

Self Evaluation Overview

Information
Context
<p>We are a small rural primary school with 116 pupils in 4 class bases. (Full capacity is 105 as our PAN is 15) Pupil numbers have steadily risen over the past 10 years. We are proud to be part of the new (2016) West Dorset Collaboration. It has 8 primary schools and Beaminster Secondary School.</p> <p>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 Deputy Headteacher is also the SENCO. The EYFS/Yr1 teacher is in her second year of teaching. The teacher in Yr3/4 is covering the class for one year as the governors granted extended unpaid leave to a member of staff to work in a school in India. An additional part time teacher is employed to give support to children with special needs and to teach MFL in Key Stage 2.</p> <p>Over the past five years we have had over the national average of children with special educational needs.</p> <p>Almost all our pupils are white British. We have lower than national average pupil premium figures and no pupils who speak EAL.</p>
Overall Effectiveness
Good but outstanding in many areas with great capacity to improve.
Areas on school development plan
<p>Inspection Dashboard. One weakness, % of pupils reaching the phonics threshold in Year 1.</p> <p>Preparation for SIAMS Inspection</p> <p>Collaboration work</p> <p>Writing – sustained writing opportunities</p> <p>Maths progress</p>
Progress made on previous inspection action points (September 2013)
<p>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.</p> <p>We continue to work hard to improve the writing skills of our children and in particular of those in the lower and middle ability groups (a priority from 2014-2015 KS2 test results). 2016 results were better, although no prior lower ability. Middle ability progress -0.79, +0.75 when one child's results removed. (Note that LA moderation was demanding.) Current pupil assessment at the end of 2016 show progress in line with national averages for years 1, 3, 4, 5, 6 at expected standard and above national average in year 2. Progress at exceeding standard above national averages in years 1, 2, 3.</p> <p>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.</p> <p>The School Development Plan is now a document in which governors and parents are more fully involved. Governors regularly monitor the progress of measurable objectives.</p>
Impact in other areas
For example: Due to poor results in EYFS in 2014-2015 and the appointment of an NQT in EYFS/Yr1 in 2015-2016 the school procured help from the LA Early Years lead. This proved very effective with improved end of year data. GLD 2015 53% 2016 71%.

Leadership and Management	Grade: 1/2
Strengths	Next Steps
<ul style="list-style-type: none"> Safeguarding is very tight, and is a priority for all staff. 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. <p>We give high attention to establishing an atmosphere in which behaviour for learning is excellent, British values well promoted and ambition high.</p>	<p>Collaborative work: Further develop highly effective classroom practice to ensure all pupils make rapid and sustained progress in maths and writing.</p> <p>Employ support for pupil mental health issues.</p> <p>Initiate the use of 'My Concern' involving all staff taking responsibility.</p>
Teaching, learning and assessment	Grade: 2/1
<ul style="list-style-type: none"> Planning highly effective with lesson objectives and success criteria based on the new curriculum Constantly developing and refining assessment linking to a clear tracking system with data that we can analyse for progress A successful (early) intervention system to pick up pupils falling behind their peers Checking understanding very systematically and 	<p>Focus on appropriate access points for all pupils in lessons.</p> <p>Continue focus on effective feedback to pupils.</p> <p>Increase investigative work in maths to aid 'greater depth' of understanding.</p> <p>Increase opportunities for pupils to explain their thinking to their peers during class discussions.</p>

<p>using questioning well to enhance teaching and learning</p> <ul style="list-style-type: none"> • Embedding Basic Skills extremely well across the curriculum <p>Managing behaviour very effectively</p>	
Personal development, behaviour and welfare	Grade: 1
<p>Behaviour:</p> <ul style="list-style-type: none"> • 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. <p>Personal development and welfare:</p> <ul style="list-style-type: none"> • 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. 	<p>We have further developed and embedded our Pupil Council and Eco Council systems during 2015-2016 this will continue in 2016-2017. We will continue to focus on developing systems whereby pupils feel their opinions and feelings are valued.</p>
Outcomes	Grade: 2/1
<p>Inspection Dashboard</p> <p>Weaknesses</p> <ul style="list-style-type: none"> • Year 1 phonics. <p>Strengths</p> <ul style="list-style-type: none"> • KS1 attainment for all pupils and for disadvantaged, at expected and greater depth in all subjects for all EYFS development groups. • KS2 disadvantaged pupil had an average scaled score above the national score for other pupils in reading. <p>We were particularly pleased with the exceptional progress in reading which was in the top 1% nationally. Current progress of pupils in reading across the school is either in line or above national averages for expected and exceeding standards. Current progress of pupils in maths across the school is either in line or above national averages for expected and exceeding standards.</p>	<p>Close monitoring of phonics year 1:</p> <p>This cohort has been highlighted as requiring careful monitoring and targeted teaching since analysis of baseline data in 2014. There are a number of children who have a range of special needs in this year group, without these pupils data shows the percentage achieving the threshold was 73% (in line with national figures as each pupil represents 9%). This one year poor phonics result is not seen as an indicator of reading standards throughout the school. In 2015 85% passed the phonics screening in year 1. In 2016 100% met expected standard and 55% greater depth in reading in KS1. Also reading progress in KS2 was in the top 5% nationally.</p> <p>Pupil progress checks will continue to monitor the impact of support and interventions implemented for this cohort and adjust accordingly.</p>
Early Years	Grade: 2
<ul style="list-style-type: none"> • Standards returned to being broadly average following a one year dip in 2014-2015. • 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. <p>Children are confident and quickly develop independence.</p> <p>Rapid progress was made with 71% reaching a good level of development compared to 48% on entry. When compared to national using national EExBA baseline data we judge progress as at least good in reading and writing and good in maths.</p>	<p>Introduce and embed 'Tapestry' in order to engage parents in their child's learning journey.</p>