

St Clare's primary School – Self Evaluation Summary – Autumn 2017

Context	St Clare's is Catholic Primary School which puts the children at the heart of the school. Major strengths of the school are Talk for Learning (this is a style of pedagogy) and Coaching. We have welcomed other practitioners from across the country to see us in action. We are part of an Academy Trust which is currently undergoing change and expansion.	
Development Plan Summary	Key Issue 1: To raise attainment in phonics and reading to Expected Standard to be in line with National.	
	Key Issue 2: To raise attainment in Maths focussing on reasoning skills.	
	Key Issue 3: Engagement of parents in children's learning to promote achievement and progress.	
	Key Issue 4: Raise the profile of the what bullying is and how the school community can deal with it.	
	<p>To do this we need to:</p> <ol style="list-style-type: none"> Provide early phonics teaching which equips children with the phonological skills to segment and blend words for reading. Send phonics cards home, pseudo-words and undertake half termly assessments in KS1. DHT released to work 4 x a week with KS1 staff to deliver phonics teaching across a range of phonics phases. In KS2 daily peer tutor spellings of year group words. Discrete teaching of spelling patterns, reinforced through regular homework. Peer Tutor reading sessions across year groups. Reading related/comprehension homework across the school to involve reasoning (Maths). Question analysis of Maths & reading papers at the end of each term to identify and address any gaps. Rainbow Grammar training for all teaching staff. Develop a consistent approach across the school in the teaching of grammar. Increase events during and after the school day for parents and families to attend. Increase the number of parents actively involved with the PTA. Raise awareness of what bullying is and how to deal with it. Achieve Beyond Bullying Award. Participate in the DFE Learn Equality Live Equally project. 	
Progress against previous inspection key issues	Key issues from last inspection	Summary of progress
	<p>Achievement in mathematics is not yet as good as in English. Work in lessons is not always hard enough, particularly for those of lower and middle ability, and pupils do not get enough chance to develop their mathematical skills in other subjects.</p> <p>In Reception, teachers' planning does not give equal importance to the different areas of learning, and does not always link the skills promoted indoors to outdoor activities so that children can rapidly develop them.</p>	<p>Clear Calculation Policy in place. Book scrutiny & lesson observations confirm pre-task assessment (cold tasks) enables teachers to plan for appropriate pitch and challenge in Learning Journeys. The gap between English and Maths at Expected Standard at the end of KS2 has closed. Reasoning skills (reading) need to be developed further in order for the gap to close at greater depth in Maths.</p> <p>Trust audit (Au 2016) and reports (Health Checks 2015 & 2016) on EYFS developments show marked improvements linking indoor and outdoor learning by theme. Resources purchased to enable better provision.</p>
External Evaluations/ Reports on the school	Evaluation/Source	Notes/Judgement
	Forest Way "Health Check"- external consultant (2016)	Leaders understand the need to raise standards and have plans to address these. They have an accurate view of the teaching, learning and assessment. Further evidence of monitoring and evaluation to show challenge as well as support. School not at risk of being a coasting school. Impact of Head Teachers absence at the end of academic year 2015/16 on leadership and management and need to further develop middle leaders.
	Peer Accountability Reports – Head Teachers within the Trust	Continue to raise attainment levels in KS1 phonics screening and EYFS GLDs to be at national level. AT KS2 raise standards to be in line with national levels particularly in reading.
	Coaching Accreditation	The school uses coaching methods consistently at all levels. Governors, SLT, teachers, TAs and support staff understand what coaching is. Staff use this to develop themselves and others in order to impact positively on pupil progress and attainment. The school is classed as Being a Coaching School.
Leadership & Management Grade 2	Strengths	Areas for development
	Leaders and governors have established a strong coaching culture that enables staff and pupils to excel as it is unapologetically striving for ongoing improvement and development. As part of the ongoing CPD a Middle leader, Deputy Headteacher and Chair of Governors have been trained as lead coaches. To maintain the planned monitoring cycle through coaching and record keeping. - This is continuing to be rigorous and shows a marked improvement in the quality of teaching observed.	Coaching for TAs in triads has begun, this now needs to become embedded and paperwork shared with SLT. New Deputy in post from Aug 2017 (however is experienced in the role of DHT) CPD required for Coaching and Talk for Learning. DHT to work with EYFS staff to further improve implementation of planning and provision.
	Governors are capable and enthusiastic and are increasingly challenging each other as well as the Head Teacher through thorough questioning. (Skills audit and HT report created through the questioning). Governors are asking questions to the Head and Teaching staff which is recorded in HT report to Governors and visit reports.	Ensure all governors are playing an active role and answerable to their colleagues (responsible to feedback information to other Governors for them to be able to question – through Coaching strategies). Need to ensure Governors are fulfilling their commitments with class visits by completing reports and feed-back to the Full Governing Body.
	All teaching staff are aware of the school priorities and what needs to be done to achieve them due to effective CPD (coaching and monitoring feedback), development of middle & aspiring leaders who are skilled to take on whole school initiatives. Staff development has enabled the following to go on for promotion: Deputy Head took up Headship April 2017, SLT to University Lecturer, SLT to Assistant Head.	Target Tracker as a tracking tool has been in place since January 2017. Ensure that all teaching staff are clear, accurately track the pupils on the app and use the information gathered to inform future planning, through mentoring with Assessment Coordinator as required.
Teaching, Learning & Assessment	Strengths	Areas for development
	An increase of good or better teaching in Au 2015 of 71% to 87.5% in Au 2016 and 100% Su 2017.	Teachers to develop opportunities for comprehension and reasoning skills (Maths word problems) in timetabled guided reading.

Grade 2		In KS2 staff to discretely teach spelling patterns. Staff to engage and support parents in promoting reading at home, through meetings, workshops and 1 to 1 discussions.
	100% of lessons observed in Au 2017 had good or outstanding climates for learning (teacher expectations, pupils attitudes, resilience, equal opportunities). Homework books and impact have been evaluated- the books ensure all homework is kept together, parents can see where their child is doing well or needs additional support, method of communication between home and school.	Consistent use of marking policy by staff and pupils in every book (book scrutiny/reviews). Where teaching is less than good an agreed date and focus for review has been set, within two weeks.
	Talk for Learning pedagogy engaging ALL learners to be active participants and contributors (Inc. peer tutoring in spellings and opportunities for wider reading). Core skills are applied in cross curricular learning. – English skills are being applied in other subjects, this has been commented on by the recent LA moderators (2017). Maths cross curricular days take place half termly - maths work is recorded in topic books (impact to be evaluated).	For children to have opportunities to learn spelling patterns through peer spelling and discrete teaching. Book reviews to identify cross curricular Maths and the impact on progress to be evaluated. Question analysis of reading and maths papers to identify gaps in children's learning.
Personal Development, Behaviour & Welfare	Strengths	Areas for Development
Grade 2	Bullying incidents are low but when they occur are dealt with through effective policies and staffing (2x trained Emotional Literacy Support Assistants & Counsellor to support the children). Training from Kidscape for parents, pupils and staff on tackling bullying took place in Summer 2017. Staff training from Samaritans on mental health took place Summer 2017. The school is involved in the Learn Equality Live Equally DFE project. The training has meant that staff and pupils promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientation (and other groups) through their words and actions.	The school is in the process of applying for the Beyond Bullying Award to highlight the importance the school places on tackling bullying issues and keeping children safe. Attendance has improved however was still below for Free School Meal children last academic year – this is being tackled through use of the EWO and monitored ongoing by PP Champion. (Current figures all 97.67%, SEND 96.15%, FSM 98.16%).
	Attendance for 2016/17 was only slightly below National target (95.98%, Nat 96%). Current attendance All 97.67%, SEND 96.15%, FSM 98.16%. The use EWO and staff conversation with parents has contributed to this improvement. Pupils value their education and few are absent or persistently absent. Breakfast club in place with free places offered to Pupil Premium children. This ensures children are in school on time and have been fed.	Children to use their confidence in applying core skills to all areas of learning and raising their own expectations. Through cross-curricular maths days, GAPS writing sheets in books where writing takes place, peer and self-marking.
	Confident articulate children contributing to school policy such as anti-bullying, homework and behaviour. School council and chaplaincy team keep minutes of their meetings. The children are confident and proud of their school this has been commented on by visitors to the school, external consultants and feedback from trips/visits. Pupils impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. The vast majority of pupils are self-disciplined, incidents of low level disruption are rare.	Develop a clear career programme for pupils raising their aspirations for their futures. Invite parents to attend a careers session either to contribute through presentations on their jobs or to be able to have conversations with their child about their ambitions. Year 6 pupils to be greeters at Reception over lunchtime. Uniform policy to be consistently applied by staff with reminders to parents
Outcomes for pupils	Strengths	Areas for Development
Grade 2	School data closed the gap significantly to national at KS2 and was above at Greater Depth in writing and Grammar, punctuation & spelling. Across almost all year groups in a wide range of subjects pupils make consistent progress developing secure knowledge, understanding and skills considering their different starting points.	KS1 & 2 standards in attainment for children at Expected Standard in line with National through Deputy being released to support Y2 children and phonics in KS1, parallel teach English in Year 5. One SLT released two days a week to parallel teach with Year 3 in Maths and support reading and writing in Year 6. 2016/17 data showed that this structure closed the gap for those pupils involved.
	Current Year 3 end of EYFS 30% achieved GLDs end of KS1 combined 40% at ARE, increase of 10% of cohort achieving ARE, closing the gap to their peers nationally. Release of two SLT enabled the gap to be bridged (Year 2 phonics retake was above national which was supported until Easter 2017 by one SLT) and is continuing in Maths this academic year.	Catch Up programme to continue for Pupil Premium children targeting progress in Maths and Reading. Ensure that Pupil Premium children close the gap to their peers reporting to PP champion half termly.
	Progress in Ks1, with phonics screening in 2017 being the best in three years, an improving picture over this time. Year 2 retakes have been above national & local authority for three years due to the targeted support provided over the two year in KS1.	Develop opportunities during the school day to read a variety of texts for various purposes (comprehension, word problems). Timetables to outline this, reading corners visible and attractive in every class, classes timetabled to use the library, parents invited in to school to read with their child.
EYFS	Strengths	Areas for development
Grade 3	EYFS year-end data showing an improving picture over the last three years with 2017 being the best in 3 years (32.5% increase since 2015). Effective self-evaluation has led the school to put together an effective action plan to improve provision including the training and development of staff which is improving the outcomes.	Planning with children so they can offer suggestions of what they would like linked to the topic. Summary of children's interests (from conversations with parents) to inform planning.
	Children are motivated and interested in a range of activities and are keen learners, they listen carefully to adults and each other. Children's behaviour is good and shows that they feel safe. This is evidenced through observation (lesson & assessment information), R Time involvement and conversations with pupils.	Increase the % of pupils achieving GLDs to be at least in-line with national through planning and provision (DHT to work closely with the team).

	Children's writing, writing stimulus and resources are readily available and provide increased opportunities for writing and mark making.	To ensure the EYFS environment is organised so that learning inside is also reflected outside, develop support staff to assist in this (through Coaching).
Overall effectiveness: Safeguarding: Good, SMSC: Good, Overall judgement: Good		