

School on a page self-evaluation - Kilham CE Primary Junior School

Current Context: School currently over capacity, 138 on roll including 11 p/t nursery. Mobility fairly high. Reorganisation of class structure took place in 2015/16 and uses PP/SEND funding to ensure all classes under 30. Financial planning suggests school is able to support 5 classes for next 3 years due to increased numbers. Impact of small cohorts on results is exaggerated by overlaps between SEND and PP. PP = 20%, increased over last 5 years. 42% of PP pupils on SEND register. 42% of PP pupils live outside the village. Intake continues to change in light of enlarged catchment area with decreasing 'on entry' attainment. Structural leadership changes since last Ofsted, one NQT.

Outcomes - Good	Quality of teaching, learning and assessment - Good	Personal development, behaviour and welfare - Outstanding	Quality of leadership and management - Good	The effectiveness of early years provision - Good
<p>Evidence:</p> <ul style="list-style-type: none"> 2017 Attainment at KS2 Exp+ RWM improved to 60% KS2 Reading dipped 2016 but improved to 80% in 2017 GPS, R & W all individually above/in-line with national 2017 KS2 confidence band intervals for all progress measures cross zero and not sig. different from national School initiatives in Writing have ensured attainment now matches Reading by end of KS2 No significant issues emerging from KS1 data Children make good progress in phonics with consistent outcomes – 5yr upward trend 'School has excellent understanding of complex data sets. No concerns of real significance' including progress of different groups; disadvantaged, SEN, more able (SIP) – <i>though progress of disadvantaged lower than that of non-disadv.</i> 	<p>Evidence:</p> <ul style="list-style-type: none"> Carefully planned and differentiated curriculum offers breadth/balance; topics & cross-curricular learning Excellent subject knowledge displayed by teachers leading to clear, confident explanations Effective feedback/response routines encourage self-correction to accelerate progress. Progress and attainment tracked carefully through embedded systems. Rich variety of teaching styles and lesson structures leading to enjoyment of learning Rich curriculum and extra-curricular provision leads to willing, committed learners High expectations create extremely positive attitudes Time is used effectively throughout the school day All teaching is good or better, with increasing outstanding elements Support staff effectively deployed 	<p>Evidence:</p> <ul style="list-style-type: none"> Behaviour for learning is exemplary; children engage with enthusiasm and talk confidently about their work – this impacts on progress Attendance trend consistently above national average Excellent standards of behaviour have been maintained since last inspection Bullying and other logged incidents are rare and dealt with proactively Pupils understand how to keep themselves safe Pupils make healthy choices regarding exercise and participation in purposeful activity Pupil welfare a priority with 2 trained DSLs and ELSA support Strong ethos throughout based on Christian values Relationships are outstanding School provides a safe, secure and caring environment for learning 	<p>Evidence:</p> <ul style="list-style-type: none"> Head teacher provides strong leadership and direction (LA adviser 30/11/17) High expectations set for staff using effective appraisal for teachers' career phase and CPD Safeguarding is effective with well-trained, vigilant staff SLT is developing into effective unit – English leader's initiatives had positive impact on Reading results at KS2 and on Writing over last 3 years – Maths leader currently undertaking further, specialist CPD with Maths Hub SLT monitoring activity now effectively identifies strengths and weaknesses in practice – regular feedback given Relationships throughout school are excellent and support pupil progress Broad skill-set on governing body and effective committee structure holds school to account Strategic planning is focused and prioritised 	<p>Evidence:</p> <ul style="list-style-type: none"> EYFS is well led and managed Effective self-evaluation of EYFS means priorities identified and plans in place to improve provision further Children make good progress through Nursery and Reception – teaching is good All adults have high expectations of children Distinct areas of provision in EYFS unit offer broad range of activities. Children are motivated and keen. Provision outdoors is improving with further plans over next 2 years through capital projects Behaviour is outstanding Parents regularly contribute to assessments and 'Learning Journeys' Relationships with parents are excellent Safeguarding effective in EYFS
<p>Areas for development</p> <ul style="list-style-type: none"> KS2 Maths attainment slightly below national <i>though progress in-line</i> Improvement of KS1 Reading a priority 	<p>Areas for development</p> <ul style="list-style-type: none"> Increase outstanding elements Find opportunities to share outstanding practice Ensure stable provision through deployment 	<p>Areas for development</p> <ul style="list-style-type: none"> Maintain the improved, high quality learning environment to contribute to achievement and link explicitly to school's Christian values 	<p>Areas for development</p> <ul style="list-style-type: none"> Build upon current self-evaluation so all know strengths/weaknesses and how to improve Further develop distributed leadership & collate SEF evidence 	<p>Areas for development</p> <ul style="list-style-type: none"> Improve rigour and accuracy of EYFS assessment & induct NQT Improve outcomes across ELG's in 2018

Overall Effectiveness – Good: The quality of teaching and learning is at least good. All other key judgements are at least good. Pupils' spiritual, moral, social and cultural development are promoted consistently across school. Safeguarding is effective. (Verified by LA Reports, Date sets, previous OFSTED, self-evaluation, SIAMS report).

Evidence: LA Category of Schools letter – March 2017 = "Securely Good, 2a"; Self-evaluation of above grades verified by Primary Adviser in data-visit report of 15.11.17; Previous Ofsted Inspection 26/3/15 = 'Good with Outstanding features'; Previous SIAMS inspection report = Good for all key judgements.