

SECTIONS		SUMMARY EVALUATION – January 2017		
INTRODUCTION AND CONTEXT	<p>We evaluate Hunnyhill Primary School as a Good school. We are fully aware that following our 2015-2016 outcomes, our focus for 2016-2017 has to be on improving outcomes for all groups of pupils. The school has clear leadership, vision and the capacity to drive forward its continued development. Hunnyhill Primary School is a Community school and is situated on the outskirts Newport. The School is an expanding school, and since 2011 the school has grown significantly, doubling in size, with numbers still increasing. Hunnyhill caters for children from 4-11, from diverse socio economic groups, and after a highly turbulent in year admissions, pupil numbers have grown to 335 pupils. From September 2016, EYFS numbers have increased to 58; our capacity is 60. Hunnyhill also achieved 'PE Quality Mark Gold' in 2014, 2015 & 2016, Science Mark Silver July 2016, working towards Artsmark. Very positive Instead report after three Head Teachers visited the school over a two day visit in Summer Term 2016. . The majority of children are white British background. The percentage of children eligible for Pupil Premium is above the number found in most schools. (National 25%, Hunnyhill 27%) The proportion of pupils from ethnic minority groups is well below average (National 31.6% Hunnyhill 7.8%) and the school has a number of pupils in the early stages of learning English (National 20.1% Hunnyhill 2.3%) The school has four looked after pupils. There is 1 pupil with an EHCP and a further 4 pupils to be assessed. To support a number of high needs pupils unable to access full time mainstream learning, we have introduced the 'Rainbow Room'. This provision supports learning, both social and emotional and also supports our inclusive ethos. The current school attendance is 95.3%. The end of year attendance 2015-16 was 95.71% The school target for 2016-17 is 96%. Within its ethos the school actively promotes opportunism for new learning and as such encourages new members to the teaching profession. At present 2016-17 the school has 1 NQT in post as well as a student from the SCITT programme. As a community school, Hunnyhill does not have a specific religious character, but it does have a Christian ethos, with SMSC developed in all areas of learning. The school aims to create an atmosphere in which parent, carers and children feel happy, welcome and secure. This year an Assistant Headteacher has been appointed and a School Development Team of Middle Leaders has been created- this has contributed and supported our rapid improvement since July 2016.</p>			
	AREAS FOR WHOLE SCHOOL DEVELOPMENT 2016-2017	<p>To improve the % of pupils achieving ARE in RWM combined</p> <p>To improve outcomes for all groups of children.</p> <p>To raise attainment in boys' writing.</p>		
	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issue	Progress	
	Raise attainment by improved comprehension skills; improved presentation and spelling; more opportunities for maths investigations and use of maths and literacy skills cross curricular.	<p>A more rigorous approach to reading comprehension and a focus on the style of questions and the requirements for a complete answer means the children are more confident. Daily whole class reading for Upper school introduced and more demanding and engaging texts purchased for Year 6. A relentless unacceptance of poor handwriting and presentation has led to the children being more conscientious about the quality of their written work. Introduction of 'No Nonsense spelling' ensures children receive daily spelling activities based in spelling patterns. Staff training has been given to ensure a wider range of mathematical activities are offered leading to more children achieving mastery by showing they can apply their skills in a wide range of contexts. Teachers are actively encouraged to develop foundation subject activities that allow children to use a wide range of mathematical and literary skills.</p>		
	Increase the effectiveness of teaching by ensuring that more lessons are outstanding. *change in monitoring no longer looks at individual lessons but now focuses on teaching and learning over time.	<p>2015-16 - there were times when 40% of exemplary teaching was observed 2015-16 – 2 NQTs developed during the year with Good teaching at the end of year – 1 NQT showed exemplary practice New curriculum planning in place leading to more focussed teaching and learning and better progression and coverage School part of the whole Island curriculum, assessment and pedagogy group Effective marking in place Middle manager development Subject leader development particularly for core skills Solo Taxonomy introduced in Maths teaching New planning regime for English based on rich texts CPD from HIAS Maths and English Training from LLP</p>		
	Enhance the effectiveness of leadership and management in bringing improvements so that all pupils achieve their best, and GB's monitoring is focused on areas of school development.	<p>Strong leadership team in place including a growing team of Middle Leaders and the newly developed School Development Team which identify areas for development and drives the pace of school improvement Non-teaching Deputy Headteacher responsible for, and with, a thorough knowledge of the school data New School Development Team in place – September 2016 – Increased capacity for rapid growth. Strong collaboration with other schools including moderation, joint SLT meetings and sharing expertise. Keep Up and Catch Up programmes in place and closely monitored through pupil progress meetings. SENCo building capacity within support staff to provide more effective interventions Robust monitoring cycle Outside monitoring and validation Shared moderation with other schools Collaboration and school improvement with other schools School development priorities, with updates, regularly shared with Governing Body Our Joint Strategic Group- combined of both Staff and Governors-have collaboratively written a 5 year strategic plan for Hunnyhill School.</p>		

<p>QUALITY OF LEADERSHIP & MANAGEMENT</p>	<p>Strengths</p> <p>Leadership and management of the school is good because:</p> <p>At a recent visit from Hampshire LLP, it was reported that leaders and managers know their school well. Sept.2016</p> <p>Senior Leaders in the school have a relentless focus on improving outcomes for all pupils.</p> <p>Distributed leadership systems are strong and improving all of the time to ensure a rigorous and cohesive approach to school improvement.</p> <p>Leadership have a clear picture of individual staff strengths, allowing for effective deployment, robust skill set and the ability to support both CPD in-house and extensive external training programmes</p> <p>Staff performance is constantly evaluated and improved through PM and a wide range of CPD opportunities.</p> <p>Collaboration with local schools is extensive, with real impact on school improvement.</p> <p>GB carries out their responsibilities to raise achievement. They offer challenge to support the school to improve and are actively involved.</p> <p>Deputy Head leads Island Senior Leadership forum.</p> <p>Head Teacher mentoring Island Head Teachers.</p> <p>Head Teacher mentoring NPQH candidates.</p> <p>July 2016</p> <p>Recently Qualified Teachers Leadership course successfully completed.</p> <p>New Assistant Headteacher in post</p>	<p>Next Steps</p> <p>The newly formed School Development Team will drive areas of School Improvement</p> <p>Middle leaders will continue to support and enhance provision within their subject by regular monitoring of teaching and learning and acting as mentors for other members of staff</p> <p>Leadership at all levels to be actively engaged in continuing the rapid pace of school improvement</p> <p>To establish peer mentoring and coaching as a key tool for school improvement</p> <p>To build on collaboration links with other schools to support and secure key areas of school improvement</p> <p>To further improve attendance and punctuality of our pupils by enhancing the engagement of our families as partners in their children's learning.</p>
<p>QUALITY OF TEACHING, LEARNING & ASSESSMENT</p>	<p>Strengths</p> <p>As a result of a clear and relentless focus on improving teaching, learning and assessment, teaching is good because:</p> <p>Monitoring is consistent and rigorous to ensure areas for improvement are quickly addressed.</p> <p>Middle and Senior Leaders are effectively leading their subjects to improve teaching throughout the school.</p> <p>Pupils receive rapid intervention and support to close any emerging gaps. This means that children are making improved progress.</p> <p>The quality of teacher feedback in books, and the implementation of our marking policy, mean children understand how to improve their work and understand what they have done well. This is evidenced in their response to marking and through pupil voice</p>	<p>Next Steps</p> <p>The school needs to continue to embed our assessment system so that we build a portfolio of end of term and year expectations for Maths and English.</p> <p>Continue to refine our range of learning and teaching models and lesson delivery. To continue to improve and develop our Mastery approach to our curriculum. To ensure that a cross curricular approach is used when appropriate. Staff are working constantly at improving the level of challenge in all lessons.</p> <p>To improve clarity of focus for lessons, so that all of our pupils know where their learning is going, why they are doing it and how it fits into their learning journey.</p> <p>With the support of the newly appointed Assistant Headteacher we need to further develop further AfL techniques and ensure that they are done throughout the school</p> <p>The school needs to embed purposeful feedback that invites a learning conversation. We need to ensure that our pupils are always clear on their next steps supported by our marking.</p> <p>A clear focus on pupils learning at Greater Depth and accurate recording on Sims .</p>

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	Strengths: Personal development, behaviour and welfare is judged good because: School attendance continues to improve and is consistently above 95% over the past 3 yrs. School exceeded its attendance target for 2015-16 Robust and effective provision in school to support vulnerable pupils and their families. Hunnyhill is highly inclusive and committed to supporting pupils who would be vulnerable to exclusion and/or under achievement. Pupils with emotional, social and behavioural difficulties (we have an increasing number of pupils with ASD/ADHD) are well managed and supported, as such any disruptions to learning are minimised. Pupils with SEB difficulties are showing an improvement as a result of effective support. We pride ourselves in the behaviour of our pupils. The school displays mutual respect; the staff clearly enjoy the children and the children enjoy the staff. Behaviour is managed exceptionally well through clear, consistent messages from all staff and underpinned by our values. ***** RE target to be added School Leaders are passionate about the physical development of pupils. As such the opportunities for PE, Wellbeing and SMSC of the school is Outstanding.	Next Steps To achieve 96+% attendance Continue to support some elements of our vulnerable groups so that attendance and punctuality is improved Increase opportunities for debating and discussion To focus on punctuality as a whole school. No groups to be disadvantaged by low attendance No groups of pupils to be disadvantaged by lateness To continue to promote opportunities for physical development for all groups of pupils
OUTCOMES FOR PUPILS	Strengths Outcomes for pupils are judged <i>as good in some areas and required improvement in others</i> because: Early Years – results 2016 (75% GLD) were significantly above the national for 2015 Year 1 phonics – significant increase since 2012. 2016- 77% achieved expected level. KS1 children achieving L2b+ 2012-15. A 3yr upward trend for writing & maths. KS2 – Below National in all areas but this was cohort driven. Predictions for 2017 suggest a return to the school trend Progress in writing KS1-2 2015 above the NA for levels 2 and 3. EYFS 2015 – Outcomes 2015 & 2016 above the NA. A visit of the School's LLP- practice was judged to be exemplary. Pupils are able to work independently and collaboratively; exceptional learning environment, both indoors and outside, along with the enticing activities allows the pupils the ability to focus and leads to a real strength in learning.	Next Steps To increase the combined RWM outcomes, for all groups, in every class To improve outcomes at Year 6 in all areas of the curriculum To improve outcomes for boys with a focus on writing To ensure all children are secure in their progress with a focus on Pupil Premium children To increase the number of children achieving their learning in greater depth (ARE+) across the school Further develop the Early Years outside learning area to support and increase the percentage of pupils achieving and exceeding their ELGs, during their time in Reception Class Increase the number of pupils exceeding by the end of EYFS. The school needs to further improve levels of attainment within boys in the Early Years
EARLY YEARS PROVISION – QUALITY AND STANDARDS	Strengths The Leadership of the E Years, along with the SLT, have a clear picture of the individual staff strengths-this knowledge allows for effective deployment, as well as ensuring that the school has an effective and robust skill set. The setting has a well- developed transition process, so that children joining the school feel safe and are known both academically and socially. From regular monitoring the school is confident that the quality of the learning within Early Years is at least Good, with some outstanding features. During a visit from LLP (Oct 2015) the practise was judged to be exemplary-pupils have the ability to work independently and collaboratively. The LLP also recognised the high skill set of support staff within the setting. For the last 2 years (2014-2015 and 2015-2016) Hunnyhill outcomes have been above National outcomes (still awaiting National EY data for 2015-2016)	Next Steps To further develop Early Years to support and increase the % of pupils achieving and exceeding the Early Learning Goals To increase the level of attainment for boys in Early Years.

SMSC & BRITISH VALUES	Strengths	Next Steps
	<p>Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.</p> <p>The school is driven to raise both academic standards and the personal development, behaviour and wellbeing of all pupils at Hunnyhill school. This is done through the resolute leadership and vision of the Head Teacher, the Senior Leadership Team and middle leaders. This vision, along with the school values, is embedded throughout, and every staff member is accountable for embracing and driving this vision forward.</p> <p>Hunnyhill actively promotes equality and diversity, through our ethos and our school values. British values and RRR (Rights , Responsibility and Respect) are embedded in the ethos and culture of our school.</p>	<p>Promote SMSC via the school website.</p> <p>Deepen the understanding of staff and GB about the impact of SMSC.</p> <p>Continue to improve communication with parents e.g. leaflets, website, information sessions.</p> <p>Broadening the children's understanding of a multi-cultural society through our RE curriculum</p> <p>To implement new Living Differences 3 curriculum throughout the school- ready to start in September 2017- this include training staff and Governing Body as necessary.</p>