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| **St Mary’s Primary School – Self Evaluation Summary – Spring/Summer 2018** | | |
| Context | St Mary’s is Catholic Primary School which puts the children at the heart of the school. Major strengths of the school are the diversity of the school, Phonics teaching, pastoral care and Coaching. We are part of an Academy Trust which is currently undergoing change and expansion. | |
| Development Plan Summary | Key Issue 1: To raise attainment in reading and writing in KS1 and Ks2 to Expected Standard to be in line with National. RE results for each class to be in line with Diocesan Averages, if not above due to consistently good teaching. | |
| Key Issue 2: To raise attainment in Maths focusing on reasoning and application of number skills. | |
| Key Issue 3: To ensure Ks2 combined reading, writing and maths meets National Averages and that progress in writing and maths is above 0. | |
| Key Issue 4: to ensure core skills are used in foundation subjects, there is breath in foundation subjects and children show greater growth mindset to develop an outstanding. | |
| To do this we need to:   1. More rigorous monitoring of all subjects: using coaching, work scrutiny, learning walks: half termly progress reviews. 2. All staff to apply the marking policy consistently: develop use of editing. 3. Coaching and TFl programme put into place to develop children’s independence, less teacher talk and better use of TA support. 4. Ensure middle attainers from KS1 results convert to expected: targets set in performance management. In RE, to improve the depth and challenge for Middle to High Ability and to use strategies to increase the progress of the SEND children. 5. Improve the presentation in school: to ensure there is consistency and high expectations.. 6. Reciprocal reading sessions across year groups. 7. Reading related/comprehension homework across the school to involve reasoning (Maths). 8. Question analysis of Maths & reading papers at the end of each term to identify and address any gaps. 9. Rainbow Grammar training for all teaching staff: to develop a consistent approach and terminology for grammar: aid EAL pupils. 10. Develop a consistent approach across the school in the teaching of grammar; esp as the school has a high proportion of EAL pupils. 11. Increase events during and after the school day for parents and families to attend. 12. Increase the number of parents actively involved with the PTA, policies and knowledge of school systems. 13. Develop the school website and communication system to engage children and parents. 14. Achieve Silver Eco award and anti- bullying award. 15. Strategies for the most challenging and vulnerable pupils need to be implemented including the support of outside agencies: more robust tracking of Disadvantaged, SEN and EAL pupils to ensure all groups make progress to narrow gaps to peers. | |
| Progress against previous inspection key issues | Key issues from last inspection January 2017 | Summary of progress |
| |  | | --- | | Leaders and those responsible for governance should ensure that: | | there is consistent teaching of number facts in mathematics:  teachers nurture a greater depth of mathematical understanding  by encouraging pupils to explain how they got their answers  teachers give those pupils who find mathematics difficult  greater opportunity to practise their skills before moving on to  new learning. | | Clear Calculation Policy in place.  Children continue to put into place daily arithmetic practise: improved on track expected, but more checking to clear misconceptions is required.  Math’s learning walks identified that children need to attempt more investigative skills: TFL training to develop explanations.  Reasoning skills and application of skills need to be developed further in order for the gap to close at greater depth in Maths.  Modelling skills: equipment to be bought. |
| The most able pupils quickly build upon what they already know and can do in mathematics and develop higher-level skills in reading. | Planning development to be put into place: breaking down objectives: continue to develop Reciprocal reading for the higher inference skills. Obtain more challenging group texts for Ha. |
| External Evaluations/ Reports on the school | Evaluation/Source | Notes/Judgement |
| David Quinn: Education Advisor: Nottingham Diocese | A more robust monitoring system in place. Both the HT and RE subject leader have increased the level of support for teachers through shared planning time, coaching and team teaching. Ensure that appropriate activities are planned throughout Key Stage 2 which provide opportunities for extended writing (at least 2 per topic). That Level 3 and Level 4 activities planned within KS2 provide an appropriate level of challenge and investigation (depth of reasons and breadth of links made). |
| Peer Accountability Reports – Head Teachers within the Trust | AT KS2 raise standards to be in line with national levels particularly in the combined. Presentation and Marking need improvement.  Teaching to be consistently good in all aspects: especially in Y2, KS2. |
| Coaching Accreditation | 2015/16, 16/17 and 17/18 cpd budget: shows that finance has been set aside for training all class teachers to go on coaching training. SMT have attended coaching training, leading to more effective monitoring. ( see budgets for previous years and cpd paper work for this year). This needs  Developing and embedding. |
| Leadership & Management  Grade 2 | Strengths | Areas for development |
| Leaders and governors have begun to establish a coaching culture, building on the work of the previous HT, that enables staff and pupils to excel as it is unapologetically striving for ongoing improvement and development. As part of the ongoing CPD the SLT, DHT and HT have been trained as lead coaches.  To maintain the planned monitoring cycle through coaching and record keeping. - This is continuing to be rigorous and shows a marked improvement in the quality of teaching observed. | Coaching for teachers and TAs in triads has begun, this now needs to become embedded and paperwork shared with SLT: to feed into policies and improved teaching and learning to outstanding.  New HT in post from April 2017: robust monitoring cycle to be put into place |
| Positive parental engagement to impact on the children’s progress, attainment and attendance. To further strengthen the school’s reputation in the wider community, increasing numbers on roll to maximum capacity. |
| Governors are capable and enthusiastic and are beginning to be increasingly challenging for staff and the Head Teacher through thorough questioning. (See Minutes of FGB). Governors are asking questions to the Head and Teaching staff which is beginning to be recorded in visit reports. | Ensure all governors are playing an active role and answerable to their colleagues and inform particularly about pupil premium and safeguarding (responsible to feedback information to other Governors for them to be able to question – through Coaching strategies). Need to ensure Governors are fulfilling their commitments with class visits by completing reports and feed-back to the Full Governing Body. |
| All teaching staff are aware of the school priorities and what needs to be done to achieve them due to effective CPD (coaching and monitoring feedback), development of middle & aspiring leaders who are skilled to take on whole school initiative, through the school aspect system: allowing staff to take ownership and provide evidence. | Target Tracker as a tracking tool has been in place since October 2017. Ensure that all teaching staff are clear, accurately track the pupils on the app and use the information gathered to inform future planning, through mentoring with Assessment Coordinator as required. This needs to cascade into Foundation subjects. More thorough analysis using it. |
| Teaching, Learning & Assessment  Grade 2 | Strengths | Areas for development |
| Teachers subject knowledge and strong but positive behaviour management are all consistently good. The teaching of reading, writing, communication and mathematics is effective and beginning to be cohesively planned and implemented across the curriculum. Teachers are working more collaboratively across the MAT and with each other to improve practise. | Teachers to develop opportunities for Reciprocal reading and applying number skill to problem solving, Rainbow Grammar & reasoning skills (Maths word problems) and in timetabled guided reading.  In KS2 staff to discretely teach spelling patterns.  Staff to engage and support parents in promoting reading at home, through meetings, workshops and 1 to 1 discussions. |
| Pupil progress reviews are undertaken half termly to identify pupils at risk of under-achievement and interventions are put into place and monitored to ensure all pupils make the best progress possible. Coaching targets are also used for this: monitoring of this, shows short term targets being met. | Consistent application of the marking policy by staff and pupils in every book (book scrutiny/reviews). This is to provide incisive feedback to children, developing more rapid and sustained progress.  Where teaching is less than good an agreed date and focus for review has been set, within two weeks: direct instructional mentoring from HT/ DHT/ Strong practise in school disseminated.  RE: to achieve diocese averages of children in each class achieving expected level for their year group: through improved teaching and learning by using links, better differentiation and more challenge and depth in tasks. Extended writing to be seen in RE books. |
| Staff make the most of opportunities in the local area to provide a rich and balanced curriculum, from reading and technology opportunities and university events.  Disadvantaged children are identified early and appropriate quality intervention put in place to close gaps.  Teaching assistants and a Key stage one teacher have had talk for learning training and are driving this in class, particularly in reading. | Question analysis of reading and maths papers to identify gaps in children’s learning. Analysis put into achievable strategies to address gaps.  Talk for Learning pedagogy engaging ALL learners to be active participants and contributors (Inc. peer tutoring in spellings and opportunities for wider reading). Children to show more rapid and sustained progress within lessons and overtime.  Core skills are applied in cross curricular learning. – English skills are being applied in other subjects, |
| Personal Development, Behaviour & Welfare  Grade 2 | Strengths | Areas for Development |
| Bullying incidents are low but when they occur are dealt with through effective policies and (Counsellor to support the children). The children and parents were involved in developing the Anti-bullying charter in the Autumn Term in 2017 in Anti bullying week. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs. (see class behaviour logs)  British values are shared through opportunities: such as election week and in international days. The diversity of the school is also celebrated on these days. There is a welcoming and cohesive feel to the school. | The school is consulting to apply for the Beyond Bullying Award to highlight the importance the school places on tackling bullying issues and keeping children safe. We will also be adapting the anti-bullying charter involving all stakeholders.  Attendance has improved however was still below for Free School Meal and SEN children last academic year – this is being tackled through use of the EWO and monitored ongoing by PP Champion. |
| Attendance for 2016/17 and in the Autumn term 2017 was above National target (96.8, Nat 96%). Current attendance All  SEND 95.84% , FSM 94.84% . The use EWO and staff conversation with parents has contributed to this improvement. Pupils value their education and only a small minority are absent or persistently absent. Counselling in school, has helped children in need of emotional support, to improve their attendance and resilience.  Parents are also contacted by the PP lead in school to give their opinion on what they think their child’s needs are to progress emotionally and academically. | Children to use their confidence in applying core skills to all areas of learning and raising their own expectations. Disadvantaged children to be given free places in after school and breakfast clubs to support their attendance and well- being.  More surveys and child led strategies put into place, such as peer mentoring on the playground.  More rigorous monitoring of attendance for FSM/ SEND children to improve to above Nat Averages.  Plan to develop training off staff members to lead a forest School to impact on social skills and self- esteem. |
| Confident articulate children contributing to school policy such as anti-bullying, homework and behaviour. School council and chaplaincy team keep minutes of their meetings, led effectively by two members of staff have a positive impact on strategies and initiatives in school. The children are confident and proud of their school this has been commented on by visitors to the school, external consultants, parishioners and feedback from trips/visits.  Pupils impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. The vast majority of pupils are self-disciplined, incidents of low level disruption are rare. | Develop a clear career programme for pupils raising their aspirations for their futures. Invite parents to attend a careers session either to contribute through presentations on their jobs or to be able to have conversations with their child about their ambitions.  In  Year 6 pupils to be greeters at Reception over lunchtime. Uniform policy to be consistently applied by staff with reminders to parents. |
| Outcomes for pupils  Grade 2 | Strengths | Areas for Development |
| Phonics scores in Year one was at 93%: well above National Averages. The previous year was also above National Averages.  KS1 are beginning to meet National Averages, especially in greater depth. | KS1 & 2 standards in attainment for children at Expected Standard in line with National and especially combined reading, writing and maths to rise to National Averages, through One Staff member released two days a week to parallel teach with Year 6 in Maths/ English and SLT support reading, maths and writing in Year 6. 2016/17 data showed that this structure closed the gap for those pupils involved. Middle achievers to convert to expected from their KS1 scores. |
| School data: beginning to close the gap to national at KS2 and is beginning to meet Greater Depth in writing and Grammar, punctuation & spelling. Across almost all year groups in a wide range of subjects pupils make consistent progress developing secure knowledge, understanding and skills considering their different starting points. | Use of Two Pupil premium teachers to continue targeting gaps for Pupil Premium children, targeting progress in Maths and Reading. Ensure that Pupil Premium children arrow the gap to their peers reporting to PP lead half termly: tracking data more closely. |
| Progress in Ks1, an improving picture over this time. Year 2 retakes need to be above national & local authority for three years due to the targeted support provided over the two year in KS1. | Develop opportunities during the school day to read a variety of texts for various purposes (comprehension, word problems), using reciprocal reading. Timetables to outline this, reading corners visible and attractive in every class, classes timetabled to use the library, parents invited in to school to read effectively with their child.  Accelerate progress in maths through application of skills, with children not doing too many skills, but once correct applying it to word problems: then reasoning and investigative skills.. |
| EYFS  Grade 2 | Strengths | Areas for development |
| EYFS year-end data showing a good picture over the last three years with GLD above National Averages. Effective self-evaluation has led the school to put together an effective action plan to improve provision including the training and development of staff which is improving the outcomes. | Develop the outside area, so that writing, number skills and stimulating questioning and tasks are seen that match the quality of provision inside.  Planning with children so they can offer suggestions of what they would like linked to the topic. Summary of children’s interests (from conversations with parents) to inform planning. |
| Children are motivated and interested in a range of activities and are keen learners, they listen carefully to adults and each other. Children’s behaviour is good and shows that they feel safe. This is evidenced through observation (lesson & assessment information and conversations with pupils. | Increase the % of pupils achieving GLDs to be at least in-line with national, this year, as it will drop due to the nature of the sEN cohort, through planning and provision (SLT to work closely with the team). |
| Children’s writing, writing stimulus and resources are readily available inside and provide increased opportunities for writing and mark making. | To ensure the EYFS environment is organised so that learning inside is also reflected outside and is thematic, develop support staff to assist in this (through Coaching). |
| Overall effectiveness: Safeguarding: Good, SMSC: Good, Overall judgement: Good | | |