

**Sidegate Primary School**  
**Evidence provided for Ofsted March 2017**

This is the evidence that we provided and/or was explicitly asked for by inspection team before or during the inspection.

**Leadership & Management**

- School Improvement Plan
- Self-evaluation Form
- Performance management targets
- Pay progression summary for the last two years.
- Governor minutes - showing how they had challenged the school in respect of last year's SAT results.
- Headteacher Reports
- Commentary against data dashboard
- "What does the data show" summary for each Year Group - all Phase Leaders/Core Subject Leaders had a copy to support with discussions.
- Sports Premium Impact report (including sustainability - staff CPD)
- Sports Premium Funding spend

**T, L & A**

- Monitoring records
- Quality of teaching summary (also discussed those who had been RI and what had been done to move to good; and any still RI/Inad and the support that was in place).
- Marking & Feedback Policy (and old policy, as recently reviewed)
- CPD records - and impact measures. Staff views on CPD collected.
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**Outcomes for Pupils**

- Data showing how pupils this year are making more progress this year than last (key for triangulation of the good teaching and good progress in books)
- Samples of pupils writing in non-core subjects (we were asked to give them a sample)
- List of pupils in Year 2 who hadn't passed phonics check in Year 1 - PP/EAL/SEN also identified in this group. They chose 3 to hear read.
- Tracking data for all pupils, PP, SEN (separate out SEND support and EHCP pupils) EAL and High Attainers.
- List of HAP readers from Y5/6 - PP/EAL/SEN identified - they met with 6
- PP books looked at across school
- Mobility data - all pupils who had left in past 2 years and reasons for leaving
- List of all PP chn and they progress data (specifically asked for)

**SEN**

- Clear distinction between SEND support and those with EHCP - tracked evidence of the former was a key focus.
- Evidence of value for money with HTN funding, how spent and impact.
- Case studies re SEND children - evidence progress.
- Impact of interventions. How children are identified for intervention, what/when/who runs the intervention. Is progress accelerated?
- Learning walk with SEN focus comparing provision within the class. Also, looked at challenge for the more able at the same time - books were compared - was different work set?

- Training records and impact
- Support for SEND children outside the classroom
- Support for SEND parents
- Provision map
- Book scrutiny for SSC pupils

### EAL

- List of pupils who are new to english and/or new to English and when they arrived.
- Identified a child from learning walk and looked at books
- Profile of EAL across the school - stage of learning English

### PP

- PP strategy documentation

### PDWB

- Attendance data with all groups broken down for 2015/16 and 2016/17
- Attendance data with pupils removed who were impacting on a group e.g. any that were "missing", part-time, long term medical.
- Attendance - PA pupils, actions and impact
- Attendance Support Meetings and working jointly with the EWO
- The introduction of the Attendance Bears to tackle illness
- The impact of Breakfast Club and how this has made a difference on Attendance/Unauthorised/Lates
- SMSC - pupil ambassadors to show inspectors school
- SMSC - displays
- SMSC - website photos
- British Values - head dropped all sorts of things into conversation when doing learning walk with lead, plus display
- Behaviour - records provided
- Using the Thrive Approach to identify if behaviours are due to a child's Social and Emotional developmental stage.
- Behaviour - 8 pupils with history of SEBD to give "worm's eye view" of policy and impact of actions. How has the school supported them.
- Extra-curricular clubs - list of clubs, number of attendees and how many of these PP.
- Careers/prep for next stage of education - shared our STEM week timetable for previous 3 years where parents come in to explain how they use STEM in their work.

### **Safeguarding**

There was strong emphasis on how the school had responded to all of the recent changes in KCSIE. This formed a key line of enquiry purely because there have been so many recent changes.

- Single central record checked and cross referenced to files
- Case studies of work with CP/CiN/CAF
- File of alert forms
- List of all open cases
- Evidence of following up referrals
- Policy
- PP review
- Restraint file & policy

- bullying & discrimination records
- Lead did a learning walk with a child from a same-sex relationship
- Training records
- Evidence of DSL being part of SLT (meeting minutes)
- Showed that a wide range of school staff had been involved in Safeguarding Review - shared responsibility.
- Chronology of how Pink Alerts are recorded and monitored. Breakdown of how many recorded concerns are due to monitoring, e safety concerns and MARF and actions followed up. Analysis of current trend/concerns within the term. Training and external agencies then organised, so that staff receive updated training.
- Pastoral Care - Gold Award for Young Carers, Anxiety group, run jointly in line with PMHW, working with other external agencies.
- The Thrive Approach Practitioners Course

## EYFS

- On entry assessment criteria used by school and data
- Progressive data each term showing accelerated progression, broken down into vulnerable groups
- GLD criteria used by school to ensure standardisation across Year group
- Evidence of how PP children are supported.
- Evidence of assessment being used to inform planning
- Evidence of Intervention evaluations, impact for children
- Learning Journeys
- Phonic Books - evidence of writing progression
- Evidence of parental involvement (including transition/school readiness), impact, percentages
- Evidence of how we engage reluctant parents
- Evidence of how we responded to different challenges when children start i.e. nappies, EAL
- Paediatric first aid records
- EYFS staff training schedule, impact

## Extras

- Classrooms labelled with Year group and class name (all the same style so easy to see)
- All pupils labelled with name sticker each day
- Pupil photo sheet for each class with SEN, PP, EAL details against name - this was really useful for school staff doing learning walks/book looks with inspectors
- Maps of school
- List of who teaching in each classroom am/pm each day (we kept PPA going so they could see music, PE, RE)
- We had a local tennis academy in working right across the school throughout - they wanted to see this in operation.
- Timetable for each class - subject, times, location, teacher
- Our colour coded lanyards for badges for adults identify staff, volunteers and visitors