IQM EVALUATION REPORT

School:	**FAIRFIELD PRIMARY SCHOOL**
Date:	**4th March 2016**
IQM Lead Evaluator:	**Vanessa Housley (Quality of Teaching)**
IQM Evaluators:	**Gillian McCleave (Achievement for All)** **Gillian McCleave (Leadership in and Management of Inclusive Practice)** **Amanda Spence (Behaviour and Safety)** **Janet Wilson (Looked After Children)**
IQM School Leads:	**Judith Harrison (Headteacher)** **Andy Ruffell (Deputy Headteacher)** **Sue Wilcox (SENCo)**
Level Proposed:	**GOLD**
Level Accredited:	**GOLD**
Exemplary Practice To Share Via School To School Support:	• **The use of voice to strengthen provision throughout the school community: parent/ carer voice, staff voice and pupil voice.**

ACHIEVEMENT FOR ALL

	Strengths	Next Steps
1. Progress	• In 2015, KS2 Value Added (VA) in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs. • For at least five out of every six starting points, the proportion of disadvantaged KS2 pupils in 2015 making or exceeding expected progress in reading, writing and mathematics was similar to that of other pupils nationally. • In 2015, the proportion of disadvantaged KS2 pupils that attained at least level 4 was equal to or above the national figure for other pupils in reading and mathematics • In 2015, a higher proportion of SEN pupils at Fairfield attained level 4 in all subjects than SEN pupils nationally. • In 2015, the Average Point Score (APS) for KS1 pupils was above the national average for reading, writing and mathematics. • In 2015, the proportion of pupils attaining level 2b+ at the end of KS1 was above national averages, continuing a three year trend of improvement. • In 2015, the Core Subject Indicator for in Key	• Continue to develop the presentation of summative data to ensure that the impact of pupils with dual and multiple vulnerabilities are identified on groups. (This is now evident in individual pupil tracking)

	Stage 1 was 77%. As the Good Level of Development for this cohort was 33% in 2013, this represents progress that is at least good during KS1.	
	• The APS for SEN pupils in KS1 in 2015 was at least in line with the APS for all SEN pupils nationally, except in reading.	
	• The proportion of Year 1 pupils who met the standard in the phonics screening check in 2015 was 68%. This is below the national average but is a 15% improvement on the previous year.	
	• 88% of disadvantaged pupils (7/8) met the standard in the 2015 phonics screening check.	
	• The proportion of EYFS pupils who attained a Good Level of Development in 2015 was 63%. This is marginally below the national average but was a 20% improvement on 2014.	
	• 67% of disadvantaged pupils (2/3) attained a Good Level of Development.	
	• The school has continued to develop tracking against the new curriculum and is confident to make judgements about the attainment and progress of pupils without levels.	
	• Tracking has been further developed to ensure that those entitled to pupil premium and those with SEN are routinely tracked as groups.	

	• Recent tracking evidence the large majority of all pupils in all year groups made expected (or better) progress during the first term of this academic year. There are variations between subjects in some year groups. • Recent tracking evidence shows that the majority of disadvantaged pupils in all year groups and in all subjects made expected (or better) progress during the first term of this academic year. (With the exception of maths in Y6 where 4/9 pupils made at least expected progress) • Pupil progress meetings have been developed so that there is an improved focus on vulnerable groups (and individuals within those groups). There is also more of a focus on tracking the impact of additionally funded intervention.	
2. Narrowing the gaps	• RAISE 2015 indicates that the school is successfully closing the gap at Level 2+ for disadvantaged pupils in Key Stage 1 in comparison with other pupils nationally in reading and maths. • RAISE 2015 shows that the school is successfully closing the gap for disadvantaged pupils at KS2 in terms of those making expected progress: ✓ Who previously attained level 2 or 3 in maths ✓ Who previously attained level 1 in reading ✓ Who previously attained level 1 or 2 in writing	• Continue to focus on closing the gap for pupils in Key Stage 1 • Consider enhancing pupil tracking sheets to include chronological age and ratio gains as a result of interventions. • Continue to develop the strategies for closing the gender gap which is evident across the school.

	- and those who made more than expected progress: ✓ Who previously attained level 1 in maths or reading ✓ Who previously attained level 2 in writing - In 2015 (and the previous 2 years) a higher proportion of disadvantaged pupils in EY attained a Good Level of Development. At 67%, GLD for disadvantaged pupils was higher than for all pupils nationally. - The gap for SEN and Pupil Premium children in KS1 has widened. This is due to the impact of two pupils with SEN for whom specialist provision was recommended. These pupils were also entitled to Pupil Premium. The school reports that when these pupils are disaggregated from the data, the gaps are closing. - The school is using SPrInT effectively to support teachers in identifying the gaps in learning. The school's tracking evidence suggests that, as a result, the majority of pupils across the school (including vulnerable groups) are making good progress from the baseline on the new curriculum. - The school tracks individual SEN pupils showing assessments and progress over time. Details of specific interventions are included. - The school delivers a range of interventions, tailored to meet the needs of individual children. The SENCo monitors the progress made by individuals, in	

	conjunction with those delivering the intervention.	
	• Pupil progress meetings now have an increased focus on considering the impact of interventions and also indicate increased expectations for overcoming barriers to learning for all pupils • The school is able to identify specific strategies that have improved outcomes for all and which have narrowed the gap for vulnerable groups (e.g. deployment of TAs, specific interventions)	
3. Acknowledgement of Achievement	• The school culture ensures that all pupils and staff recognise that achievement may be demonstrated in different ways and that all are capable of achieving in some areas. • Displays around school focus upon achievement of all kinds including attendance, reading, maths, art, fund raising, etc. • Assemblies provide an opportunity to celebrate achievement of different kinds and the school reports that children are eager to participate in these events. • The school has a range of enrichment activities available to all children and Pupil Premium funding is used to support access where this is required. Achievement in these areas (music, gardening, cooking, etc.) is also celebrated. • The school promotes an ethos of positivity where all children are encouraged to become confident in celebrating their achievements. Where children are less confident, teachers encourage and support them to recognise their achievement and may use different strategies to ensure they are included.	

QUALITY OF TEACHING

The following evaluations are in addition to the evaluations made February 26th 2015 and determine the progress made against the next steps identified.

	Next Steps Feb 2015	Progress identified March 2016	Next Steps
1. Formative use of data in the classroom	• Strengthen the use of tracking, analysis and evaluation of cohorts by vulnerable groups relevant to the school to inform next steps even more precisely at a strategic level.	SPRINT and SIMs Assessment Manager are used termly to monitor and evaluate progress of all pupils, including all vulnerable groups relevant to the school. These trackers are informed by a range of termly/ half termly assessments. Whole school and individual targets are informed by FFTA to ensure expectations are consistently high for all groups. Progress is systematically monitored and evaluated by strengthened use Pupil Progress Meetings where next steps for personalised provision is agreed.	
2/ 3 Planning and Delivery	• Identify precise skills required for effective independent learning. Disseminate to all staff and pupils so that	More explicit use of independent learning in each key phase was evidenced via planning, SLT lesson observation monitoring forms	

	independent learning skills are more effectively applied throughout the school. • Enhanced planning to include key questions to extend learning for identified groups.	and the IQM learning walk, including more extensive use of paired talk. More explicit use of planned key questions was evidenced via planning, SLT lesson observation monitoring forms and the IQM learning walk, with specific reference to more able pupils	
4. Pupil progress	• Extend the range of strategies through which pupils can plan, monitor and evaluate their own and each other's learning to enhance future learning opportunities. This will support pupils to understand which skills they have used and which skills they need to use to evaluate their understanding and progress made.	A Creative Approaches to Learning Workshop has been delivered to all staff and a Mindwise workshop has also been delivered to all staff and parent carers from Year 3-6. These have provided staff and parent carers with a wider range of strategies to support pupils in planning, monitoring and evaluating their own learning.	Though there is growing evidence that pupils have a better understanding of which skills they have used and which skills they need to use to evaluate their understanding and progress made, it is now timely that these skills are embedded. In this way pupils will be better able to articulate how well their learning has been consolidated and which strategies have supported them to achieve this.
5. Feedback	• Enhance the school	CPD on targeted feedback has	

	marking policy to include explicit expectations of efficient recording of verbal feedback; this will clearly evidence impact of quality of teaching and subsequent pupil progress.	been delivered to all staff. As a result several models of targeted feedback have been piloted then evaluated for impact. The school have been particularly keen to select a model which efficiently captures progress and records where verbal feedback has been given to pupils. The school marking policy has been adjusted on the basis of these evaluations and will be ratified with governors March 2016.	
6. Home Learning	• Extend the use of Homework Clubs to targeted attendance of a wider range of identified pupils from a range of year groups.	100% of disadvantaged pupils receive out of school support and a further two higher ability disadvantaged pupils will receive targeted support in the summer term. The Homework policy has been enhanced to include project work so that there are increased opportunities for independent and learning and additional challenge for more able pupils.	

		In addition one to one KS1 targeted support is offered; this has impacted on both pupil outcomes and confidence levels. There is targeted Science Club attendance for more able pupils.	
7. Additional staff			
8. Targets			
9. Learning environment	• Further develop learning environments so that a wide range of prompts to support independent learning are consistently available.	The Teaching and Learning policy has been enhanced to include a clear expectation of independent enquiry in each learning environment throughout the school. Evidence of a wide range of prompts to support independent learning was provided via the IQM learning walk and photographic evidence in the IQM files, including the use of Working Walls. There is a strengthened use of learning environment to provide learning opportunities for personal target achievement.	Consider how the use of independent learning prompts can continue to be accessed across curriculum areas, if the stimulus is provided electronically via the interactive white boards.
10. Curriculum provision			

BEHAVIOUR AND SAFETY

The following evaluations are in addition to the evaluations made February 26th 2015 and determine the progress made against the next steps identified.

	Progress identified March 2016	Next Steps
1. **Relationships**	Positive relationships were consistently observed pupil to pupil, adult/pupil, adult/adult from EYFS to y6 during structured and unstructured times. This is clearly a happy school were all stakeholders are encouraged to take an active part in maintaining the strong ethos. **An absolute strength of the school is the revamped Playground Friends which promoted active engagement during play and lunch.**	
2. **School Ethos**	Mission Statement: Our school aims to provide a safe, happy and vibrant learning environment for all its children, meeting their individual needs ensuring that their full potential is realised. Evidence of the mission statement was clearly evident across the school and displays were used for maximum effect and to enhance learning. Pupil voice echoed the statement and pupils could clearly talk about what it meant for themselves and their learning.	
3. **Behaviour Management**	Consistent behaviour management systems were in place, adapted for key stages and used effectively. Specific plans and targeted interventions are used effectively for pupils particularly at times of crisis. The use of a wide range of rewards is effective in encouraging the	

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	children in the school to be the best they can be.
4. **Minimising exclusion**	Appropriate strategies are fully explored to prevent exclusion and therefore there have been no exclusions this academic year.	
5. **Analysis**	Specialist advice and support is proactively sought following close monitoring CPOMs for any cause for concern with strategies shared with school staff and parent/carers. School accessed Mindfulness training by Alliance Psychology service following results from a questionnaire undertaken with y6.	
6. **Attendance**	School continue to work closely with the LA Attendance Officer and is consistently demonstrating an improving picture.	
7. **Punctuality**	Targeted interventions have been put in place such as 'Beat the Bell' to address punctuality.	
8. **Attendance Policy**	Attendance policy is on the website and clearly articulated to parents/carers.	
9. **Anti-Bullying Policy**	Anti-Bullying Policy is on the website and clearly articulated to parent/carers.	
10. **Anti-Bullying Management**	School are working towards the 'BIG' Anti-Bullying award which is evidenced through the school council and displays around school. School is Stonewall Champion. **CPOMs see below**. School have ensured that they have put policy into practice resulting in a safe and happy school.	Embed actions from award and Stonewall into school practice.
11. **Analysis**	Specialist advice and support is proactively sought following close monitoring of CPOMs for any cause for concern with strategies shared with school staff and parent/carers. School use results collated from Kirkwall online to inform and enhance practice. School held NSCC	

	workshops to support analysis resulting in 91.4% pupils feel safe and 95.9% feel teachers make sure children are not bullied this allowed for targeted interventions to take place such as 'Happy to be Me' for y4/5	
12. Feeling safe	Pupil voice clearly indicates that pupils feel safe in and around school. Pupils continue to be actively taught to stay safe and report that they have a clear understanding of how to report concerns.	
13. Pupil and stakeholders understanding of bullying	Pupils confidently articulated their understanding of bullying including PSHE lessons, safer internet day and presentations by outside theatre companies.	
14. Early identification and intervention	School continues to use the Kirkland Powell online questionnaire to inform practice.	
15. Risk taking behaviour	PSHCE curriculum is tailored in response to need, local and national agendas. School follows the Lucinda and Godfrey programme to teach SRE and ensure drugs education is covered in the curriculum.	
16. Emotional Health	A range of interventions are in place including using Psychological Therapy support from Alliance Psychology to support individual need as a graded approach. School ensure that pupils who are young carers have access to appropriate services for support.	
17. Healthy Eating	Healthy eating is promoted across the schools and is evident in displays around the building.	
18. Physical Activity	There is a strong emphasis on physical activity with pupils accessing a wide variety of opportunities, including residential trips, links with a local secondary school where teaching of PE takes place at the secondary school.	
19. Smoking	This is a no smoking school.	

LEADERSHIP AND MANAGEMENT

The following evaluations are in addition to the evaluations made February 26ᵗʰ 2015 and determine the progress made against the next steps identified.

	Next steps Feb 2015	Progress identified March 2016	Next Steps
1. **Vision**	• Ensure all policies are signed and dated and show review date. • A calendar of review dates would prove useful to ensure policies are reviewed consistently in a timely manner and explicitly reflect inclusive practice. • The mission statement could be used more widely e.g. SDP/SEF to communicate the schools vision and aspirations.	• Some of the policies on the school website are clearly dated but this is not yet consistent and review dates are not evident on the majority. • The mission statement is not yet well known or used around the school so that it is clearly visible to all members of the school community.	• Ensure all policies are signed and dated and show review dates. • Ensure that the website is fully compliant in respect of published policies. • Continue to develop the ways in which the mission statement is used in order to articulate the vision and aspirations of the school to all stakeholders.
2. **Use Of Data**	• Governors noted that further training on the use of data would be useful in the light of new members joining the governing body. • The school would benefit from detailed	• Governors have accessed training on the use of data (e.g. RAISE, inspection dashboard) and are also aware of the difficulties in relation to the progress and attainment data of children currently in the	• Consider tracking other vulnerable groups and/or those with multiple vulnerabilities. • Further develop the reporting of the impact of pupil premium funding so that impact for all cohorts

	information on all groups e.g. EAL, EM in order to inform action for improvement. Where there is no pupil in a particular cohort e.g. LAC it would be useful to reference this. • Self –evaluation – analysis would be improved by more detailed information on action for improvement and areas for celebration	school due to the removal of levels. • Tracking has continued to develop and governors report that they are given updates on the progress and attainment of pupils across the school. • Tracking chiefly identifies SEN pupils and those entitled to Pupil Premium; other vulnerable groups are not routinely tracked. • Self-evaluation recognises that large differences in comparison between outcomes for different groups may not be relevant due to small numbers in the cohort. • Pupil Progress Meetings now show more clearly what action is to be taken and tracks impact. • School leaders are increasingly confident to talk about the impact of actions taken.	is evident
3. Intervention	• To inform parent/carer of the interventions their	• Dialogue with parent continues to develop. An	• Continue to develop information sharing with

	children are involved in and the impact of the support.	'open door' event is held every half term to encourage parents of pupils on the SEN register to visit school and talk with the SENCo and PSA. • The impact of interventions on groups as well as individuals is now more fully tracked and discussed in more detail through Pupil Progress Meetings.	parents.
4. Development Of Resources	• To ensure there is accurate and systematic evaluation	• School leaders are confident to link the deployment of resources (e.g. TA deployment) to specific outcomes • There is evidence in Pupil Progress Meeting reports to show that resources are specifically deployed to meet individual needs and are routinely evaluated.	• As above, further develop the reporting of the impact of pupil premium funding so that impact for all cohorts is evident and linked to specific actions/resources.
5. CPD, appointments and promotions	• To implement a strategic approach to CPD for 2015/16 in line with IQM recommendations	• All staff have had recent CPD in e-safety, safeguarding, literacy, feedback etc. and all have opportunities to attend courses. Training is clearly linked to school	•

		priorities or addressing national priorities. • New staff (including NQTs) receive an effective induction to the school which enables them to make good progress in their roles. For example, the new Assistant HT had a term of non-teaching time to enable her to develop her leadership role before she took on a class. • Staff report that the 'Standards Tracker' encourages reflective practice and more extensive engagement with their own performance management and professional development. .	
6. Transition	• Ensure evidence presented is up to date and accurate.	• Transition into Year 1 from EYFS has been enhanced by meetings with parents. These have been well received. • The school is engaging with Moving Forward and	•

		already has evidence of good transition arrangements (particularly for vulnerable pupils) with Grangefield. • Grangefield staff regularly support the delivery of French, ICT and PE at Fairfield. • Evidence presented is more up to date.	
7. Engagement With Parents	• To display outcomes of Parent Questionnaire and note action taken. E.g. you said this, we did this. • To provide up to date evidence of leaflets given to parents to supports their child's learning	• Parent Questionnaires are on the website. Actions taken subsequently are not clearly identified. • The school is working towards the Leading Parent Partnership Award, although this is at an early stage of development. • The school is also developing the Bullying Intervention Group (BIG) Award. Bullying was previously raised as a concern by parents, which the school believed was due to lack of clear information. • School is working to	• Complete the LPPA (this is planned by summer 2017) • Continue to work towards the BIG Award. • Continue to develop the website to ensure that it fully meets the needs of parents and celebrates the school's achievements with LPPA and BIG

		ensure that website is updated and provides detailed relevant information for parents	
8. Pupil Voice	• The school suspects that the low results from parents in this year's survey on this same question of treating all pupils fairly may be due to their misunderstanding. The school intends to promote equality of opportunity with parents. • Extend the range of strategies to systematically capture pupil voice e.g. suggestion boxes, to influence whole school policy decisions as well as classroom practice.	• As detailed above, the school is engaged with the BIG Award and other activities (e.g. assemblies) have been used to ensure that pupils have a better understanding of equality of opportunity. • Pupil voice influences whole school policy and pupils have played a real role in staff recruitment processes. The Pupil Ambassador programme also ensures that pupils have an opportunity to feed back to school leaders about their ideas.	
9. Community Cohesion	• The school intends to audit and map provision to ensure there is coverage of all aspects of the social, moral, spiritual and cultural agenda.	• The school uses Gridmaker as a way of gathering evidence for the coverage of SMSC across the school. Steps have also been taken to ensure	• Continue to develop the evidence to show how the school is promoting British Values, particularly by mapping this across the curriculum.

	• Ensure the documentation of the school reflects the richness of the offer around the promotion of British values and ensure this is mapped explicitly in the curriculum and progression in learning is evident. • Ensure parents understand that equality of opportunity is about treating people differently and how this improves the provision for all their children. • Consider seeking feedback from stakeholders in the school community that reflect a different heritage and socio-identity to inform school policy and practice.	that there is more evidence of SMSC around school and on the website. • Displays around school show some of the evidence of how the school is promoting British Values.	
10. Safeguarding	• To review the staff/supply handbook to ensure Safeguarding has a high priority at the	• Safeguarding training is regularly updated for all staff and is prioritised in all documents and practice.	•

	start of the booklet.	• CPOMS has been introduced to further tighten the school's capacity to monitor safeguarding and provide an accurate chronology. • Training on key initiatives such as Prevent, homophobic bullying and Operation Encompass has been shared with all staff. • SLT are able to access regular supervision from Alliance to support the welfare of those dealing with CP issues.	

LOOKED AFTER CHILDREN AND YOUNG PEOPLE

Strengths	Next Steps
• Currently there are no LACYP on the school roll. To that end it was not possible to undertake an in depth analysis of the overall current provision and impact on LACYP. Files for previous LACYP were available to view, showing how the school have supported LACYP previously. • However the meeting with the Headteacher, previous experience of LACYP and the LACYP File evidenced the following provision. • The Headteacher and/or Designated Teacher regularly attend Designated Teacher meetings to keep abreast of all developments pertaining to LACYP • The School have had experience of LACYP and have all of the necessary documentation should a LACYP be enrolled into the School (Audit, Policy, PEP documentation, key contacts) • The school implements a LACYP Policy to ensure all staff and governors are aware of the school's procedures and provision for LACYP • Governor reports identify LACYP as a distinct cohort although there are no LACYP on roll at the current time • A governor representative is in place to champion the needs of LACYP • There are effective transition procedures in place for all year groups and key stages to support all children but particularly vulnerable groups where key people are used. Examples were given of LACYP attending the school from other Las and those	• Review and update the LACYP Audit Toolkit, last completed in July 2015 to reflect the current training and revised practices. • RAISE awareness of the Audit for the Quality of Provision to support future admissions in school

transitioning into an adoptive placement.

- Past experience demonstrated how Foster Carers and parents were supported with their child's learning through regular meetings, home learning activities and the home-school communication.

- Tracking and precise intervention is in place for all children and therefore, if necessary, this would include LACYP.

- The school has clear procedures in place to support the confidentiality procedures for children adopted from care and have been proactive in supporting and aiding this transition in a recent case.