

SECTIONS		BORDON INFANTS SELF EVALUATION 2016-17
1	SCHOOL CONTEXT	<ul style="list-style-type: none"> ▶ The school has 180 pupils on role ▶ The school currently has 16% Ever 6 children and 10% current FSM in 2015-16 it was 17% ever 6 and 11% FSM ▶ Currently 7% of the children are from a service family in 2015-16 it was 9% and in 2014-15 it was 20% and in 2013-14 it was 35%. The Army base in Bordon closed November 2015 causing a significant change in school intake ▶ 51% of children in school currently come from the catchment area and this percentage is replicated in Year R admissions ▶ Turbulence for 2014-15 was arrivals= 27 and leavers =43 in 2013-14, arrivals= 38, leavers=45. 2012-13 arrivals =55 leavers =55. ▶ The school ranks 209 out of 425 for Hampshire schools in deprivation index ▶ The school shares a site and works closely with Chase Children's Centre (which is due to close) and Bordon Junior School ▶ The school is working on expansion plans with the Junior school to become 3 FE ▶ The school is working on plans to continue to be able to provide for our community needs when the children's centre closes and the rooms transfer to the school
2	School Improvement Plan areas	<p>Target 1. (Outcomes for Pupils) To identify children not currently on track to achieve ARE and provide all available support to enable them to catch up</p> <ul style="list-style-type: none"> ▶ Increase the percentage of Year 1 children with age appropriate phonic knowledge, allowing them to pass the Year 1 phonics test to at least 83% ▶ At least 50% of Year 2 children not currently on track to achieve ARE in writing by the end of KS1 catch up so at least 70% of children achieve ARE in total ▶ Increase the percentage of children currently working at greater depth across the school so that this year in Year 2 at least 37% achieve it in reading, 25% of children achieve in maths and 15% in writing ▶ Increase the percentage of children achieving GLD by 5% to at least 73% <p>Target 2. (Quality of teaching, learning and assessment) Assessment is effectively used to ensure children make rapid and sustained progress in single lessons, across a block of learning and across an entire topic.</p> <ul style="list-style-type: none"> ▶ Refine and embed assessment procedures in English and maths and bring other subjects inline to ensure all Target 1 success criteria are met. ▶ Lesson structure design continues to be enhanced to ensure learning is scaffolded, applied or deepened depending on the needs of the individual child. Supporting children to make rapid progress and the school to meet set targets ▶ High levels of engagement throughout each lesson are maintained and further developed ensuring 100% of teaching and learning is graded good and at least 45% is graded Outstanding ▶ Highly effective, engaging and relevant curriculum in all subjects linked with accurate subject assessment enthuses and challenges children. This is shown by 85% of children being assessed as meeting the end of year requirements in each subject area (excluding English and maths) <p>Target 3. (Personal development, behaviour and welfare) To have a coherent whole school approach to all aspects of SMSC. SMSC to be linked to the redeveloped school vision statement with the promotion of fundamental British values firmly embedded throughout</p> <ul style="list-style-type: none"> ▶ The school behaviour policy is adapted to better reflect the school vision and to ensure a greater level of understanding for the children and the whole school community. This ensures there is a reduction in the number of children losing 45 minutes of golden time or more across the year from 5.2% to under 5% ▶ The schools redeveloped aims and vision statement is shared and understood by the whole school community as shown by stakeholders rating their understanding of the school vision at least strong by the end of the academic year ▶ The schools Spiritual, Moral, Social and Cultural work is further enhanced by highlighting, embedding and developing explicit SMSC learning opportunities in all curriculum areas. As a result children use more developed SMSC language verbally and in written work <p>Target 4. Leadership and Management. Leaders at all levels have a deep and accurate understanding of the progress of current children</p> <ul style="list-style-type: none"> ▶ Leaders at all levels (Governance, SLT, middle leaders) have a deep and accurate understanding of the schools current performance for their area. They can successfully analyse progress, plan appropriate actions and monitor impact. This is evidence in School Development Plans and Self Evaluations ▶ Monitoring is further developed to ensure leaders at all levels are undertaking a wide range of tightly focused monitoring activities. All monitoring actions on monitoring plans have been completed and additional monitoring has occurred when needed ▶ Excellent communication between leaders ensures that the significant opportunities presented to the school, and the challenges these opportunities bring, are undertaken with the children and their needs being the central consideration. The strong leadership ensures that the extra workload and time taken in developing these opportunities has no impact on children's learning or attainment

