



ABBOTS FARM JUNIOR SCHOOL

SELF-EVALUATION 2017

Characteristics of the school:

Abbots Farm Junior School is situated in Hillmorton, Rugby, opposite to our main feeder school, Abbots Farm Infants.

Pupil Profile – September 2017

We are a two form entry school and currently have 264 pupils on roll (Year 3: 66 pupils / Year 4: 66 pupils / Year 5: 66 pupils / Year 6: 66 pupils)

- 15% of the school roll have EAL (36 pupils)
- 8% are eligible for free school meals (23 pupils)
- 3 LAC Pupils (one became LAC July 2017)
- 13% are Pupil Premium pupils (34 pupils)
- 12% of pupils receive SEN support (31 pupils)
- The current data indicates that the children’s attainment on entry is broadly above national average.

Most recent Ofsted inspection outcomes:

Inspection date: April 2015

Overall Grade: 1

Key Action Points:

Make sure that pupils apply their improved knowledge of grammar, punctuation and spelling consistently well in all subjects to improve even further the quality of writing across the curriculum.

Accreditations and awards

- School Games Mark – Gold Award July 2017
- Food for Life Bronze Award – May 2017
- Achievement for All Quality Mark – Awarded February 2014
- Primary Science Silver Award - Spring 2013

Planned accreditations and awards this year:

- 360° Safe Award
- Primary Science Gold Award
- Food for Life Silver Award

School Self-Evaluation Summary

SCHOOL	ABBOTS FARM JUNIOR		HEADTEACHER	Joss Andrews		DATE:	SEPTEMBER 2017	
SECTIONS			SUMMARY EVALUATION					
1	SCHOOL CONTEXT Information additional to RAISE		This is an average sized junior school, currently at maximum capacity. The proportion of children with SEND, EAL and those entitled to free school meals is broadly average.					
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.		<ul style="list-style-type: none"> • Ensure all pupils make expected progress and increase the proportion making better than expected progress from KS1 in reading, writing, GPS and Maths across all year groups • To develop well rounded individuals by embedding the key values of Health, Resilience, Reflectiveness and Ambition across the curriculum and wider life of the school • To improve the practice of formative and summative assessment 					
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed		Previous inspection	April 2015	•	1	Progress	
			<ul style="list-style-type: none"> • Make sure that pupils apply their improved knowledge of grammar, punctuation and spelling consistently well in all subjects to improve even further the quality of writing across the curriculum. 			2017 KS2 results – <ul style="list-style-type: none"> • GPS result 2016 shows further improvement compared to national age-related expectations (86% School / 77% National – Greater depth 38% / Nat 23% (2016)) • Writing Result 2016 – 88% at ARE (School) / 76% National. 32% at Greater Depth (School) / 18% National. 		
4	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum		Strengths		1	Area for Development		
			<ul style="list-style-type: none"> • Year 6 attainment well above average in reading, writing, GPS and maths. • Pupil attainment across all year groups shows consistent high levels of achievement and progress • 39% of pupils achieved Greater Depth in reading • 90% EAL pupils achieved ARE for Writing / GPS/ Maths. 80% for Reading 			<ul style="list-style-type: none"> • Increase the proportion of SEND pupils achieving better than expected progress • Increase the proportion of pupil premium children making accelerated progress 		
5	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.		Strengths		1	Areas for Development		
			<ul style="list-style-type: none"> • Teachers show very high expectations of what pupils at all levels of attainment are capable of doing. They set challenging tasks, which are interesting and have a clear purpose. • Teachers effectively plan and deliver high quality maths lessons which challenge pupils and deepens their understanding 			<ul style="list-style-type: none"> • Enhance the teaching of reading to increase the % of children achieving the highest level of attainment • Further develop formative and summative assessment to ensure teachers provide pupils with feedback to make accelerated progress 		
Quality of teaching			<ul style="list-style-type: none"> • Teachers effectively plan for and assess the application of GPS across the curriculum, resulting in improved application. 					
6	BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, safety, including e safety etc.		Strengths		1	Areas for Development		
			<ul style="list-style-type: none"> • Pupils' behaviour is outstanding both in lessons and around the school. They are polite and courteous. Their positive attitudes and strong relationships make the school a very safe place in which to learn. • Attendance is above average and pupils are rarely late to school. Attendance is checked carefully. • The pupils are very keen to do well. They approach the challenging work set for them confidently and with enthusiasm. 			<ul style="list-style-type: none"> • Extend opportunities for pupil voice to further support ongoing school development • Embed the new key values within school to support pupils behaviour and wellbeing 		
7	LEADERSHIP AND MANAGEMENT Pursue excellence, governance, improve teaching & learning, sustain improvement, promote literacy. Perf. Man., safeguarding, curriculum, partnerships, engagement of parents		Strengths		1	Areas for Development		
			<ul style="list-style-type: none"> • Effective transition of new headteacher, SENCo and new subject leads has ensured leadership continues to be the driving force behind the school's ongoing improvement • Subject leaders effectively monitor and deliver CPD for all staff to ensure that teaching is of the highest quality within their subject area. • Governors know the school exceptionally well. They are knowledgeable and ask important questions to challenge senior leaders. 			<ul style="list-style-type: none"> • To further develop the role of pupils as leaders in their own learning, by providing them with opportunities to contribute to the development of the curriculum and wider school community 		
8	OVERALL EFFECTIVENESS		1		All stakeholders share and effectively contribute to the high aspirations and expectations that the school sets, resulting in outstanding teaching, learning and behaviour. The attainment and progress of all pupils has highlighted the school's commitment to sustain success.			

Self-Evaluation Summary SUPPORTING EVIDENCE

THE CURRICULUM

9	ENGLISH Evaluation of the development of core language & literacy skills, presentation & current year progress	Key Skills	<ul style="list-style-type: none"> English planning sequences provide good opportunity for engagement activities to develop writing. As a result, pupil's writing and pupil interviews show they are engaged and enthused to write at length Teaching of writing is of a high standard across the school with good links to Grammar and Punctuation through the use of teacher models and well-structured teaching sequences. Good variety of teaching strategies and questioning used within Reading lessons All pupils have well-planned opportunities to write in English lessons and across the curriculum. Opportunities for pupil voice well utilised = pupils fully involved with development of new library – designing layout, purchasing stock High status of Reading for Pleasure– staff modelling reading to pupils, discussing/ recommending books, rewards Pupils' spelling is a priority with clearly planned spelling activities taught across the school. 		
		Quality & standards	Reading, Writing and SPAG continue to be strengths of the school with high proportions of children meeting ARE and Above ARE in all year groups		
		Attainment & progress	2016 - 2017	Reading – 82% achieved ARE (National 71%), 39% at greater depth (Nat TBC) Writing - 88% achieved ARE (Nat76%), 32% at greater depth (Nat 18%) GPS – 86% achieved ARE (Nat77%), 38% at greater depth (Nat TBC)	Last 3 years
10	MATHS Evaluation of the development of core numeracy skills, use of AT1, presentation, current year progress	Key Skills	<ul style="list-style-type: none"> All pupils apply a range of mathematical skills exceptionally well to solve challenging problems set by teachers Clear differentiated learning opportunities have ensured pupils at all levels make at least expected progress Highest expectations for all pupils through immersing them in whole class maths 		
		Quality & standards	<ul style="list-style-type: none"> Maths continues to remain a strength of the school, with high proportions of pupils attaining the highest levels of achievement across all year groups 		
		Attainment & progress	2016 - 2017	88% achieved ARE (National 75%) 26% achieved Greater Depth (Nat TBC)	Last 3 years
11	CURRICULUM Science, ICT and other Foundation subjects	Quality & standards	<ul style="list-style-type: none"> Reading, writing and maths skills are applied consistently across the wider curriculum and used as a tool by pupils to demonstrate their understanding of other subjects Teaching of skills across foundation subjects is strong. Leaders monitor and evaluate the impact of the curriculum and provide a variety of exciting in-lesson/extra-curricular learning opportunities to broaden pupils' experiences and understanding 		
		Area for development	<ul style="list-style-type: none"> To develop well rounded individuals by embedding the key values of Health, Resilience, Reflectiveness and Ambition across the curriculum and wider life of the school 		
		PUPIL GROUPS			
12	SIGNIFICANT GROUPS How the school is addressing any under performance	SEND	<ul style="list-style-type: none"> New SENCo has implemented a more inclusive process for IEPs, new proformas for assessment during interventions and more effective concerns referral procedure 		
		Pupil Premium	<ul style="list-style-type: none"> Pupil Premium Pupils are rigorously tracked and monitored to ensure that gaps continue to narrow. Underachievement is identified at termly pupil progress meetings across the whole school and supported by subject leaders. 		
		EAL	<ul style="list-style-type: none"> Support from EMTAS. EAL coordinator supports interventions in class. Robust tracking by subject leaders ensures good progress is achieved. 		
		Attainment	<ul style="list-style-type: none"> Attainment – 71% of disadvantaged pupils achieved ARE for reading, writing and maths combined compared to 54% (Warwickshire disadvantaged) and 53% Nationally 		
13	ASSESSMENT How assessment, tracking, marking and feedback improve learning & help to raise standards	Strengths		Areas for development	
		<ul style="list-style-type: none"> Core subject leaders deliver effective CPD to support whole school moderation. Moderation undertaken termly. Accurate assessment of skills across all year groups within maths. Clear identification of next steps and gaps in learning 		<ul style="list-style-type: none"> Effectively assess pupil progress by implementing a new whole-school tracking system (and online data analysis tool) Develop the effectiveness of formative and summative assessment to accelerate pupil progress 	
14	STAKEHOLDER FEEDBACK 2016 To support judgements – from pupils, parents and wider community	What we do well (2017)			What we could improve (Areas for 2018)
		<ul style="list-style-type: none"> The school is well led and managed Supportive and approachable staff ensure that pupils feel happy and safe 			<ul style="list-style-type: none"> More opportunities for parents to know the progress of their child throughout the year
		<ul style="list-style-type: none"> The variety of pupil experiences supports children's development 			<ul style="list-style-type: none"> Home Learning – ensure consistent amount and frequency across whole school

Abbots Farm Junior School: KEY STAGE 2 DATA: JULY 2017

END OF KEY STAGE 2: SCALED SCORES						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - 106						
READING	106	Below 100	100.0 – 101.9	102 – 104	104.1 – 105.9	106+
MATHEMATICS - 2016 National Standard 106						
MATHEMATICS	106	Below 100	100.0 – 101.9	102 – 104	104.1 – 105.9	106.0+
GPS - 2016 National Standard 108						
GPS	108	Below 100	100.0 – 102.9	103.0 - 104.9	105.0 – 106.9	107+

END OF KEY STAGE 2: PERCENTAGE MEETING EXPECTED STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Percentage Meeting Expected National Standard 71%						
READING	82%	Below 51%	51% – 60%	61% – 71%	72% – 81%	82%+
MATHEMATICS - Percentage Meeting Expected National Standard 74%						
MATHEMATICS	88%	Below 55%	55% – 64%	65% - 75%	76% - 84%	85%+
GPS - Percentage Meeting Expected National Standard 77%						
GPS	88%	Below 57%	57% – 66%	67% - 77%	78% – 87%	88%+
WRITING - Percentage Meeting Expected National Standard 74%						
WRITING	88%	Below 55%	55% - 67%	68% - 78%	79% - 89%	90% +
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 61%						
COMBINED	77%	Below 40%	40% - 47%	48% -56%	57% - 69%	70%+

END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Greater Depth/High Standard: 15% 2016						
READING	39%	Bel. 5%	5% - 14%	15% - 23%	24% - 34%	35%+
MATHEMATICS - Greater Depth/High Standard: 19% 2016						
MATHEMATICS	26%	Bel. 5%	5% - 13%	14% - 20%	21% - 31%	32%+
GPS - Greater Depth/High Standard: 22% 2016						
GPS	38%	Bel. 5%	5% - 17%	18% - 26%	27% - 39%	40%+
WRITING - Greater Depth/High Standard: 18% 2017						
WRITING	32%	Bel. 5%	5% - 9%	10% - 18%	19% - 30%	31%+
COMBINED - Greater Depth/High Standard: 5% 2016						
COMBINED	20%	N/A	Below 3%	3% - 7%	8% - 15%	16%+

Additional information regarding the breakdown of our In-year progress and

School's Judgement about the: Achievement of Pupils (SEF)

Summary of School Self Evaluation in relation to the Achievement of Pupils.

Overall Judgement on Achievement

Overall, the school judges the achievement of pupils to be outstanding. School leaders are focused on securing pupil progress in all year groups to be good or better and to ensure consistent outstanding achievement at the end of the key stage.

School leaders judge the achievement of pupils by taking into account the analysis of whole school yearly pupil progress data and end of key stage 2 tests.

The English subject leader has improved the quality of teaching in both reading and writing across the whole school, culminating in sustained outstanding results in the End of Key Stage tests for both attainment and progress. The attainment of all pupils far exceeds that of Warwickshire and National percentages:

- 89% achieving the age-related expectations (ARE) in reading (Warks 72%/Nat 71%),
- 88% achieving ARE in writing (Warks 78%/Nat 76%),
- 86% achieving ARE in GPS (Warks 77%/Nat 77%)

Additionally, those classed as disadvantaged also exceeded Warwickshire and National percentages for reading and writing:

- 71% achieving the age-related expectations (ARE) in reading (Warks 54% disadvantaged /Nat 53% all pupils),
- 71% achieving ARE in writing (Warks 62% disadvantaged /Nat 64% all pupils),

This has happened as a direct result of:

- Effective CPD offered by the English subject leader. The focus has been in raising the quality of the teaching of reading and GPS. She has reviewed the implementation of the new style of guided reading groups which enables staff to work with whole groups on single texts. The impact of this has been an opportunity for all pupils to access quality text and higher order reading skills have developed across the school.
- Staff training has been undertaken on the effective use of grammar within core subjects and the wider curriculum.
- Opportunities for all staff to observe outstanding teaching by the subject leader in both reading and GPS.
- Regular whole school and local consortium moderation has taken place with end of year moderation undertaken with individual teachers and the subject leader.

Mathematics continues to maintain high standards of attainment and progress at our school, particularly those achieving Greater Depth. The school has once again built upon the previous three years of results and analysis to support the Ofsted judgement that the teaching of mathematics at Abbots Farm is outstanding.

End of key stage results for 2016 shows that the school continues to outperform that achieved by pupils in Warwickshire and Nationally:

- 91% achieving the age-related expectations (ARE) in reading (Warks 71%/Nat 70%),
- 30% achieving Greater Depth (Warks 18%/Nat 17%),

This has happened as a direct result of:

- Effective CPD offered by the Maths subject leader. The focus has been on improving the teaching of applied mathematics and the use of effective questioning to move the learning forward. Regular staff training has upskilled teachers in their planning of learning sequences and pace of lessons.
- Robust and rigorous monitoring of the subject has ensured both the subject leader and governors have a clear understanding of the quality of teaching and areas for development.
- The subject leader has worked with individual teachers at the beginning of their careers in a lesson study approach and continues to support their ongoing development.
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Overall KS2 Attainment 2016:

The school's rapid development between 2012 and 2015 has secured a consistently high level of attainment in all subjects. Despite changing statutory End of Key Stage assessment, the school has effectively managed the transition over the past two years to ensure that attainment remains high.

The overall attainment of pupils achieving ARE in Reading, Writing and Maths combined was 77% (compared to 57% for Warwickshire and 55% Nationally).

Priorities for future development:

1. Increase the proportion of SEND pupils achieving better than expected progress
2. Increase the proportion of pupil premium children making accelerated progress

School's Judgement about the: Quality of Teaching, Learning and Assessment (SEF)

Summary of School Self Evaluation in relation to the Quality of Teaching. (Evaluative statements).

Overall Judgement on the quality of teaching

Overall, the school judges the quality of teaching and its impact to be outstanding.

School leaders judge the quality of teaching and its impact on learning through a rigorous approach of triangulation, taking into account the analysis of pupil progress data and a full range of monitoring and evaluation strategies conducted by senior leaders and governors over time (eg. work scrutiny, learning walks, pupil discussions)

Quality of teaching and its impact on learning including high expectations and ensuring engagement in, and commitment to learning:

Teaching has improved greatly in the last three years and is now at least good with some consistently outstanding practice.

Consequently, most pupils and groups of pupils (including pupil premium) are consistently making good progress and achieve well over time. Teaching is characterised by high expectations within a positive, supportive and nurturing environment, which results in the pupils being interested, enthused and engaged in their learning.

This has happened as a direct result of:

- High quality mentoring and coaching by the SLT and subject leaders linked to high expectations of teaching and learning;
- Regular and robust monitoring conducted by senior leaders to secure and ensure high expectations about teaching approaches are agreed with all staff;
- An uncompromising approach modelled by senior leaders to secure 'at least good' and outstanding teaching within the school;
- Parents being aware of and understanding the target setting process and knowledgeable about how they can be supported at home;
- An accurate understanding of assessment and current levels of achievement allows the school to appropriately differentiate provision and implement effective intervention strategies to ensure progress for all groups.

This is evidenced by progress measures in our 2015 Ofsted inspection and the attainment achieved in the 2016 and 2017 Key Stage 2 tests. Across the school, attainment and progress has been measured through the monitoring of the school's own assessments and tracking of all cohorts in school, lesson observations and learning walks over time, performance management records, work scrutiny, CPD and pupil discussions.

Use of Assessment and planning to inform teaching and the Assessment for Learning during lessons

Teachers plan and teach lessons that deepen pupils' knowledge and understanding; this is achieved through teachers listening, questioning and observing pupils learning enabling them to skilfully reshape tasks to further develop understanding and improve learning for all pupils.

This has happened as a direct result of:

- In-house CPD opportunities delivered by members of SLT, supplemented by high quality links with other schools.
- The implementation of new planning and assessment formats that have ensured that differentiation is explicit, the use of additional adults is effective and the regular and consistent use of mini plenaries;
- Highly effective planning and tracking of provision aimed at 'Narrowing the gap' for less able pupils and disadvantaged pupils.

This is evidenced through pupil progress meetings held half term and termly, regular scrutiny of pupils work and teachers planning each week by senior leaders, regular monitoring activities by subject leaders and regular and robust moderation of accurate assessment judgements.

Marking and feedback

Marking and feedback ensures that pupils know how well they've done and what they need to do to improve further. Pupils' responses to teacher feedback continue to demonstrate a growing understanding of their own learning and independence.

However, the development of this is a continuing priority throughout 2017-18

Ensuring engagement in, and commitment to learning

Pupils are enthusiastic and committed to their learning as evidenced during the Ofsted inspection, triangulation activities and pupil discussions with all senior leaders and independent consultants. Pupils work collaboratively and co-operate well during learning.

The pupils are enthusiastic about the curriculum and teachers plan an engaging and thematic curriculum that meets the needs of our pupils.

The effectiveness of teaching strategies and the teaching of Key Skills across the curriculum

The teaching of reading, writing, communication and maths is effective overall enabling all pupils to learn effectively in lessons.

Priorities for future development:

- Enhance the teaching of reading to increase the % of children achieving the highest level of attainment
- Further develop formative and summative assessment to ensure teachers provide pupils with feedback to make accelerated progress

School's Judgement about Personal Development, Behaviour & Welfare (SEF)

Summary of School Self Evaluation in relation to Behaviour & Safety.

Overall Judgement on behaviour and safety

Overall, leaders judge the behaviour and safety of pupils within the school to be outstanding. This is a direct result of the consistent successful implementation of the school's whole school behaviour policy by all staff and pupils and the introduction of our Good to be Green reward system. Our effective inclusion team have ensured that pupils with particular behaviour needs show good improvement.

Pupils conduct, manners and punctuality and attitudes to learning

Pupils' behaviour both inside and outside lessons is excellent with pupils demonstrating a strong sense of fair play and an understanding of the appropriateness of behaviours relevant to different circumstances and situations. Their attitudes to learning are exemplary (noted in Ofsted report, April 2015).

This has happened as a direct result of:

- A robust and effective behaviour policy having a clear impact on pupils' conduct around the school and their general behaviour in classrooms. There are rare instances of low level disruption in lessons and where they occur they are dealt with swiftly and effectively. School behaviour log shows a decrease in inappropriate behaviour through the year.
- Supportive partnerships with parents to improve behaviour of individuals
- A curriculum that stimulates learning and motivates pupils to do the best that they can
- Attendance is consistently good with a clear policy and procedures to work with individual families that fall below expected levels and the school works closely with LA attendance officer to support these families.

Safety

Pupils feel very safe in our school and parents tell us that they feel the school effectively prepares pupils for the next stage in their education (as noted on Parentview July 2017). Our pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

This has happened as a direct result of:

- Highly effective protective behaviours learning through the 'Warwickshire Taking Care' project is undertaken annually. Staff have received training and all pupils have a clear understanding of how to keep themselves safe.
- Staff have received up-to-date training on E-safety and deliver the messages to pupils frequently during the year. The school is in the process of achieving the 360 degree award for e-safety.
- Implementation and effective delivery of whole school Sex and Relationships Education
- Close links with key agencies (Young Carer, Family Information Service, Rugby Children's Centre) to support our most vulnerable pupils and families

Impact of anti-bullying approaches

There are rare instances of racial and bullying cases in the school. When they have occurred, the staff has dealt with them swiftly and effectively. Pupils are generally very considerate of each other and their differences. Pupils are fully aware of the different forms of bullying and actively try to prevent it from occurring

This has happened as a direct result of:

- The use of a clear PSHE policy with frequent opportunities to address forms of bullying in lessons.
- Diversity workshops have been held with years 5 and 6 to develop pupils' understanding of the diverse society we live in.
- Celebration of different cultures and religions in assemblies and RE days. Visits to local religious places of worship undertaken throughout the year.
- Clear and robust anti-bullying policy and procedures ensure that pupils and parents feel confident that any instances will be dealt with fairly and consistently

Parents', staff and pupils' views

The school seeks many opportunities to gain an understanding of the views of all stakeholders.

This has happened as a direct result of:

- Parents attending termly open afternoons and twice yearly parent consultations. We have had an excellent attendance record for these events in all classes and feedback has been very positive
- Annual parent questionnaires (and Ofsted 2015) show that parents are positive about both behaviour and safety in the school
- Pupil interviews conducted by SLT, subject leaders and governors as part of their monitoring show that pupils are keenly aware of how good attitudes and behaviour contribute to school life
- Governors analyse the parent questionnaires and receive notification in the headteacher report on any racial and bullying incidents termly.

Priorities for future development:

- Extend opportunities for pupil voice to further support ongoing school development
- Embed the new key values within school to support pupils behaviour and wellbeing

The quality of Leadership in and Management of the School

Summary of School Self Evaluation in relation to Leadership and Management. (Evaluative statements).

Overall Judgement on Leadership & Management

Overall, leaders judge the leadership and management of the school to be outstanding. Effective leadership at all levels has been instrumental in driving our school's improvement as noted in our 2015 Ofsted inspection. Effective new-to-role training and mentoring for the new headteacher ensured a smooth transition into role. Continued high quality support from senior and middle leaders has ensured that everyone has a clear understanding and ownership of the schools vision and direction for improvement. This has happened as a direct result of all leaders:

- **Showing clear direction and impact:** We have a highly successful senior leadership team that demonstrate a strong drive to improve and maintain the highest levels of achievement. Strong leadership in all core subjects has ensured the quality of teaching and its impact on learning across the whole school has improved. Effective mentoring and coaching by middle leaders has improved teaching and learning in all subjects.
- **Securing commitment and monitoring for improvement:** Robust and rigorous monitoring clearly shows improvement in progress in books. Regular book trawls and drop-ins have shown improvements through the year as noted in their evaluation feedback. Effective tracking systems record pupils' progress and identify any underachievement so that rapid improvements can be planned for. This is mainly done through the half termly and termly pupil progress meetings and the pupil profroma sheets completed by staff. Governors have an accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- **Improving teaching and learning:** Teaching quality has improved after a period of sustained support in planning and teaching strategies. Where leaders have identified weakness in teaching, effective action plans have been implemented and monitored to ensure rapid improvements have been made.
- **Engaging and supporting the performance management of all staff and ensuring they are meeting the professional standards:** The newly implemented performance management processes has placed greater ownership of professional development on staff members. This has provided further opportunities for more personalised CPD.
- **Monitoring the impact of policies and procedures:** Governors review policies regularly and monitor the effectiveness of the policies through feedback from the head teacher and staff. Middle leaders evaluate the effectiveness of their subject policies through analysis of outcomes.
- **Evaluating the impact of the pupil premium:** Pupil premium pupils have made significant improvement in attainment and progress at the end of the key stage and show effective impact of spending. Gaps have narrowed in attainment compared with others. The pupil premium pupils achieved above county and National results for age-related expectations in reading and writing (End of Key Stage tests 2017). Governors use and understand performance data increasingly well to develop an accurate overview of pupils' achievement.
- **Evaluating the impact of the Sports Grant Funding:** We have used the funding to support access to competitive sports and a wide variety of sporting activities through working with the local sports partnership. All members of teaching staff have received direct CPD based around developing a new skills-based curriculum and delivered a programme of staff training during the Spring Term.
- **Engage with parents and carers:** Parent questionnaires were completed July 2017 and showed they were in total agreement that school is well managed and led. They also agree 100% that staff were approachable and supportive to their children's needs. Parent consultations, open afternoons and community events were exceptionally well attended.
- **Measure the impact of the curriculum:** Pupil interviews conducted by governors and the Junior Improvement Partners indicated that all pupils are enthusiastic and engaged in the curriculum. Subject leaders of core subjects meet termly and report to governors their monitoring and evaluation and governors actively participate in the monitoring of the curriculum. They conduct book trawls, planning scrutiny and pupil interviews. The curriculum has an impact on the pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. Subject leaders worked alongside our independent school improvement consultant to monitor and evaluate the effectiveness of their leadership
- **Secure the effectiveness of safeguarding procedures:** The DSL, newly trained DSLs and the whole staff are pro-active in their approach to safeguarding. The updated policies are consistency adhered to and further provision has been put in place to support our most vulnerable pupils (Early Help, Child in Need meetings etc)
- **Ensure financial management is linked to impact for all pupils:** Governors ensure financial stability through regular finance meetings and reports from LA finance officer. Reports on the spending of pupil premium funding and sports funding have been made and published on the school website

Priorities for future development:

- To further develop the role of pupils as leaders in their own learning, by providing them with opportunities to contribute to the development of the curriculum and wider school community

School's Judgement about Overall Effectiveness (SEF)

Summary of School Self Evaluation in relation to Overall Effectiveness. (Evaluative statements).

Overall, leaders judge the overall effectiveness of the school to be outstanding. The impact can be seen in the sustained achievement and progress of pupils at the end of the key stage, over the past three years. Our drive for excellence is relentless and is expertly modelled by staff in the school.

This has happened as a direct result of:

- The leadership and management of the school taking effective action to ensure all pupils reach their potential through rigorous monitoring and evaluation of performance of staff and the views of pupils
- High expectations of teaching and learning are communicated to all stakeholders and the best practice in teaching is shared effectively in a drive for continuous improvement. This has led to the quality of teaching improving and is at least good with a growing proportion of outstanding teaching.
- The curriculum meets pupils' needs and is rich and broad. This contributes to excellent learning behaviours in lessons. The curriculum shows a variety of opportunities (themed days/events/external agencies etc) have engaged and interested the pupils. Pupils talk enthusiastically about their learning and are keen to share their views with governors and other improvement partners.
- Spiritual, moral, social and cultural development is embedded in all aspects of the school day. Planned opportunities for visits and visitors to the school to enhance learning are undertaken regularly with opportunities to visit local places of worship and to take part in local cultural studies. A wide variety of after-school activities are offered to pupils with a high uptake throughout the year.
- All staff are committed to ensuring pupils physical well-being is maintained. The school is an active member of the local school sports partnership, recently achieving our Gold Award for sports provision and pupils have many opportunities to take part in a variety of competitive sports. The Food for Life Bronze award was also achieved, demonstrating the school's ongoing commitment to developing life-long skills and broadening the interests of pupils

KEY IMPROVEMENT PRIORITIES FOR WHOLE SCHOOL IMPROVEMENT

2017-2018

- 1) Ensure all pupils make expected progress and increase the proportion making better than expected progress from KS1 in reading, writing, GPS and Maths across all year groups
- 2) To develop well rounded individuals by embedding the key values of Health, Resilience, Reflectiveness and Ambition across the curriculum and wider life of the school
- 3) To improve the practice of formative and summative assessment