



ABBOTS FARM JUNIOR SCHOOL

SELF-EVALUATION 2018

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 265 pupils on roll (Year 3: 67 pupils / Year 4: 66 pupils / Year 5: 66 pupils / Year 6: 66 pupils)

- 15% of the school roll have EAL (36 pupils)
- 12.5% are eligible for free school meals (33 pupils)
- 3 LAC Pupils (one became LAC July 2017)
- 1 child on Child Protection (started April 2018)
- 16% are Pupil Premium pupils (43 pupils)
- 16% of pupils receive SEN support (42 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

- Primary Science Quality mark Gold Award - April 2018
- School Games Mark – Gold Award July 2017
- Food for Life Bronze Award – May 2017

Planned accreditations and awards this year:

- 360° Safe Award
- Food for Life Silver Award

School Self-Evaluation Summary

SCHOOL	ABBOTS FARM JUNIOR	HEADTEACHER	Joss Andrews	DATE:	July 2018
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 whole school curriculum • To develop effective leadership at all levels • To enhance the provision and support of pupil behaviour, wellbeing and inclusion 			
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed	Previous inspection	April 2015	• 1	Progress 2018 KS2 results – <ul style="list-style-type: none"> • GPS result 2018 shows further improvement compared to national age-related expectations (88% School / 78% National – Greater depth 52% / Nat 23% (2017)) • Writing Result 2018 – 94% at ARE (School) / 78% National. 29% at Greater Depth (School) /18% National (2017 comparison)
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"> • Increase the proportion of children achieving EXS in SpAG (particularly for Spelling)
		<ul style="list-style-type: none"> • Year 6 attainment well above average in reading, writing and maths combined = 88% (National 64%) • Pupil attainment across all year groups shows consistent high levels of achievement and progress • Achievement in SEN and Pupil Premium pupils in-line with all pupils nationally (SEN – R=106, M=104, PP – R=109, M = 109) 			
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"> • Enhance spelling practice across school (all adults) to increase the proportion of pupils achieving EXS at the End of KS2 and develop the application of spelling in independent writing • Further develop strategies for self and peer-assessment within lessons
	Quality of teaching	<ul style="list-style-type: none"> • Teachers’ developed subject knowledge is utilised to set tasks which both challenge and empower pupils in their learning. 			
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"> • Further develop behaviour management strategies of all adults to support pupils when presenting challenging behaviour • Develop lunchtime provision to support all children
		<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. 			
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"> • Build greater capacity within middle leaders to develop teaching and learning provision across all areas of the curriculum. • 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
		<ul style="list-style-type: none"> • SLT are highly ambitious and continually strive to seek ways to improve the school beyond its outstanding status • Head and SLT effectively lead and monitor the provision within school and support staff at all levels to develop practice • Governors know the school exceptionally well. The newly developed governor monitoring cycle has further developed governor knowledge of school and empowered them to challenge on areas for development. 			
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. Assessment of writing across the school is effective in ensuring high quality outcomes for pupils. Provision within reading sessions is highly effective in engaging pupils through stimulating pedagogy and texts. Staff use high quality questioning within lessons to challenge and support. High status of Reading for Pleasure– staff modelling reading to pupils, discussing/ recommending books, rewards As a result of high quality teaching, pupils articulate their learning and their skill development within English extremely well and are knowledgeable about their next steps in learning 		
		Quality & standards	Reading, Writing and SPAG continue to be strengths of the school with high proportions of children meeting EXS and Above ARE in all year groups		
		Attainment & progress	2018 - 2018	Reading – 91% achieved ARE (National 75%), 4% at greater depth (Nat TBC) Writing - 94% achieved ARE (Nat78%), 29% at greater depth GPS – 88% achieved ARE (Nat78%), 52% 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"> Effective planning and delivery of whole class maths empowers children to be ambitious within lessons, increasing the proportion of pupils choosing more challenging tasks. All pupils apply a range of mathematical skills exceptionally well to solve challenging problems set by teachers Pupils EXS well supported in developing reasoning skills as an embedded part of the teaching sequence. 		
		Quality & standards	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	95% achieved EXS (National 76%) 39% 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 The use of technology within the curriculum has enhanced learning and provided pupils with opportunities to learn real-life skills 		
		Area for development	To further develop strong links between foundation subjects to deliver an immersive thematic curriculum		
		PUPIL GROUPS			
12	SIGNIFICANT GROUPS How the school is addressing any under performance	SEND	SEND provision and capacity continues to develop. Clear systems for referrals and IEP have been created. Identified children discussed in pupil progress meetings and support for new academic year already established		
		Pupil Premium	Pupil Premium Pupils have achieved in line with non PP children at school this year and outperformed all pupils nationally. Identified children discussed in pupil progress meetings and support for new academic year already established		
		EAL	Support from EMTAS. Robust tracking by subject leaders ensures good progress is achieved.		
		Attainment	Attainment – 75% of disadvantaged pupils achieved EXS for reading, writing and maths combined compared to 72% Warwickshire non-disadvantaged and 68% National non-disadvantaged.		
13	ASSESSMENT How assessment, tracking, marking and feedback improve learning & help to raise standards	Strengths	<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 		Areas for development
				<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 2018 To support judgements – from pupils, parents and wider community	What we do well (2018)		What we could improve (Areas for 2018)	
		<ul style="list-style-type: none"> the school is well led and managed Parents view the teaching as a strength of the school staff expect the highest standards for their children (parent questionnaire July 2018) 		<ul style="list-style-type: none"> Develop support for higher profile pupils - Behaviour of specific individuals affects the learning of others in some classes Develop home learning support on website 	

Abbots Farm Junior School: KEY STAGE 2 DATA: JULY 2018

END OF KEY STAGE 2: SCALED SCORES						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - 2018 National Standard 105.0						
READING	109	Below 100	100.0 – 102.9	103 – 105	105.1 – 107.9	108+
MATHEMATICS - 2018 National Standard 104.0						
MATHEMATICS	109	Below 100	100.0 – 102.9	103 – 105	105.1 – 107.9	108+
GPS - 2018 National Standard 106.0						
GPS	110	Below 102	102.0 – 104.9	105 - 107	107.1 – 108.9	109+

END OF KEY STAGE 2: PERCENTAGE MEETING EXPECTED STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Percentage Meeting Expected National Standard 75% National						
READING	91%	Below 55%	55% – 65%	66% – 76%	77% - 85%	86%+
MATHEMATICS - Percentage Meeting Expected National Standard 76% National						
MATHEMATICS	95%	Below 60%	60% – 69%	70% - 79%	80% - 89%	90%+
GPS - Percentage Meeting Expected National Standard 78% National						
GPS	88%	Below 60%	60% – 71%	72% - 82%	83% – 90%	91%+
WRITING - Percentage Meeting Expected National Standard 74% National						
WRITING	94%	Below 55%	55% - 70%	71% - 81%	82% - 90%	91% +
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 64% National						
COMBINED	88%	Below 45%	45% - 55%	56% - 66%	67% - 77%	78%+

END OF KEY STAGE 2: GREATER DEPTH/HIGH STANDARD						
SUBJECT	No.	Well Below	Below	Expected	Above	Well Above
READING - Greater Depth/High Standard: 25% National 2017						
READING	44%	Below 10%	10% - 20%	21% - 29%	30% - 39%	40%+
MATHEMATICS - Greater Depth/High Standard: 23% National 2017						
MATHEMATICS	39%	Below 10%	10% - 18%	19% - 27%	28% - 37%	38%+
GPS - Greater Depth/High Standard: 31% National 2017						
GPS	52%	Below 15%	15% - 26%	27% - 35%	36% - 44%	45%+
WRITING - Greater Depth/High Standard: 18% National 2017						
WRITING	29%	Below 5%	5% - 13%	14% - 22%	23% - 34%	35%+
COMBINED - Greater Depth/High Standard: 9% National 2017						
COMBINED	18%	Below 3%	3% - 5%	6% - 12%	13% - 24%	25%+

KEY STAGE 1 to END OF KEY STAGE 2 PROGRESS (2017 National Percentiles)							
2016 Floor	Bottom 5%	Next 20%	Next 15%	Middle 20%	Next 15%	Next 20%	Top 5%
-5 Rd & Ma. -7 Wr	Bottom 5%	5% - 20%	25% - 40%	40% - 60%	60% - 75%	75% – 95%	95%+
READING 3.6	-3.9 and Below	-3.8 to -1.5	-1.4 to -0.6	-0.5 to +0.7	+0.8 to +1.7	+1.8 to +4.3	4.4+
WRITING 2.5	-4.0 and Below	-3.9 to -1.4	-1.3 to -0.4	-0.3 to +0.7	+0.8 to +1.5	+1.6 to +3.7	3.8 +
MATHS 3.0	-4.3 and Below	-4.2 to -1.8	-1.7 to -0.7	-0.6 to +0.6	+0.7 to +1.7	+1.8 to +4.3	4.4+

ATTAINMENT SUMMER 2018

Below 55%	Bel. 5%	55% -64%	6%-15%	65% - 74%	16% - 25%	75% -84%	26 - 34%	85% +	35% +
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS

YEAR 5 2017-18	No.	READING		WRITING		MATHS		Prior Attainment Y2 2015
		EXS	GDS	EXS	GDS	EXS	GDS	
ALL	66	94%	45%	88%	23%	88%	43%	EXS Rd. 91% Wr.68% Ma.85% GDS Rd. 29% Wr.14%. Ma.17%

YEAR 4 2017-18	No.	READING		WRITING		MATHS		Prior Attainment Y2 2016
		EXS	GDS	EXS	GDS	EXS	GDS	
ALL	66	89%	58%	85%	30%	93%	43%	EXS Rd. 84% Wr.75% Ma.78% GDS Rd. 43% Wr.33% Ma.34%

YEAR 3 2017-18	No.	READING		WRITING		MATHS		Prior Attainment Y2 2017
		EXS	GDS	EXS	GDS	EXS	GDS	
ALL	67	82%	40%	78%	28%	88%	41%	EXS Rd. 82% Wr.76% Ma.78% GDS Rd. 40% Wr.31% Ma.32%

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 continued to improve 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:

91% achieving the age-related expectations (EXS) in Reading (Warks 77%/Nat 75%)

94% achieving EXS in writing (Warks 80%/Nat 77%),

88% achieving EXS in GPS (Warks TBC%/Nat 78%)

Additionally, those classed as disadvantaged were broadly in line or exceeded Warwickshire and National percentages for non-disadvantaged for reading and writing:

83% achieving the age-related expectations (EXS) in reading (Warks 82% non-disadvantaged /Nat 78%), with 42% achieving Greater Depth

83% achieving EXS in writing (Warks 84% non-disadvantaged /Nat 82%)

This has happened as a direct result of:

Highly 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, cross federation and local consortium moderation has taken place with termly moderation undertaken with individual teachers and the subject leader. Frequent, consistent feedback is provided by the subject leader to all staff members at AFJS

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:

95% achieving the age-related expectations (EXS) in maths (Warks 77%/Nat 76%),

39% achieving Greater Depth (Warks 24%/Nat 24%),

Disadvantaged = 92% achieved EXS in Maths, 55% achieved Greater Depth

This has happened as a direct result of:

Highly quality delivery of CPD focused around teaching strategies for developing mathematical understanding, reasoning and raising expectations of pupils.

Continued monitoring of the subject conducted by senior leaders and governors, through pupil progress meetings, online formative and summative tracking analysis and meetings with staff members and pupils.

The subject leader has worked with the consortium to lead effective professional development for all 17 schools involved, provided greater opportunity for cross school moderation and analysis

Overall KS2 Attainment 2018:

The school's continual progress since our last Ofsted inspection 2015 has secured a consistently high level of attainment in all subjects.

The overall and 64% Nationally).

Priorities for future development:

Increase the proportion of children achieving EXS for GPS

Increase the proportion of vulnerable 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:

The quality of teaching at Abbots Farm has continued to improve. Monitoring and external assessment of teaching highlights the improved practice of all teachers in the form of subject knowledge, delivery and use of formative and summative assessment.

Teaching across school continues to provide extensive challenge and pupils make good progress from their starting points, with a significant proportion making accelerated progress as a result of the quality first teaching they experience.

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 core 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;
- 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, 2017 and 2018 End of 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

Senior Leaders and staff have implemented a new Assessment and Feedback policy over the past academic year to further enhance the quality of assessment and feedback provided to pupils during and post lessons.

Teachers plan and teach lessons that deepen pupils' knowledge and understanding; they provide opportunities for pupils to make choices around challenge, to demonstrate ambition and to collaborate with one another to assess the progress made.

This has happened as a direct result of:

- Effective in-house and Federation led CPD opportunities delivered by members of Abbots Farm 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 monitoring activities by subject leaders and regular and robust moderation of accurate assessment judgements.

Ensuring engagement in, and commitment to learning

Pupils are enthusiastic and committed to their learning as evidenced during governor and external School Improvement Partner monitoring exercises, triangulation activities and pupil discussions with all senior leaders. 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. They utilise the newly implemented Key Values and express a growing understanding of the impact that these have on their learning and personal development.

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

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

Priorities for future development:

- Enhance spelling practice across school (all adults) to increase the proportion of pupils achieving EXS at the End of KS2 and develop the application of spelling in independent writing
- Further develop strategies for self and peer-assessment within lessons

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 new key values (**Ambition, Healthy Body and Mind, Reflectiveness and Resilience**). Our effective behaviour, welfare and inclusion team have ensured that pupils with particular behaviour needs show good improvement.

Pupils conduct, manners and punctuality and attitudes to learning

Pupils' learning behaviours are excellent. Their attitude and engagement within lessons is strong and they demonstrate an eagerness to be successful, whether independently or as part of a group. Their attitudes to learning are exemplary (noted in Ofsted report, April 2015).

Outside of the classroom, pupils show a strong respect for their friends and peers, demonstrate an understanding of the school rules and recognise the importance of reflecting on their actions if/when required.

The continual progress 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 and specialist services to improve behaviour of individuals
- A curriculum and Key Values which stimulate learning and motivate pupils to do the best that they can

Safety

Pupils continue to express that they 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 (Parent Survey undertaken July 2018). As a result of our effective PSHE, SRE and Protective Behaviours curriculum, 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:

- Staff delivering an effective e-safety curriculum and reinforcing key messages
- 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 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.
- 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 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:

- To enhance the provision and support of pupil behaviour, wellbeing and inclusion

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 continued improvement since our 2015 Ofsted inspection. Effective new-to-role training and mentoring for the new deputy headteacher ensured a smooth transition into role and has allowed for immediate impact on the school. Continued high quality support from senior and middle leaders has ensured that everyone has a clear understanding and ownership of the schools vision, values 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 senior 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 throughout 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 achieved through the half termly and termly pupil progress meetings and analysis of impact of interventions. 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 continued to develop after further investment in CPD focused around assessment and feedback and level of challenge/subject knowledge. Where leaders have identified areas for development in an individual's teaching practice, 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 process 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 and ensure their compliance through reading appropriate up-to-date documentation around school/subject changes.

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, writing and maths (End of Key Stage tests 2018).

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.

Engaging with parents and carers: Parent questionnaires were completed July 2018 which highlighted their strong agreement that school is well led and managed. They also agree that staff were approachable and supportive to their children's needs. Parent consultations, open afternoons and community events were exceptionally well attended.

Measuring the impact of the curriculum: Pupil interviews conducted by governors and senior/subject leaders 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 a positive impact on the pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development.

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). Detailed records are kept relating to safeguarding concerns and other significant pupil information.

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 develop effective leadership at all levels to further strengthen middle leadership
- To develop the role of pupil leadership

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

2018-2019

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| • 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 whole school curriculum |
| • To develop effective leadership at all levels |
| • To enhance the provision and support of pupil behaviour, wellbeing and inclusion |