**Self-Evaluation Overview – Autumn 2017 Update**

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| **Information** |
| **Context** |
| We are a small rural primary school with 120 pupils in 4 class bases. (Full capacity is 105 as our PAN is 15) Pupil numbers have steadily risen over the past 11 years. We are proud to be a member of the West Dorset Collaboration. It has 8 primary schools and Beaminster Secondary School. We have four classes: R/1, 1/2, 3/4, 5/6.The Headteacher is an experienced Head who is also a SEP and LLE. The senior teacher has very recently taken over the SENCO role following the retirement of the deputy (Dec.2017). The EYFS/Yr1 teacher is in her third year of teaching. The teacher in Yr3/4 returned in September 2017 from a one year extended unpaid leave to work in a school in India. The teacher in Yr1/2 is on a temporary contract for two terms (Due to the deputy leaving). An advert will go out in the Spring 2018 for a permanent class teacher. An additional part time teacher is employed to give support to children with special needs and to teach MFL in Key Stage 2.  Almost all our pupils are white British. We have lower than national average pupil premium figures and no pupils who speak EAL. 13% of pupils are currently on the SEND register (2nd quintile nationally). |
| **Overall Effectiveness** |
| Good but outstanding in many areas with great capacity to improve. |
| **Areas on school development plan** |
| Dashboard: Identified areas for improvement – prior middle/ higher attaining girls in mathematics (KS2). Prior higher attaining pupils converting to greater depth in mathematics, writing and EGPS. Raise achievement in mathematics through improved teaching, learning and assessment of the mastery approach to mathematics. Develop middle leaders through collaborative working which enhances inspirational learning experiences across the school. |
| **Progress made on previous inspection action points (September 2013)** |
| Since the last inspection a greater number of pupils are making rapid and sustained progress throughout the school. Pupil progress checks, test results, lesson observations and Performance Management show the impact of teachers ensuring that tasks build on what all groups of pupils can already do and that work is matched with the skills and abilities of pupils.  We have worked hard to improve the writing skills of our children. Year 6 results show progress above national for All Pupils, Male, Female, Disadvantaged (3.24 compared to -0.26 national 2016) and SEN support (0.46 compared to -2.44 national 2016). Current pupil assessment at the end of 2017 show progress at expected and exceeding standard above national averages in years 1, 2, 4, 5. Year 3 continued to perform at a high standard with 95% at expected and 42% exceeding standards.  Much work has been done on ensuring pupils are clear on how to improve their work. Time is given for pupils to act on advice from marking. Staff have discussed and implemented strategies for marking and ensuring this is effective in raising standards. Case studies updated throughout the year track the progress and impact of targeted support of pupil premium and special needs pupils.  The School Development Plan is now a document in which teaching staff, governors and parents are more fully involved. Governors regularly monitor the progress of measurable objectives. |
| **Impact in other areas** |
| For example: Due to the low percentage of pupils reaching the phonics threshold in 2016 increased dedicated time and focus was given to the teaching of phonics in year 1. This proved very effective with improved results from 57% in 2016 to 90% in 2017. |

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| **Leadership and Management** | **Grade: 1/2** |
| **Strengths** | **Next Steps** |
| * Safeguarding is very tight - a priority for all staff. * SIAMS inspection November 2017 – grading Outstanding in all four key areas. * Monitoring and evaluation are very accurate and informed by secure data, strong observation and stakeholders’ views. Development planning is very effective and supported by well-targeted professional development. * Governors hold the school very well to account.   We give high attention to establishing an atmosphere in which behaviour for learning is excellent, British values and Christian Values well promoted and ambition high. | Review, plan and implement highly effective collaborative and in school work to:  Raise achievements in mathematics with a focus on a mastery approach.  Monitor girl’s progress across the school in mathematics to ensure rapid and sustained progress which at least matches progress of boys.  Monitor the progress of prior higher ability pupils in KS2 to ensure sustained ‘greater depth’ is achieved in writing, EGPS and mathematics.  Develop middle leaders to ensure inspirational learning experiences across the school. |
| **Teaching, learning and assessment** | **Grade: 2/1** |
| * Planning highly effective with individual pupil’s needs addressed in the short and long term * Constantly developing and refining assessment linking to a clear tracking system with data that we can analyse for progress and impact of targeted support * A successful (early) intervention system to pick up pupils falling behind their peers * Checking understanding very systematically and using questioning well to enhance teaching and learning, peer discussion, strong progress of SEND and pupil premium children. * Embedding Basic Skills extremely well across the curriculum * Very effective behaviour and emotional support. | Fully engage in improving teaching, learning and assessment of the mastery approach to mathematics.  Supported through the Jurassic Maths Hub, explore ‘What makes an Excellent Lesson Design?’ and work with other teachers (from our and other schools) to plan exemplar lessons (drawing on new mastery professional development materials produced by NCETM/Maths hubs) and in so doing improve lesson design across the school.  Identify ‘greater depth’ work in children’s books to ensure challenge for higher ability pupils in English and mathematics.  Closely monitor the progress of girls in mathematics to ensure sustained and rapid progress.  All staff to develop and strengthen ‘Middle Leadership’ skills through increased focus and time given to subject leadership in school. |
| **Personal development, behaviour and welfare** | **Grade: 1** |
| Behaviour:   * Pupils understand what being a good learner means and so are willing to ask questions and take risks. * They understand other viewpoints and respect them. * Behaviour around the school is excellent. * Our inclusive ethos means that the vast majority of our SEND pupils make rapid improvements.   Personal development and welfare:   * Pupils state that bullying is not a concern. They know what it is and how to stop it * Questionnaires show they feel very safe and know how to stay safe * Parents recognise that the Christian values held and demonstrated in school have a positive impact on school life. * School Council and Eco Council have ‘strong voices’ resulting in ‘Green Flag’ award July 2017. | We will continue to ensure that the pupil voice is listened to and respected in as many forms as possible.  Our strong Christian Values will continue to be the backbone of our ethos in school and pupils will be able to explain this and how our values impact on life in school.  Carefully targeted ELSA and counselling support given at early detection.  Older pupils given increasingly more responsibility for helping to run events, support younger pupils, talk to prospective parents, run tours of the school etc.  School Council and Eco Council recruit new members and formulate new action plans. |
| **Outcomes** | **Grade: 2/1** |
| Dashboard: Weaknesses   * Prior higher attaining girls and prior 2A attaining pupils converting to higher standard in mathematics. * Progress to higher standard in writing and EGPS.   Strengths: KS2   * Expected+ Re, Wr & Ma comb. (88%) & boys (100%), higher standard boys (29%).   Expected+ Re, Sp and Gr.  Scaled Score Re.  Boys: Re, Ma, Girls: Wr, Sp and Gr.   * Disad. progress: Re 3.26, Wr 3.24, Ma 4.24. Ave. scaled score above national score for all pupils in Re, Ma. SEN progress: Re -0.66, Wr 0.46, Ma -0.04. * KS1 attainment for all pupils at expected and greater depth in all subjects compared to national (2016)   Phonics Screening Check 90%.  Current progress of pupils in Re, Wr and Ma across the school is either in line or above national averages for expected and exceeding standards. | Through focused work detailed on the School Development Plan raise attainment and progress in present year 6 cohort to:  Raise girls’ attainment in maths at the higher standard from 0% to 33%.  Raise percentage of pupils achieving the higher standard in maths from 19% to 53% (All children converting from 2A/3 to higher standard)  Raise percentage of cohort at ARE+ in maths from 61% (end year 5) to 89%.  A higher proportion of each year group attaining ARE+ and higher standard in maths than each cohort attained in 2016/2017.  Progress of girl’s maths across all year groups at least matches the progress of boys.  Higher ability pupils sustain and extend work at greater depth in English and maths across all year groups.  2017 year 6 Spelling and Grammar test: 3 pupils gained a scaled score of 108. The 2 extra points would have meant a higher standard of 44% and 100% higher ability converting to the higher standard. Class teacher has analysed mistakes and will plan accordingly.  Pupil progress checks will continue to monitor the impact of support and interventions implemented for pupils and adjustments made accordingly. |
| **Early Years** | **Grade: 2** |
| * Percentage of pupils gaining GLD dropped from 71% in 2016 to 56% in 2017. This is a difference of two children not achieving GLD – However:   Rapid progress was made by this cohort (16 pupils): On entry 19% were at expected GLD and so 37% closed the gap by end of year.  Reading and writing at expected standard gained by 25%, maths 13%.  Rapid gains were made at exceeding standard in reading with plus 44%.  When compared to national using national EExBA baseline data (2016) we judge progress as at least good in reading and writing and good in maths.   * Assessment is wide ranging and accurate. * Children are highly motivated by the interesting and well planned activities. * Leadership is good, with close attention given to professional development of staff.   Children are confident and quickly develop independence. | Further develop rich early mathematical opportunities both adult led and child initiated. Further develop the learning environment to inspire children to develop key mathematical skills including using outdoor provision.  Be part of the writing project ‘Getting Writing Right’ which is aimed at improving writing outcomes for children at the end of the reception year and includes staff from feeder pre-schools. Sessions focussed on the skills children need in place at 3 years, 4 years and 5 years of age.  CPD for teacher and TA’s to include visiting other settings, observing other good practice and liaising with LA Early Years consultant. Increase communication within school to aid effective teaching, learning and assessment.  Vulnerable group identified as those pupils with parents who do not engage with school. Strategies to be put in place to address this (EYFS development plan). This includes a ‘next steps’ board for parents to be informed of their child’s learning journey. To develop a Progress Tracker for half termly checks monitoring that at least good progress is achieved by all pupils. Target 78%+ GLD  Raise percentage of exceeding in maths from 6% to 17% |