

YEADON WESTFIELD INFANT SCHOOL

WESTFIELD GROVE
YEADON
LEEDS
LS19 7NQ

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School Development Plan

2021-2022

Aims of the school

We are a happy and proud school. We believe that we provide a safe and secure environment that nurtures a love of learning. We aim to develop the whole person by providing happy and memorable times whilst creating opportunities for challenge and success. We prepare our pupils to become considerate and responsible members of society and we firmly believe that children best succeed when they are engaged in their learning.

Our staff team is our strength and we passionately believe in the value of education and the doors it can open. Parents and carers have an extremely important role to play in ensuring our children achieve their potential. This happens when we all work together considering the strengths and needs of everyone in our school community.

Our aim is to develop confident children who value themselves, each other and the wider world. We encourage all our children to reach for the stars-they can be anything they want to be.

Contextual Information

We are an average sized infant school with capacity for 220 children including a nursery that caters for up to 39 children who can each attend for up to 30 hours flexibly over 5 days. The school is situated in Yeadon and most pupils are drawn from the surrounding area, which is socially mixed with privately owned property and local authority housing. Over recent years the make-up of our children and families has significantly changed due to a policy of rehousing those in social and or economic need in the area. The percentage of children eligible for pupil premium is below the national average and most children are from white British backgrounds. There is a small but minority of pupils from ethnic backgrounds. A small number of children have English as a second language.

Roles and Responsibilities 2021 -22

Teaching Staff

<p>Dawn Lowry Head Teacher Early Years leader Senco/ Inclusion Designated Safeguarding Lead NQTs Students Full Time</p>	<p>Cassie Shaw Nursery Teacher Literacy/ Music leader Full Time</p>	<p>Sarah Sharp Reception teacher Art/DT leader Full Time</p>	<p>Kirsty Holmes Reception Teacher PE leader Full Time</p>
<p>Judith Nolan Assistant Head KS1 leader KS1 teacher Maths leader Assessment leader History leader Geography leader Full Time</p>	<p>Melanie Whitehead KS1 teacher RE leader PSHE leader Full Time</p>	<p>Lois Worton- Smith KS1 teacher Science leader Full Time</p>	

Support Staff

Nadine Aldridge Teaching Assistant/Lunchtime support Full Time	Jacqui Askham Teaching Assistant/Lunchtime support Full Time	Karen Davis Teaching Assistant Full Time	Marie Gilligan KS1 HLTA Teaching Assistant Full Time
Jo Jagger Teaching Assistant/ Kitchen Support Part Time	Julie Middleton EYFS HLTA Rec Teaching Assistant/ Lunchtime Support Full Time	Jo Southam Cover supervisor Part time	Freeha Shabir Teaching Assistant Full Time
Lucy Thacker Teaching Assistant/ Lunchtime Support Part time	Rosina Waterworth Teaching assistant Full Time		

Office/ Pastoral Staff

Liz Middleton School Business Manager Senior Leadership Team Finance HR and Premises Ancillary staff line management Marketing Procurement Full Time	Emma Donaldson Administrative Assistant Full Time
Jane Fryer Inclusion Worker Deputy Designated Safeguarding Lead Full Time	Clare Wassell Behaviour Support Worker Part Time

Ancillary Staff

Bev Elsworth School Cook Part Time	Matthew Clegg Lunchtime Support Part Time	Yvonne Halliday Kitchen Assistant Cleaner Part time	Jo Jagger Kitchen Assistant Part Time
Rita Muras	Sammi Sugden	Jerome Watson	Diane Wood

Kitchen Assistant Part time	Cleaner Part Time	Lunchtime Support Part time	Site Superintendent Full Time
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Before and After School Club (Stars)

Nadine Aldridge	Rose Dillon	Sarah Kemp	Julie Middleton
Rita Muras	Julie Tempest Play leader in charge		

External Monitoring
Ofsted Information (summary)

Ofsted inspected the school in November 2019. The school continues to be good.

Next steps for the school

Leaders and governors should ensure that:

Staff improve the quality of reading areas throughout the school so that there is a better match of books to pupils' reading abilities and interests. This will help to improve pupils' reading skills as well as further develop a love of reading.

The library area is better presented, and pupils are taught basic library skills. This will mean that pupils can use the library to support their understanding of subjects they are learning in other curriculum areas, as well as select a book for pleasure.

SIA Monitoring

The SIA agreed with the Ofsted grading and considers that the school is proactive in working towards outstanding.

Awards, Kite marks and Accreditations

- Inclusion Chartermark
- Stephen Lawrence Standard
 - Investors in Pupils
 - SFVS
- Youth Sports Trust Bronze Award Quality Mark
 - Active Schools
 - Healthy schools
- Food For Life Bronze Award
- Woodland Trust Green School Gold Award

2020 data and 2019 data- LAST EXTERNAL DATA BEFORE PANDEMIC

Year Group	Focus	Results 2020	Results 2019
EYFS	GLD	78%	78%
Y1	Phonics Check	N/A	91%
Y2	Phonics Check	N/A	88% [end of KS1 result]
KS1 EXS [at expected]	Reading	89%	91%
	Writing	87%	91%
	Maths	89%	91%
KS1 GDS [at greater depth]	Reading	44%	46%
	Writing	27%	27%
	Maths	29%	39%
KS1 [at expected]	Reading, Writing and Maths combined	84%	88%
KS1 GDS	RWM combined	22%	23%

Ofsted Report November 2019

Yeadon Westfield Infant School continues to be a good school.

What is it like to attend this school?

Parents, carers and pupils sing the praises of Yeadon Westfield Infant School. Pupils talk with excitement about their 'fun learning.' One pupil told me, 'We think the teachers are the best'. Parents particularly like being able to talk to the teachers on a regular basis. They value staff and the headteacher making themselves available for a chat. Parents say staff know their children well and help them gain confidence, so they enjoy coming to school.

Staff have very high expectations of the pupils, both for their behaviour and for their learning. On the playground, pupils behave well. Even when the weather is cold and wet, they play cooperatively with each other. 'Playground friends' make sure everyone has someone to play with. In lessons, children are attentive and show good attitudes towards their learning. Nearly all parents agree that behaviour in the school is good. Pupils say there is no bullying. They explained that, sometimes, pupils were told off for bad behaviour and had to miss playtime, and this made them behave better. Pupils feel safe in school. Their attendance is good.

What does the school do well and what does it need to do better?

Children get off to a good start in the school's nursery. They play confidently and concentrate well. For example, a small group of children enjoyed singing nursery rhymes and listened carefully to a story read by the teacher. In the Reception class, children are keen to learn and quickly gain a good grasp of their phonics. This means that they soon acquire the mechanics of early reading to sound out words. However, particularly in the outside area, there are insufficient books for children to share and read for pleasure. In Year 1, teachers build on pupils' early reading skills and nearly all children pass their phonics screening check by the end of the year.

Although school leaders and governors have identified 'reading for enjoyment' as a priority this year, there is little evidence that this is working. Story time is a daily event in all year groups, but it is not always used well. Pupils in Year 2 are not able to talk about their 'favourite book' or who the author is of the book the teacher is currently reading. They do not understand how to find a book in the library that links to things they are learning in class.

The mathematics curriculum is well thought through. The curriculum leader is knowledgeable. Right from the start in the Reception classes, children learn the relationship between numbers. Children do simple sums, using objects to help them count. They can confidently calculate large numbers. By the time they reach Year 2, pupils can apply this knowledge to simple problems. During the inspection, Year 2 pupils explained how they had collected information about their friends' favourite fireworks. They recorded this data on a tally chart and then on a bar graph. Pupils showed a secure mathematical understanding and could work out the difference between the most and least popular fireworks. Pupils with special educational needs and/or disabilities (SEND) are given extra help in lessons. This support, provided by the class teacher or a teaching assistant, means that they can keep up with the rest of the class. Pupils enjoy history because it is planned and taught well. On 5 November, pupils learned about Guy Fawkes and the gunpowder plot. Because this was very relevant at the time, all pupils, including those with SEND, gained a lot from this history lesson. Pupils were not only able

to tell me about this historical event but also discuss the rights and wrongs of different points of view. Pupils also have a good working knowledge of the war. They understand why we wear poppies at this time of year. Leaders and governors are committed to providing for all pupils, including those with high levels of need. They help pupils behave well and stay in school. Leaders also look after their staff. The staff say that leaders always have time to support them. Safeguarding The arrangements for safeguarding are effective. Staff know pupils and their families well. This means that they spot any changes in a pupil's behaviour straight away. All staff understand how to report concerns about pupils' safety. The designated leader for safeguarding is quick to follow up any concerns. Leaders ensure that all staff get regular safeguarding training. This helps them to be up to date with the most recent guidance. Leaders work well with other professionals to ensure that pupils are kept safe. They seek advice and support when they need to. Pupils know how to keep themselves safe in school and when online.

What does the school need to do to improve?

The reading areas in classrooms vary in quality. Books are not attractively displayed to engage pupils' interest. There is no focus on books that are relevant to what pupils are currently learning. Books chosen by teachers at story time are not always selected or presented so pupils know who the author is or the genre of the book.

Staff should improve the quality of reading areas throughout the school so that there is a better match of books to pupils' reading abilities and interests. This will help to improve pupils' reading skills as well as further develop a love of reading. The library, while providing a range of books, is not inviting or accessible to young readers. Pupils cannot independently select an appropriate book for pleasure or interest. Leaders should ensure that the library area is better presented, and pupils are taught basic library skills. This will mean that pupils can use the library to support their understanding of subjects they are learning in other curriculum areas, as well as select a book for pleasure.

Review of the School Development Plan 2020-2021

School was closed in January 2021 and remote learning provision was made for those children not in school. Children of key workers attended school when their parents had to work. School was opened to all in Summer 2021.

The Quality of Education

Staff, children and parents have all worked incredibly hard over the last year coping with the ever-changing landscape. All transitioned from in school to remote learning and staff had to cope with doing both at once. Some managed the transitions better than others and school staff supported those who found things

difficult. Our in house assessment shows that our results do not compare to previous years but this is to be expected particularly with regard to Reception. The disruption in the Spring Term had a particular impact on them. The focus for the coming year will be to address gaps and ensure that the children are ready for the next stage of their learning.

(See data below)

Personal Development

Our focus was on the emotional wellbeing of the children, staff and parents. This will continue as the events of the last 18 months continue to have an impact. We have highly qualified pastoral staff who offer day to day support and a structured PSHE curriculum with a focus on circle time and giving the children the time and the space to explore how they are feeling and the tools to navigate solutions.

Behaviour and Attitudes

School has adopted a positive behaviour system, and this will continue to be a focus. The children are generally well behaved and those children who need extra support receive this. Staff work in conjunction with parents and carers. Attendance and punctuality are improving but there a small number of parents/carers with whom school is doing ongoing work.

Leadership and Management

School to school support has been limited over the last year due to Covid restrictions. Subject leaders would normally work with colleagues across the Aireborough Trust. Meetings have been organised to support the curriculum across the schools in the area. The staffing reductions have had a significant impact on school and it is important that staff and leaders feel supported and have the tools to continue to provide the same high quality education. We have had a number of new governors join us in the last year. It is hoped that governors will be able to visit school this year and develop our monitoring programme working with staff.

End of year data

July 2021

No national end of year assessment

- No national data collection this year.

- No official phonics/EYFSP/SATS data, although our unofficial SATS and EYFSP data has been sent to the LEA.
- Children and teachers worked to the very end of term with learning and assessment.
- Reports and data sheets remained open until the last week for any last minute adjustments - mostly for children who are in borderline "expected" range .
- All assessment has been passed on to the next teachers as usual, including the finer grading to show children who are "borderline". This will ensure the children get off to the very best start in their next year.
- Internal phonics checks were carried out in Reception, Year 1 and Year 2 and are being used in-house to ensure the necessary for provision for the children in their next year group.
- Phonics data for Year 2s, who have missed 2 years of Phonics Screening Check opportunities, will be passed to Year 3 as normal because this is crucial to their future success in reading SATS at the end of Year 6.
- Children moving into Year 2 will be doing a Phonics Screening Check in November 2021, with unofficial data being sent to the LEA. Any Year 2 child not achieving the expected standard at this time will be repeating the check alongside the Year 1 children doing the official Phonics Screening Check in June 2022.

Part 2 - Priorities for 2021-2022

Phonics

Phonics in the mixed Year 1&2 classes will be taught in groups according to the phase each child is working on. This means that all children will have a daily phonics lesson (15-20 minutes) at the correct level for them, to ensure that as many of them as possible will achieve the expected standard by the end of the year, whether they are in Year 1 or Year 2. Most children will be moving to the appropriate classroom for this lesson. Groupings will remain flexible according to need and the number of adults available.

Phonics is a priority not just for reading, but also for writing - writing, and particularly spelling, is one of the areas that has been worst hit by COVID.

Reading

Although many of the children have done well with reading over the last year, many have simply not read enough books and are not far enough along in the reading scheme.

We have spent COVID catch up money on many beautiful new books. Reading will be a priority and will take place across the curriculum with studied class texts and reading for pleasure, as well as with individual reading and guided reading lessons.

Writing

Handwriting, spelling, punctuation and grammar will all be key skill priorities, but it is putting these into writing full sequences of sentences or larger texts that the children find more difficult. This will need to be a particular focus for Year 2.

Maths

Although maths is generally stronger than English, the main priority for this year is to teach to mixed year group classes as effectively as we have done to single year group classes.

Secondly we need to make sure every curriculum objective is secure from Year 1 going into Year 2.

Speech and language, fine motor skills, and emotional well-being are also key priorities for recovery after COVID as is building up stamina and confidence in work tasks.

SECTIONS	SELF-EVALUATION SUMMARY 2021-22
Introduction	This document provides a brief self-evaluation summary. The form evaluates how well we are performing as a school and makes a judgement for each area. Our children make good and outstanding progress and levels of attainment are high and above national levels. We have a very supportive parent body who engage with school but there are an increasing number of parents who require nurture, support with parenting skills as well as emotional support. We are a member of the Aireborough Learning Partnership.
Context	Two form entry infant school with a nursery; 200 8.6% children eligible for pupil premium funding 5% minority ethnic groups- Black British, Asian, Chinese and Eastern European 3% have English as an additional language 7% children with SEN support
What characterises our approach	A strong team ethos to include all members of the school community. A desire to ensure that our children strive towards their full potential. A commitment to never capping our children's aspirations. A growth mind set for both staff and pupils. A commitment to partnership working with other settings and agencies.
Areas for whole school development [Key priorities]	To ensure that the curriculum meets the needs of all children To focus on developing writing skills to support gaps To develop staff understanding and knowledge of how to teach year mixed age year groups. To continue to develop reading/phonics across school in particular with regard to the wider curriculum To support the well-being of the school community in the aftermath of the pandemic
Progress in areas highlighted during the last inspection (Nov 2019)	The class reading areas and library were highlighted as areas for improvement. The quality of areas varied and children were not taught explicit library skills. Each reading area has been updated and staff ensure that story time books link to topics in class and specific areas of interest. The library has been redesigned to make it more inviting and the choice of books is more focused.

Area	Judgement	Strengths	Foci for 2021-22
Leadership and management	good	<p>Safeguarding is effective</p> <p>Concerns are followed up quickly</p> <p>Leaders work well with other professionals to ensure that pupils are kept safe</p> <p>Self-evaluation is accurate</p> <p>Staff say leaders always have time to support them</p> <p>The Governing Body is proactive in supporting the head teacher move the school forward</p> <p>Surveys of pupils, parents and staff show high levels of satisfaction</p> <p>Leaders and governors are committed to providing for all pupils, including those with high levels of need</p>	<p>Continue to develop the role of subject leaders to ensure a whole school approach and a sense of accountability</p> <p>Support staff well-being by ensuring that systems and procedures are robust, manageable and appropriate</p> <p>Develop the skills of governors as there are a significant number of new members</p>
The Quality of Education	good	<p>Progress is good or better for most children including those with SEND</p> <p>Attainment of almost all groups is broadly in line or above national averages.</p> <p>Children are keen to learn and quickly gain a good grasp of phonics</p> <p>The mathematics curriculum is well thought through and the subject is well-led</p> <p>History is well planned and taught</p> <p>Staff build on early reading skills in Y1</p>	<p>Develop the curriculum across all areas of school to ensure that all needs are met</p> <p>Use catch up funding to address gaps in particular reading and speech and language difficulties</p> <p>Ensure that all children leave with appropriate library skills to support learning as well as select a book for pleasure</p>

		End of KS1 attainment is in the top 20% nationally	To support staff to work in mixed age classes To develop writing skills of boys To develop phonics skills and address gaps across KS1
Personal Development	good	Children behave well on the playground and play co-operatively Pupils feel safe in school Attendance is good Pupils enjoy a wealth of experiences and gain a sense of responsibility Parental engagement is strong Staff know pupils and their families well Pupils know how to keep themselves safe in school and when online	Support good mental health amongst staff, children and parents
Behaviour and Attitudes	good	Children are attentive in lessons and show good attitudes towards their learning Staff have high expectations of pupils, both for their behaviour and their learning Parents agree that behaviour in school is good Pupils say there is no bullying	Continue to adapt the positive behaviour system in school Ensure parents are aware of the new behaviour system

Effectiveness of early years provision	good	Accurate assessments identify strengths and areas for development Children play confidently and listen well and get off to a good start Children quickly acquire the mechanics of early reading Right from the beginning children learn the relationships between numbers	Ensure that there are books in the outdoor areas to share and read for pleasure Introduce Reception baseline
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Monitoring Schedule 2021-22

Subject leader monitoring will include scrutiny of planning, books, pupil and staff interviews. Staff are expected to write a report outlining how they have used their curriculum time and their next steps. Each subject leader will be allocated two afternoons per subject.

Autumn 1	Pupil progress meetings Target setting
Autumn 2	Learning Walk Parent questionnaire Pupil voice
Spring 1	Pupil Voice Learning Walk [follow up from term 1] Pupil progress meetings Parent questionnaire-Spring Parents' Evening Behaviour management learning walk
Spring 2	Lesson Observations Pupil progress meetings Pupil voice
Summer 1	Pupil progress meetings Impact of interventions Pupil Voice Governor Learning Walk
Summer 2	Pupil Voice Pupil progress meetings Evaluation of year through pupil, parent, staff, governor consultation

Three Year Development Plan- Yeadon Westfield Infant School 2021-24
To offer outstanding provision through continuous improvement.

Area of focus	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024
The quality of education	Curriculum Review	Use of assessment	Audit of staff skills and review of training
Behaviour and attitudes	Positive behaviour system	Learning skills	Review behaviour system Recording systems
Personal Development	Health and well-being provision for all	Healthy Schools revalidation	Pupil Voice
Leadership and Management	Balancing the budget to ensure staffing ratios Curriculum leadership Governor skills	Governance and succession planning	Staffing structure Review