It provides opportunities for academic, artistic and sporting excellence and contributes well to children’s academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. Some of the children’s broader achievements across the curriculum are exceptional and we celebrate these in our newsletters and through social media.

The school self-evaluation programme, led by the Senior Leadership Team, links closely to the school’s priorities. Reports make clear judgements and result in actions that are taken forward by the SLT or team
leaders. A summary judgement of the evaluative reports that result from the termly schedule is shared as a matter of course through Headteacher’s Reports to the governing body. Team leaders report on their annual progress through the annual self-evaluation document.

The role of the year group leaders has further developed and they are taking an increasingly important role in the organisation and management of year groups. In addition year group leaders are making better use of assessment data but this is an aspect that could still be further developed to drive up standards.

The school’s provision for those children supported by the Pupil Premium is well planned and having a positive impact on outcomes. Our Family Worker engages effectively with vulnerable children and families and has made improvements to attendance and lateness (‘Pupils’ attendance rates are consistently above average and instances of persistent absence are considerably lower than the national average.’ OfSTED 2016), which in turn is improving children’s emotional, social and academic progress. However, data from the previous year is not quite as positive and we are monitoring this closely. Little Chasers, our toddler playgroup for families is well established, popular and enables some parents to feel more socially integrated into school life and give them a better understanding of school routines and expectations.

Safeguarding arrangements at Chase Bridge are thorough and secure. In the 2016 OfSTED reported that ‘safeguarding is effective’ resulting in ‘pupils having a strong understanding of how to keep themselves safe, for example when crossing the road, riding bicycles and using computers’. We work closely with a range of agencies to protect children and keep them safe from harm. Our last external audit of safeguarding noted a number of strengths in the school’s practice which included: the consistency of understanding of safeguarding systems and practice across school by all staff; that training is comprehensive and well communicated; systems for recording incidents and concerns are thorough and with a detailed chronology; and communication amongst staff about concerns is very good. All staff in our recent survey agreed that children are safe at Chase Bridge and 97% of parents said their children were happy with 98% saying that their children felt safe.

The Governing Body is very effective and works well with the school leadership holding the headteacher to account. The OfSTED inspection report noted that ‘changes to leadership and management arrangements, including to the organisation of the governing body, help all members of the leadership team and governors to maintain a sharp focus on key priorities for improvement. Members of the governing body visit regularly and are ambitious for the school.’ The changes have also allowed the governing body to be more ‘needs led’ by appointing new members that have the right skill set for what is needed in the school. This is through committee meetings and meetings with team leaders where the focus of the agenda is on progress with the school priorities. Governors provide the school with a good balance of support and challenge and hold senior leaders to account for all aspects of the school’s performance through regular termly meetings that focus on the school’s priorities and team action plans. Reports from these meetings are brought to governing body meetings and Headteacher Reports regularly update governors with progress on the agreed areas for development.
Governors give a steer to the strategic direction of the school through the annual self-review and Governors’ Day where whole school priorities are evaluated and adjusted as necessary.

The overall effectiveness of the school is very good, improving and has many outstanding features. This is because of the strengths in teaching, learning and assessment; outstanding practice in the Early Year Foundation Stage and very good leadership and management that continues to improve. We judge the outcomes for children as outstanding overall in 2017 and are particularly pleased with achievement in mathematics that has been a priority for us this year, nevertheless we can still support the children to make even better progress across Key Stage 2 and are looking to make improvements in reading for next year.

Although the progress made by children with a high level of learning needs is good this is an aspect of practice we want to review next year to see if we can do still better.

The children’s personal development, behaviour and welfare is outstanding and they are well cared for by the staff in an environment that is safe and supportive. Furthermore the very high quality and extensive extra-curricular provision gives our children the opportunity to try new activities and experiences; take risks with their learning; develop new skills and interests and mix with a wider range of children beyond their immediate class. Our links within the local community are exceptional and strongly support the richness of provision available to the children making our broader extended curriculum at Chase Bridge unique.

When the school was inspected in 2011 aspects of the children’s spiritual, moral, social and cultural education were found to be outstanding. The report from 2016 also commented on ‘the school’s network of very strong partnerships [and how] pupils benefit from high-quality learning experiences’ that result from these links. This has not changed. The children receive a rich and varied curriculum that promotes a rounded development that has been further improved over the past year. There is a strong ethos that permeates the school that is underpinned by the motto: ‘excel at learning; express your talents; care for others’. As a result there is a positive climate for learning: the children are proud of Chase Bridge and love coming to school.
4. Review of team action plans

Year Group Teams

Key Outcomes:

1.1 Achievement in maths is outstanding and meets challenging year group targets
   1.2 Planning is clear, explicit and adapted to the learning needs of each class
   1.3 The use of concrete resources to support learning is a regular feature of maths lessons
   1.4 Planning across all subjects makes links to maths where possible

2.1 Progress in reading, writing, GPS and maths meet ambitious targets within the year group
   2.2 Opportunities for embedding core skills across all subjects is made explicit in the planning with
       success criteria as appropriate
   2.3 Half term cross-curriculum themes have been updated to reflect the emphasis on reading, writing,
       maths and GPS

3.1 Analysis of achievement data throughout the year ensures all significant pupil groups make
    excellent progress
   3.2 Year group team moderates regularly and accurately
   3.3 The year group team uses achievement data to adapt the curriculum, provision and deployment of
       staff to meet the children's needs

4.1 Children make excellent progress in basic skills because of parent engagement in their
    learning
   4.2 Current parental engagement strategies (including Parent Questions; Fridge Focus 4; Family Reading;
       Number Challenge; Homework) are evaluated for effectiveness and continued as appropriate
   4.3 PPG children engage in broader learning opportunities that are otherwise hard to access
   4.4 Year groups meet termly with class reps, share the focus of their work and where support is needed

5.1 Resources and staffing are well directed to where they will have the most impact on learning
   5.2 Opportunities for reducing expenditure on resources and consumables have been identified
   5.3 Year group teams to request specific resources relevant to the topic themes from parents
   5.4 Year group teams have applied for grant funding to fund a school project / curriculum theme

The team leaders' work together to support the school's priorities. Each year group has a year group leader
who is responsible for ensuring that the progress of every child is carefully monitored, that assessment is
effective and informs planning and that the curriculum is delivered in a creative, imaginative and engaging way.
Additional team leaders have responsibility for supporting maths, English and SEN. Meeting fortnightly, the team
discusses key issues and each member has the opportunity to share progress, seek support and engage with
relevant activities and projects.

The focus this year has been to embed the cross-curricular approach in order to develop the teaching of core
English and maths skills. Each year group has adapted and enhanced its planning materials to provide specific
reference to these skills across all subjects. Staff meetings have been used to share and develop good practice
in cross-curricular teaching and it has been a focus of lesson observations. We have also streamlined our use of
books so that all work, whatever the subject, is contained within a writing book or STEM (Science, Technology,
Engineering and Maths) book; this is designed to promote and value all work undertaken in class. High
expectations in presentation and continuity and consistency with marking, together with appropriately challenging learning objectives, ensure that our approach is robust and effective.

Our use of Target Tracker to set targets and review progress is now well-established and forms part of an ongoing assessment programme that includes regular update meetings with the senior leadership team. Children on the SEN and PPG registers are monitored with particular attention and interventions are set up across each year group according to need. Staff continue to access additional training opportunities including year group and subject specific network meetings and courses.

Team leaders have each met with their class reps and linked governors regularly, forging ties and benefitting from sharing ideas and enlisting support. We also continue to build upon the initiatives that were launched last year. Maths mastery is now an integrated part of the curriculum and each year group has signed up to appropriate number knowledge and times table challenges. Our writing wall and celebration of English is a key part of our activities and the outdoor area has been further developed to provide a wider range of cross curricular learning opportunities. Parental engagement projects run through the school year and team leaders also promote our range of clubs and extra-curricular activities so that all pupils have access to enrichment opportunities.
Early Years

Key Outcomes:

1.1 Improve the number of children achieving the exceeding goal for shape, space and measure to be in-line with other schools in Richmond
   1.2 Planning is clear, explicit and adapted to the learning needs of each class
   1.3 The use of concrete resources to support learning is a regular feature of maths lessons
   1.4 Planning across all subjects makes links to maths where possible

2.1 The level of PSED and Language and Communication will improve (Prime Areas of Learning)
   2.2 Planning for role-play provision takes greater account of the children’s interests

2.3 Achievement in mathematics has improved
   2.4 Opportunities for mathematics have been planned into role-play and the learning environment
   2.5 Greater planned use of song, stories and rhyme has been planned into the curriculum
   2.6 Opportunities for physical development in the outdoor areas have been taken that also pay regard to cross-curricular opportunities that support learning of the basic skills

3.1 Analysis of achievement data throughout the year ensures all significant pupil groups make excellent progress
   3.2 Year group team moderates assessments regularly and accurately
   3.3 Informal assessment ensures that early intervention is targeted within the first term for children
   3.4 The EYFS team uses achievement data to adapt the curriculum, provision and deployment of staff to meet the children’s needs
   3.5 Best practice is shared across the EYFS by developing a system of peer observations across nursery and reception to happen once a term.

4.1 Children make excellent progress in basic skills because of parent engagement in learning
   4.2 ‘maths sacks’ of activities parents can borrow are created to support number skills
   4.3 Parents are supported to ensure their children are ‘school ready’ through the organisation of a programme of workshops provided by our family worker, school nurse and EYFS team (feeder pre-schools also to be invited)
   4.4 Year groups meet termly with class reps, share the focus of their work and where support is needed
   4.5 To ensure that when children are ‘ready to write’ they are forming letters correctly by introducing a scheme that encourages parent/carer partnership and a reward system.

5.1 Resources and staffing are well directed to where they will have the most impact on learning
   5.2 Opportunities for reducing expenditure on resources and consumables have been identified – consider where consumables could be donated by families
   5.3 EYFS team have applied for grant funding to fund a school projects / curriculum theme

6.1 30 hours free childcare options have been explored and decision made on provision

The overall effectiveness of the Early Years Foundation Stage is outstanding. This judgement is based on the quality of provision, something that was noted on a recent visit from the lead school improvement adviser for Richmond and Kingston. The children enter Nursery and Reception at broadly average starting points and by the end of the Foundation stage are achieving above standards nationally.

Achievement at the end of the academic year 2017 was slightly higher than the previous year with 76% of children achieving a good level of development (GLD). Overall there has been an upward trend of all areas of assessment from the previous year’s data. The overriding picture is that our children are attaining at a higher level than children nationally but slightly below peers in Richmond borough. With regards to the achievement of different groups of children, less than 60% of PPG pupils. Girls are still outperforming boys with a 20%
difference in the amount of boys/girls attaining a GLD. This continues to be an area for development over the coming year for the EYFS team.

We build on the children’s social and emotional resilience and recognise the importance for those early key skills. Prior to the children starting school there were lots of opportunities for the children to visit the classrooms and meet the teaching staff through stay and play sessions, morning or afternoon visits and meetings with parents.

The Reception children have had a successful start to the school, resulting in thorough baseline assessments happening sooner. Our knowledge of how children learn is exceptional and these assessments have resulted in early interventions in reception. The nursery have also ensured early interventions are planned as a priority. This has helped to ensure more children are on track to achieve a GLD by the end of the Reception year.

Mathematics continues to be a focus in the EYFS. Links have been made with schools in the locality to ensure moderation events can take place to ensure our judgements are rigorous. We have worked with the Maths leader to develop core skills packs that EYFS families can borrow to strengthen key skills at home. Children’s interests are considered when planning and regular observations help to keep pupil voice a big part of the learning. The needs of the children are considered when planning continuous provision and role play areas. All of this helps to support the teaching of the prime areas and specific areas.

With the development of the school premises we have continued to plan engaging, exciting and cross curricular learning opportunities for our youngest children outside. With the limited outdoor garden space for reception staff continue to be flexible in their approach to outdoor learning, ensuring the children can learn outside in a safe manner. In the spring term the reception children will begin accessing the larger nursery garden. Activities are planned that promote physical development with a focus on gardening skills. Our children continue to take part in forest learning weekly for the nursery and once a half term for reception children.

Writing has been further developed in the Early Years and as a school a new handwriting scheme has been adopted. This has been started in Reception, where daily opportunities for developing muscle strength and handwriting are provided as part of the continuous provision. A phonics workshop and reading workshop was run for parents.

The EFYS team have continued to support the families of children in our care through workshops, parent consultations and good communication through tapestry, parent mail and social media.
English

Key Outcomes:

2.1 Children improve their English key skills and appreciate their relevance across the curriculum
   2.2 The teaching of English skills is made explicit in the planning for the wider curriculum
   2.3 All texts to support foundation subjects are chosen carefully and exploited not only for their relevance to the topic but also as examples of high quality writing.
   2.4 Capitalise on using foundation subject lessons to explore context for grammar, spelling and punctuation (e.g. investigating root words in a geography lesson)

3.1 All staff deliver high quality lessons in English to support children’s learning
   3.2 Team staff attend relevant training and share with staff on a regular basis
   3.3 Team leaders are available to support staff with planning, activities and events

4.1 Children make excellent progress in key skills because of parental engagement in learning
   4.2 Parents feel more confident in their own key skills through school initiatives (e.g. workshops, class homework sessions etc.)
   4.3 The library is developed to ensure greater use by all members of the school community

5.1 Resources and staffing are well directed to where they will have the most impact on learning
   5.2 Opportunities for reducing expenditure on resources and consumables have been identified
   5.3 The English team has applied for grant funding to fund school projects / curriculum themes

Standards in English over the last year can be judged to be outstanding. At the end of Key Stage 2, English outcomes across the board have exceeded not only national averages, but in most instances Richmond averages as well - an excellent accomplishment given that Richmond is the highest achieving borough in London. Our spelling, punctuation and grammar outcomes were exceptional, with 92% of children meeting the expected standard and more than half the year group reaching the greater depth standard. Our end of Key Stage 1 outcomes in English were also strong, exceeding national averages in all areas, with a particular strength in the greater depth standard for reading and expected standard for writing. At 94%, our results in the Year 1 phonics screening programme are exceptional. The Early Years provision continues to be excellent and the number of children achieving GLD is consistently above those nationally. Reading andWriting progress from Key Stage 1 to Key Stage 2 is in line with national average; we recognise that this is an area that we want to continue to improve as we strive for exceptional standards in all areas.

Standards in children’s books remains high and management takes responsibility for monitoring our assessment policies, including marking and self-assessment. In addition, the experience of the external moderation process against the new assessment criteria has been used to establish a coherent ladder of progress through the school. Each year group has a set of writing statements (taken from the Interim Teaching Assessment Framework and the National Curriculum guidelines) against which each child’s work can be assessed. Furthermore, 2 members of staff have recently been recruited as external moderators for writing in the borough. We have also made further links with neighbouring schools for moderation and sharing of good practice this year. We continue to look for opportunities outside of school to further develop our practice and share children’s work. We are regular participants in Battle of the Books, take part in the storytelling festival and drama competitions, and have also started a blogging initiative.
We are continuing to run a range of intervention programmes to target particular areas that require development. We have an ongoing focus on children mastering key English skills, including accurate punctuation, fluent reading and legible handwriting and this has been supported by recent staff meetings. Additionally, key English skills will be reinforced and made explicit to children across the wider curriculum as one of our school development plan key priorities. To support this priority we have restructured the way children record work in their books: we now have a writing book which incorporates a range of subjects, including English, history and geography. Furthermore, we are seeking to improve standards in handwriting by adopting a fully cursive style from Reception to Year 3 that will filter throughout the school.

As of this year, we have a renewed focus on reading; though we our happy with children’s achievements in reading, this was still identified as the subject area that could be developed further and we want to see the children make improved progress in reading and writing across the juniors. To support this we have run sessions for staff on guided reading and we are developing and improving our resourcing for this. A major project to engage parents and promote reading has been launched, with the redevelopment of the library area, including workshops and presentations. Early Years hold regular bedtime story sessions and we host very popular family reading sessions across the school. We are working with a group of parents that can help support lunchtime reading sessions and additional activities.
Mathematics

Key Outcomes:

1.1 All children have a quick recall of the key number facts for their year group and meet targets
   1.1.1 Each year group completes a weekly Number Knowledge task to consolidate key number facts
   1.1.2 Teachers include daily counting and number work in their maths lessons
   1.1.3 Concrete resources are planned for and used effectively as a tool to support learning before moving on to the pictorial and abstract

1.2 All children can reason about a maths problem and meet year group targets
   1.2.1 There is evidence of problem solving and working out in children’s books and teacher’s planning
   1.2.2 Children are taught how to use the bar model to solve problems

2.1 Children make better links between areas of the curriculum and the mathematics involved is more meaningful
   2.2 Teachers make explicit links in their topic planning to maths
   2.3 There is evidence of cross-curricular activities in maths, science and topic books

4.1 Children make excellent progress in maths because of parental engagement in their learning
   4.2 A regular set of short briefing sessions for parents about maths has been established
   4.3 Current parental engagement strategies for maths have been evaluated and further improved, for example the Number Challenge
   4.4 A board games club has been established that encourages parents to play counting games at home
   4.5 Early Years maths packs have been created and used at home by parents

With 88% of pupils reaching the expected standard in Y6 in maths, compared to 75% nationally and 86% in Richmond (and compared to 71% last year at Chase Bridge), it is clear that our maths attainment is excellent – this is a fantastic achievement considering it was recognised as a priority for improvement at the end of last year. The improvement from last year to this year was even better when it comes to the greater depth standard as 42% reached GDS standard compared with 14% last year; again our 42% compares extremely favourably to the national average which was 23%. In Year 2, our 85% at expected standard is again significantly higher than the national average at 71%, as is the greater depth standard (33% compared to 21% nationally).

Initiatives and training have been very effective across the school, and outcomes and lesson observations demonstrate that us adapting a new approach to maths teaching – the ‘mastery’ approach – has been successful.

There was a range of CPD opportunities focusing on this new approach to teaching maths, including the bar model method for reasoning and how to extend children by looking at their depth of understanding. Professional development opportunities are continuing this year and will include teachers observing the Shanghai maths approach as well as working with Jo Boaler, a leading figure in maths research. We recognise that in order to keep our maths practice at a high level, we need to both stay up to date with new research and methods and continue providing effective intervention at school.

One of our School Development Plan priorities is to ensure that maths skills are being focused on explicitly in science and foundation subject lessons. This has been supported through staff meetings and sharing best practice, as well as children having STEM books (science, technology, maths), as opposed to simply a maths book, so they can better recognise links. We have made a good start to this and staff feel it is making maths
more meaningful with real-life links; nevertheless, leaders need to continue monitoring this area to ensure links with maths are regular and purposeful.

Last year, an area of development was children’s arithmetic skills and quick recall of number bonds and times tables. We began an initiative called ‘Number Knowledge’ across the school; this was focused on to provide a foundation for children’s knowledge and understanding while emphasises the need for these skills to be a building block for teachers. This has had a positive effect and we need to ensure it continues and is implemented at a high level so children do not have gaps in their learning.
Creative Arts

Key Outcomes:

2.1 To improve children's learning of the core skills through art, music, dance, drama and DT
   2.2 Identifying opportunities across creative arts subjects for the explicit teaching of key skills
   2.3 Making the teaching of key skills explicit in creative arts planning

3.1 All staff deliver high quality lessons across the creative arts to support children's learning
   3.2 Team staff attend relevant training and share with staff on a regular basis
   3.3 Team leaders are available to support staff with planning, activities and events

4.1 Children make excellent progress in key basic skills because of parental engagement in their learning
   4.2 Parents feel more confident in their own skills through access to songs, drama and practical activities
   4.3 Parents are given regular opportunities to watch their children taking part in creative activities

5.1 Resources and staffing are well directed to where they will have the most impact on learning
   5.2 Opportunities for reducing expenditure on resources and consumables have been identified
   5.3 The Creative Arts team has applied for grant funding to fund school projects / curriculum themes

The Creative Arts team have been involved in promoting the use of the arts as a teaching tool across the curriculum. Staff have been trained in how to use drama to enhance writing, and an CPD on using music across the curriculum is planned for Spring term. Members of the Creative Arts team have been available to support year group leaders in the planning of creative arts lessons to make the teaching of key skills explicit and are on hand to support staff with the planning of activities and events, such as workshops and assemblies.

Creative Arts after school clubs are supported to provide termly sharings to parents. Our Y3/4 choir is currently rehearsing for the Richmond Singing Festival at the Rose Theatre and our new Y5/6 production club currently has 60 members, and is rehearsing for a summer production. We are also working with Evan’s Woofle Media, on behalf of the BBC, to produce BBC learning films. This involves some of our Year 6 children.

This year’s Summer Spectacular concert will be held in the Live Room at Twickenham Stadium again.

Art supplies have been audited and cut backs have been made. The team are in the process of looking at grant funding for future trips and visits.
Inclusion

Key Outcomes:

1.1 Achievement in maths is outstanding for all significant pupil groups
   1.2 Specialist CPD for staff supporting children with learning difficulties in maths is provided
   1.3 A programme of support/interventions is created for those children making slow progress
   1.4 Effective use is made of on-line resources to support knowledge of number facts

2.1 Rates of progress in reading, writing, GPS and maths meet targets for all significant groups
   2.2 Planning indicates how teachers plan to exploit the concrete learning opportunities available through cross-curricular themes to help children with learning difficulties make better progress

3.1 Analysis of achievement data of significant groups (especially SEND and PPG) ensures all pupils make excellent progress
   3.2 Monitoring of progress of SEND and PPG children through learning walks and book monitoring
   3.3 Termly analysis of achievement data takes place to ensure these children are on track to meet targets
   3.4 End of year reports for ‘high needs’ children are monitored to ensure accuracy and consistency

4.1 Parents feel more informed of the Local Offer and support available throughout the borough

5.1 Resources and staffing are deployed effectively to raise achievement for SEND and PPG pupils
   5.2 The staffing structure and deployment has been reviewed to ensure greater focus on learning needs
   5.3 Resources have been audited to make sure that we meet the needs of SEND children

Inclusion support has focused this year on setting up systems and procedures to ensure that every pupil requiring additional support has been identified and that appropriate provision is put in place. Following several staff changes, responsibility is now spread across a wider team of people; additional training for the new SENCo has been taken up and teaching assistant deployment is managed with extra staff support. Performance management procedures for teaching assistants have been streamlined to ensure consistency and accuracy and an ongoing priority is to evaluate the deployment of support staff in accordance with the recommendations from the SEND Code of Practice.

Detailed spreadsheets for assessing and monitoring progress of pupils on the SEN and PPG registers have been developed but it remains a target to make more effective use of Target Tracker in order to correlate this data with the whole school information that is held in the system. A specific target of teachers' performance this year is focused on helping those PPG children in their class who are not meeting the expected standard to make accelerated progress; it is our goal as a school to help disadvantaged children reach at least the same attainment levels as their peers and raise overall attainment whilst narrowing the gap in achievement. We are also taking part in a PPG audit this year to evaluate the effectiveness of our current strategies and to consider what additional provision we can put in place to help all PPG children achieve their full potential in learning.

Each year group contributes information to the SEN register and detailed records for each child on the register are kept via an audit of provision. To support children with SEND, the emphasis is on whole team responsibility for knowing the child, the desired outcomes and the interventions that are in place. This is communicated via
the passport system – a child-centred record that is jointly drafted with school, the family and the child and which is made accessible to all staff working with the child. Evidence and assessments are stored with the passport and the audit of provision, creating a comprehensive record of progress. Regular opportunities for the SENCo to observe in class and to meet with teachers, year group leaders and parents have ensured that information is up to date and that appropriate support is in place.

The range of interventions remains high and a programme of SEN training for teachers and teaching assistants is an ongoing part of the school year. Recent training sessions in autism delivered by our linked educational psychologist and in deaf awareness delivered by one of our Brentford coaches were very well received. An audit of resources and identification of staff trained to deliver particular programmes has helped to identify relevant strategies and schemes to support a range of learning needs. The priority for the year ahead will be to match support more closely to the need (requiring increasing flexibility with staff deployment) and to monitor and promote progress for all children with SEND.
Adminisration and Premises

Key Outcomes:

5.1 **Budgets, staffing and resources are managed in a way that is efficient and ensures excellent value for money**

5.2 Staffing structure and deployment has been reviewed to ensure greater focus on learning needs

5.3 Opportunities for reducing expenditure on resources and consumables have been identified

5.4 Plans for generating a range of income streams have been developed

5.5 Staff have developed the skills to apply for grant funding and use this to fund school projects

6.1 **Systems of statutory compliance are securely in place and up-to-date**

The focus of the administration and premises team over the last year has been on budgets, finance and compliance. There has been some very good progress these aspects in spite of the fact that the School Business Manager has been on maternity leave for most of that period and this is testament to the strength in depth of the team that have kept both the day-to-day running of the school going as well as helping us to address these priorities.

The team has helped to create a plan for reducing expenditure and increasing income and this has put us in a significantly better position with the budget bottom line over the year. Some of this has been with the management of lettings which has increased income, we have also reduced expenditure on consumables. Although it hasn’t had an impact yet we have been exploring the options available to us when the corporate hospitality contract ends as well as pursue options with car-parking for events. We have been successful with applications for grants and this is clearly an area of practice that we could develop still further.

There has been excellent progress with systems for monitoring compliance. We have set up an on-line tracker to help us manage the system and monitor the policies to ensure they are all kept under review. This has enabled governors to report back to the governing body about the extent to which we are meeting statutory requirements. The next challenge will be to ensure that the new regulations related to data protection and privacy are addressed by the school.
Leadership and Management

Key Outcomes:

1.1 Achievement in maths is outstanding and in the upper-quartile compared to other schools

1.2 High quality continuing professional development on the pedagogy of maths for all staff is maintained and results in excellent teaching

1.3 The emphasis on monitoring the quality of provision in maths is maintained through book scrutiny, lesson observations and analysis of data through the Teacher Profile School Evaluation (TPSE)

1.4 Sufficient funding has been allocated to ensure that maths resources are available to teach the ‘mastery’ approach effectively

2.1 Rates of progress in reading, writing, GPS and maths meet ambitious targets in all year groups

2.2 The current curriculum themes have been audited and updated by team leaders and opportunities for teaching core skills have been explicitly identified, built into planning and shared with parents

2.3 Cross-curricular projects that give increased emphasis to the learning of core skills have been modelled, for example Isle of Wight and rugby competition

2.4 The use of exercise books has been evaluated to ensure that work in the foundation subjects is given greater status and is linked more explicitly to reading, writing and maths

2.5 The grounds have been further developed to maximise learning opportunities

3.1 Analysis of achievement data though the year by year group leaders ensures all significant pupil groups make excellent progress

3.2 Year group leaders implement robust moderation procedures to ensure that assessments are accurate

3.3 Year group teams use achievement data to alter the curriculum, provision and deployment of staff to meet the children’s needs

3.4 Year group leaders support their colleagues to develop practice through lesson sharing/observation

3.5 Meetings to evaluate progress with governors take place each term

4.1 Children make excellent progress in key basic skills because of parental engagement in their learning

4.2 A regular set of short briefing sessions for parents about teaching reading, writing and maths has been established and timetabled each week

4.3 Current parental engagement strategies (including Parent Questions; Fridge Focus 4; Family Reading; Number Challenge) are evaluated for effectiveness and continued as appropriate

4.4 Parents feel better able to support their children’s learning out of school hours

4.5 PPG children engage in broader learning opportunities that are otherwise hard to access

4.6 Year groups meet termly with class reps, share the focus of their work and where support is needed

4.7 A protocol for the positive and safe use of on-line resources has been agreed with the community

5.1 Resources and staffing are well directed to where they will have the most impact on learning

5.2 The staffing structure and deployment has been reviewed to ensure greater focus on learning needs

5.3 Opportunities for reducing expenditure on resources and consumables have been identified

5.4 Plans for generating a range of income streams have been developed

5.5 Team leaders have developed the skills to apply for grant funding and use this to fund school projects

6.1 Outcomes for children eligible for the Pupil Premium Grant will be improved

6.2 Systems of statutory compliance are securely in place and up-to-date

The drive by leadership and management to improve outcomes in mathematics has been very successful: the professional development put in place, the monitoring and the emphasis on the mastery approach have resulted in achievement in all aspects being in the upper quartile compared to other schools.
Rates of progress have improved across the school and these are at least in-line or better than other schools nationally across all core subjects. Curriculum themes have been audited and there is an increased emphasis on the teaching of the core skills across the curriculum. We are now using exercise books in a different way that is helping to give writing, say for example in R.E. and history, a greater status. However there remains more work to be done here to ensure this approach is better embedded.

Year group leaders are becoming better at using data to inform practice. Work is moderated, data is used to inform curriculum provision and deployment of staff and this information is being shared with governors. Nevertheless this practice continues to develop and will continue to be a priority for the school.

Parental responses in the annual survey indicate that we have made good progress in supporting parents’ understanding of the curriculum and how they can help their children to learn. An increased number of briefing sessions have been provided and very well received and there are better links between year group leaders and class reps. A parent group has also been set up to provide other parents with tips and advice about sensible and safe use of on-line resources for children. We now need to sustain this practice and continue to provide these opportunities to engage parents that have received such a positive response.

A plan for reducing expenditure and increasing income has been developed and implemented. This has had a positive impact on the budget’s bottom-line and resulted in significant in-year savings. In addition there has also been good progress in reviewing the options available following the end of the current corporate hospitality contract. Staffing structure and deployment have been addressed and this has resulted in significant savings, however this needs to be reviewed again to make sure that the savings are in the right place and give us the flexibility to address the teaching and learning needs across the school.

With changes in staffing and responsibilities more work needs to be to ensure that systems of statutory compliance are securely in place and up-to-date for the Pupil Premium Grant. This is being addressed but should remain a priority for the school in the following year.
Governance of the school has continued to develop positively over the year. There is a better understanding of data, the role of governors in relation to safeguarding and finance and of individual roles.

The link governor for maths meets regularly with the maths leader and reports back to the governing body and as a result governors have an understanding of the maths mastery approach taken by the school which has contributed to the high standards in this subject this year. Governors are encouraged to observe lessons and look at the children's work.

Governors linked to year groups have met regularly with the year leaders and meetings have focused on achievement data especially how they are using this information to make adjustments to the curriculum and deploy staff effectively. Governors have also looked at ways year groups have planned the breadth of the curriculum and made the most of opportunities to promote learning in the core subjects across the full curriculum.
Information from the parent survey to monitor the effectiveness of the parent engagement priority has been reviewed by governors. This has been effective with a significantly greater proportion of parents feeling that they are kept informed about the curriculum and are better equipped to support their children’s learning at home. However, a small minority of parents felt that demands placed on them were excessive.

Governors have liaised with the Friends of Chase Bridge but this has been difficult as they are going through a transition phase. More work will need to be done to build a positive partnership in the future.

Governors have worked with a parent group to explore the challenges of the on-line world for children which has resulted in newsletters and information being shared with the parent school community.

Better systems for ensuring the scrutiny of the school’s budget are in place and governors have worked on plans with the leadership team for developing a range of income streams.

Governors have monitored systems in the school that ensure the safety and well-being of children. The recent safeguarding audit has been followed up and the way that the resulting actions have been tackled by the school are monitored. Surveys have indicated to governors that both parents, staff, and children consider Chase Bridge a safe and happy place to learn and play.

Systems for ensuring statutory compliance have improved significantly over the year. An on-line monitoring tool is now used by the school and governors are able to produce status reports to present to the full governing body.
Friends of Chase Bridge

Key Outcomes:

1.1 Achievement in maths is outstanding and in the upper-quartile compared to other schools
   1.2 Friends have supported maths events in school and other initiatives such as a board games club

2.1 Rates of progress in reading, writing, GPS and maths meet ambitious targets in all year groups
   2.2 Class reps have contributed to the writing of the curriculum summary booklets and included suggestions for additional activities or visits out of school hours
   2.3 Class reps have worked with year groups to plan out how parents might be able to support the curriculum theme through resources, time or expertise
   2.4 Each year group has planned an out of hours ‘away-day’ for families using the mini-buses

3.1 Class reps meet regularly with year group leaders to discuss progress made by the year group and aspects that need improvement

4.1 Children’s work at home successfully supports children academic progress
   4.2 Class reps regularly evaluate with year group teachers the effectiveness of homework strategies (including Parent Questions; Fridge Focus 4; Family Reading; Number Challenge)
   4.4 The Friends help to support ‘book groups’ for children that read together in school
   4.5 Pupil Premium Grant children engage in broader learning opportunities that are otherwise hard to access (for example the out-of-hours minibus ‘away-day’)
   4.7 The whole school protocol for the positive and safe use of on-line resources has been adopted by the year group and adapted as appropriate by parents and year group leaders to the year group

5.1 Parents’ expertise is well directed to where they will have the most impact on learning
   5.2 The Friends work with the admin and premises team to identify goods/materials that could be donated by parents to relieve school expenditure
   5.3 The Friends work with the school on identified non-essential capital priorities that enhance the curriculum and set income targets and raise funds towards these projects

The Friends of Chase Bridge (FoCB) continue to work closely with the school on key priorities however this year it has been hard for the Friends to generate the broad support necessary from parents to make full involvement in all these priorities as effective as planned. For example, there has been support for the chess club, but we still haven’t managed to get the board games club going.

Class reps have been meeting more regularly with teachers and year group leaders but active involvement with helping with input to the curriculum summaries, or support has been patchy. We are still planning the mini-bus ‘away-day’!

A Friends led group providing advice for other parents on on-line resources has begun and worked with governors and staff to produce information and newsletters for the school community.

The Friends have continued to raise significant funding for the school to help purchase non-essential items that enhance the curriculum.

Next year the Friends are hoping to work closely with the school to give a sharper focus to their work, ensure its manageability and re-structure the committee and how it engages with all parents, the staff and the broader community.
5. Community surveys: children, parents and staff

Summary
This year’s survey falls broadly in line with previous years in most regards. It is heartening to see that children remain overwhelmingly happy and safe, and parents are consistently complimentary on the community, the school environment and the feeling of the school. The school is regularly described as inclusive, holistic and welcoming. There is a high regard for the teachers and school leadership. Overall, it is a very positive outcome.

Typical comments include:
“**I like the approach and atmosphere. There is a good focus on learning at the same time as making sure at the same time that the children are having enjoying themselves. The school tries to develop well rounded children.**”

“The teachers are brilliant! They are so enthusiastic, caring and they work so hard. They keep the children so engaged and the learning is so varied.”

However, we need to also learn where we can further improve. The area which warrants most introspection is parental engagement. Although 93% of parents feel positive about parental engagement, which is clearly very good, there were a number of comments by working parents that they couldn’t engage as heavily due to the fact that most activities took place during the working day. We will investigate opportunities to include working parents more within the school’s educational activities, while maintaining the very positive current focus and trend.

The aspects of the parent survey that had a particularly strong response were:

1. I would recommend Chase Bridge to another parent (also compares very strongly against national average)
2. My child is happy at Chase Bridge
3. My child feels safe at Chase Bridge
4. My child is well looked after at school
5. CB positively encourages parents to engage with the school & their child's learning

Although Leadership and Management is mid-ranking amongst the survey questions, as a specific area, it is the one where we are furthest ahead of the national average.

Commentary
This is an overwhelmingly positive survey result. So the following areas to look at should be seen in the light of continual improvement from a positive position, rather than areas that are failing. Where relevant, comparisons have been made to last year's results and national averages.
• The most dramatic difference to last year’s survey is the level of participation. There were 93 participants this year, against 234 last year and a similar number the previous year. This is a really significant drop, and it may be worth investigation whether it is a broader indicator of a lower engagement, or something else.

• Children’s happiness (Q2), safety (Q3) and being well looked after (Q7) are not only the most positive results, but also among the five most improved outcomes from last year. Chase Bridge is clearly perceived to be doing well from a parents’ perspective here, which is great to see, and staff survey results also bear this out, with safety being the second highest scoring question.

• Effectiveness at dealing with bullying continues to be a relatively low-scoring area. Nevertheless, 80% of responses expressing a view were positive, so this is far from being a grave problem, but its relative score suggests that more investigation may be warranted. All staff who expressed a view are confident that cases of bullying are dealt with effectively.

• Of the focus areas covered by the questions our encouragement of parental engagement ranks 4th. It has also improved against last year. However, it is the area that is most commented on in the freeform questions, with a substantial number of concerns from working parents that they were unable to participate as much as they or their children want to. Further work may be warranted to look at this and see if anything can be done to engage working parents more within the constraints that we have to work in.

• The questions most closely relating to academic aspects have deteriorated since last year, which is puzzling when compared with the excellent results that we had in the summer. Although the overall scores for “My child is taught well at Chase Bridge” (Q8), and “My child makes good progress at school” (Q4) remained positive, these questions showed the greatest negative shift from last year. As this survey came early after national curriculum changes, we need to keep a close eye to ensure that children’s progress and attainment are positively enhanced as these changes are adopted.

• The level of information received by parents about their children (Q5) remains one of the lowest scoring areas for us from parents, and one where we also significantly underperform against the national averages in our scores here. That said, we show the third highest level of improvement against last year, so we are getting things more right, but we may need to continue to look at how to improve further.

• The lowest scoring area from a staff perspective was “The school makes appropriate provision for my professional development”. In context, 75% felt positive or very positive about this, but it did rate lower than all the other questions.

Children throughout the school completed questionnaires, which was again overwhelmingly positive about all aspects of teaching and learning. Children say they are happy to come to school, feel safe and continue to be very positive about the range of clubs and trips.
6. Continuing Professional Development and Performance Management

Continuing Professional Development (CPD) for staff is of a high quality. CPD is undertaken through the weekly staff meeting and termly INSET day sessions led by senior and team leaders (which includes English and maths subject leaders and year group leaders), or through training provided either through links to Teaching Schools, by the local authority or through other external providers. The content and style of training is determined in the following ways:

- To meet whole school priorities as outlined in the SDP
- To meet performance management objectives
- To respond to the needs of children or groups of children with particular needs
- To respond to the professional needs of teaching staff

CPD sessions aim to develop pedagogy across the school, often through the sharing of best practice. This may include: year group teams presenting to staff on how they are approaching whole-school priorities; looking at videos of effective teaching strategies; taking into account pupil voice; or evaluating children’s books. Teaching staff have also benefitted from having the opportunity to visit successful neighbouring schools and see specialist provisions in place – most recently our EYFS leader visited a specialist ASD provision. This year, three teachers benefitted from a bespoke maths course, entitled ‘How to Learn Maths, for Teachers’. The three teachers have shared what they have learnt and other information with staff to disseminate best practice. To help develop teachers’ ability to utilise new pedagogical approaches, we ensure we are aware of high quality research that has happened both nationally and internationally, such as the work of Carol Dweck (Growth Mindset), Guy Claxton (Building Learning Power), Shirley Clarke (Formative Assessment) and John Hattie (Visible Learning). We also provide opportunities for teachers and teaching assistants to see their colleagues teach; this further enables peer to peer discussion and helps disseminate excellent practice.

CPD is linked with the school’s on-going self-evaluation programme (Teacher Performance Self Evaluation - TPSE). Through the TPSE programme, senior leaders and team leaders monitor how effectively teaching staff incorporate the strategies and initiatives discussed in the CPD sessions, and provide them with detailed feedback and ‘next steps’ to raise standards still further. The successful response to these ‘next steps’ by teaching staff is then quality assured. Teachers have also taken part in their own self-evaluations, which contribute to determining CPD focuses.

CPD and performance management of all teaching staff are also very closely linked; an anonymised report of progress in meeting individual objectives is produced for governors so that they can be confident with recommendation about decisions related to pay and progression. The system for performance management
takes into account the Teachers’ Standards; staff draw from the TPSE programme’s wide range of evidence so they can more clearly demonstrate whether they have met the required standards. Our performance management system also recognises the responsibility of year group leaders, as their performance management objectives identify higher levels of accountability when it comes to achievement in their year group.

Recently, we have supported our EYFS leader in becoming a lead foundation stage teacher; as a result, she will be now be providing support in Teaching and Learning to other nurseries in the local area. Teaching assistants have benefited from additional training in ASD, Building Learning Power, Growth Mindset, precision teaching and Speech and Language provision. Previously, we have supported teaching staff in completing research based masters degrees, which focused on areas of research to support whole school improvement priorities; Chase Bridge was a cohort host for this programme. We have also supported an unqualified teacher to gain Qualified Teacher Status, and are currently supporting teaching assistants to gain QTS.

Teaching staff maintain a CPD Portfolio; this forms a composite evidence base - consisting of lesson observations, book look evaluations, performance management reviews and training sessions - to support judgements on salaries and moving through the pay scale. Requests for CPD are monitored to ensure that they are appropriate, and represent good value for money.

The development of team leaders, through in-house training and the support of the local authority, remains a key focus for the school. Our previous school improvement partner was actively involved in running training sessions for leaders, focusing on leadership and management strategies, as well as providing bespoke coaching sessions. Further support meetings for year group leaders are led by our assistant head teachers: these meetings offer support, challenge and provide quality assurance. We also delegate responsibilities to year group leaders when it comes to lesson observations and book-looks for our TPSE. Making full use of the support that the local authority has to offer was a focus last year, as we brought in a maths advisor from Achieving for Children to help develop ‘maths mastery’ across the school, in line with our school priorities; we also brought in a Key Stage 1 and assessment specialist to help support the Year 2 teaching team.
7. Summary, conclusions and emerging priorities

There continue to be changes at the national and local level in education but in spite of these challenges the school has made excellent progress in key areas over the past year and this means that we need to take a view on our current priorities and consider whether they remain the right ones. Many aspects of practice are now outstanding even when taking into account the increased rigour of the most recent inspection framework that was updated again in December 2017.

Outcomes in mathematics across the school have improved enormously and this can been seen in the quality of teaching in the school and a shift towards a Mastery approach and the way the new curriculum is being taught. Although there is always more that can be done, there has been a step change in practice and this doesn’t need to remain a priority. The parental engagement priority has also been addressed well and although we are still exploring more ways to maintain and improve that engagement it is not the priority it once was.

Three priorities haven’t changed: we must continue to ensure that finance is well managed and all possible ways of reducing expenditure and increasing income are explored; we also have more work to do in the developing the broader curriculum to ensure that it supports learning of the core skills; and the role of middle management through the team leaders needs to be further enhanced now that we are fully expanded to three forms of entry.

Our self-evaluation also indicated other aspects that need attention. Historically outcomes in reading have been very strong at Chase Bridge, but there are some signs that practice needs to be reviewed. Similarly the school has also had a strong inclusive ethos and children with a high level of needs have been well supported and achieve well, but there are indications that we could do better - with a change of senior staff leading these aspects it is appropriate that this is given good attention and is prioritised.

Following our annual review of progress and the governors’ day we have agreed a new set of priorities. These key priorities will be fully developed in a new School Development Plan and team leaders’ action plans:

1. Raise achievement in reading
2. Improve outcomes for pupils with a high level of need
3. Further develop cross-curricular and extra-curricular teaching to better support learning of the core skills
4. Continue to develop the role of the Team Leaders and create outstanding leadership and management aligned to year groups
5. Financial management, resources and value for money
8. Appendices (including OfSTED criteria judgements & evidence base)

Current summary judgements made in the text of the annual review 2017 in relation to the current OfSTED Framework (August 2016). The evidence base to support the graded judgements is listed after the table.

<table>
<thead>
<tr>
<th>February 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall effectiveness: how good is the school?</td>
<td>Good</td>
</tr>
<tr>
<td>Achievement of pupils</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>Good</td>
</tr>
<tr>
<td>Behaviour and safety of pupils</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>Good</td>
</tr>
<tr>
<td>Early Years / Foundation Stage</td>
<td>Outstanding</td>
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Reporting teams, leaders and linked governors

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<thead>
<tr>
<th>Team</th>
<th>Team leader</th>
<th>Linked governor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6 team</td>
<td>Tania Noble</td>
<td>Lorraine Templeton-Cross</td>
</tr>
<tr>
<td>Year 5 team</td>
<td>Kate Gauvain</td>
<td>David Jones</td>
</tr>
<tr>
<td>Year 4 team</td>
<td>Iris Klever</td>
<td>David Cloake</td>
</tr>
<tr>
<td>Year 3 team</td>
<td>Laura Demetriou</td>
<td></td>
</tr>
<tr>
<td>Year 2 team</td>
<td>Iris Klever</td>
<td></td>
</tr>
<tr>
<td>Year 1 team</td>
<td>Catherine O’Connor</td>
<td>Caroline McCarthy</td>
</tr>
<tr>
<td>Early Years</td>
<td>Liz Davies</td>
<td>Janet Scott</td>
</tr>
<tr>
<td>English</td>
<td>Kate Gauvain, Rosa Riddington</td>
<td>John Justice</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tania Noble</td>
<td>Claire Debnay</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Rachel Scott</td>
<td>Mike Dormer</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Erica Barber</td>
<td>Janet Scott</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Andrew King</td>
<td>Janet Scott, Iyas AlQasem</td>
</tr>
<tr>
<td>Administration and Premises</td>
<td>Sarah Fleming</td>
<td>James Lovatt, Greg Twitcher</td>
</tr>
<tr>
<td>Governing Body</td>
<td>Janet Scott</td>
<td>Charis Penfold (AfC link advisor)</td>
</tr>
<tr>
<td>Friends of Chase Bridge</td>
<td></td>
<td>Tom Flynn</td>
</tr>
</tbody>
</table>

Evidence base and location of supporting documentation

<table>
<thead>
<tr>
<th>Contextual overview</th>
<th>Location</th>
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<tbody>
<tr>
<td>ISDR – contextual data</td>
<td>OfSTED</td>
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<tr>
<td>School MIS – Integris</td>
<td>School office</td>
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<tr>
<td>Languages Survey</td>
<td>Inclusion Team SL file</td>
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</table>

Summary evaluation using OfSTED criteria

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<thead>
<tr>
<th>Summary evaluation using OfSTED criteria</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>ASP Analyse School Performance contextual data</td>
<td>ASP website</td>
</tr>
<tr>
<td>Fischer Family Trust data</td>
<td>FFT website</td>
</tr>
<tr>
<td>Internal tracking data (Target Tracker &amp; markbooks)</td>
<td>School network</td>
</tr>
<tr>
<td>OfSTED inspection report (2016)</td>
<td>OfSTED/school websites</td>
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<tr>
<td>Team self-evaluation documents</td>
<td>Team leader’s files</td>
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<tr>
<td>Lesson observation summaries</td>
<td>Self-evaluation evidence files</td>
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<tr>
<td>Governing body minutes</td>
<td>School website</td>
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<tr>
<td>Headteacher’s reports to the GB</td>
<td>GB files</td>
</tr>
<tr>
<td>School Self Evaluations</td>
<td>School network</td>
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<tr>
<td>Teacher Performance Self Evaluation notes (termly)</td>
<td>School network</td>
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</table>
### Chase Bridge Primary School

**Annual Self-evaluation of Performance and Progress: February 2018**

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<th>Location</th>
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<td>Year group planning</td>
<td>School website and internal network</td>
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<tr>
<td>Behaviour records</td>
<td>School network</td>
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<td>Attendance data</td>
<td>Integris and RoL</td>
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<td>School meals data</td>
<td>Integris</td>
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<td>Parent, Pupil, Staff surveys</td>
<td>Reports to GB</td>
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<td>Local Authority SIP reports to the GB</td>
<td>Reports to GB</td>
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<td>Pupil Premium statement</td>
<td>School website</td>
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<td>SLT and SMT meeting notes</td>
<td>School network</td>
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<td>Safeguarding audit</td>
<td>School network</td>
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<td>Pupil Premium statement</td>
<td>School website</td>
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<td>School Sport Funding statement</td>
<td>School website</td>
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<td>SEND Information Report for Parents and Carers</td>
<td>School website</td>
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<td>School handbook</td>
<td>School website</td>
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<td>Child Protection files</td>
<td>School office (confidential records)</td>
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<td>Governors’ reports to the GB</td>
<td>GB files</td>
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**Review of team action plans**

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<tbody>
<tr>
<td>Team action plans</td>
<td>Central file</td>
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<tr>
<td>Afc outcomes reports (inc. Richmond and Kingston data)</td>
<td>Central file</td>
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<tr>
<td>ASP statistical benchmarking</td>
<td>Self-evaluation evidence files</td>
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<td>Fischer Family Trust statistical benchmarking</td>
<td>Self-evaluation evidence files</td>
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<td>Lesson observation notes</td>
<td>Self-evaluation evidence files</td>
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<td>Staff meeting agenda and minutes</td>
<td>Central file</td>
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<td>Work sampling</td>
<td>Classes</td>
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<td>Observations on Tapestry</td>
<td>Online storage</td>
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<td>Inclusion Manager’s file</td>
<td>Inclusion Managers’ Office</td>
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<tr>
<td>Pupil Premium and Service Premium file</td>
<td>Inclusion Managers’ Office</td>
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<td>Integris</td>
<td>Central file</td>
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<td>Clubs data, timetable and register</td>
<td>Office</td>
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<td>Performance Management Records</td>
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<td>SLT/SMT meeting notes</td>
<td>Central file</td>
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<td>School handbook</td>
<td>Website</td>
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<td>Newsletters, YouTube channel and Facebook page</td>
<td>Website</td>
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<td>Governing body minutes</td>
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<td>Headteacher reports</td>
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<td>Linked governor visits</td>
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<td>Governing body contributions to newsletters</td>
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<td>GB section of the website</td>
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**Community surveys: children, parents and staff**

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<th>Location</th>
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<tr>
<td>Parent surveys, December 2017</td>
<td>Office files</td>
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<tr>
<td>Staff survey, December 2017</td>
<td>Office files</td>
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<tr>
<td>Children’s survey, December 2017</td>
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**Continuing Professional Development**

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<thead>
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<tr>
<td>Pay committee minutes</td>
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<tr>
<td>Performance Management statements</td>
<td>Individual staff CPD files</td>
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<td>CPD records</td>
<td>Office files</td>
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<td>PM overview for governors</td>
<td>Clerk to the governing body</td>
</tr>
<tr>
<td>Staff meeting notes</td>
<td>School network</td>
</tr>
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</table>
Graded judgements from the most recent inspection (February 2016)
The OfSTED inspection visit was the first short inspection carried out since the school was judged to be good in January 2011. Detailed judgements on all aspects of the inspection framework are not made by reporting inspectors they simply give an overall judgement. The full report as well as the previous report from the last full inspection are available on the OfSTED website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

<table>
<thead>
<tr>
<th>February 2016</th>
<th>grade</th>
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<tbody>
<tr>
<td>Overall effectiveness: how good is the school?</td>
<td>Good, 2</td>
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### Key headline achievement data: Summer 2017

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<tr>
<th>Key Stage 2</th>
<th>Measure</th>
<th>Kingston</th>
<th>Richmond</th>
<th>National</th>
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<tr>
<td></td>
<td>RWM Expected Standard</td>
<td>64%</td>
<td>76%</td>
<td>61%</td>
<td>77%</td>
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<td></td>
<td>RWM Greater Depth</td>
<td>12%</td>
<td>17%</td>
<td>9%</td>
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<tr>
<td></td>
<td>Reading Expected Standard</td>
<td>76%</td>
<td>86%</td>
<td>71%</td>
<td>80%</td>
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<td>Reading Greater Depth</td>
<td>32%</td>
<td>44%</td>
<td>25%</td>
<td>35%</td>
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<tr>
<td></td>
<td>Reading Av Scaled Score</td>
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<td>108</td>
<td>104</td>
<td>107</td>
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<td></td>
<td>Value Added Reading</td>
<td>0.6</td>
<td>2.3</td>
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<td>0.9</td>
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<td>Writing Exp Standard (TA)</td>
<td>76%</td>
<td>84%</td>
<td>76%</td>
<td>85%</td>
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<tr>
<td></td>
<td>Writing Greater Depth (TA)</td>
<td>18%</td>
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<td>18%</td>
<td>23%</td>
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<td></td>
<td>Value Added Writing</td>
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<td>0.2</td>
<td>0</td>
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<td></td>
<td>GPS Expected Standard</td>
<td>85%</td>
<td>89%</td>
<td>77%</td>
<td>92%</td>
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<td>GPS Greater Depth</td>
<td>38%</td>
<td>50%</td>
<td>31%</td>
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<td>GPS Average Scaled Score</td>
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<td></td>
<td>Maths Expected Standard</td>
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<td>75%</td>
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<td>Maths Greater Depth</td>
<td>31%</td>
<td>41%</td>
<td>23%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Maths Average Scaled Score</td>
<td>106</td>
<td>108</td>
<td>104</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Valued Added Maths</td>
<td>0.9</td>
<td>0.8</td>
<td>0</td>
<td>2.3</td>
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</table>

<table>
<thead>
<tr>
<th>Key Stage 1</th>
<th>Measure</th>
<th>Kingston</th>
<th>Richmond</th>
<th>National</th>
<th>Chase Bridge 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RWM Expected Standard</td>
<td>68%</td>
<td>66%</td>
<td>64%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>RWM Greater Depth</td>
<td>14%</td>
<td>16%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Reading Expected Standard</td>
<td>81%</td>
<td>83%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Reading Greater Depth</td>
<td>29%</td>
<td>36%</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Writing Expected Standard</td>
<td>71%</td>
<td>73%</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Writing Greater Depth</td>
<td>19%</td>
<td>21%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Maths Expected Standard</td>
<td>80%</td>
<td>82%</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Maths Greater Depth</td>
<td>25%</td>
<td>29%</td>
<td>21%</td>
<td>33%</td>
</tr>
</tbody>
</table>
### Year 1 Phonics

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kingston</th>
<th>Richmond</th>
<th>National</th>
<th>Chase Br 2015, 2016</th>
<th>Chase Br 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1 Expected Standard</td>
<td>85%</td>
<td>89%</td>
<td>81%</td>
<td>85%, 87%</td>
<td>94%</td>
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</tbody>
</table>

### Early Years Foundation Stage Profile (Reception)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Kingston</th>
<th>Richmond</th>
<th>National</th>
<th>Chase Br 2015, 2016</th>
<th>Chase Br 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Level of Development</td>
<td>76%</td>
<td>78%</td>
<td>71%</td>
<td>77%, 71%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Parent Survey Results 2018