



New Hartley First School Summary SEF 2016 – 17

September, November, February, April, June

Context of the School

- The school is situated in the village of New Hartley which is located in South East Northumberland. New Hartley has a population of about 2500. It is adjacent to Seaton Delaval and Seaton Sluice. The village is just off the A190 road about 6 miles north of Tynemouth and 4 miles south of Blyth. The village is predominately made up of social housing with limited industrial or business opportunities. As such, many people commute to bigger towns such as Cramlington, Blyth and Newcastle for employment. We currently have 17% of children who are eligible for Free School Meals.
- Most of our children join our school in Nursery. The children joining Reception have almost all attended our Nursery or another local pre-school provision.
- The school population is more stable than the national average.
- The school has a lower than average percentage of pupils from minority ethnic groups. All children have English as their first language.
- Standards on entry to our Nursery vary year to year but overall are slightly below average. Our 2016 Nursery standards were slightly below those expected for their chronological age.
- Standards on entry to our Reception vary accordingly however overall our standards at the start of Reception are above expected standards.
- We provide a breakfast and after-school club activities every week.
- The school provides placements for students training to be teachers from Northumbria University, and local schools for students requiring work experience. We are also committed to providing opportunities through the apprenticeship scheme.
- The school had a successful Ofsted inspection June 2016 retaining the 'Good' category.

Awards Achieved

- Healthy Schools Status – 2010, 2012, 2014, 2016
- Sport Active Mark, Gold 2016
- Head Teacher is a Local Leader of Learning -2012
- Let's Get Cooking -2012

Improvement Priorities

- Continue to address the minor variations in standards and progress so that standards are consistently above average and progress is consistently improving. In particular, improve the proportion of pupils achieving in writing.
- To increase percentage of children attaining level 2b+ (secure) in Maths and English
- To promote greater progress in Literacy across the school
- To increase the progress of disadvantaged pupils in reading, writing and maths.
- Develop/refine an effective progress and tracking system to meet school needs.
- SEN Procedures and staff development
- Further enhance the quality of teaching so that a greater proportion is outstanding in all three phases of the



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school.

- Improve business awareness of governors
- Subject leaders to establish better monitoring systems .This needs to fit into strategic development planning to raise standards.
- Developing new staff for middle leadership roles within the school.
- Create more 'Hands-on' leadership and management opportunities for the DHT.
- Establish consistency in support staff appraisal.
- Moderation/monitoring activities within school and across the partnership.
- Appoint a high quality leader to replace the current head teacher who is leaving at the end of the spring term 2017.

Effectiveness of Leadership and Management **Good,**

- Our main aim to further improve the quality of teaching and learning in the school and continue to raise standards for all groups of children.
- The Head Teacher and senior leaders provide a clear vision and strategic direction to improve the quality of provision and pupils' progress and achievements. Their high expectations are clearly communicated to all stakeholders and the quality of provision is monitored by all staff.
- The EYFS is led by an experienced, inspirational, practitioner who leads by example and ensures the very best practice is consistently applied across the EYFS unit.
- Staff and governors are reflective and keen to learn from each other. They welcome opportunities to share expertise and take part in professional development opportunities. Governors often attend staff meetings and also undertake monitoring visits on a regular basis. The experience and expertise has seen some adjustment recently with the appointment of two new governors and a new chair of governors. Provision and outcomes show continual improvements.
- A strong, professional appraisal process underpins the improvements in teaching, learning and assessment. It is very much a two-way process. Challenging targets are set for every member of staff and focused training and support is provided to ensure targets are met.
- Although the school is relatively small when compared with the national average, there is a heavy commitment to developing an effective leadership structure and planning for further improvement. The school's focus on developing leaders at all levels means that the school should continue to be well placed to sustain improvement in all areas over the next few years.
- Every adult in the school, including teaching and non-teaching and governors, have stated that they feel highly valued as part of the team.
- School improvement and development planning is strategic, thorough and detailed. It involves the staff and governors and sets challenging targets for staff at all levels to meet. Resources are deployed effectively.
- Tracking has been a main focus with the removal of levels. All staff are involved in developing new tracking and progress requirements. There are regular checks and reviews to ensure that the challenging targets will



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be met.

- Regular and consistent monitoring of the quality of teaching is undertaken by the Head Teacher. A professional discussion based on the Head teacher's observations and the teacher's evaluation enable strengths to be identified and clear action points for improvement are agreed.
- The SLT meet regularly. This enables thorough strategic planning and effective monitoring of key areas.
- A wide range of intervention strategies are employed at the earliest opportunity. Regular pupil assessment and data tracking enables the earliest identification of needs and deployment of resources and support to enable children to quickly catch up to their peers. An experienced teacher is employed on a part –time basis to help narrow the gap with children receiving Pupil Premium.
- Teaching Assistants play a vital role in supporting individuals and groups in their learning, under very good direction from teachers. Teaching Assistants attend weekly staff meetings and access a range of CPD opportunities. They are keen, reflective and always wanting to learn more.
- The appraisal process is the vehicle through which school improvement takes place and is clearly focused on maintaining standards and good progress through the effective management of teaching and learning.
- All Support Staff are appraised by the School Manager and have targets linked to school improvement.
- The Governing Body provides challenge to the SLT and is made up of staff, parents, professionals and members of the local community. They steer the school forward and are keen supporters and advocates for the school.
- Our designated governor for Child Protection has many years of experience in Social services and is very knowledgeable. He ensures the school are equipped to meet needs within the current climate.
- The Governing Body possess the necessary skills to analyse the school data and self-evaluation. They understand the strengths and weaknesses. The governing body contributes well to defining the strategic direction of the school.
- The Head Teacher gathers views from a range of stakeholders and shares this information with the governors. These views are taken into account in the strategic planning and work of the school.
- Our communication with parents is good. Teachers2parents texting, regular website updates and visible staff, when parents are around at drop off and collection times, ensure good relationships. The Head Teacher is particularly pro-active at the start and end of each day.
- The views of parents and carers are given a very high priority and matters of concern are dealt with the day matters are raised or within one working day.
- The leadership of SEND is improving. Recent training of a relatively new teacher will strengthen practice throughout the school and impact on the SLT.
- Safeguarding is a top priority with a robust policy which is understood by every member of staff and rigorously monitored by senior leaders. All statutory and government requirements are met and teachers are committed to the promotion of every child's welfare.
- We adopt a sensitive approach to the prevention of radicalisation and extremism and have provided all staff with appropriate training on identifying causes for concern and how to handle any situation that occurs.



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Curriculum

- Our curriculum offers a broad range of subjects which are brought to life by exciting and innovative teachers. The school actively promotes British values whilst ensuring that the core values of tolerance towards others are upheld with vigour.
- Our curriculum has been developed through a process of analysing the needs and characteristics of the children. Our curriculum accurately meets the needs, interests and aspirations of our children and is innovative, imaginative and provides memorable experiences for the children.
- In the EYFS we have an appropriate balance between adult led and child initiated activities which ensure that every child learns and leaves with appropriate skills to succeed in KS1. We have developed an enabling environment and children have access to indoor and outdoor learning at all times.
- As children progress into KS1 they begin to follow a more structured approach whilst still emphasising the importance of learning through play and hands on practical activities.
- The KS1 and KS2 curriculum is highly creative with literacy and mathematics taught as separate subjects but with key skills reinforced and enhanced throughout every subject.
- We take pride in providing rich and memorable experiences for all children to enthuse and engage them with the learning process.
- Topics, themes and planning are regularly reviewed to ensure relevance for all pupils, high interest levels and full engagement for the varying needs of our learners.
- Practical activities and real life experiences have a strong focus in all plans and include a vast range including; special curriculum focus weeks, concerts, performances and individual expertise.
- Pupils benefit from a good range of sports activities offered by our partners and local sports coaches. These include football, rugby, gymnastics, archery, golf and netball. The children compete in a range of competitions locally.
- The PSHE and science curriculum provides pupils with age appropriate information on safe and harmful medication, smoking, alcohol and drugs and on relationships.

Quality of Teaching, Learning and Assessment **Good**

- The quality of teaching across the school is good and often outstanding as a result of consistently high expectations of every child. Thorough monitoring has produced a range of evidence including lesson observations, scrutiny of work and data analysis.
- Children learn very well and make good progress. During 2014-15 no observed teaching was less than good with the majority graded as outstanding (60 -70%). Observations this term providing a similar percentage breakdown.
- The percentage of outstanding teaching observed has continued to rise in 2015-16 (65-70%).
- The school has an excellent learning ethos and a unique atmosphere for learning to take place in the safety and security of the school.



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- We adopt the principles underpinning learning with teaching that organises learning through planned and structured steps. Children are not moved onto the next stage of learning until they have secured the prerequisite step to ensure that learning is securely embedded.
- Every teacher reinforces the whole school expectation that all children are capable of achieving high standards with the large majority of pupils progressing through the curriculum content at the same pace.
- Differentiation and match of tasks to children is achieved by emphasising deep knowledge and through individual support and intervention.
- Experienced and talented teachers ensure lessons and resources are carefully planned to enable maximum learning opportunities for all.
- Teachers use precise outstanding questioning in class to test and embed conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention and support. This ensures that every child keeps up with the pace of learning and secures the core skills and knowledge.
- The school ensures that members of staff have good subject knowledge through a programme of regular training and review.
- Outstanding teaching in the EYFS meets the needs of all pupils and groups of pupils. The teaching of phonics is excellent and ensures that children's early reading and writing skills are very well developed and higher than those expected for their age.
- EYFS teachers effectively develop a nurturing and stimulating environment which engages and motivates children to be highly inquisitive and effective learners. As a result, children in the EYFS make good progress to reach national expectations.
- Teachers make excellent use of accurate assessment to ensure that every child receives challenging activities which lead to good learning and progress.
- Children are very clearly supported to understand and achieve their next learning step targets and focused early intervention programmes ensure that children swiftly catch up to their peers if they fall behind or enter the school with below average knowledge and skills.
- High quality and thorough planning reveals that teachers use a wide range of innovative and imaginative teaching styles and are adept at ensuring work is well matched to children's needs by focusing on differentiation. Assessment for Learning is used well by all teachers who accurately identify and plan for children's next developmental learning step.
- Recent monitoring has shown that children know their targets which are supported and helped through high quality marking and feedback.
- Our children are always very keen to learn and are highly enthused, motivated and engaged. Behaviour in the vast majority of lessons is very good and lessons are rarely disrupted by poor behaviour.
- Our highly skilled and reflective teachers have very good subject knowledge and utilise it imaginatively to motivate and engage the children with a range of exciting learning experiences.
- Teachers are skilled at maintaining a good pace so children are challenged and work hard.



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- Teachers have high expectations of children which are articulated and shared with children and parents. Teachers work tirelessly and foster an attitude of perseverance and never to give up amongst the children.
- Teachers make excellent use of the wide range of ICT resources we use it as a teaching and learning tool which enhances the quality of learning and improves standards.
- Teachers focus on the development of basic skills and use the non-core subjects to develop these very well. The skills children need to develop always come before the content of the lesson or topic.
- By the time children leave the school in Year 4 they are applying their core literacy, mathematics and ICT skills very well across the curriculum.
- Teachers work hard to plan learning activities which ensure the progress of groups of children in the school including EAL, LAC, SEN, FSM, Boys and Girls.
- Lesson planning incorporates many opportunities to enhance children's spiritual, moral, social and cultural development in all subject areas.
- Every teacher understands their responsibility to provide high quality first teaching to children identified as SEND. All children are taught using a plan, assess, do and review approach.
- SEND children are identified at the earliest stage by analysis of baseline, assessment and other information. Evidence based intervention programmes are effectively taught by high quality well trained staff and are continuously reviewed and modified.
- SEND children benefit from a strong partnership between school, parents, health and education professionals which ensures that the school and local offers are highly effective at ensuring progress for all SEND children.
- We have developed a highly effective partnership with parents and carers by providing a range of opportunities to help them understand how children learn and their targets for improvement.

Assessment

- Summative assessment is thorough, comprehensive and well used by all teachers to plan the next learning step for every child. The school uses a range of methods to assess pupils' standards and progress each half term.
- A new system of assessing children's learning and tracking progress without levels started in September 2015 and is being constantly reviewed and amended as necessary. We have now created our own tracking system that works with SIMMS.
- Our new pupil data tracking programme ensures consistency of practice and deeper knowledge of data by all teachers. The data is used in regular meetings to identify underachievement and children who may need additional support or intervention.
- Thorough formative assessment is used throughout the school and at the end of every lesson to ensure that subsequent lessons provide the appropriate challenge or reinforcement of key skills and knowledge.
- Children have a good understanding of their current performance in their learning and know how to improve their work further with the use of group target setting.



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- Assessment data is analysed to identify areas of underperformance. As a result performance management targets and CPD are tailored to help address areas identified by the analysis of assessment data.
- Cross phase moderation is undertaken every term within the partnership of schools to share practice and ensure children's learning is being assessed accurately and consistently. Moderation is also carried out on a regular whole staff basis.
- Communication with parents is a key priority and the school utilises a range of opportunities to inform parents about children's progress and assessment data. Regular reports, updates and meetings with teachers ensure that parents know exactly what their child can do and where they need to go next with their learning. The vast majority of parents feel well informed about their child's progress.
- New teacher appointed with good EYFS and KS1 experience. Could take on EFYS responsibility from September 2017. From September 2016 she will be in Year 2. DHT will be in Year 4.

Personal Development, Behaviour and Welfare **Outstanding,**

- The positive culture which permeates throughout the school empowers every stakeholder to take a pride in attending or working in the school. Children and staff strive to achieve their very best and exhibit self-confidence and self-awareness about the skills and attributes required to become successful learners.
- The school uses a range of methods to gauge the views of children and parents including questionnaires and informal discussions. Our evidence tells us that parents, carers and pupils feel very safe in school are free from bullying and racist incidents. They also feel that the school adopts safe practices exceptionally well.
- As a school we do not believe that exclusion is an effective behaviour management strategy. There have been no exclusions from the school over the past nine years.
- Behaviour in the EYFS is outstanding with children displaying outstanding attitudes towards learning. Children routinely make choices and decisions because outstanding EYFS provision empowers them to be active and inquisitive learners.
- EYFS staff ensure that children cooperate, respect and care for each other from the outset and this ensures that the transition to KS1 is incredibly smooth because of the excellent behaviour, emotional and social skills the children develop in the EYFS.
- All children state that they feel comfortable and talk openly to staff.
- Children know that their ideas and points of view are valued by teachers who listen and respond to children. Children, parents and staff are treated with respect and mutually respectful relationships are an outstanding element of the school.
- Recent work on bullying and e-safety has demonstrated that children know how to complain or raise issues if the need arises and that they all feel listened to when they speak to adults in the school.
- Our teachers are highly skilled at promoting knowledge, skills and understanding to build the resilience of our learners and have a deep understanding of local issues and needs connected to radicalisation and extremism. They are not afraid to explore controversial issues or challenge extremist narratives.



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- Every member of staff can open up safe debates and build confidence amongst the children. Children are honest and understand and accept that people have different views.
- Our school community is harmonious and safe and we ensure every child has the freedom to express themselves and are free from threat through open and respectful dialogue.
- Children know and discuss the importance of risk taking in the context of keeping safe.
- Relationships throughout the school are excellent and children work well together demonstrating tolerance, care and respect for the culture and beliefs other people hold.
- Almost all children understand that there is a difference between 'lively' play and bullying and incidents of bullying are rare because children understand how serious it is.
- Children are taught from the EYFS that they are responsible for their behaviour and actions and through a robust PSHE programme and outstanding teaching, children manage their own feelings and behaviour well and have excellent relationships with each other.
- Children and parents know any incidents of reported bullying are dealt with immediately according to the schools Behaviour Management, Anti-Bullying policies and procedures.
- Well trained and vigilant lunchtime staff ensure active lunchtimes by promoting participation in a range of sport and playground games. They understand the importance of keeping the children safe and take their roles and responsibilities very seriously.
- Children in Years 3 and 4 are trained as leaders in sport and games.
- Sport Leaders arrange a variety of activities for other children at break and lunch.
- Children in Year 4 operate a 'Healthy Snack' trolley each break-time. They have responsibility for all aspects of the business.
- Our commitment to healthy living is demonstrated throughout our curriculum with many opportunities to be physically active and learn about how to maintain a healthy diet. Children are provided with healthy snacks and water at all times.
- Children are made aware of their responsibilities to keep themselves and others safe in school through PSHE lessons and assemblies. Playground and classroom rules are negotiated with children and shared with the whole school community.
- Pupils learn to stay safe in school through the curriculum and understand safety with respect to water, electricity, fire, road safety and safety in the home.
- The children's emotional health is supported in a number of ways through our curriculum and by the well trained staff who have received training to identify the signs of when a child is experiencing problems. We work well with partner agencies to ensure that children identified as having problems receive swift, effective and sensitive support.
- Children, parents and staff work together to ensure that everybody feels safe and well looked after in the school.
- Children are taught how to stay safe on the internet and other technologies through e-safety lessons which are shared with parents to enable them to know how to safeguard their children online.



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- The behaviour of pupils across the school is mainly outstanding with no reports of lessons being disrupted by poor behaviour during the last academic year. Behaviour during transition times and lunchtimes is also excellent due to the positive reinforcement and vigilance of every member of staff.
- Our children display excellent attitudes to school, staff and learning and behave very well in class, around the school and on offsite visits. This means that learning is not disrupted and progress can be optimised in such good learning environments.
- Children support staff by offering help around the school and undertaking jobs of responsibility.
- Children have stated that they enjoy school life which can be seen when children arrive happily each morning and are greeted by keen and enthusiastic staff.
- Children respect the school and its resources and look after them very well which can be seen in the condition of the school site/building and resources.
- Children are aware of the school's high expectations in relation to behaviour and make good choices regarding their behaviour when asked to do so.
- Parents and children acknowledge that behaviour in the school is outstanding in questionnaires, informal meetings and school council.
- The very strong school ethos results in children, staff and parents having high expectations of each other's behaviour. Children try hard to emulate the excellent role models presented to them by all staff.
- Safeguarding procedures are fully in place and robustly checked and monitored by senior leaders and Governors.
- Our attendance rate is higher than the national average at 96% and persistent absence rate is below the national average.
- Highly effective and robust monitoring of attendance and swift action to address poor attendance or lateness has resulted in children attending well and arriving punctually at school. Procedures have been modified to address issues in specific areas.
- Respect for others is a central theme in our school. Children are taught to respect others and that they play an important part in our society and have a responsibility to contribute to a happier and healthier society.

Outcomes for Children and Other Learners **Good**

Overall, children join the school in nursery with standards that are slightly below those expected for their ages.

By the end of KS1 children's standards are at least in line with national averages and often above.

Nursery

- Children join the nursery with standards that are slightly below those expected for their chronological age. They have good communication and language skills but their personal and social development is slightly below average.



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- Progress in Nursery is good. Children leave Nursery slightly above average.

Reception

- The majority of children who enter Reception have attended our nursery class. However the children who join the school at Reception have standards that are below those expected for their chronological age. Assessment evidence shows that they have particularly poorer communication and language skills and their personal and social development is significantly below average.

KS1 – July 2016

- By the end of KS1 overall standards have been in line with or have usually been above the national average for the past five years. Children start KS1 at the standard expected nationally and make good progress to finish KS1 in line with the national peers.
- Year 1: Reading – 77% secure or mastered; Writing 76% secure or mastered; Maths 59% secure or mastered
- Year 2: Reading – 68% secure or mastered; Writing 64% secure or mastered; Maths 68% secure or mastered

KS2 – July 2016

- Year 3: Reading – 80% secure or mastered; Writing 75% secure or mastered; Maths 80% secure or mastered
- Year 4: Reading – 85% secure or mastered; Writing 85% secure or mastered; Maths 80% secure or mastered

Overall Effectiveness of the School **Good**

The overall effectiveness of the school is good because: Achievement, Quality of Teaching, Pupils' Behaviour and Safety and Leadership and Management are at least good.

- We foster a strong ethos of mutual respect, understanding and support, underpinned by the consistently applied rules and procedures that enable children to develop a clear set of age appropriate personal values which makes them good school citizens and advocates of the school.
- The vast majority of children have an exceptionally strong understanding of what is right and wrong and develop an increasing understanding of how to manage their own behaviour and resolve conflicts intelligently.
- Our work in PSHE and RE ensures the children understand that we should accept the rights of others to hold different views and beliefs. The majority of children understand that everyone is individual and equally important.
- Spiritual, Moral and Cultural development is promoted directly through activities related to topic work, RE sessions, prayers, collective worship and visiting religious speakers. SMSC is also promoted indirectly through relationships and the day to day work in and around the school.
- The children's moral development is nurtured through the supportive ethos of the school and discussion opportunities that arise throughout the year.
- Our planned assembly topics often have a moral message and these are supported by examples from real life and stories, including those from a range of religions.
- Social development is a high priority bearing in mind the challenging economic and social situations the children experience at home. The overwhelming majority of the children develop good social skills as a result of the school's tireless work to ensure children have the necessary attitudes and skills to succeed in life.



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