



Parrett and Axe CEVA Primary School

Summary Self Evaluation Form

2018 - 2019

Updated: September 2018

CONTEXT

On Census Day, October 2018, there were 122 (now on 127) children on roll. In response to our steadily increasing numbers the Key Stage 2 class structure has been re-organised from two to three classes. This has involved a great deal of curriculum re-designing and staff re-structuring but has certainly been a success overall in terms of providing the best education possible for all Key Stage 2 children.

The staff team were acutely aware of the potential challenge presented by our data for 2017 and in 2018 there has been a significant improvement in results in KS2 and therefore combined RWM has improved considerably. Alongside the new head teacher, the staff have been working extremely hard to achieve positive data outcomes in 2018. Subject Leaders are playing a vital role in this school improvement work and there is plenty of evidence from work checks and other sources that progress is being achieved in all areas of the curriculum.

The school middle leaders have contributed to the improved outcomes of the school and this year they will focus on the strategic improvements needed to sustain the improvement. There will this year be a focus on the maintaining of standards and the improvement of writing outcomes in EYFS and KS1.

Disadvantaged

The Pupil Premium group has grown after the school sent out application forms, approximately 19%, and attains at least as well as the other pupils in school in general terms. The Head Teacher reports to Governors termly and the website evidences the impact of the specific funding on the education of this group of pupils in terms of both academic and social outcomes.

SEND

The new SENDCO has settled into her role well and after a difficult start has started to develop the role and her own profile. SEND will be a focus of school improvement this year. A SEND review has been booked with the local authority and we will use the findings to look strategically at the SEND provision in our school. Our SEND children continue to achieve well in all areas of school life and we are delighted whenever an external agency comments on the high quality of provision that we offer. We are a truly inclusive school which brings many challenges but also a great deal of pride in the overall achievements of our most vulnerable children.

Assessment

We are starting to use a SIMs based tracking sheet that will allow teachers to have accurate assessment information at their disposal so lessons can be planned and delivered that meet the needs of the children in the class. The focus in the school development plan will be on writing in the early years and KS1, children working at greater depth and SEND provision across the school.

West Dorset Schools Collaboration

The WDSC will be undertaking lesson studies that will focus on areas of development highlighted by the data of all the schools. These are:

- Boy's writing
- HA RWM
- Girls Maths

In summary 2017-18 was a relatively successful academic year. We continue to have the full support of parents and governors, even in challenging circumstances, as they "trust" us to make the right decisions for the children in our care.

The school has now been awarded a Platinum Award for School Sport. This is an outstanding achievement as only one other Dorset school has this award.

PROGRESS AGAINST PREVIOUS INSPECTION (November 2011) KEY ISSUES	Key Issue	Progress
	<p>Leaders and governors should ensure that:</p> <p>All pupils are challenged and stretched to reach their potential by:</p> <p>Planning and supporting activities to enable all boys to catch up rapidly and reach the standards expected for their age.</p> <p>Ensuring that lesson observations and work scrutiny focus on precise gains in pupils' knowledge, skills or understanding.</p> <p>The additional funding to increase pupils' participation in physical activity and improve their performance in physical education is used in accordance with the guidance as set out by the Department of Education.</p>	<p>We have been developing the depth of the mathematical curriculum so that pupils, especially the most-able, are provided with a greater variety and depth of number problems and puzzles to solve.</p> <p>Mr Harris is secure in his role of maths subject leader and has completed the MaST programme for specialist teachers which will enable him to focus on depth of learning across the school in mathematics.</p> <p>Attainment is now above national expectations 82%</p> <p>The % of children achieving greater depth at KS2 this year has fell and this affected our progress measure in Maths (-2.19). The subject lead is aware of this and the Maths Development Plan will have a focus on HA children.</p> <p>Work checks by subject leaders will focus on the progress of boys and their potential to catch up rapidly. There will be a particularly sharp focus on groups of boys in specific cohorts.</p> <p><u>Boys Achievement 2018 KS2</u> Reading 88% Progress 0.62 Writing 88% Progress 0.06 Maths 75% Progress -0.02 GPS 88%</p> <p><u>Boys Achievement 2018 KS1</u> Reading 67% Writing 67% Maths 75%</p> <p><u>Phonics</u> Boys passed 75%</p> <p><u>EYFS</u> 60% of boys achieved ELG</p> <p>The first cycle of 2018-19 observations and work checks will commence in September and will focus on progress of all children in all subjects. The Middle leaders and Head Teacher will undertake monitoring of planning, marking and assessment to ensure all judgements are accurate.</p> <p>Governors checking the precise impact that planned actions are having on improving pupils' academic achievements.</p> <p>The Curriculum Committee will focus on checking the impact of actions both from the School Development Plan and specific Subject Action Plans.</p> <p>Please refer to Evaluation of PE and Sport Premium Report on our website. There is a clear focus on offering a range of opportunities with the aim of ensuring that ALL of our pupils leave us physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. The school has now been awarded a Platinum Award for School Sport. This is an outstanding achievement as only one other Dorset school has this award.</p>
AREAS FOR WHOLE SCHOOL DEVELOPMENT	<p>Writing – Writing in the EYFS and KS1 to be at National Expectations. The % of children working at greater depth to be closer to national expectations in EYFS, KS1 and KS2.</p> <p>Maths – To increase the progress in Maths towards national expectations. To increase the % of children working at greater depth within the mathematics curriculum to ensure progress is improved at the end of Key Stage 2</p> <p>Assessment –To embed the new assessment system which focus on the use of progress data alongside attainment data in the pursuit of raising standards, including staff training in how to use data to inform their teaching and to develop how this can positively impact upon learning opportunities.</p> <p>Greater Depth – Identifying what a greater depth child looks like, provide relevant training for staff, data between EYFS and KS1 to hone in on EYFS3 pupils to GDS and GDS in KS1 to GDS in KS2 to improve progress</p> <p>SEND – To ensure the SEND provision in school allows SEND pupils to make good progress across all areas of the curriculum.</p> <p>Pupil Premium- For Pupil Premium children to close the gap to Non-Pupil Premium nationally.</p>	

LEADERSHIP/ MANAGEMENT Curriculum Governance Safeguarding Pupil Premium Grade 2	<p>Strengths:</p> <ul style="list-style-type: none"> The curriculum reflects the school's vision for a creative and integrated curriculum. As a result, the new curriculum inspires a thirst for knowledge and love of learning. Curriculum promotes good behaviour and safety and spiritual, moral, social and cultural development. Curriculum takes account of pupil interests. Residentials, curriculum days, sport and a topic based curriculum add to the interest and engagement of pupils. Forest schools will allow pupils to be more confident and engage in different learning styles and methods. The school engages well with parents e.g Phonics and Maths workshops, INSPIRE days, active PTFA Pupils' achievement is also rising because the leadership team is not afraid to take considered risks to innovate in all areas in response to need (e.g. new curriculum, CPA approach to Maths, Find out Friday, Growth Mindset across the school.) Collaboration with the WDSC has had an impact on progress across the school and this has helped raise standards in writing particularly in Y2&6. Governors are knowledgeable about the school and have a clear understanding of initiatives that have been put in place to help narrow the gaps in achievement. There is a good understanding of data and this is helping them to be more focused on outcomes and have a good grasp of key performance challenges for the school and a much sharper understanding of the strengths and weaknesses of the school. As a result, they are making a greater contribution to monitoring effectiveness of our SEP and hold the school to account. E.g. Governors receive documents prior to meeting and this gives them time to raise questions and challenge. Pupil achievement is rising because accountability is now embedded in the school's structures and monitoring systems and leadership is better distributed through middle managers, teachers and support staff. E.g. Pupil Progress meetings hold teachers to account for progress and highlight any interventions that are needed, Middle Leaders conduct learning walks, book scrutiny and planning monitoring linked to a clear monitoring cycle. The achievement of Pupil Premium children is improving and the gap is closing within the school but we now need to focus on progress in line with non-pupil premium children nationally. Reading 76% progress towards FFT20 Writing 76% Progress towards FFT20 Maths 88% Progress towards FFT20 Safeguarding systems are robust. The school uses 'My Concern' safeguarding software which allow staff to report any concern and this can be linked directly to the child and informs the DSL of any fresh concerns immediately. All staff have received level 1 safeguarding (Sept 18) DSLs Level 3 training, Governors have completed level 1 and Safeguarding governor has completed level 3. Two governors and the head teacher have completed Safer Recruitment training. This means that the whole school community are aware of the importance of keeping all adults and children safe.
	<p>Areas for Development: To embed new leadership roles to drive forward effective school improvement</p>
	<ul style="list-style-type: none"> Change TA focus and interventions across the year groups More SEND focused TA support and training regularly across the year Develop the roles of new subject leaders to ensure rapid impact on school standards Ensure the new SMT use their role to bring about outstanding progress
TEACHING, LEARNING, ASSESSMENT Literacy, including reading Mathematics Grade 2	<p>Strengths:</p> <ul style="list-style-type: none"> The positive climate impacts on achievement. See improvement in standards. Behaviour in class is excellent allowing pupils to make good progress. E.g Good to be Green system gives children clear expectations of behaviour. Pupil learning journeys help to focus the children on their own learning and give guidance about how to improve. Children are responding to marking by teachers seen in book scrutinises Children talk about their learning and next steps. Seen and documented on learning walks. Support staff are making a significant impact on learning and on progress. Evidence seen on planning and learning walks Use of AFL strategies means that teachers assess pupils learning and progress with mini plenaries to check on understanding, clear up misconceptions and challenge the pupils to up-level their work. The marking policy gives the pupils understanding of how well they had done and next steps. Work is being marked more regularly. Teachers give the pupils time to respond to feedback and make improvements. The school continues to prioritise the effective use of dialogic marking, by ensuring that pupils have the opportunity to respond. Books are now presented more neatly, and children show more pride in their work. Handwriting is improving. Progress in Reading, writing & maths across the school is good. Our new online tracker has enabled the Leadership Team, subject leaders and teaching assistants to have a better idea about attainment and progress across the school and now individual teachers have greater ownership of that data and focus on the data more regularly.
	<p>Areas for Development:</p> <ul style="list-style-type: none"> Identifying what a greater depth child looks like To ensure the SEND provision in school allows SEND pupils to make good progress across all areas of the curriculum.
	<ul style="list-style-type: none"> Monitoring planning Lesson observations / learning walks Booster groups for potential GDS chn in KS1 and 2 More able workshops (external) Staff Meeting to discuss how it is possible, ahead of lessons, to ensure that TAs have an understanding of the: Concepts and information to be taught Skills to be learned and applied Intended learning outcomes and specific learning needs of the pupils they will work with. Put mechanisms in place to ensure that meaningful feedback from TAs to teachers is able to be shared.

	<ul style="list-style-type: none"> Ensure there is allocated time outside of lessons for TAs and teachers to both plan and review lessons, which is monitored.
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Attendance and punctuality Grade 2	<p>Strengths:</p> <ul style="list-style-type: none"> Positive behaviour for learning is evidenced in class. Children's attitudes to learning are highly positive. Children are keen to learn, engage with tasks and collaborate well – evidence: lesson observations & learning walks. Incidents of low level disruption in class are rare. Pupils have a good understanding of what bullying is and have strategies to cope with it. Pupils and parents have a very good understanding of the school rules and expectations about behaviour. Lots of reward systems and celebrations to reward positive behaviour and behaviour for learning at all times of the school day. E.g. Class Dojo System The councils promote a positive respect for learning e.g the Eco council – litter and recycling and the School Council – anti-bullying. Everyone is involved in and follows our behaviour policy LTS, Office staff, site etc. The parent code ensures that all parents know what the expectations of parent behaviour are. More contact through Class Dojo to home so that parents are more readily aware of poor incidents of behaviour Attendance has improved over the last two years. Attendance at the end of July 2017 was 95.95% compared to 96.5% at the same time in 2018. All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment. The school teaches the children how to stay safe (including E safety) and to be healthy. Planning for individual needs –We work internally and with external staff to address any pockets of poor behaviour (CAMHS, Social Care, Parent Partnership; Art Therapists; Nurture Group, Learning Mentor). There are Behaviour Management Plans shared with staff and parents for some individuals. Teaching incorporates SMSC in lessons & assemblies
	<p>Areas For Development: To improve pupil engagement in class</p>
	<ul style="list-style-type: none"> To engage in lesson study – focus on pupil well being & engagement in class To introduce values at Holly Park – a new value each month To continue to improve attendance even further To begin the introduction of Rights Respecting Schools To monitor and assess behaviour at lunchtimes. To undertake a study that highlights areas for improvement in order to reduce incidents of poor behaviour even further
OUTCOMES Grade 2	<p>Strengths:</p> <p>EYFS Good Level of Development is 67%. There is now a three-year trend of improving data in Early Years.</p> <p>Communication was 93% ↑ which justifies the interventions we have put in place in the Early Years.</p> <p>Year 1 Phonics 85% achieved standard. National average 81% This is a major improvement in our Phonics Score</p> <p>Key stage 1 Progress from EYFS 82% of pupils compared to 83% (Dorset) made expected progress from EYFS.</p> <p>Key Stage 2 How does attainment and pupil progress at my school compare to the national average? Attainment 88% In Reading compared to 75% made expected standard. 35% compared to 28% were greater depth 94% In Writing compared made expected standard compared to 78%. 18% to 20% were greater depth 82% In Maths compared to 77% made expected standard. 6% compared to 24% were greater depth 94% In Science compared to 81% made expected standard 82% In Reading/Writing/Maths Combined compared with 64% made expected standard</p>
	<p>Areas For development: To improve progress even further</p>
	<ul style="list-style-type: none"> To close the gap consistently between disadvantaged children and their peers To improve writing attainment at end of Reception To continue to improve attainment at KS1 particularly at ARE which is below National To continue to improve progress and attainment of PP pupils particularly in writing To improve expected progress in Maths (-2.19 in 2018) To improve the % of hupils working at greater depth at the end of Key Stage 2.

EYFS <i>Grade 2</i>	Strengths:
	<ul style="list-style-type: none"> The increased capacity of leadership and management (Key leader & Lead practitioner) Quality of provision Teaching that nurtures, engages and motivates Activities that meet the needs of the children The quality of phonics teaching Intervention based on the needs of the children The participation and willingness of the children to engage An improvement in the % of children achieving ELG in 2018
	Areas for development: To improve adult child interactions in order to improve outcomes
	<ul style="list-style-type: none"> To improve writing scores at end of EYFS To improve outdoor provision for the EYFS To introduce baseline at the start of reception to ensure assessments are more streamlined To track children from their starting points to ensure children hit targets To participate in WDSC lesson study in early writing
OVERALL EFFECTIVENESS Spiritual, moral, social and cultural <i>Grade 2</i>	Strengths:
	<p>Spiritual</p> <ul style="list-style-type: none"> Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. Our creative curriculum allows children to reflect on the values and beliefs of others today, in different countries and in different periods of history. Guest speakers and visits to places of worship enhance spiritual understanding We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. <p>Moral</p> <ul style="list-style-type: none"> Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems (Class Dojo) our behaviour policy (good to be Green). Pupils apply these principles to their own lives and have high expectations of each other. School Council takes an active role in improving the school and signposting the school to their chosen charities. Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking. Promoting attendance and punctuality ensures pupils recognise the importance of being at school. <p>Social and Cultural</p> <ul style="list-style-type: none"> A 'House' system with termly cross year group challenges allows the children to feel connected and to support each other. There is a healthy sense of competition Inter school competitions and festivals helps the children get involved in local activities with other schools Our Creative curriculum looks at other communities in our world & societies from the past Trips, visits and curriculum days allow the children to experience the wider world Residential visits mean that children can experience contrasting localities to the one they live in British Values are embedded in lessons, assemblies, special event days and displays, they are also focus of the Head teacher's blog. Concerts & shows celebrate a variety of cultures Different languages are on display in all classrooms Displays around the school reflect different languages and cultural backgrounds
	Areas for development: To prepare pupils effectively for life in modern democratic Britain
	<ul style="list-style-type: none"> To embed the use of Growth Mindset across the school To become a rights respecting schools

Evidence to support Summary Evaluation	
Generic	Website Policies Minutes of meetings Questionnaires LA and SEP reports ASP and LA Data Newsletters
PREVIOUS INSPECTION	Ofsted Report April 2016
LEADERSHIP/ MANAGEMENT	SEF Governors minutes of meetings Policies Website Heads report to governors Sip report of visit LA review Parent & Pupil questionnaires Pupil premium reports School Awards - website
TEACHING, LEARNING, ASSESSMENT	Monitoring of teaching & learning Summary of other monitoring (books etc) Lesson Study CPD Case studies
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	H&S Audit Safeguarding Audit Behaviour file Accident books & analysis Pupil questionnaires Minutes of Council meetings – school/eco/learning/Eco Attendance data
OUTCOMES	Raise On Line LA School Profile Year Group transition matrices Summary of year group attainment & progress EYFS attainment & progress of groups Target setting for Y2 & Y6 Moderation reports – internal & external and between other schools Interventions & impact
EYFS	Tracking data Action plan
OVERALL EFFECTIVENESS	2 with a capability to maintain and improve this grading