



Parrett and Axe CEVA Primary School Self-Evaluation Overview September 2018

	Information
Context	<p>On Census Day, October 2018, there were 122 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.</p> <p>The school is has gone through a challenging phase of staff team change with the experienced SENCO "retiring" in April 2017 and the head teacher in August 2017. Mr Simon Smith was appointed as Head Teacher.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The WDSC will be undertaking lesson studies that will focus on areas of development highlighted by the data of all the schools. These are:</p> <ul style="list-style-type: none">• Boy's writing• HA RWM• Girls Maths <p>In summary 2017-18 was a relatively successful academic year. We continue to have the full support of parents and governors, even in</p>



	<p>challenging circumstances, as they "trust" us to make the right decisions for the children in our care.</p> <p>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>
	<p>Focus on Phonics across the school as a priority in 2017-18. Phonic training has taken place and is now being taught across the school including interventions in Key Stage 2 for children who have been identified. Whole school training has taken place led by Local Authority (Leah Forshaw). Staff were made aware of the importance of children securing all phases. Phonics is now being taught across the whole school with interventions taking place in Key Stage 2 for children who have gaps in their phonic knowledge. There will be a phonics session for parents/carers in January where word banks from previous tests will be sent home as well as an explanation of Phonics terms. There is already a focus on Phonics running throughout the teaching with opportunities being taken by the teachers to highlight teaching points e.g. different sounds. Phonics interventions targeting children who are working below the expected standard are taking place in Years 1 and 2. There is also focus now in Reception on the children who have a lack of phonic awareness. Targeted support through trained TAs, class teachers and a speech and language specialist. A spelling scheme is now being used across key stage 2 so gaps can be identified and addressed through targeted intervention. Megan Evans is now the schools Phonics Lead and she will be carrying out a cycle of monitoring in January. A new Phonic Policy has been written and shared with staff.</p> <p>A Phonics meeting has been arranged for Parents of KS1 children. This meeting will explain how we teach Phonics in school and will also inform parents how they can help the school prepare the children for the Phonics test. Parents will also be given phonic materials to help their children prepare.</p> <p>A phonics inspire day has taken place where parents have been invited in to participate in Phonics lessons and find out how we teach phonics across the school. Phonic interventions have worked in UKS2 and the targeted children have secured the missing phonic knowledge. Evidence can be seen in the spelling scores of the cohort. Phonics teaching is still happening in year 3 with whole class reinforcement and targeted interventions.</p> <p>A LEA phonics review of the whole school is taking place to quality assure what we have done. At the present moment in time phonics predictions are ranging from 70% lowest to 85% highest. Even the lowest of these scores will show a significant improvement and will move the school closer or at national standards.</p> <p>Improve achievement across the school with the aim of all pupils making at least nationally expected progress and more pupils reaching the higher levels of attainment by the end of Years 2 and 6. Embed high quality teaching across the school to support all pupils in attaining aspirational personal targets.</p> <p>The school has introduced Quality First Teaching. This will ensure children are given the best teaching consistently. Lesson Observations and book monitoring focus on the differentiation and progress the must be evident in books. A new Marking Policy has been written and shared with staff and governors. It is displayed in all classrooms and this has enabled the children to grasp the new symbols. It also allows teachers to focus on quality feedback whether it be verbal or written. Teachers can quickly mark and identify children who need 'keep up' sessions and these can be carried out</p>



in the afternoon by a teacher or a TA. As a consequence, teacher's workload has not increased but children and teachers are more aware of the progress they are making.

Pupil Progress meeting are now in place and this means that all children can be tracked against FFT20 targets that have been agreed by staff. Any pupil who is at risk of not making progress towards their FFT20 target is discussed and an intervention is started if needed. These children will be closely monitored and discussed at the next Pupil Progress meetings. Any interventions that take place are recorded on PPM forms so they can be monitored.

All teachers have now been observed and the standard of teaching across the school is good. The grade for teaching and learning on the SEF has changed to a 2 as results now relate to the teaching observed in the classroom.

There has been book checks in Maths and Literacy carried out by the subject leaders supported by the head teacher. Governors have also had an opportunity to monitor books at a meeting with staff, this was well attended by governors and was a useful opportunity for discussion between the two groups. Learning walks have been carried out by the head teacher focusing on teaching and learning, the math's lead who focused on the CPA approach, the literacy lead who has focused on guided reading and the literacy governor who focused on reading across the school. The whole staff attended a CPD session led by the Somerset Literacy Network focused on guided reading. As a result of this training the staff and literacy lead have requested we join the Somerset Literacy Network. Funding is tight at the moment so a request to use Category 3 spending money has been requested. SAT preparations will start at the beginning of Spring Term. There will be mock tests followed by an in depth analysis of the papers. Pupils will then be targeted through support and booster sessions. The head teacher will cover Year 6 teacher in the afternoons x2 to allow booster sessions to take place.

We are also rolling out Growth Mindset across the school to help develop the resilience of our children. It has initially been trialled in Kimmeridge class and will now be rolled out across the school.

Planning for next year is already starting and in response to a Pupil View survey we are proposing to make the following changes. There will be no more ability groups for English, we want to move to a new thematic curriculum to encourage total immersion and deep learning. To aid teachers in this new approach for the school. We will be purchasing 'Prospectus Curriculum' that is a planning aid for teachers. After discussion with the Maths lead we will continue ability groups for maths.

This means mixed age classes next year will be based on ability and not age. The proposal is as follows:

Kimmeridge Year 3 + LA Y4
Durdle door Y4+ LA Y5
Lulworth Y6 + HA Y5

Mock SATs results show there will be a considerable increase in the performance of KS2 children. Predictions are.

Reading 88%
Maths 88%
Writing 88% Moderated by LA moderator and collaboration
Spag 94%
RWM 82%

Booster groups will now take place to ensure predictions are met. Focus will now be in on the achievement of Pupils in KS1 and EYFS. Jennie Fellowes will be meeting year 2 teacher to advise on judgements. Key staff will attend writing moderation through LA and Collaboration. Improve the role of middle management across the school to help new head deliver school improvement.



	<p>The head teacher has supported new subject leads to undertake monitoring across the school. A system is in place for when the head teacher is out for teachers to cover. This has given them more responsibility and is helping with their professional development. Further support for the literacy lead will come from the Somerset Literacy Network when we join. The new SENCO is starting her course in the new year and she has been given time to attend SEND network meetings. The school is also paying an experienced SENSS TA extra hours to support the SENCO with paperwork relating to behaviour plans and pupil progress plans.</p> <p>The Literacy lead is attending the Somerset Literacy Network meeting that will have a focus on the delivery of phonics across the school. The Math's Lead will be attending the Dorset Subject Leaders Network meeting. The Literacy Lead will be doing interventions for HA children in Year 6 to ensure they achieve a greater depth in the reading SAT.</p> <p>The school will be taking the lead in lesson studies across the WDSC and this will enable our middle leaders to develop their understanding of strategic thinking.</p> <p>Middle leaders have been working closely with foundation governors and have completed joint learning walks.</p> <p>We will also be focusing on CPA approach in Maths which is included in the Pyramid action plan.</p>
<p>Progress made on previous inspection action points from March 2016</p>	<p>Leaders and governors should ensure that:</p> <p>All pupils are challenged and stretched to reach their potential by:</p> <p>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. The % of children achieving greater depth at KS2 this year has fell and this affected our progress measure in Maths. The subject lead is aware of this and the Maths Development Plan will have a focus on HA children.</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>Planning and supporting activities to enable all boys to catch up rapidly and reach the standards expected for their age.</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>Monitoring activities are sharpened by:</p> <p>Ensuring that lesson observations and work scrutiny focus on precise gains in pupils' knowledge, skills or understanding.</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>The additional funding to increase pupils' participation in physical activity and improve their performance in physical education is used in accordance</p>



	<p>with the guidance as set out by the Department of Education.</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.</p>		
	Strengths	Next Steps	Grade
<p>Leadership and management</p>	<p>The leadership of the school has been effective in tackling recent under achievement throughout the school and this is shown in the data and reports from external visitors.</p> <p>LA advisors SEP</p> <p>In the academic year 2017-18 the school was risk assessed by the LEA as a category 3 school. This means the school was causing concern for the local authority. With support from the LA and a highly focused SDP and accurate and honest SEF the school is now a category * school.</p> <p>The school has a monitoring cycle which lays out milestones for senior and middle leaders. This cycle consists of book scrutinises, planning checks, learning walks, lesson observations, pupil premium meetings and data collection points. This monitoring is discussed at regular middle leaders meeting.</p> <p>The governors of the school are challenging yet supportive and they have a good understanding of the issues the school faces. The head reports to the governors half termly. Documents are sent out well in advance of meeting so they can formulate questions that help them to understand the current situation of the school.</p> <p>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.</p>	<p>Continue to develop highly effective classroom practice in order for achievement to rise over time leading to outstanding outcomes.</p> <p>A focus on the role of middle leadership so it becomes more strategic and secures the improvements that have been made.</p>	2
<p>Teaching, learning and assessment</p>	<p>Planning is highly effective with lesson objectives and success criteria based on the new curriculum.</p> <p>The school has invested in the Prospectus Curriculum. This has allowed the school to adopt a topic based approach to learning.</p>	<p>To increase teachers' confidence in reflecting on their personal practice.</p>	2



	<p>This gives our pupils context for work that they do and also enables the students to immerse themselves in particular topic areas.</p> <p>We are constantly developing a secure assessment system that links marking and success in lessons to a clear tracking system with data that we can analyse for progress. We have a successful intervention system to pick up pupils falling behind their peers. The new marking policy is embedded throughout the school and the children understand how they can improve their work. Teachers are monitoring learning and use catch up sessions to tackle misunderstanding.</p> <p>Teachers check understanding systematically and use questioning well. Basic skills are embedded across the curriculum.</p> <p>The staff team manage behaviour effectively.</p>	<p>To ensure that all staff become more confident in providing learning opportunities for the most able to enable them to gain a deeper understanding.</p>	
<p>Personal development, behaviour and welfare</p>	<p>Behaviour: Pupils are taught what being a good learner means and are willing to ask questions. The vast majority can select resources and work independently. They understand other viewpoints and respect them.</p> <p>Behaviour around the school is generally very good. Pupils are lively but careful of each other in the playground.</p> <p>Our inclusive ethos generally leads to rapid improvement in pupils with the full range of SEND.</p> <p>The school is using the 'Good to be Green' behaviour system, this gives all pupils a set of boundaries and rules that are consistent across the school.</p> <p>Teachers use 'Class Dojo' to reward behaviour and good work. This allows us to celebrate with pupils and importantly communicates pupil achievement to their parents on a regular basis.</p> <p>Personal development and welfare:</p> <p>Pupils state that bullying is not a concern. They know what it is and how to stop it. Questionnaires show that they feel safe and know how to stay safe.</p> <p>SMSC is addressed across the whole curriculum and is a very strong feature of the school.</p> <p>The school encourages a Growth Mind-set in all our pupils this can be seen in displays around the school.</p> <p>The school also encourages a sense of Hyyga (Happiness) that allows a nurturing environment where children are encouraged to take risks in a safe and supportive way.</p>	<p>Our attendance rate is currently above the national average. We are using cross-Pyramid strategies in an attempt to improve it further. We have created a new role of 'School Community Lead' LH will be in charge of developing a 'Rights Respecting ethos within all the school community.</p>	<p>2</p>



	<p>We have an experienced ELSA who can discuss with children any emotional issues they have. All children are monitored and are flagged up if there is a concern.</p>		
<p>Outcomes</p>	<p>EYFS <u>How does attainment compare to the L.A. average?</u> (Good Level of Development) is 67% compared to 70% in Dorset ↑ . The Average Total Score is 25.1 compared to 24.7 ↑ There is now a three year trend of improving data in Early Years. Maths expected 73%, there is a slight downward trend and this has formed part of the subject leaders development plan. Literacy expected 67% ↑ , an improvement on last year. Boys writing 60% is still an area for concern and this is being addressed as the school is part of a lesson study with the WDSC which has this as a focus. Communication was 93% ↑ which justifies the interventions we have put in place in the Early Years. Pupil premium children have been a focus of extra support this year. Maths 100% achieved a GLD ↑ Reading 100% achieved a GLD ↑ Writing 63% achieved a GLD ↑ Communication 100% achieved a GLD ↑</p> <p><u>How did specific groups of pupils perform compared to the L.A. average?</u> Pupil premium children have been a focus of extra support this year. Maths 100% achieved a GLD ↑ compared to 62% Dorset Reading 100% achieved a GLD ↑ compared to 63% Dorset Writing 63% achieved a GLD ↑ compared to 56% Dorset, Communication 100% achieved a GLD ↑ compared with 70% Dorset</p>	<p>Attainment at greater depth will be a whole school focus in all areas and a major focus in maths specifically. Writing standards across the school including spelling and grammar will be regularly checked with explicit reference to Age Related Expectations at Years 2 and 6</p>	<p>2</p>



	<p><u>Key stage 1</u> <u>Attainment</u> 70% In Reading compared to 76% made expected standard. 30% compared to 22% were greater depth 61% In Writing compared made expected standard to 70%. 13% compared to 16% were greater depth 74% In Maths compared to 76% made expected standard. 17% compared to 22% were greater depth 100% In Science compared to 84% made expected standard 52% In Reading/Writing/Maths Combined compared with 62% made expected standard <u>Progress from EYFS</u> 82% of pupils compared to 83% (Dorset) made expected progress from EYFS.</p> <p><u>Year 2 Phonics re-takes.</u></p> <p>100% passed retake</p> <p><u>Year 1 Phonics 15 pupils</u></p> <p>85% achieved standard. National average 81%</p> <p><u>Key Stage 2</u> <u>How does attainment and pupil progress at my school compare to the national average?</u> <u>Attainment</u> 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 <u>How did specific groups of pupils perform compared to the L.A. average?</u> <u>Disadvantaged</u> No PP children this year <u>Gender</u> <u>Reading</u></p>	<p>Improved results in Key Stage 2. Above national expectations in all subjects. Vast improvement in Writing and SPAG.</p>	
--	--	--	--



	<p>In Reading 88% of boys compared to 71% meeting ARE. 89% of girls compared with 78% meeting ARE 25% of boys compared with 25% achieved higher standard. 44% of girls compared with 32% achieved higher standard</p> <p>Writing In Writing 88% of boys compared to 72% meeting ARE 100% of girls compare to 84% meeting ARE 13% of boys compared with 15% achieved higher standard. 22% of girls</p> <p>Attainment In Reading the Average Scaled Score is in 107 +4 In Writing the % attaining Expected Standard is 94% In Spelling and Grammar the Average Scaled Score 107 +5 In Maths the Average Scaled Score is 104+2 The % meeting the Expected Standard in Reading, Writing and Maths is 82% +47%</p> <p>Progress In Reading 0.48 +3.58 In Writing 0.28 +5.48 In Maths -2.19 -0.2 How are we performing in different subjects?</p> <p>Science 94% of pupils met required standard +6%</p> <p>Do we have any under-performing groups of pupils? SEND (3 pupils) Reading ARE 67% Reading Scaled Score 99 Reading Progress 3.2 Writing ARE 67% Writing Progress 3.22 Maths ARE 0% Maths Scaled Score 96 Maths Progress 0.38</p> <p>Lower Attainers(1 pupil) Reading ARE 0%</p>	<p>Progress in maths is a focus for the SDP 2018-19 for both the school and WDSC. The progress was affected by a number of girls who were given level 3 in KS1 and did not convert to working above at the end of KS2. The progress for higher achieving pupils in Maths is also a priority of the SDP 2018-19</p>	
--	---	--	--



	<p>Reading Scaled Score 97 Reading Progress 6.34 Writing ARE 100% Writing Progress 14.54 Maths ARE 100% Maths Scaled Score 97 Maths Progress 6.33</p> <p><u>Middle Attainers (6 pupils)</u> Reading ARE 83% Reading Scaled Score 103 Reading Progress 0.16 Writing ARE 83% Writing Progress 0.86 Maths ARE 67% Maths Scaled Score 100.8 Maths Progress -1.4</p> <p><u>Higher Attainers (10 pupils)</u> Reading ARE 100% Reading Scaled Score 110.4 Reading Progress 0.10 Writing ARE 100% Writing Progress 0.10 Maths ARE 100% Maths Scaled Score 100.8 Maths Progress -3.51</p>		
Overall Effectiveness	<p>Outcomes in KS2 are above national expectations and around at national expectations in KS1 and EYFS. There has been an improvement in progress from EYFS to and of KS1 and the school is now at national expectations. Teaching observed has been good with excellent practice being observed. The school had many visits from LEA advisor and SEP, their reports agree with all judgements and show the school has capacity to head towards Outstanding provision.</p>		2