

# Self- Evaluation Summary (SES)

## September 2018

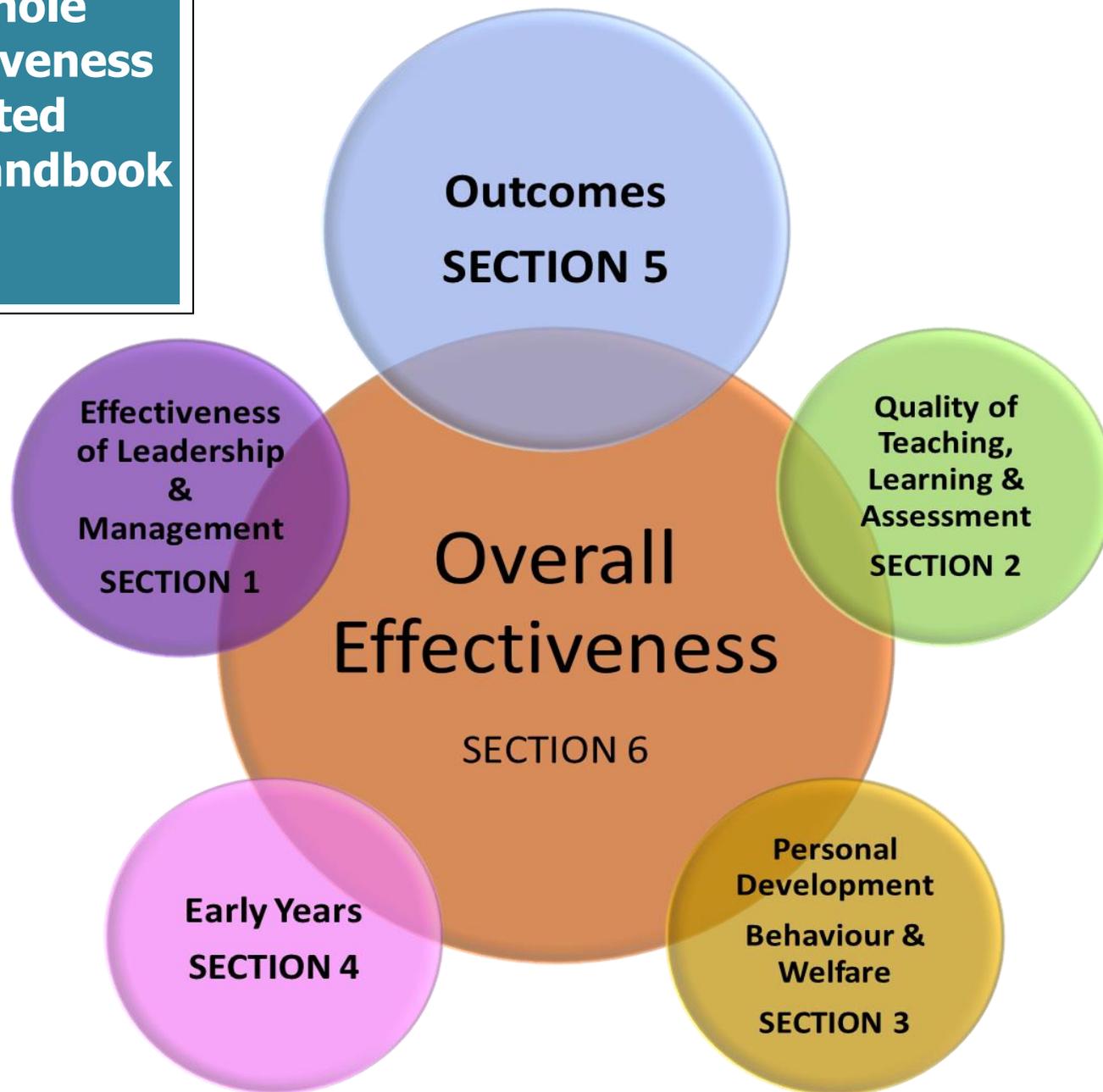
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*Using the New Inspection Framework – September 2016*

# ***Brimrod Primary School***

***Evans, Choi, Mullin- ECM Education***

**Evaluating Whole  
School Effectiveness  
Using the Ofsted  
Evaluation Handbook**



## Characteristics of the school:

Summary of the school: (Accurate according to ISDR v1 November 2018)

The proportion of girls is in the top 20% of schools nationally at 56.2% and has been for 3 years. The school is in the top 40% of schools for FSM and is in line with the National average at 27.5%. This is a drop on 2016 and 2015. The school is in the top 20% of schools for pupils who English is not the first language at 77% (21% national). 11.5% of pupils are identified by school as SEN Support. The school has a high number of pupils with an EHC or statement (top 20% of schools) at 2.2%. The school's deprivation factor is above average and in the top 20% of schools (0.3). The school is in top 20% of schools for EAL at 74.3%.

Year Group Data:

The numbers in each cohort has stayed very similar to previous year groups as the school's PAN has maintained at 30.

The % of girls in each cohort is higher than the national average.

EYFS – 53%

Y1 – 46%

Y2 – 66%

Y3 – 60%

Y4 – 53%

Y5 – 56%

Y6 – 53%

The % of FSM is higher than national.

EYFS – 0%

Y1 – 20%

Y2 – 26%

Y3 – 26%

Y4 – 33%

Y5 – 23%

Y6 – 33%

The % of SEN is highest in the current Y3 & Y4 class and is above national. There are 1 CLA children in Y3 also. The % of EAL children in each cohort is significantly above national

EYFS – 6% 60%

Y1 – 3% 76%

Y2 – 10% 73%

Y3 – 14% 75%

Y4 – 16% 76%

Y5 – 13% 80%

Y6 – 20% 63%

There has been greater mobility in recent years than previously. Using in school data, the following % of children have been in school since EYFS (Y1-Y3) or since starting KS2 (Y4-6)

Year 1 – 100%

Year 2 – 76%

Year 3 – 85%

Year 4 – 96%

Year 5 – 96%

Year 6 – 86%

Summary of Prior Attainment:

GLD in 2018 rose from 53% to 67%. In reading, Y1, Y2, Y5 and Y6 were well below national for prior attainment; In writing, Y1, Y2, Y5 & Y6 were well below national expectations for prior attainment; In Maths, Y1, Y2, Y3, Y5 & Y6 were well below national expectations for prior attainment.

Summary of Exclusions and Absence:

There were no permanent exclusions for the last 3 years. There have been no permanent exclusions during the current academic year.

In 2016/2017, there were no fixed term exclusions.

#### **Other School Characteristics:**

1. The current HT has been at the school since September 2016. The HT restructured the school in April 2017 merging TLR positions into an Assistant HT role. The current DHT joined the school in January 2017. The AHT has been at the school for over 8 years.
2. The school has a dedicated Family Support Worker.
3. 65% of teachers are new to the school or have joined the school since the last inspection. There are 16 Teaching Assistants in school and many have been at the school for a number of years.
4. There are 2 RQT's who completed their NQT in school.

#### **Most recent Ofsted inspection outcomes:**

**Inspection date: 19<sup>th</sup> – 20<sup>th</sup> November 2014**

**Overall Grade: 2**

#### **Key Action Points:**

- Improve the quality of teaching to outstanding in order to raise standards and achievement, including in the early years by: - ensuring tasks and activities set for pupils consistently challenge them to do their best - extending the good practice seen in the marking of pupils' workbooks in literacy to other subjects.
- Improve progress and raise standards in reading by: - ensuring there is more adult support available to pupils during reading sessions - providing a greater focus on reading in classrooms and in shared areas of the school.
- Extend the monitoring role of middle leaders, including in the early years, so that they have a greater impact on the achievement of pupils and whole school improvement

#### **Accreditations and awards**

- Bronze Stonewall Award - £0
- 360 Online Safety Award - £600

## Contextual Information (Good practice to update with every review of SES).

| <b>School Context Overall</b>   |           |  |
|---|-----------|--|
| Current Year 2018 - 2019 Term SPR   |           |  |
| Number on roll  | 229       |  |
| %Girls/Boys   | 56% / 44% |  |
| % Disadvantaged (Pupil Premium)   | 21%       |  |
| % Cared for children  | 1%        |  |
| % EAL   | 73%       |  |
| % of pupils SEND  | 11%       |  |
| <b>Other contextual information:</b>  |           |  |
| <b>Staffing changes:</b>  |           |  |
| <p>There have been 7 new teaching staff appointed since the previous inspection. The HT and DHT have been appointed since the previous inspection. The HT has been in post since 2016 and the DHT since 2017. The AHT has been at the school for over 8 years. The number of TA's has reduced at the school since the HT started in 2016.</p> |           |  |

### Class Context

| Year | Number on roll | % Boy/Girl | % Pupil Premium | % DSEN | % EAL | Number of Cared for children |
|------|----------------|------------|-----------------|--------|-------|------------------------------|
| N    | 18             | 43 / 57    | ---             | ---    | 57    | 0                            |
| R    | 30             | 47 / 53    | ---             | 6      | 60    | 0                            |
| Y1   | 30             | 54 / 46    | 20              | 3      | 76    | 0                            |
| Y2   | 30             | 33 / 67    | 26              | 10     | 73    | 0                            |
| Y3   | 28             | 40 / 60    | 26              | 14     | 75    | 1                            |
| Y4   | 30             | 47 / 53    | 33              | 16     | 76    | 0                            |
| Y5   | 30             | 44 / 56    | 23              | 13     | 80    | 0                            |
| Y6   | 30             | 47 / 53    | 33              | 20     | 63    | 0                            |

## Brimrod Primary School Self- Evaluation Summary (SES)

| Effectiveness Leadership & Management  |  | Quality of Teaching, Learning & Assessment   |   |
|--|--|--|---|
| Aspect of Leadership & Management:   | Judgement  | Aspect of Quality of Teaching, Learning & Assessment   | Judgement   |
| High expectations, direction and positive impact   | 2  | Teachers' Subject Knowledge and use of Questioning   | 2/3   |
| Robust self-evaluation and strategic planning –Securing improvement in teaching, learning and outcomes, including for disadvantaged pupils   | 2  | Teachers' Planning & Management in Lessons   | 2   |
| Monitoring for Improvement in teaching: Performance Management & the Professional Standards  | 2  | Teachers' High Expectations  | 2   |
| Governors deployment of their duties   | 2  | Teachers Deepening, Challenging & Supporting Learning  | 2/3   |
| Pedagogy, positive climate and innovation  | 2  | Impact of Teachers' Assessment & Feedback on Pupils' Learning  | 2   |
| Impact of the curriculum   | 2  | Impact of Homework   | 2   |
| SMSC & British Values  | 2  | Teaching of Key Subjects & Skills  | 2   |
| Equality of opportunity for all  | 2  | Pupils' Resilience, Enjoyment of and Interest in their Learning  | 2   |
| The effectiveness of safeguarding procedures   | 2  | Teachers' Promotion of Equality & Diversity and the Impact of this on Pupils' Learning   | 2   |
| Protecting Pupils from Radicalisation & Extremism  | 2  | Support for Parents  | 2   |
| <b>Overall best fit judgements on the Effectiveness of Leadership &amp; Management</b>   | <b>2</b>   | <b>Overall best fit judgements on the Quality of Teaching, Learning &amp; Assessment</b>   | <b>2</b>  |
| Key Strengths  | Key Areas for Development  | Key Strengths  | Key Areas for Development   |
| <ul style="list-style-type: none"> <li>High expectations and positive climate permeate the school</li> <li>Governors increasingly hold the HT to account for the performance of the children</li> <li>Safeguarding is effective</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum improvement <b>in Dt</b> and <b>RE</b></li> <li>Eradicating differences in attainment and progress of Disadvantaged pupils in KS1, Maths KS2 and phonics Yr1.</li> </ul> | <ul style="list-style-type: none"> <li>Overall, teachers planning is effective in helping children learn well.</li> <li>Overall, teachers subject knowledge is secure or improving.</li> <li>Feedback is becoming more effective across the school and where needed is improving.</li> </ul> | <ul style="list-style-type: none"> <li>To improve the level of challenge in lessons with a focus on middle attaining children / prior middle attaining children</li> <li>To improve teacher's questioning skills so they can reshape tasks and learning in lessons</li> </ul> |

## Brimrod Primary School Self- Evaluation Summary (SES)

| Personal Development, Behaviour & Welfare   |   | Outcomes for Pupils   |  |
|---|---|---|--|
| Aspect of Personal Development, Behaviour & Welfare   | Judgement   | Aspect of Outcome for Pupils  | Judgement  |
| Pupils' Attitudes to Learning & the Impact of this on their Progress.   | 2   | Progress across the curriculum  | 2  |
| Preparation for the Next Stage of their Education, Employment or Training.  | 2   | Disadvantaged pupils' progress across the curriculum  | 2  |
| Pupils' Attendance  | 2   | Above Average Progress  | 2  |
| Pupils' Conduct, Self- Discipline and Behaviour   | 2   | Progress in comparison to national (including disadvantaged pupils)   | 2  |
| Pupils' Health, Welfare, Well-Being & Safety  | 2   | Reading & Phonics Skills  | 2/3  |
| Impact of anti- bullying approaches   | 2   | Pupils' Ability to Communicate their learning   | 2  |
| Pupils' SMSC & British Values   | 2   | Attainment  | 2/3  |
|   |   | Preparation for the pupils' next stage of their education, learning or employment   | 2  |
| <b>Overall best fit judgements about Personal Development, Behaviour &amp; Welfare</b>  | <b>2</b>  | <b>Overall best fit judgements on Outcomes for Pupils</b>   | <b>2</b>   |
| Key Strengths   | Key Areas for Development   | Key Strengths   | Key Areas for Development  |
| <ul style="list-style-type: none"> <li>Accurate and comprehensive safeguarding records are kept.</li> <li>Incidents of bullying or use of derogatory language is low/rare.</li> <li>The school is an orderly environment where high expectations of behaviour permeate the building.</li> </ul> | <ul style="list-style-type: none"> <li>To improve overall attendance for key groups e.g. boys, EYFS</li> <li>To reduce persistent absenteeism to below national average.</li> <li>To implement strategies to improve children's mental health &amp; well being</li> </ul> | <ul style="list-style-type: none"> <li>Progress across KS2 is strong over time.</li> <li>Attainment in reading has risen over 3 years across both KS1 and KS2</li> <li>Overall, Disadvantaged children's attainment and progress is improving.</li> </ul> | <ul style="list-style-type: none"> <li>Raise the % of children achieving the phonic screener check to 80% overall; Boys to 70% and Disadvantaged to 80%</li> <li>Raise the attainment in writing in KS1 overall with a particular focus on boys.</li> <li>Raise attainment in Maths in KS2 with a focus on girls and disadvantaged</li> <li>To increase the rates of progress in KS1 in all core areas from starting points in EYFS</li> <li>To increase the rates of progress in KS2 in Maths with a particular focus on girls and disadvantaged</li> </ul> |

## Brimrod Primary School Self- Evaluation Summary (SES)

| Effectiveness of Early Years   |  |  | Overall Effectiveness  |  |  |
|--|--|--|--|--|--|
| Aspect of the Effectiveness of Early Years:  |  | Judgement  | Aspect of Overall Effectiveness:                               | Judgement  |  |
| <b>Outcomes</b>  | Pupils rates of progress and development of key skills   | 2  | Teaching, Learning and Assessment                              | 2  |  |
|  | Attainment Gaps closing  | 2  | All other Key Judgements                                       | 2  |  |
|  | Pupils' interest, motivation and attitudes to learning   | 2  | SMSC & Physical Well-being                                     | 2  |  |
| <b>Quality of Teaching, Learning &amp; Assessment</b>  | Learning Environment, the curriculum and imaginative experiences                                       | 2  | Safeguarding   | 2  |  |
|  | Teaching impact  | 2  |  |  |  |
|  | Assessment, quality of observations and planning   | 2  |  |  |  |
| <b>Personal Development, Behaviour &amp; Welfare</b>   | Positive behaviour, health, safety and well-being  | 2  |  |  |  |
| <b>Effectiveness of Leadership &amp; Management</b>  | Engagement with parents and carers   | 2  |  |  |  |
|  | impact of leaders actions on pupil outcomes, including securing Improvement in the Quality of Teaching | 2  |  |  |  |
| <b>Overall best fit judgement about the Effectiveness of Early Years</b>   |  | 2  | <b>Overall best fit judgements about Overall Effectiveness</b> | 2  |  |
| Key Strengths  |  | Key Areas for Development  |  | Key Strengths  |  |
| <ul style="list-style-type: none"> <li>The children's progress from a low starting point</li> <li>Improvements in the GLD</li> <li>The impact of CPD on outcomes and teaching &amp; learning.</li> </ul> |  | <ul style="list-style-type: none"> <li>Reducing the gaps between boys / Disadvantaged children's attainment and national</li> <li>To maintain and embed improvements to teaching and learning made in 2017/2018 with adaptations for identified groups</li> <li>To improve the outdoor environment.</li> </ul> |  | <ul style="list-style-type: none"> <li></li> <li></li> </ul> |  |

# Brimrod Primary School Self Evaluative Commentary

## Self-Evaluation Commentary (SES) in relation to the Effectiveness of Leadership & Management. (Evaluative statements).

### Overall Statement

Governors and senior leaders judge leadership and management overall to be good. External reviews of teaching and learning and governance have concluded that the Headteacher & senior leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all aspects of the school's work. 94% of parents believe the school is well led and managed in the most recent questionnaire. 100% of staff feel that leaders do all they can to improve teaching and 85% feel that the school is well led and managed which has improved since the last staff questionnaire.

### Strengths (I+A=E)

Leaders have high expectations of staff. They lead by example to create a culture of respect and tolerance. The positive relationships between all members support the progress of all the pupils at school. Leaders are ambitious for all pupils and promote improvement effectively.

This has been achieved through:

- An unwavering stance taken by the Headteacher in relation to progress.
- A clear appraisal process linked directly to the SDP including all staff (teachers & TAs)
- Increased Distributed Leadership across the school which involves Middle Leaders in monitoring
- Holding teachers to account through supportive accountability.

Leaders and Governors have an accurate and comprehensive understanding of the quality of education at the school. They are ambitious for pupils and promote improvement effectively. The school's actions to secure improvement in Disadvantaged pupils' progress, which is rising, including in English and Maths.

This has been achieved through:

- Open and honest self evaluation using the OfSTED framework as a guide.
- Senior leaders understanding of data and trends
- Comprehensive monitoring of teaching and learning by all leaders
- Accurate assessment of CPD needs which are linked to the SDP
- Successful appointments to both teaching and support staff.
- Use of external consultants to validate / challenge Senior Leaders assessment of school.

Leaders and Governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.

This has been achieved through:

- Use of external consultants for English & Maths targeted to certain teachers through monitoring evidence.
- Use of peer moderation – observing and supporting each other.
- Development of Middle Leaders through CPD and national qualifications such as NPQML/NPQSL
- CPD linked to the SDP

Governors hold senior leaders stringently to account for all aspects of the school performance, including the use of pupil premium, the primary sports and PE premium ensuring the skilful deployment of staff and resources delivers good or improving outcomes for pupils

This has been achieved through:

- External review of Governance to identify strengths and areas for development
- A comprehensive skills audit to ensure the GB has the necessary skills to challenge.
- CPD for Governors including an understanding of data / published information.
- Use of an Online portal allowing all information to be available to all Governors.
- Reorganisation of committee and meeting structure to provide sharper focus to key areas.
- Governors hold Middle Leaders to account for the performance in their subjects.

The broad and balanced curriculum provides a wide range of opportunities for the children to learn. The range of subjects helps pupils acquire the knowledge, skills and understanding in all aspects of their education. The curriculum also contributes well to pupils' behaviour and well being including their SMSC development and mental health / well being.

This has been achieved through:

- A whole school review of the curriculum in 2016.
- Implementation of the Cornerstones Curriculum including key wow moments
- Enhancing the curriculum with visits by the Police, Fire Safety, NSPCC, Bikeability, visits to places of worship
- Ensuring sufficient time is given to subjects by reducing to 2 topics per year allowing teachers to develop deeper understanding of the topics taught.
- Implementation of the PSCHE Association scheme of the work across school
- Whole staff training on LGBT issues which will support them delivering aspects of the PSCHE curriculum.
- Dedicated curriculum time for Headspace / Children's mental health and wellbeing led by a Middle leader in school.
- Class Assemblies linked to SMSC / British Values
- Displays around school supporting SMSC Development
- SMSC Audit and staff training in 2017/2018 academic year.

The school's actions secure improvement in disadvantaged pupils' progress, which is rising including English and Maths. Leaders use performance management effectively to improve teaching. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Safeguarding is effective across the school

This has been achieved through:

- An unwavering stance taken by the Headteacher to progress
- Accurate assessment of CPD needs which are linked to the SDP
- Reorganisation of the SLT and wider school responsibilities to create clear lines of accountability
- Successful appointments to both teaching and support staff
- Introduction of CPOMS.
- Clear Appraisal process for all teaching staff including TAs.
- Increased Distributed Leadership which involves Middle Leaders in monitoring

Leaders consistently promote fundamental British values, SMSC and equality of opportunity and diversity resulting in a positive culture. Staff and pupils work together to prevent any forms of direct or indirect discriminatory behaviour. Leaders prevent children from radicalisation and extremism. Staff are trained and vigilant.

This has been achieved through:

- SMSC audit, identifying strengths and weaknesses.
- SMSC training for all staff.
- Training for staff on areas of potential discrimination including LGBT.
- HT is wrap trained (Prevent)
- All staff (teachers, teaching Assistants and ancillary staff) have received Prevent training June 2018.
- Clear reporting procedures for any incident involving a protected characteristic and outcomes.

Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who maybe at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

This have been achieved through:

- Restructure of roles involving the creation of a dedicated Family Support Worker role in school.
- Use of CPOMS for reporting incidents
- Creating 2 Deputy Designated Safeguarding Leads (EYFS/KS1 and KS2)
- CPD training for all staff on safeguarding. 2 whole school safeguarding training events per academic year.
- Safeguarding standard agenda item on briefings.
- 7 Minute briefings included regularly on briefings for all staff.
- Safeguarding being part of the children's curriculum.

All of this can be evidenced through:

- Rising attainment in ASP, FFT and internal data. KS1 Reading, Writing & Maths shows improvement in attainment overtime and in some cases, attainment is higher for Disadvantaged than Non-Disadvantaged.
- Teacher voice
- Pupil Voice
- Observations within the classroom and around school.

- Sustained improvement in outcomes over the last 3 years in attainment & progress and tackling any dips effectively (e.g. PP Writing KS2 2017)
- Governing Body Minutes clearly showing effective challenge.
- Teaching and Learning is improving in Year groups that have received additional support from External Consultants.
- Staff training logs / CPD
- Quality of teaching is rising in classrooms where extra support has been given through external consultants.
- Impact of external validation visit form.
- External Consultant reports.

### **Priorities for Future Development (B+A=I+E)**

Although senior leaders judge the curriculum to be good, they are constantly evaluating it to ensure further improvements can be made. As a result of monitoring and external visits, senior leaders have identified that RE and DT provision is not as strong as other Foundation Subjects.

In order to rectify this, senior leaders will take the following actions:

- Align the local RE syllabus with the Cornerstones curriculum
- Audit RE & DT resources
- Monitor the quality of teaching & learning in RE & DT to develop action points.
- Provide CPD for teachers in DT & RE teaching (good practice according to research)

The projected outcome for this will be:

- Quality of teaching & learning in RE and DT will match the quality found in other Foundation Subjects.
- Pupil Voice will show improvements in children's KS&U as well as their enjoyment.
- Skills will be developed more clearly overtime for DT.

### **December 2018 Update**

The RE syllabus has been evaluated and Love to Celebrate has begun throughout the school. The RE yearly overview has been redrawn and there is now a greater spread of religions which we believe make up modern day Britain. This still aligns itself with the locally agreed syllabus. A book analysis of RE has taken place and key points have been given to staff to improve outcomes. The DT curriculum is being examined during the whole school curriculum review which is part of the DHT's Appraisal targets. Resources in both subjects needs to be undertaken.

Although Disadvantaged progress and attainment have risen overall, senior leaders recognise some inconsistencies in the overall data e.g. Disadvantaged phonics has improved since Reception but shows a declining picture overall; Disadvantaged children's progress and attainment in Maths in KS2 is not as strong as reading and writing & Disadvantaged progress and attainment in KS1 is not as strong as in KS2.

In order to rectify this, senior leaders will take the following actions:

- Sharper focus on identified Disadvantaged areas during Pupil Progress Meetings.
- Provide more specific CPD for staff teaching phonics to ensure any inconsistencies in teaching & learning are eradicated.
- Implement recommendations from the Maths Teaching & Learning Review and monitor outcomes closely.
- Embed strategies implemented last academic year and monitor closely for progress e.g. Talk for Writing, White Rose Hub
- Audit Maths resources to ensure they support and provide challenge for children, particularly in relation to reasoning.

See outcomes for the projections. +

### **December 2018 Update**

See outcomes section.

### **Why leadership & management is not the grade below/above:**

Senior leaders view the following statements necessary to be completed on their journey to Outstanding:

The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including English and Maths,

Teaching is highly effective across the school

Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development.

Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways which are right for their pupils.

Pupils' SMSC and, the promotion of fundamental British values, are at the heart of the school's work.

## **Self-Evaluation Commentary in relation to the Quality of Teaching, Learning & Assessment. (Evaluative statements).**

## Overall Statement

The school judges the quality of teaching, learning and assessment to be good. Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. From the most recent staff survey, 100% of staff feel that the school caters well for their professional development and it meets their needs.

## Strengths (I+A=E)

Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct. Teachers develop, consolidate and deepen pupils' knowledge, skills and understanding. Teachers identify and support effectively those children who start to fall behind. Teachers use their secure subject knowledge to plan learning which sustains pupil's interest and **generally** challenges their thinking. Teachers tackle misconceptions and build on pupils' strengths.

Senior leaders have taken the following actions to secure this progress:

- Streamlined planning procedures to ensure a clearer concentration on knowledge, skills and understanding development.
- Set clear non-negotiables for core subjects.
- Provided continuing CPD for teachers on the internal tracking system which allows them to plan effectively from the NC2014 curriculum; record assessment outcomes to identify gaps and analyse data overall to identify children falling behind.
- Provided accurate CPD for teachers based on monitoring and appraisal discussions.
- Ensured the school day is structured to allow sufficient time to be given to different subjects.

Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. Teachers set homework in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for the work to come.

Senior leaders have taken the following actions to secure this progress:

- Whole staff evaluation of the feedback policy to take into account workload, strengths and remove areas which did not make any difference to children's learning
- Feedback policy linked more explicitly to next stages in learning and allow teachers to target next steps more specifically. This allows children to know their next steps.
- Use of Feedback strips allow children to understand what they have achieved and what their next steps are
- Use of Online learning platforms for homework which allow teachers to tailor homework easily to suit the needs and requirements of pupils (Bug Club, My Maths and Learning Log linked to the curriculum topic)

Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, skills and understanding. Most pupils commit to improving their work and they are given time to apply their knowledge, skills and understanding.

Senior leaders have taken the following actions to secure this progress:

- Structure of Maths curriculum increasingly allows children to embed concepts before moving on.
- Implementing a CPA approach to Maths.
- Evaluation of the Feedback policy.
- Supportive relationships between all members of staff

The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected.

Senior leaders have taken the following actions to secure this progress:

- Held Parent workshops for different identified areas and continue to do so.
- Opened the parents section of the school's tracking system allowing parents the opportunity to see objective information about their child's progress.
- Curriculum Newsletters

- Express Afternoons as part of the Cornerstones curriculum allow parents to see progress in Foundation Subjects.

All of this can be evidenced through:

- Monitoring records
- Pupils' books
- Pupil Voice
- Teacher's feedback folders
- Homework review
- Attitudes to learning (Active learners) as commented in external reviews.
- Parents attendance at workshops
- Parents comment book.

## Priorities for Future Development (B+A=I+E)

Although most teachers set clear tasks which challenge pupils and intervene quickly when to improve learning, not all teachers in all subjects are as consistent. This is leading to the progress of children over time to not be as consistent as it should be. Some teachers questioning does not always probe children's responses and allow them to effectively reshape tasks/learning. This is improving as teachers understanding of their class curriculum is becoming more secure.

In order to rectify this, senior leaders will take the following actions:

- Peer observations throughout the year with carefully selected partnerships which allow good practice to be spread further.
- Ensure teachers are identifying the prior middle attaining children and monitor their progress closely
- Intervention provided in the afternoon will target all children, but particularly PP children
- PP Meetings will focus more closely on the progress of middle attaining children
- Whole School Appraisal target focusing on Middle attainers
- Ensure Rapid intervention targets middle attainers who are not making the progress they should be.

The projected outcome will be:

- Middle Attaining children will make better progress in 2018-2019 than they did in 2017-2018

### December 2018 Update

**Peer observations using the Lesson Study approach will take place during the Spring and Summer terms to spread the good practice in Reception, Y3 and Year 6. Interventions are being targeted on all children, but lower middle children are being targeted during Spring term.**

Although parents are provided with information about how their child is performing in school, they are not necessarily given timely information about how to help their child improve.

In order to rectify this, senior leaders will take the following actions:

- Provide parents with an overview of
- Create resources on the school website that parents can use to support their child at home.
- Target workshops at supporting their child at home.
- Half termly targeted Drop In sessions.

The projected outcome will be:

- Parents will have a deeper understanding of how help their child improve.
- Parents will have a bank of supportive activities to help their child improve.

Although senior leaders believe reading is developed well across the curriculum, they believe that writing and Maths are not developed to the same standard. For younger children, the teaching of phonics does not always allow them to tackle unfamiliar words.

In order to rectify this, senior leaders will take the following actions:

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-

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The projected outcome will be:

- Opportunities for Maths and writing will be systematically developed across the curriculum.
- Younger children will be more effective in tackling unfamiliar words

### **Why the quality of teaching learning and assessment is not the grade above/below**

Senior leaders view the following statements necessary to be completed on their journey to Outstanding:  
Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content.

Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support

Teachers provide pupils with incisive feedback

Teachers embed reading, writing and maths exceptionally well across the curriculum equipping all pupils with the necessary skills to make progress.

All Pupils love the challenge and are resistant to failure.

## **Self-Evaluation Commentary in relation to the Personal Development, Behaviour & Welfare. (Evaluative statements).**

### **Overall Statement**

The school judges the overall behaviour and safety of the children as good. Attendance is good and in line with the National Average at 95.1% - excluding Reception & Nursery. Bullying is rare and the majority of children understand and work with all adults to ensure that the school tackles bullying and prevent any future occurrences. The school's open culture promotes all aspects of pupil's welfare. Pupils are safe and feel safe. From the most recent questionnaire, 100% of parents felt that their child was safe at school; 90% of parents felt that school ensures children behave well and 100% of parents believe that the school has or will deal with bullying effectively. From the most recent staff survey, 100% of staff feel that the behaviour of the pupils' is well managed and 100% feel that children are safe at this school.

### **Strengths (I+A=E)**

Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils attitudes to all aspects of their learning are consistently positive. Those positive attitudes have a good impact on the progress they make.

Senior leaders have taken the following actions to secure this progress:

- Evaluation of the curriculum to capture children's natural interest and curiosity.
- High standards expected from teachers, who in turn, have high expectations of the children.
- Clear behaviour policy which is implemented consistently and reviewed regularly.
- Supportive environment at all levels which makes pupils' feel confident.

Pupils value their education. Few are absent. The attendance of pupils who have previously had high rates of absence is showing marked and sustained improvement.

Senior leaders have taken the following actions to secure this progress:

- Attendance is linked to the school positive behaviour management through attendance treats.
- Extended Leave is discouraged and there is a procedure for parents to follow involving a meeting with the HT to discourage extended leave.
- Family Support Workers engages with parents of children with below average attendance and work with multiple agencies in order for improve attendance.
- The curriculum interests the children who want to learn and improve.
- Warm relationships between all members of the school community.

The school is an orderly environment. Pupils respond well to instructions and requests from staff, allowing lessons to

flow smoothly and without interruption. Low-level disruption is rare. Pupils' good conduct reflects the school's efforts to promote high standards. Parents, staff and pupils have no well founded concerns about personal development and welfare.

Senior leaders have taken the following actions to secure this progress in addition to previously stated:

- Ensured there is a central record for all behaviour incidents to be logged and recorded so that poor behaviour can be acted upon swiftly.
- Surveyed parents, children and staff to ensure that any concerns are picked up quickly and acted upon accordingly.

Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. Pupils have the opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy, safe and positive relationships and how to prevent the misuse of technology.

Senior leaders have taken the following actions to secure this progress:

- Introduced the Power of 1 presentation to the children and repeat the signed up charter.
- Recording of incidents allows the safeguarding team to act on concerns / incidents quickly.
- Online safety is covered during transition week
- Introduction of E-Cadets / Digital Leaders in each class from Y2.
- Introduction of Headspace to support children's mental health and wellbeing
- Allocated responsibility for Mental Health to a Middle Leader.
- Staff visibility at key times of the day.

All of this can be evidenced through:

- CPOMS – online records and responses to incidents; no recorded incidents of bullying
- Parental survey – July 2018 – 94% believe behaviour is good
- Monitoring and observations around school
- External visit reports
- Attendance figures for July 2018 (excluding Reception and Nursery) shows attendance is above 95% with Y3, Y4, Y5 showing above 97%; PP attendance is above 96% and absence (2017) is in line with national at 3.9%.

## Priorities for Future Development (B+A=I+E)

Although attendance overall is in line with the national average, some key school groups do not attend as well as other groups. Boys attendance is lower than other groups in 2017-2018 @ 94%; EYFS attendance is on average @ 90% and persistent absenteeism is at 9%.

Senior leaders will take the following actions to rectify this:

- Safeguarding meetings will focus on the identified groups more closely.
- Referrals to the EWO will be swifter than previously.
- Senior leaders believes the spike in P.A was due to the LA not fining parents. This will be monitored more closely now fining has been reintroduced.
- Review incentives and ensure they are being targeted at specific identified groups.

The projected outcome of these actions will be:

- The gap between boys attendance and the overall attendance will close and it will be over 96%
- The attendance of EYFS children rises and the gap between EYFS and overall attendance closes. Attendance will rise to 95% or the gap will diminish.
- Persistent absenteeism will diminish and below in line with national or below.

### December 2018 Update

**Boys attendance @ December 2018 was 94.1% including EYFS; excluding EYFS, boys' attendance was 95.8% which is closer to the overall attendance (excluding EYFS) at 96.6%; Attendance for EYFS remains around 90% overall with Reception higher than nursery. The gap between EYFS and the overall attendance has closed slightly.**

**PA has dropped from 9% (which was above average) to below 4%. This looks like it will continue to fall over the rest of this year. This puts PA already below national average.**

Although the school have begun work on improving children's mental health and well being, this needs further improvement and refinement during this academic year.

In order to achieve this, senior leaders will take the following actions:

- Appoint the responsibility of Mental Health and Well being to a Middle leader
- To re-evaluate current strategies to support mental health and well being and change where needed.
- Provide CPD to staff on mental health and well being
- Ensure the PSHCE curriculum aspects relating to MH&W are given sufficient time to be taught well.
- Ensure Senior leaders are supporting staff MH&W alongside children's MH&W.

This aspect of the SDP will be more difficult to monitor and evaluate. The overarching aim is that children and staff's mental health and wellbeing improves overtime. This judgement will be supported by the following evidence:

- Staff surveys
- Children surveys
- Observations in and around school.
- Children / Staff attitudes and attendance.

#### **December 2018 Update**

**A Mental Health lead has been appointed and is Liz Baron who works in Y1 M/T/W. She has an established Mental Health team who have completed individually the Oldham Mental Health audit and reviewed the outcomes/set actions. She has also conducted a separate staff survey to the OfSTED staff survey, which was done in September 2018. The outcomes were positive and she is working on the areas identified. She has provided some CPD to staff and she will be providing more during the coming term/s. Liz has written a Middle Leader report for Governors, which is provided alongside all the other reports.**

#### **Why personal development, behaviour and welfare is not the grade above/below**

Senior leaders view the following statements necessary to be completed on their journey to Outstanding:  
Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view  
Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.

Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

## **Self-Evaluation Commentary in relation to Early Years (Evaluative statements).**

### **Overall Statement**

Senior Leaders judge the quality of Early Years provision to be good overall. Initial evidence when the HT arrived in 2016 suggested that the quality of provision in EYFS had declined and the assessments made were not a true reflection of the attainment of the children. This is supported by external review in October 2016 and evidence of children's attainment throughout KS1. Senior leaders implemented a series of changes to EYFS since and now believe that the overall judgement is good and that assessments are accurate and a true reflection of the attainment of the children.

### **Strengths (I+A=E)**

Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes.

Senior leaders have taken the following action to secure this progress:

- Reorganised teachers so an EYFS specialist teaches Reception & manages the EYFS.
- Changed planning formats and methodology to suit EYFS
- Undertaken a review of the EYFS environment
- Provided CPD to the EYFS team including taking part in an Early Excellence project
- Employed a SALT to work with and alongside the EYFS team
- Weekly Meetings with all EYFS staff, including SALT, to plan provision and outcomes for all children for the

following week.

- Evaluated the EYFS curriculum and made changes where necessary
- Moderation of judgements internally & externally.

Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.

Senior leaders have taken the following actions to secure this progress:

- Home Visits to identify need before the summer break
- FSW identifies from Home visits families who may need early intervention and offer support
- Stay and play sessions to observe children with parents and offer discussion time.
- SENCo plays an integral part to the transition process so needs and referrals can be made promptly.

Safeguarding is effective. Child protection policies and procedures are implemented consistently; practice is regularly reviewed and clearly evaluated.

Senior leaders have taken the following actions to secure this progress:

- All members of the EYFS team attend whole school briefings, which included safeguarding.
- All EYFS staff are included in whole school safeguarding training.
- A number of the EYFS team are paediatric first aid trained.
- All staff follow the whole school Safeguarding policy and procedure.
- One of the 2 Deputy Designated Safeguarding Leads is based in the EYFS
- Any missing children / absent children / unexplained absence is followed up immediately with the FSW.

The quality of teaching is good. The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them to make progress towards the early learning goal. Most adults have high expectations of the children based on accurate assessment of children's skills, knowledge and understanding when they join school.

Senior leaders have taken the following actions to secure this progress:

- Review of the curriculum and environment
- Creation of Book spine for inspiring learning from a book
- Planning the curriculum and changing the environment regularly in line with the children's needs and interests
- Moving to Objective led planning
- The use of Forest School to support prime areas of learning
- Use of 1<sup>st</sup> hand experiences and visits
- Use of environment / provision areas.

Parents contribute the initial assessments of children's starting points and are kept well informed about their starting progress.

Senior leaders have taken the following actions to secure this progress:

- Emails home concerning school & learning
- Parents Board
- Questionnaires
- Home Visits
- Activities given by the SALT to complete at home before starting school and throughout the year
- Availability of key staff at different times of the day
- ESOL course provided for parents to improve their confidence in helping their child at home.

Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.

Senior leaders have taken the following actions to secure this progress:

- Planning the curriculum and changing the environment regularly in line with the children's needs and interests
- Moving to Objective led planning
- The use of Forest School to support prime areas of learning
- Use of 1<sup>st</sup> hand experiences and visits
- Use of environment / provision areas.

- High expectations from adults within the provision
- Focus on prime areas (getting children ready to learn)

Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.

Senior leaders have taken the following actions to secure this progress:

- Use of the environment such as the tent having books linked to other cultures / places in the world
- Equipment such as jigsaws showing a range of families
- Home corner reflects different cultures at times of celebration
- Small world represents different cultures
- Use of PSHCE curriculum

Children, including those who have SEN/D make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education.

Senior leaders have taken the following actions to secure this progress:

- Ensuring a concentration on the prime areas to ensure the children are ready and able to learn
- Providing targeted support through Objective Led Planning
- Open communications with parents so they can support at home.

Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are diminishing.

### **Foundation Stage Attainment**

The Good Level of Development is improving over a 3 year trend with the exception of 2017. The GLD has climbed from 50% in 2015 to 67% in 2018. This is an increase from 53% in 2016. 78% of girls achieved a GLD; 56% of boys achieved a GLD; 66% of disadvantaged children achieved a GLD; 60% of children with EAL achieved a GLD. All of these are an improvement on 2017.

The specific areas have also improved over time with reading climbing from 50% in 2015 to 67% in 2018; Writing from 50% to 67%; Number 53% to 77% and SSM from 53% to 77%. Considering the children's starting points, this represent excellent progress.

The concentration by senior leaders on the CLL aspects of the EYFS curriculum has also led to improvement over time. Listening & Attention has risen from 64% to 83%; Speaking from 64% to 76% and Understanding from 64% to 73%.

Senior leaders have taken the following actions to secure this progress:

- Reorganised teachers so an EYFS specialist teaches Reception & manages the EYFS.
- Changed planning formats and methodology to suit EYFS
- Undertaken a review of the EYFS environment
- Provided CPD to the EYFS team including taking part in an Early Excellence project
- Employed a SALT to work with and alongside the EYFS team
- Weekly Meetings with all EYFS staff, including SALT, to plan provision and outcomes for all children for the following week.
- Evaluated the EYFS curriculum and made changes where necessary
- Moderation of judgements internally & externally.
- Ensuring a concentration on the prime areas to ensure the children are ready and able to learn
- High expectations from adults within the provision

### **Foundation Stage Progress**

On entry to Reception, children who have attended Brimrod nursery are closer to the expected level for their age. In the areas of listening & attention, Brimrod children enter Reception at 56% vs non-Brimrod at 0%; Understanding 28% vs 0%; Speaking 28 vs 0%; Reading 44% vs 0%; Writing 44% vs 0%; Number 44% vs 0% and SSM 44% vs 0%.

From baseline, all specific areas improve and the children make significant gains to diminish the gap between them and national expectations. From baseline in 2018, reading improves from 30% to 66% at ARE; Writing improves from 26% to 66% and Number from 30% to 66%. Disadvantaged children's attainment also shows improvement from baseline 2018 - Reading from 20% to 66%; Writing from 20% to 66% and Number from 20% to 83%. Boys' attainment from baseline also shows improvement – reading from 7% to 56%; Writing from 0% to 56% and Number 7% to 68%

When compared to published data, the children make significant gains during the EYFS from their starting points. On average, all pupil groups make better than expected progress – typically between 4.5 tracking points vs an expectation of 3 tracking points in reading; typically between 3.5 – 4.0 tracking points in writing and typically 4.0 – 5.0 tracking points in Maths.

The % of children below expected when leaving EYFS from arriving in nursery decreased in 2017 and in 2018. This relates to children who have attended Brimrod Nursery from entry.

In reading, 53% of children entered below the expected level vs 47% below expected on leaving; in writing, 58% of children entered below the expected level vs 48% below expected on leaving and in maths, 53% of children entered below the expected level vs 29% below expected on leaving. There were less children entering Reception below average if they had attended Brimrod nursery in 2017 than in 2016.

Senior leaders have taken the following actions to secure this progress:

- Tackling poor attendance with nursery parents through the employment of a FSW.
- Targeted use of TA support within the EYFS department
- Reorganising the curriculum and areas of learning
- High expectations of children from teachers and senior leaders of teachers.

This can be evidence on the internal tracking system SPTO.

## Priorities for Future Development (B+A=I+E)

Although senior leaders recognise the progress and attainment improvement overall, the gap in some areas between Brimrod children and national is too wide. The gap between boys and national boys is below in all areas (GLD **56% vs 64%**, Reading **56% vs 72%**, Writing **56% vs 67%**, Number **68% vs 76%** and SSM **62% vs 78%**) and the gap between Disadvantaged children and national other children is below in GLD **66% vs 73%**, Reading **66% vs 79%** and Writing **66% vs 76%**.

Senior leaders will take the following action to secure progress:

- Embed actions for 2017 – 2018 academic year with a greater focus on these groups of children
- Begin Speech and Language work quicker and swifter in order to maximise the time for children to catch up
- Provide further support to parents
- Improve outdoor provision and link to CPD for staff
- Increase the level of challenge quicker for children, particularly in specific areas.
- Provide cooking experiences linked to different cultures to promote SMSC, but also language development

The projected outcome will be:

- The gap between children and national will diminish
- All other outcomes from 2017-2018 are maintained or improved upon.

### Why early years is not the grade above/below

Senior leaders view the following statements necessary to be completed on their journey to Outstanding:

Leaders use highly successful strategies to engage parents, including those from different groups, in their child's learning in school and at home

A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences

All children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.

Outcomes are not outstanding.

## Self-Evaluation Commentary in relation to Outcomes for Pupils.

## Overall Statement

Senior leaders judge the outcomes for children as good overall. Although senior leaders recognise that progress is very good in all areas, analysis shows that different groups perform better than others. Senior leaders are working this year to ensure that all groups perform as equally well as other groups. There is strong evidence of sustained attainment across the school with current year groups.

## Strengths (I+A=E)

Across almost all years and in a wide range of subjects, including English and Maths, current pupils make consistently strong progress, developing secure knowledge, understanding and skills considering their different starting points. In a wide range of subjects, the progress of Disadvantaged children and pupils who have SEN currently on roll is close to or is improving towards that of other pupils with the same starting points.

Senior leaders have taken the following actions to secure this:

- CPD for staff on the 2014 NC
- Introduced a tracking system which is understood by all stakeholders and used to analyse outcomes for different children across the school.
- Created clearer lines of accountability
- Provided all staff training on how to teach reading with ongoing staff development as appropriate.
- Purchased resources across school which support the teaching of the aims of the NC curriculum.
- Introduced effective interventions for those children who are beginning to fall behind carefully monitored and tracked using the internal school tracking system.
- Provided training for all staff on Talk for Writing.
- Introduced text based approach for English replacing the 'Creative Curriculum'
- Audited the library and purchased books which challenge children.
- Developed Middle Leadership in the core subjects with ongoing CPD development
- Raised expectations of what children can achieve
- Provided moderation on the expected standards in each year group.
- Provided CPD on differentiation including how to challenge children at all ability levels.

## Phonic Screener Check

In 2018, 70% of children met the phonic screener check, which is broadly similar to 2017, but a slight reduction 2016. Girls' attainment in phonics recovered in 2018 after a dip in 2017. However, boys' attainment in phonics declined in 2018 after climbing in 2017. Disadvantaged children's attainment in phonics is declining over 3 years.

## KS1 Attainment

Overall, KS1 attainment appears to fluctuate. KS1 reading shows a slight improvement over 3 years; writing shows a 3 year decline and Maths shows inconsistent levels of attainment being achieved. Disadvantaged children's attainment also shows fluctuation. Senior leaders would like to note that the 2018 Y2 cohort has 80% stability from EYFS and 3 EHC SEN children. However, due the nature of the EHC SEN within this class, it is important to examine the data without these children included.

### Reading

Analysis of the % achieving ARE in 2018 appears to have declined slightly from 2017 and slightly above 2016 indicating little improvement.

Without the EHC SEN children included, 85% of children achieved ARE which shows continued 3 year improvement. As these children are all boys, boys overall reading at ARE also climbs to 85% showing a sustained improvement in boy's reading overall and is higher than girl's attainment. Disadvantaged pupil's attainment also needs careful analysis as 2 of the EHC SEN children are also Disadvantaged. Analysis shows that non-SEN Disadvantaged children achieved 85% at ARE which shows improvement from 2016 and sustains 2017 levels.

### Writing

Analysis of the % at ARE shows a 3 year decline in the standards achieved by pupils in KS1. In depth analysis would show that boys attainment during the same 3 year period has declined and girls attainment shows some improvement. Disadvantaged children's attainment shows some improvement before plateauing.

Without the EHC SEN children, 70% of children achieve ARE which reverses the 2017 dip in attainment. 57% of boys achieved ARE in 2018 which still shows a decline, but not as marked as data could suggest. Disadvantaged attainment in KS1 rises to 85% without the 3 EHC SEN children.

## **Maths**

Analysis of the % achieving ARE shows an inconsistent picture and no overall improvement over 3 years. The % in 2018 matches the attainment achieved in 2016. In depth analysis shows that boys' attainment over the 3 year period has improved from 46% to 60%. However, girls' attainment shows greater inconsistency. Therefore, girls' attainment in Maths needs careful monitoring.

Without the EHC SEN children, 85% of children achieve ARE which shows improvement over 3 years. Girls attainment does not change, but includes 2 SEN children. Boys' attainment climbs to 85%. Disadvantaged attainment rises to 85% also.

## **KS1 Progress**

From different starting points, children make good overall progress. For this measure, the analysis has taken into account children's progress from the end of EYFS to the end of KS1. This has been split into two analysis' – children who were at Brimrod for the entire period and children who may have joined into between.

### Brimrod EYFS – KS1 (21)

Analysis shows that children at Brimrod from EYFS – KS1 make broadly expected progress from EYFS-KS1 with a slightly improvement in each core area except writing (Reading – 66% up from 60%; Writing 52% down from 55%; Maths 61% down from 65%)

### All children (25)

Analysis shows that all children make broadly expected progress from EYFS-KS1 (Reading 68% up from 63%; Writing 56% down from 59%; Maths 68% which is the same as EYFS)

### Brimrod EYFS – KS1 (without EHC SEN)

Analysis shows an improvement in all core areas (Reading – 87% up from 68%; Writing – 68% up from 62%; Maths – 81% up from 75%)

### All children (25)

Analysis shows an improvement in core areas (Reading – 85% up from 72%; Writing – 70% up from 66%; Maths – 85% up from 77%)

Senior leaders are confident in their assessment of the 3 EHC children. Although they have been discounted from some of the analysis above, this does not represent a lack of high expectations and ambition for these children. They have all made progress on their own level, which does not match national expectations. Senior leaders would invite any external professional to spend time with the children to quality assure this judgement.

## **KS2 Attainment**

Overall KS2 attainment shows improvement in all 3 core areas including GPS. Improvement is more marked in attainment in Reading and Writing than Maths overall. The % of children achieving Greater Depth is also improving over a 3 year trend.

### **Reading**

Reading attainment has climbed to 71% in 2018 from 40% in 2016 with 10% of children achieving Greater Depth. Boys attainment shows consistent improvement over the 3 year period – up to 84% from 29%. Girls attainment shows improvement despite the 2018 dip. However, taking SEN into consideration, 76% of girls achieved ARE which sustains 2017 levels. Disadvantaged attainment shows overall improvement over the 3 years and is higher than

non-Disadvantaged children in school (77% vs 67%). When compared with national, Disadvantaged children's attainment is broadly in line with national Disadvantaged and National Other. The standardised score improves over 3 years from 97.7 to 103.2.

### **Writing**

Writing attainment shows sustained levels between 2016 and 2017 with an improvement in 2018. Greater Depth levels have remained consistent throughout the 3 years. Girls' attainment improved in 2017 and was broadly maintained in 2018; Boys' attainment has improved in 2018 after a plateau in 2017; Disadvantaged attainment has improved after a dip in 2017 to previous levels.

### **Maths**

Maths attainment shows the most fluctuating pattern in KS2. Although 2018 improved on 2016, the 2017 levels of attainment were not maintained. Greater Depth levels have been maintained between 2017 and 2018 which also improve on 2016 levels. Boys' attainment is broadly maintained across the 3 years whereas Girls' attainment improves overall, but 2017 levels have not been maintained. Both boys' and girls' attainment is below national at the expected standard and has been for 3 years. Disadvantaged attainment at KS2 shows improvement, before a decline in 2018. The standardised scores improve overall from 97.7 to 100.5 with a spike in 2017 to 102.9.

## **KS2 Progress**

From different starting points, pupils progress is above average or improving across most subjects. From different starting points, progress in English and Maths is close to or above national figures. The progress from different starting points of the very large majority of Disadvantaged pupils is similar to or improving in relation to other children nationally. As a school, we recognise that progress is stronger in some areas than others and occasionally dips. However, through clear leadership, accurate analysis and intervention and improvements in teaching and learning, these are reversed e.g Disadvantaged writing in 2018.

### **Reading**

Reading 3 year average is +2.2 which represents good progress for children overall from their starting points. Girls 3 year average is +2.0; boys 3 year average is +2.5 and Disadvantaged 3 year average is +3.0. This represents good overall progress for different groups of children across the 3 years.

### **Writing**

Writing 3 year average is +3.9 which represents excellent overall progress for children from their starting points. Girls 3 year average is +5.7; Boys 3 year average is +2.7 and Disadvantaged 3 year average is +3.6. Although all progress measures are high, boys progress in writing between KS1-KS2 is not as high as other groups within school.

### **Maths**

Maths 3 year average is +1.8 which represents overall good progress for the children from their different starting points. However, when compared the 3 year average from reading and writing, it is not as strong. Girls 3 year average is +1.7; Boys 3 year average is +2.3 and Disadvantaged 3 year average is +1.2. Key groups 3 year progress average is not as strong in Maths as it is in reading and writing.

All of this can be evidenced through:  
Internal School Tracking System SPTO  
ASP  
ISDR  
Children's workbooks

## **Priorities for Future Development (B+A=I+E)**

### **Y1 Phonics**

Senior leaders recognise that the attainment in phonics is not high enough and too many children do not attain the required level in phonics. Senior leaders also recognise that attainment in phonics is not high enough for boys and Disadvantaged children.

In order to rectify this, senior leaders will take the following actions:

- CPD for teachers / TA's recognised needing additional support
- Non Negotiables for phonics
- Closer tracking of children within phases and during transitions
- Ensuring resources are adequate
- Ensuring a clearer teaching sequence for phonic lessons
- Ensuring the application of sounds within new, unfamiliar words

The projected outcome of this will be:

- Overall attainment in phonics will rise to between 80%
- Attainment for boys will be reversed and rise to 70%
- Attainment for disadvantaged children will rise to 80%

### **KS1 Attainment**

Writing attainment in KS1 is not high enough and does not show consistent improvement. Through analysis, it shows that boys writing at KS1 is not improving as quickly as other areas and is declining over time. Also, although girls and Disadvantaged children's writing attainment has improved from 2016, it has plateaued in 2018.

Senior leaders will take the following action to rectify this:

- Monitor the implementation of Talk for Writing and make modifications when necessary
- Use Peer observations to support the teaching of writing
- Create non-negotiables for writing
- Review the teaching of grammar and spelling in KS1
- Provide support from external consultant to support early writing in Year 1
- Provide CPD for teachers / TA's on subject knowledge / curriculum content.
- Middle Leader for English to support as part of her NPQML project

The projected outcome of this will be:

- Overall attainment will rise to between 70% - 75%
- Boys attainment shows a marked sustained improvement and recovers to at least national boys in 2018 (Awaiting National boys; National Boys 2017 61%)
- Girls writing will show improvement towards national Girls (currently 75%)
- Disadvantaged children's attainment will show improvement towards national other (currently 71%)

Senior leaders will also be monitoring the following areas of attainment and take necessary action if needed:

Girls Reading; Girls Maths

### **December 2018 Update**

**Attainment in Y2 is currently 62% for reading; 43% for writing and 54% for Maths, which is below the targets set above.**

**Boys' writing is currently 38%, which relates to 10 boys. 2 boys have joined this academic year with little or no English. Out of the remaining 8 boys, 4 boys are currently achieving ARE which is 50%. This means the gap between boys and national is closing overall.**

**Girls' writing is currently 45% are ARE.**

**Disadvantaged Writing is currently 38%, which relates to 8 children.**

### **KS1 Progress**

Although children make expected progress from EYFS to KS1 overall, senior leaders recognise the progress is not as strong in KS1 as in KS2. Senior leaders would expect attainment to climb on EYFS attainment to raise children's overall attainment level.

Senior leaders will take the following actions to rectify this:

- AHT will monitor the quality of teaching and learning more rigorously than previously
- Gaps identified in attainment will be supported quicker than previously.
- Provide support from external consultants for English and Maths.

The projected outcome of this will be:

- Progress in KS1 will improve from expected to above average progress
- Attainment will climb from EYFS data.
- Sustained improvements will be shown in Yr1 from EYFS data.

### **KS2 attainment**

Senior leaders recognise that attainment in Maths at KS2 is inconsistent or declines. Attainment in Maths declined in 2018 to 55%; Girls' attainment in Maths is inconsistent; Disadvantaged Maths declined in 2018 after improving in 2017.

Senior leaders will take the following action to rectify this:

- Ensure the consistent implementation of White Rose Hub & embed
- Broaden the use of reasoning materials from White Rose Hub
- Provide CPD on the teaching of reasoning
- Provide CPD on identified areas from QLA : Fractions, decimals & %, Ratio, Proportion and algebra
- Evaluate the level of challenge presented during lessons and over time to middle ability children and ensure that there is adequate challenge
- Embed feedback policy for Maths
- Ensure Maths interventions across KS2 are improving outcomes for learning

The projected outcome of this will be:

- Attainment overall climbs to at least 70% or closer to national at 75%
- Girls and boys' attainment rises to at least 70% or closer to national boys/girls at 75%

### December 2018 Update

**55% of children are ARE in Maths in December. This predicted to rise during the Spring term.**

**56% of girls' are ARE in Maths in December.**

**50% of Disadvantaged children are ARE in Maths in December.**

### KS2 Progress

Senior leaders recognise that the progress in Maths, although above the national average at 0, is not as strong over time as Reading or writing. In particular, girls progress over time is not consistent and Disadvantaged children's progress declined in 2018. The overall 3 year average is lower than both reading and writing.

Senior leaders will take the same actions as for attainment to rectify this.

The projected outcome will be:

- Progress overall will climb as children make better progress from their starting points.
- The gap between Maths progress and reading/writing progress overall will close.
- Girls and Disadvantaged children's progress will improve from current levels and remain positive overall.

### Why outcomes for pupils is not the grade above/below

Senior leaders view the following statements needing completion on their journey to outstanding:

Pupils are typically able to articulate their knowledge and understanding clearly in an age appropriate way. They hold thoughtful conversations about them with each other and adults.

Pupils in Year 1 achieve highly in the national phonics check

For pupils generally, and specifically for Disadvantaged pupils and pupils with SEN/D, progress from starting points is above average across nearly all subject areas

The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.

## School Self Evaluation Commentary in relation to Overall Effectiveness.

### Overall Statement

Senior judge the school overall to be good. After a number of years on unstable leadership and lack of direction, the school has moved forward extensively over the last 2 years under the new senior leadership team. From the evidence provided, senior leaders understand the next stages of development for the school; critically analysing the strengths and identifying the areas for development.