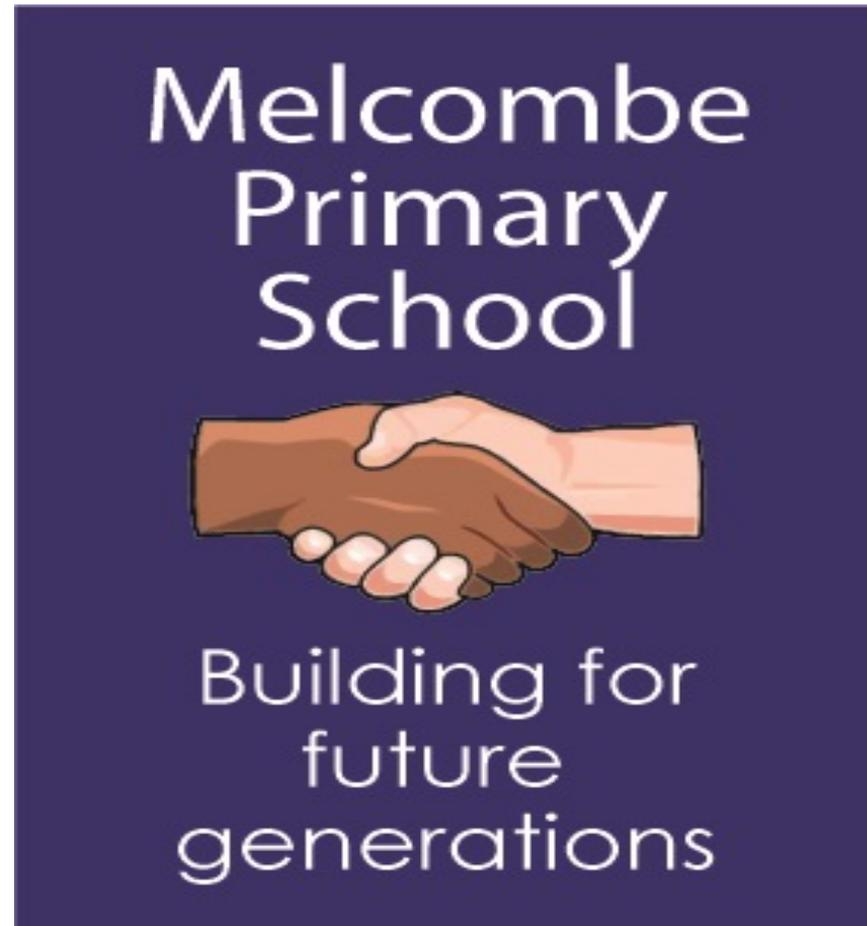


**Melcombe Primary School  
Self Evaluation Form 2017 / 2018**



<b>SCHOOL DETAILS</b>	
Type of school	Primary
School Category	Community
Age Range of Pupils	3 - 11
Gender of Pupils	Mixed
Name	Melcombe Primary School and Children's Centre
LA	Hammersmith & Fulham
Unique Reference Number	100334
Address	Fulham Palace Road Hammersmith W6 9ER
Telephone Number	0208 748 7411
Facsimile Number	0208 748 4488
Head Teacher	Wayne Leeming
Chair of Governing Body	Dennis Charman
Website	<a href="http://www.melcombprimary.com">www.melcombprimary.com</a>

## SCHOOL CONTEXT

- Melcombe Primary School is a Melcombe Primary & Children's Centre is a multi-racial community school and children's centre which is housed in a listed three-storey, over 100-year old, Victorian building in Hammersmith, opposite the Charing Cross Hospital.
- The school has a wide catchment area, with some children travelling as far as Ealing, Shepherd's Bush, and Wandsworth.
- About 50% of the children come from the local housing estates in the immediate school area.
- Mobility at the school varies from year to year but remains a significant factor. In recent years the trend has changed to far more children arriving and lesser and lesser children leaving.
- The number of children eligible for FSM has dropped dramatically in the past few years from 50% to 25% although the number of Pupil Premium children has remained at approximately 45%
- There has been a shift in the IDACI population within the school recently with the percentage of children in the 0-10% dropping whilst the percentage in the 30-100% rising.
- The number of EAL children remains very high and continues with a steady climb to currently about 60% of the children having a language other than English as their first language.
- Currently there are 40 different languages spoken at the school, with Somali being the most prominent language spoken (29%), followed by Arabic (17%) and then Spanish (5%).
- Over a third of the school's population is Muslim making Islam the most practiced religion at the school.

<b>SCHOOL VERSUS LA OR NATIONAL FIGURES FOR 2016</b>	<b>SCHOOL</b>	<b>NATIONAL LA</b>
Gender – the school continues to have more males than females, a trend which began in 2012	53%	50%
FSM – the school has significantly more pupils who are eligible for free school meals than the national average	24%	15%
PP – the school has a far higher number of Pupil Premium children than the national average	45%	25%
IDACI – the school has a far higher number of children in the 0-10% IDACI grouping than the national average	36%	10%
SEN – the school has double the number of pupils on the SEN register than the national average	24%	12%
EHC Plan – the school has three times the number of pupils with an EHC plan compared to the national average	3%	1%
EAL – The school continues to have a much higher percentage of EAL children than the national average	59%	20%
Ethnicity – the vast majority of children at the school come from an ethnic background	87%	32%
Attendance – the attendance at the school is about 1% below the average for the LA	94.9%	95.5%
Persistent Absentee – the school's persistent absentee figure is much higher than the average for the LA	14.1%	9.5%
Exclusions – the 2015 figures for the school are significantly lower than the average for the LA. (2016 figures not available as yet)	1	106
Occupancy – The school's occupancy continues to rise from 75% in 2012 and is just short of the LA average	86%	88%
Average class size in KS1 – the school has slightly more pupils per class than the LA average	28.5	26.2
Average class size in KS2 – the school has slightly less pupils per class than the LA average	23.6	25.7

<b>SCHOOL VERSUS LA OR NATIONAL FIGURES FOR 2016</b>	<b>SCHOOL</b>	<b>NATIONAL LA</b>
Pupil starters – The school has a higher percentage of starters than the LA average	12%	9%
Pupil leavers – The school has a higher percentage of leavers than the LA average	14%	11%

<b>DISTINCTIVE FEATURES OF THE SCHOOL</b>
<ul style="list-style-type: none"> <li>• An attached Children’s Centre</li> <li>• The school’s Teaching &amp; Learning Model based on Brain-based Learning and Visible Learning principles</li> <li>• Maths Hub</li> <li>• Continuous Professional Development programme</li> <li>• Middle Leader Programme</li> <li>• Student Voice</li> <li>• Extended School Provision – Breakfast Clubs, After School Care, Clubs</li> <li>• School Awards</li> <li>• A positive attitude towards learning with good behaviour for learning strategies</li> <li>• .</li> </ul>

<b>CHALLENGES FACING THE SCHOOL</b>
<ul style="list-style-type: none"> <li>• Attendance remains an on-going issue, particularly persistent absence</li> <li>• Retaining staff, particularly well trained and qualified staff and “growing” leaders</li> <li>• Governors – mostly newish and require experience</li> </ul>

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- Demonstrate an ambitious vision, having high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners
- Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development
- Evaluate the quality of provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- Provide learning programmes or a curricular that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
- Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage of their education, training or employment
- Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- Actively promote British values
- Make sure that safeguarding arrangements to protect young children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism

The vision of the school is “success for all” and our motto is “building for future generations”, as such there are high expectations placed on both staff and pupils to achieve this vision. All leaders are committed to improving the standards of teaching and learning at the school and towards breaking down the barriers to learning for all our pupils. Staff are well trained in the unique aspects of the school, such as its teaching and learning model, and are encouraged to identify and contribute towards change. Governors are both supportive and challenging of the school's performance.

The school rates the effectiveness of leadership and management as ***Outstanding*** based on the following:

<ul style="list-style-type: none"> <li>• Leaders at the school have and demonstrate an ambitious vision for all pupils: we want success for all.</li> <li>• Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Relationships between staff and pupils are exemplary.</li> <li>• Relationships between staff and parents are excellent.</li> <li>• Pupils treat each other very well.</li> </ul>
<ul style="list-style-type: none"> <li>• There are very high expectations of pupils.</li> <li>• Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</li> </ul>
<ul style="list-style-type: none"> <li>• The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including English and Mathematics.</li> </ul>
<ul style="list-style-type: none"> <li>• Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secure excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</li> </ul>
<ul style="list-style-type: none"> <li>• Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</li> </ul>
<ul style="list-style-type: none"> <li>• Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</li> </ul>
<ul style="list-style-type: none"> <li>• The broad and balanced curriculum inspires pupils to learn. The range of subjects and course helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistics, mathematical, scientific, technical, social, physical and artistic learning.</li> </ul>

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders work to protect radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

## **NEXT STEPS**

- To ensure the school continues to be successful the school will need to grow the leadership, particularly middle leaders.

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- Assessment information is gathered from what children and learners already know, understand and can do and is informed by their parents / previous providers as appropriate
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- Except in the cases of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- Equality of opportunity and recognition of diversity are promoted through teaching and learning
- Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning

The school's staff has worked hard to maintain a high standard of teaching that is reflected in continuous monitoring by the SLT, Middle Leaders and peer observations. The monitoring shows most of the teaching across the school year is either good or outstanding and this has resulted in outstanding progress by the pupils. Where there are or were issues, immediate remedial action takes place.

The school rates the quality of teaching, learning and assessment as ***Outstanding*** based on the following:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

<ul style="list-style-type: none"> <li>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduced subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidate learning, deepens understanding and prepares pupils very well for work to come.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</li> </ul>
<ul style="list-style-type: none"> <li>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</li> </ul>

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

## **NEXT STEPS**

- To embed consistent formative and summative practices across the school.
- To ensure that the top-ability children right across the school are extended and challenged.
- To raise the attainment in reading by ensuring the smooth implementation of the new Reading Scheme across the school.
- To install pride in the quality of work produced by the children through ensuring the smooth implementation of the new Handwriting Scheme across the school.
- To raise the standard of Numeracy and Mental Maths by ensuring the smooth implementation of the new Maths Curriculum across the school.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

- Pride in achievement and commitment to learning, supported by a positive culture across the whole provider
- Self-confidence, self-awareness and understanding of how to be a successful learner
- Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance
- Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
- Prompt and regular attendance
- Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the Internet and social media
- Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

PSHE has always been a vital and very important part of the curriculum at the school. Behaviour has improved yearly due to a very clear and effective positive behaviour policy being in place, which is constantly reviewed and improved upon. Children at Melcombe are caught "being good" and respond very well to positive comments from staff. Staff talk calmly and there are opportunities for children to deal with issues, feel that they are listened to by the adults and receive justice. The safety of the children is set to the highest standards and is continually monitored at all levels of the school.

All aspects are considered to be outstanding but because attendance is not as good as it should be, we have rated this area as good.

The school rates the quality of personal development, behaviour and welfare as **Good** based on the following:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress and they are able to talk about their learning. They are proud of their achievements and of their school.

<ul style="list-style-type: none"> <li>• Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education.</li> </ul>
<ul style="list-style-type: none"> <li>• Most pupils value their education and rarely miss a day at school. No specific groups of pupils are disadvantaged by low attendance. The attendance of most pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. However, despite many strategies, persistent absenteeism remains an issue with a very small group of children bringing the overall attendance rate down each week.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> </ul>
<ul style="list-style-type: none"> <li>• For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</li> <li>• Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</li> </ul>
<ul style="list-style-type: none"> <li>• Discrimination of any type is not tolerated at the school and pupils are regularly taught about the types of discrimination. When this does occur it is dealt with immediately and effectively, and also recorded for future reference.</li> </ul>
<ul style="list-style-type: none"> <li>• The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</li> </ul>
<ul style="list-style-type: none"> <li>• Permission for children to access the Internet at school is sought from parents every year as well as permission for children to have a mobile phone at school.</li> <li>• Pupils and parents receive training on being safe on-line and any issues are followed up immediately.</li> </ul>

- Healthy living is given a very high status in the school with the school. The school has also raised the profile and popularity of PE with longer and more effective PE lessons run by an outside company.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.
- They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## **NEXT STEPS**

- To ensure that the overall attendance of the school improves and is in line with national expectation.
- To implement a whole-school reward initiative, in order to further promote positive behaviour and an ethos of shared purpose.

## OUTCOMES FOR CHILDREN AND OTHER LEARNERS

Inspectors will take account of current standards of progress, including the providers own data, and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which they:

- Progress well from their different starting points and achieve or exceed standards expected for their age
- Attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications and into jobs that meet local and national needs

For the last 5 years almost all the children at Melcombe have done well academically with a starting point in the EYFS which is generally way below national expectation, either just below or just above national expectations by the end of KS1 and way above national expectations by the end of KS2. This rapid and sustained progress has led to record KS2 results each successive year and the number of children achieving greater depth results in particular has improved considerably. There are no significant differences in the results of children who are and who aren't on FSM, with children who have SEN or who don't, who are or aren't EAL, by the time they leave the school. Gaps between those entitled for Pupil Premium and others are closing.

The school rates the quality of the outcomes for children and other learners as **Outstanding** based on the following:

- Children are assessed regularly and the results are used effectively
- Assessment of children's progress is made regularly throughout the school year and if there are issues with progression with individuals, specific cohorts or subjects, immediate action is taken to rectify the situation.
- Teachers from Year 1 to Year 6 meet with the SLT at the beginning of the school year and set challenging targets for their class.
- Reading comprehension, Writing, SPAG and Maths are assessed each half term.
- The individual results of children are then analysed termly at a Progress Meeting and discussed with the teacher and the Pupil Premium Leader, Inclusion Leader and EAL Leader. Support is then re-focused if required.

- The majority of children make good progress as can be seen in our analysis of the children's results each term.

- All pupils, regardless of FSM, achieve well at the school

<ul style="list-style-type: none"> <li>• The school is particularly proud of how well we have narrowed the gap between the attainment of children who do and do not receive FSM.</li> <li>• The gap between the two is widest in EYFS and narrows as children progress through the school.</li> <li>• The difference between the two has also been getting smaller with each successive year.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils, regardless of EAL, achieve well</li> <li>• The school has a large group of children with EAL, (60%), many of who arrived at the school with very little or limited English.</li> <li>• In order to ensure they achieve well the school has a very effective programme of support led by a very experienced teacher and a group of support staff who are well trained.</li> <li>• Our results show that children with EAL make excellent progress at the school and pupils with EAL have frequently contributed to our highest achievements, sometimes achieving Greater Depth in a subject.</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils, regardless of SEN, achieve well</li> <li>• The school is fully inclusive and children with SEN are carefully monitored to ensure that they make good progress at the school.</li> </ul>
<ul style="list-style-type: none"> <li>• The curriculum at Melcombe is skills-based and great emphasis is made on children being able to transfer the skills they have learnt in to new lessons, other subjects and across year groups.</li> <li>• Teachers can easily change the content of a unit of work as long as they continue to teach to the skills. Cross-curricular lessons encourage the transfer of skills at Melcombe.</li> </ul>
<ul style="list-style-type: none"> <li>• The standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics are above national expectations. The longer pupils attend Melcombe, the higher their achievement and the better their progress. This situation has remained true for the past 3 years and has improved year upon year.</li> </ul>
<ul style="list-style-type: none"> <li>• The proportion of children achieving Greater Depth in a subject is increasing.</li> <li>• Pupils and specific cohorts at Melcombe make the expected national standard in both English and Mathematics and both of these are above the national average.</li> </ul>

## **NEXT STEPS**

- To embed consistent formative and summative practices across the school.
- To ensure that the top-ability children right across the school are extended and challenged.
- To raise the attainment of children on the SEN register

## EFFECTIVENESS OF THE EARLY YEARS PROVISION

Maintained schools and academies and non-association independent schools that have Early Years Foundation Stage provision are given a separate grade for that provision as part of school inspections conducted under section 5 of the Education Act 2005 (as amended by the Education Act 2011). This contributes to the judgement about the overall effectiveness of the school. The age of children that exempts schools from registering as early years providers has been lowered from three to two. Provision for two-year-olds in school is inspected as part of a school inspection.

The school rates the effectiveness of the Early Years provision as **Outstanding** based on the following:

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- EYFSP results for children achieving a good level of development have grown consistently above national expectation from 51% in 12/13 to 66% in 13/14 and 72% in 14/15 (NA 66%).
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Challenging performance management targets are set in line with the SEF and SDP. Achievement of targets by both middle and senior leaders stands above 98% and all CPD links closely to the staff appraisal system.
- Safeguarding is effective.
- Strong partnership work with the children's centre ensures a robust partnership network of safeguarding with all staff trained to at least level 4.
- There are no breaches of statutory welfare requirements.
- Provision, environment and delivery of the EYFS curriculum is in line with statutory welfare requirements and can be seen throughout all policy documentation and day to day organisation and management
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- All staff adhere to high standards of children's health, safety and well-being. Evidence can be seen in the achievement of the

<p>EY healthy schools Bronze award where in conjunction with the children's centre we were the first in the tri-borough to achieve this.</p>
<ul style="list-style-type: none"> <li>• Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.</li> <li>• All families are engaged via initial children's centre transition activities followed by Nursery home visits. Opportunities to contribute to children's learning are encouraged via a wide range of options including written, electronic and personal participation in learning. Strong partnership links also support parent education for learning, child health and physical well-being.</li> </ul>
<ul style="list-style-type: none"> <li>• A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</li> <li>• Strong medium and short term planning is systematically organised to ensure a wide and varied range of learning opportunities both onsite and within the local area. Skills are continuously built on and developed within a learning environment, which recognises children's voice and individual needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching is consistently of a very high standard, inspirational and worthy of dissemination by others; it is highly responsive to children's needs.</li> <li>• Reflective teaching ensures learning opportunities build on skills with clearly planned and focused use of interactive brain based learning, speech and language activities and visualised opportunities. Staff monitoring is vigilant and support continuously given to ensure aspirational teaching.</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</li> <li>• All children are initially base lined respecting parent's contribution and previous EY experience. Daily formative assessments are recorded in a variety of ways and thus inform the planning to ensure challenge, interest and learning consolidation.</li> </ul>
<ul style="list-style-type: none"> <li>• Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.</li> <li>• Routine, high behavioural expectations and a consistent staff approach ensures that all children display sustained engagement throughout their learning day. Regular praise and 'catching children getting it right' enables positive motivation at all times.</li> </ul>

- Children are developing a very good understanding of how to keep them safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- A strong promotion of moral values and respect for all learners is modelled throughout our ethos and delivered throughout our mindfulness teaching. Positive interactions are expected from initial entry where children are taught to appropriately deal with challenges. Risk is encouraged within safe parameters (Forest schools, cooking).
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.
- On average 75% of children at Melcombe begin with levels of development below expectation, specifically within communication. Tracking shows substantial progress for all children. However the evidence shows that our most vulnerable children make substantially better progress and achieve higher with both Children's Centre and Melcombe Nursery attendance. Summative assessment tracking indicates significant progress for the majority of our children.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.
- 2014/15 results show the Melcombe average of the lowest 20% achievers being 3.3% higher than the NA and the gap 6 points lower than the NA. Achievement by FSM children stands 5% higher than the NA.

## **NEXT STEPS**

- To facilitate the smooth transition of the Two-Year Old Offer into the school system