



ABBOTS FARM JUNIOR SCHOOL

SELF-EVALUATION SUMMARY

2019

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|--|-------------------------|
| Characteristics of the school: | |
| <p>Abbots Farm Junior School is situated in Hillmorton, Rugby, opposite to our main feeder school, Abbots Farm Infants.</p> <p>Pupil Profile – September 2019</p> <p>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)</p> <ul style="list-style-type: none"> • 12% of the school roll have EAL (31 pupils) • 14% are eligible for free school meals (37 pupils) • 4 LAC Pupils • 16% are Pupil Premium pupils (43 pupils) • 16.7% of pupils receive SEN support (43 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 |
| <p>Key Action Points:</p> <p>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.</p> | |
| Accreditations and awards | |
| <ul style="list-style-type: none"> ▪ National Online Safety Accreditation – September 2019 ▪ School Games Mark – Silver Award July 2019 ▪ Warwickshire Fair Workload Charter Mark – March 2019 ▪ Primary Science Quality mark Gold Award - April 2018 <p>Planned accreditations and awards this year:</p> <ul style="list-style-type: none"> ▪ School Games Mark – Gold Award ▪ Eco Schools ▪ Primary Mathematics Teaching for Mastery | |

School Self-Evaluation Summary

| SCHOOL | ABBOTS FARM JUNIOR | HEADTEACHER | Joss Andrews | DATE: | September 2019 |
|----------|---|--|---|-------|---|
| 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 2019 KS2 results – <ul style="list-style-type: none"> GPS result 2018 and 2019 show continued improvement compared to national age-related expectations (88% in 2018 and 86% in 2019 School / 78% National – Greater depth 52% 2018 and 38% 2019 / Nat 23% 35% 2018 and 36% 2019 Writing Result 2018 – 94% at EXS in both 2018 and 2019 (School) / 79% and 78% National (2018 and 2019). 29% and 35% at Greater Depth School 2018 and 2019 /20% National 2018 and 2019 |
| 4 | QUALITY OF EDUCATION Including attainment, progress and the quality of learning for individuals, different groups, particularly SEND pupils across the whole curriculum | Strengths | 1 | | Area for Development |
| | | <ul style="list-style-type: none"> Year 6 attainment well above National in reading, writing and maths combined = 82% (National 65%) Pupil attainment across all year groups shows consistent high levels of achievement and progress The curriculum is well planned and engages and inspires pupils. | | | <ul style="list-style-type: none"> Increase the proportion of children making expected or above expected progress in Reading in order to increase the progress score for reading to 'above average' and to increase the proportion of children achieving GDS. |
| 5 | BEHAVIOUR AND ATTITUDES 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 (97.2%, PA = 4.9%). Attendance is checked carefully. There have been no fixed term exclusions in the past academic year. 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"> Further develop the consistent application of behaviour management strategies through the implementation of the new relationships and behaviour policy Develop children's ability to be able to reflect upon their actions |
| 6 | PERSONAL DEVELOPMENT Including building relationships, quality of PSHE and equality, developing pupil voice, British Values and SMSC, supporting mental health and wellbeing. | Strengths | 1 | | Areas for Development |
| | | <ul style="list-style-type: none"> The curriculum effectively covers all aspects of pupils' personal development Key staff are trained mentor individual pupils effectively to support their safety, mental health and wellbeing Support for vulnerable learners and their families has been carefully considered and is highly-effective | | | <ul style="list-style-type: none"> Integrate the newly-appointed Pastoral Co-ordinator into role to support children and their families To develop a discrete and bespoke PSHE curriculum to meet the needs of our school community and enhance existing provision |
| 7 | LEADERSHIP AND MANAGEMENT Including governance, teaching & learning, middle and senior leadership, Perf. Man., safeguarding, curriculum, partnerships, engagement of parents | Strengths | 1 | | Areas for Development |
| | | <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 governor monitoring cycle has further developed governor knowledge of school and empowered them to challenge on areas for development. | | | <ul style="list-style-type: none"> Continue to 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 |
| 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 sustained success. | | |

Self-Evaluation Summary SUPPORTING EVIDENCE

THE CURRICULUM

| | | | | | |
|---------------------|--|----------------------------------|--|---|--|
| 9 | ENGLISH Evaluation of the development of core language & literacy skills, presentation & current year progress | | 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. The attainment of all pupils far exceeds that of Warwickshire and National percentages: 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 GPS. A new spelling programme has been introduced. As a result, there has been a more comprehensive coverage of year group objectives and common exception words across the school. Additionally, TA training, delivered by the English lead, has improved the quality of phonics and spellings interventions. 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 | | |
| | | Quality & standards | Reading, Writing and SPAG continue to be strengths of the school with high proportions of children meeting EXS and GDS in all year groups as a result of making expected or better progress. | | |
| | | Attainment & progress | 2018 - 2019 | Last 3 years | <p>Reading – 88% achieved EXS (National 73%), 21% at greater depth (Nat 27%) Writing - 94% achieved EXS (Nat78%), 35% at greater depth (Nat20%) GPS – 86% achieved EXS (Nat78%), 38% at greater depth (Nat 36%)</p> <p>Disadvantaged: Reading - 69% achieved EXS (National Non 81%), Writing - 88% achieved EXS (Nat84%), GPS – 94% achieved EXS (Nat83%)</p> <p>Continued high percentage of pupils achieving the expected and greater depth standards. RWM EXS 2017 – 77%, GDS – 20% EXS 2018 – 88%, GDS – 18% EXS 2019 – 82%, GDS – 15%</p> |
| 10 | MATHS Evaluation of the development of core numeracy skills, use of AT1, presentation, current year progress | Key Skills | Mathematics continues to maintain high standards of attainment and progress at our school as a result of outstanding teaching of mathematics at Abbots Farm. This has happened as a direct result of: Highly quality delivery of CPD focused around teaching strategies for developing reasoning and the use of mathematical representations. 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 effective and consistent use of the White Rose materials to support planning by all staff. | | |
| | | Quality & standards | <ul style="list-style-type: none"> Maths continues to remain a strength of the school, with high proportions of children meeting EXS and GDS in all year groups as a result of making expected or better progress. | | |
| | | Attainment & progress | 2018 - 2019 | Last 3 years | <p>94% achieved EXS (National 78%) 38% achieved Greater Depth (Nat 27%)</p> <p>Disadvantaged: 88% achieved EXS (National Non 81%)</p> <p>Continued high percentage of pupils achieving the expected and greater depth standards. EXS 2017 – 88%, GDS – 26% EXS 2018 – 95%, GDS – 39% EXS 2019 – 94%, GDS – 38%</p> |
| 11 | CURRICULUM Science, ICT and other Foundation subjects | Quality & standards | <ul style="list-style-type: none"> Strong links have been developed between foundation subjects to deliver an effective and engaging topic-based curriculum which focuses on the key skills and knowledge of each individual subject area. The skills and knowledge for History and Geography have been particularly well embedded within the newly-designed curriculum | | |
| | | Area for development | <ul style="list-style-type: none"> Strengthen the provision and delivery of the other foundation subjects, either within topics or as stand-alone subjects. Continue to develop links within and across topics to make the acquisition of knowledge, vocabulary and skills more cohesive across the whole school | | |
| PUPIL GROUPS | | | | | |
| 12 | SIGNIFICANT GROUPS How the school is addressing any under performance | SEND | <ul style="list-style-type: none"> 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 Staff training and development has improved capacity to meet the children's specific needs | | |
| | | Pupil Premium | <ul style="list-style-type: none"> Pupils who were both PP and LAC received bespoke 1:1 online maths tuition through Third Space Learning. PP funding was used to fund TA intervention sessions in all subject areas. PP funding was used to fund pastoral TA support for vulnerable learners. | | |
| | | Attainment | <ul style="list-style-type: none"> Pupil Premium pupils have achieved above National Non-Disadvantaged pupils in writing, maths, science and GPS by the end of year 6. | | |
| 13 | ASSESSMENT How assessment, tracking, marking and feedback improves learning & help to raise standards | Strengths | <ul style="list-style-type: none"> Timely and effective feedback is now given within lessons as a result of the feedback policy, which enables children to be reflective on their learning and make greater progress. Accurate assessment of skills across all year groups in core subjects supports clear identification of next steps and gaps in learning and informs future planning. | | Areas for development |
| | | | | <ul style="list-style-type: none"> To develop the use of modelled editing in writing lessons to support children in reflecting on their own work more effectively. To ensure the consistency of feedback in maths lessons, particularly with new staff or staff that are new to a year group. | |
| 14 | STAKEHOLDER FEEDBACK 2019 To support judgements – from pupils, parents and wider community | What we do well (2019) | <ul style="list-style-type: none"> Incredibly strong sense of community where all staff care about the welfare of our children Extremely well led and managed Pupils are well prepared for the next stage in their education | | What we could improve (Areas for 2019) |
| | | | | <ul style="list-style-type: none"> Ensure consistency between the management of behaviour and sanctions Develop home learning provision to include differentiated opportunities | |

Abbots Farm Junior School: KEY STAGE 2 DATA: JULY 2019

| END OF KEY STAGE 2: SCALED SCORES | | | | | | |
|---|-----|------------|---------------|-----------|---------------|------------|
| SUBJECT | No. | Well Below | Below | Expected | Above | Well Above |
| READING - 2019 National Standard 104.0 | | | | | | |
| READING | 106 | Below 100 | 100.0 – 102.9 | 103 – 105 | 105.1 – 107.9 | 108+ |
| MATHEMATICS - 2019 National Standard 105.0 | | | | | | |
| MATHEMATICS | 107 | Below 100 | 100.0 – 102.9 | 103 – 105 | 105.1 – 107.9 | 108+ |
| GPS - 2019 National Standard 106.0 | | | | | | |
| GPS | 108 | 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 73% National | | | | | | |
| READING | 88% | Below 55% | 55% – 65% | 66% – 76% | 77% - 85% | 86%+ |
| MATHEMATICS - Percentage Meeting Expected National Standard 79% National | | | | | | |
| MATHEMATICS | 94% | Below 60% | 60% – 69% | 70% - 79% | 80% - 89% | 90%+ |
| GPS - Percentage Meeting Expected National Standard 78% National | | | | | | |
| GPS | 86% | Below 60% | 60% – 71% | 72% - 82% | 83% – 90% | 91%+ |
| WRITING - Percentage Meeting Expected National Standard 78% National | | | | | | |
| WRITING | 94% | Below 55% | 55% - 70% | 71% - 81% | 82% - 90% | 91% + |
| COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 65% National | | | | | | |
| COMBINED | 82% | 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: 27% National 2019 | | | | | | |
| READING | 21% | Below 10% | 10% - 20% | 21% - 29% | 30% - 39% | 40%+ |
| MATHEMATICS - Greater Depth/High Standard: 27% National 2019 | | | | | | |
| MATHEMATICS | 38% | Below 10% | 10% - 18% | 19% - 27% | 28% - 37% | 38%+ |
| GPS - Greater Depth/High Standard: 36% National 2019 | | | | | | |
| GPS | 38% | Below 15% | 15% - 26% | 27% - 35% | 36% - 44% | 45%+ |
| WRITING - Greater Depth/High Standard: 20% National 2019 | | | | | | |
| WRITING | 35% | Below 5% | 5% - 13% | 14% - 22% | 23% - 34% | 35%+ |
| COMBINED - Greater Depth/High Standard: 9% National 2019 | | | | | | |
| COMBINED | 15% | Below 3% | 3% - 5% | 6% - 12% | 13% - 24% | 25%+ |

| KEY STAGE 1 to END OF KEY STAGE 2 PROGRESS (2019 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 1.5 | -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 3.3 | -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 2.6 | -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 2019

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|-----------|---------|----------|--------|-----------|-----------|----------|----------|-------|-------|
| 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 2018-19 | No. | READING | | WRITING | | MATHS | | Prior Attainment Y2 2016 |
|----------------|-----|---------|-----|---------|-----|-------|-----|---|
| | | EXS | GDS | EXS | GDS | EXS | GDS | |
| ALL | 66 | 90% | 52% | 83% | 27% | 73% | 41% | EXS Rd. 84% Wr.75% Ma.78% GDS Rd. 43% Wr.33%. Ma.34% |

| YEAR 4 2018-19 | No. | READING | | WRITING | | MATHS | | Prior Attainment Y2 2017 |
|----------------|-----|---------|-----|---------|-----|-------|-----|---|
| | | EXS | GDS | EXS | GDS | EXS | GDS | |
| ALL | 66 | 88% | 55% | 75% | 29% | 88% | 44% | EXS Rd. 82% Wr.76% Ma.78% GDS Rd. 40% Wr.31%. Ma.32% |

| YEAR 3 2018-19 | No. | READING | | WRITING | | MATHS | | Prior Attainment Y2 2018 |
|----------------|-----|---------|-----|---------|-----|-------|-----|---|
| | | EXS | GDS | EXS | GDS | EXS | GDS | |
| ALL | 67 | 85% | 49% | 77% | 24% | 82% | 38% | EXS Rd. 71% Wr.74% Ma.82% GDS Rd. 22% Wr.26%. Ma.34% |

Overall judgement and impact – strengths

Overall, the school judges the quality of education 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 attainment and progress at the end of the key stage.

Curriculum Design and Coverage

The increased focus on curriculum design throughout 2018-19 has resulted in a clearly mapped out curriculum which delivers all of the National Curriculum objectives consistently across all year groups. The design is shaped by the school's Learner for Life, Farmers Forever ethos which is underpinned by the 4 Key Values of Ambition, Healthy Body and Mind, Reflectiveness and Resilience. Senior leaders have ensured that these school values pervade all areas of the curriculum which has further enhanced the provision at Abbots Farm for all learners.

Progression within the curriculum comes through carefully planned opportunities for acquisition of knowledge intertwined with the development of key skills in specific subject areas.

Quality of Teaching

Monitoring and external assessment of teaching highlights the continued high-quality practice of all teachers in the form of subject knowledge, delivery and use of assessment across core and non-core subjects. 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 2017, 2018 and 2019 End of Key Stage 2 tests.

Assessment

Senior Leaders and staff have continued to embed the school's 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.

Planned assessment opportunities deepen pupils' knowledge and understanding by providing opportunities for pupils to be ambitious in their learning and to make choices around challenge by assessing their own progress throughout lessons and learning sequences, both independently and through collaboration with their peers and school staff.

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.

Areas for Development

Deepen links between specific subjects within topics in year and across the whole school

Ensure consistency in the delivery of assessment and feedback opportunities provided

Support teaching staff new-to-role in their respective year groups

Overall judgement and impact – strengths

Overall, leaders judge the behaviour and attitudes of pupils within the school to be outstanding. There is a strong focus on the development of healthy relationships between staff, pupils and the wider community, which is underpinned by the commitment of staff to support children in reaching their full potential

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 school's Key Values and School Rules and show a strong understanding of the impact that these have on their learning and personal development.

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 high standards of behaviour and attitudes of pupils have continued as a direct result of:

- Staff developing a greater awareness of emotional coaching and specific strategies to support individuals
- Supportive partnerships with parents and specialist services to improve behaviour of individuals
- A stimulating curriculum which prioritises and carefully plans for pupil engagement and inclusion
- Effective support provided by the school's behaviour, welfare and inclusion team which has ensured that pupils with particular behaviour needs show good improvement.
- A consistent approach to celebrating pupils positive behaviour and attitudes (postcards, stickers, certificates)

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.
- 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

Views of stakeholders

Pupils and parents supports the school's view that behaviour and attitudes at the school are outstanding.

This is evidenced by:

- Annual parent questionnaires showing 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, which 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.

Areas for Development

Implement new Relationship Policy and provide support to all staff

Integrate newly appointed pastoral coordinator and enhance the pastoral referral process

School's Judgement about the: PERSONAL DEVELOPMENT

Summary of School Self Evaluation in relation to Personal Development

Overall judgement and impact – strengths

Overall, the school judge the personal development of pupils at Abbots Farm to be outstanding. All pupils are provided with extensive opportunities to develop themselves as learners and as future citizens of the world. Through the successful teaching of, and consistent reference to, the school's ethos, key values and rules, children at Abbots Farm develop a strong sense of community and belonging where they feel both supported and valued.

As a result of an effective PSHE, RSE, e-safety and Protective Behaviours curriculum, pupils' personal development in school is well-supported and promoted:

- Pupils feel safe and secure in school. They feel that there are people in school that they can talk to and have a range of strategies to help them deal with unsafe or uncomfortable feelings. Parents also feel the school effectively prepares pupils for the next stage in their education (Parent Survey undertaken July 2019).
- Pupils also develop a good understanding of the importance of health and well-being, how to develop and maintain positive relationships and become more aware of their role and responsibilities within the wider world.
- Pupils have a good awareness of and show respect for diversity and differences due to a wide variety of additional opportunities provided across the year e.g. through autism and mental health awareness weeks/ vertical learning days celebrating diversity and global issues.

The wealth of sport and other physical activities provided encourages pupils' positive attitudes to health and fitness. The extensive range of clubs offered (both sporting and creative) allow children to pursue their passions and discover new interests and gives them the opportunity to experience success in different areas. Through these opportunities, children have developed their confidence and motivation, as well as their ability to interact socially. Some children have used these as a platform to pursue their talents away from school too.

Pupils proudly fulfil the wide range of opportunities to be responsible, developing leadership and other personal skills and qualities. These opportunities include roles such as House Captains and Ambassadors, Digital Leaders, Play Leaders and being part of the Community Team.

The school recognises the importance and positive impact of personalised targeted provision, particularly for the most vulnerable pupils. These children are well-supported in school and are able to successfully participate in the whole curriculum. Support for vulnerable learners and their families has been carefully considered and is highly-effective. It includes:

- pastoral year group TAs who mentor individual pupils to support their safety, mental health and wellbeing
- a recently-appointed pastoral co-ordinator who oversees the overall provision for vulnerable learners and provides targeted support for children in key areas across the school, such as Lego Therapy and Boomerang.
- close links with key agencies (Young Carer, Family Information Service, Rugby Children's Centre)

Transition into the school at Year 3 is well-managed, particularly with the large proportion of children who join from AFIS. Children are given lots of opportunities to participate in activities both here and in their own school environment, with some of the current AFJS pupils and their new teachers. Year 6 transition to secondary school is well-supported through:

- meetings with key staff at all receiving schools
- individual additional transition sessions for EHCP pupils with STS
- further visits to secondary schools for the more vulnerable pupils
- the Big School production from the Belgrade theatre
- extra transition work with year group pastoral TA for the more vulnerable pupils
- memories project
- 'Circle of adults' was also used effectively this year to support a key CLA child

Areas for Development

- Implement a discrete PSHE curriculum to meet the changing needs of pupils
- Develop the Pastoral Co-ordinator role
- Implement the new Relationship and Behaviour Policy

Overall judgement and impact – strengths

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, through a concise, specific School Development Plan.

All members of the Senior Leadership Team are well established in their roles and demonstrate a continued drive for personal professional development. As a result, they have established a culture of ambition and community at the school, which is now shared by all stakeholders.

Continued high quality support from senior and middle leaders has ensured that everyone has a clear understanding and ownership of the school's vision, values and direction for improvement.

Middle leadership has further strengthened over the past year and all leaders have a clear understanding of their responsibilities for their subject. Many have driven particular improvements in their subject area this year, which has been an integral part of the whole-school curriculum developments. There is a shared intent for the curriculum with all staff which they are able to apply to their specific subject.

There is an engaging and supporting performance management cycle in place for all staff to ensure they are meeting the professional standards. The performance management process is regularly reviewed by leaders to ensure it has the greatest impact on its staff and it places greater ownership of professional development on staff members. This has provided further opportunities for more personalised CPD.

All school development activities have involved specific consideration of staff well-being to ensure that systems in school are designed to support the work-life balance of staff while not detracting from the focus on continually driving standards and implementing improvements for the benefit of all pupils. School has received a Fair Workload Charter mark as a recognition of their efforts in this area

Governors are also highly effective and share in the passion of the school and the strong ethos and culture set out by all staff. They challenge leaders effectively and have a clearly mapped-out cycle of monitoring which ties in closely with school development priorities and enables them to frequently work alongside leaders across the school to great effect.

The impact of policies and procedures is regularly monitored. Governors review policies regularly and assess 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.

Leaders value the engagement of parents and carers and work hard to create many different opportunities for them to be a part of the school community. Parent questionnaires were completed July 2019 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.

The school's arrangements for safeguarding are effective and there is a vigilant and caring culture in the school, underpinned by the school's robust systems, policies and procedures, which are regularly reviewed and refreshed with staff. There is a strong team of trained DSLs who lead the safeguarding systems in school effectively and ensure that all incidents are followed up and recorded thoroughly. This group of SLT members form a 'Vulnerable Learners' team, who meet every term to pull together information about key children and ensure that everything possible has been put in place to support the most vulnerable pupils.

Areas for Development

Further develop middle leaders

Further develop monitoring of vulnerable learners and assess the impact of this

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 a number of years. The drive for excellence is relentless and is expertly modelled by staff in the school.

This has happened as a direct result of:

- An extremely clear ethos and values which are shared by all stakeholders, resulting in a strong shared sense of belonging
- A highly effective governing body who continue to provide high quality support and challenge to senior and middle leaders, through rigorous monitoring and assessment of the school's processes
- A well thought out and well delivered curriculum which both engages and inspires pupils whilst providing opportunities to develop skills over time. The deputy headteacher has overseen a dramatic push towards the new expectations around Intent, Implementation and Impact and continues to provide guidance to staff, both at Abbots Farm and across the Consortium
- Extremely high expectations of teaching and learning, supported by a progressive performance management cycle. Teaching and learning continues to strengthen as a result of the vast opportunities for professional development delivered by school staff and the commitment towards external collaboration

KEY IMPROVEMENT PRIORITIES FOR WHOLE SCHOOL IMPROVEMENT

2019-2020

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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 |