

# **Self-Evaluation Document**

**2016-2017**

SECTIONS	SUMMARY EVALUATION
<b>Introduction</b>	This document provides a brief self-evaluation summary. The form evaluates how well we are performing as a school and makes a judgement for each area. Our children make good and outstanding progress and levels of attainment are high and above national levels. The head took up post in January 2014 and at the same time the school became part of the Aireborough Learning Trust Partnership. We have a very supportive parent body who engage with school but there are an increasing number of parents who require nurture, support with parenting skills as well as emotional support.
<b>Context</b>	Two form entry infant school with a nursery; 223 on role 13.4% children eligible pupil premium 9.4% minority ethnic groups- Black British, Asian, Chinese and Eastern European 4.2% have English as an additional language 3.0% children with SEN support 1.3% supported with early help 3.5% supported with early help and access to outside agencies 97.5% of school population stable 0.11% deprivation indicator
<b>What characterises our approach</b>	A strong team ethos to include all members of the school community. A desire to ensure that our children strive towards their full potential. A commitment to <b>never</b> capping our children's aspirations. A growth mind set for both staff and pupils. Staff willing to take on new challenges. A commitment to partnership working with other settings and agencies.
<b>Areas for whole school development</b>	To raise pupil outcomes for all groups across the school. To ensure accuracy of assessment particularly in Early Years. To improve attendance and punctuality across the school. To achieve Food for Life Silver Award. To develop all aspects of leadership across the school. To develop inter-school collaboration To continue to raise the profile of the governors across the school community.
<b>Previous inspection key issues. (March 2016]</b>	Leaders and governors to ensure that: -teachers provide a higher level of challenge for the most able across the whole school, particularly in writing and maths -assessments carried out in early years are checked closely to ensure they accurately reflect where children are in their learning
<b>Overall Effectiveness</b>  2[2]	This is a good school with outstanding elements. To become outstanding – -systems and procedures including assessment need to be more rigorous -outstanding practice needs to be more consistent across the school. -gaps between different groups need to be closed

<b>Overall effectiveness</b>		<b>Judgement grade</b> (last inspection)
		2 (2)
<b>Reasons for the judgement</b>	<b>To reach the next grade we need to</b>	<b>Evidence</b>
We are a highly effective school with a very good capacity to sustain further improvement. We have a committed team who are keen to develop their skills to ensure that all children reach their potential.	-Develop the use of class based research to raise standards and impact on pedagogy. -Develop a common language across school to ensure that children and staff are aware of how they teach and use key learning skills.	<i>Staff meeting calendar</i> <i>Support staff meeting minutes</i> <i>Nurture group planning and outcomes</i>
Children flourish in their spiritual, moral, social and cultural development which runs through the core of the school due to our celebration of achievements; growth mind set ethos; promotion of values to meet the demands of modern Britain and a thirst for learning but also in their attainment.	-Work with specific groups to develop resilience and to aim for all children to work towards their potential -Achieve Food for Life Silver Award -Introduction of weekly attendance and punctuality awards.	<i>O Track</i> <i>Raiseonline</i>  <i>SEN data</i>
End of KS1 results show that the percentage of children achieving ARE and above across all three areas is higher than national data.	-Develop pedagogy with a focus on challenge to increase the number of children working at greater depth.	<i>School data</i> <i>Pupil voice</i>
The majority of children with SEN make good progress due to targeted support and our inclusive approach. Monitoring shows that interventions are effective in securing progress.	-School to employ a Speech and Language Therapist to support and develop high quality speech and language provision amongst staff in school as this is key barrier to learning for a significant number of children.	
Children are active and engaged learners in a safe environment with a consistent and positive ethos. Relationships for learning, behaviour and safeguarding are all very good.	-Develop opportunities for children to reflect on their learning and teacher/peer feedback which is age appropriate and demonstrates progress across the school.	<i>Pupil voice</i>
School welcomes and acts upon parental feedback as well as listening to the opinions of the children. We ensure that these groups have regular opportunities to evaluate provision.	-Develop the role of Parent Voice to respond to and act upon parental feedback so that they become more actively involved in school improvement.	<i>Feedback from questionnaires</i>
Pupils are happy and safe at school and are actively involved in school development. They have a strong voice in School Council.	-Develop the role of Eco Council and SNAG to ensure that they have an equal voice in school to the School Council.	<i>Minutes of meetings</i>
The Governing Body is ambitious for the school. They are able to balance the role of challenge with support to assist school to continue to raise outcomes for our children.	-Governors to share training with other governing bodies and develop links with others in the Trust.	<i>Training records</i> <i>Minutes of meetings</i>
The school's curriculum promotes a thirst for knowledge and understanding and a love of learning. It contributes well to children's academic achievement as well as their physical well-being, spiritual, moral, social and cultural development.	-Promote the excellent practice of continually adapting provision to meet the needs of each group across the whole school ensuring this is evident through planning and lesson observations.	<i>Curriculum Plans</i> <i>Pupil Voice responses</i> <i>Parent questionnaire responses</i>

<b>Outcomes for pupils</b> Attainment, progress and the quality of learning, for all individuals and groups		<b>Judgement grade</b> (last inspection)
		2
<b>Reasons for the judgement</b>	<b>To reach the next grade we need to</b>	<b>Evidence</b>
<p>The majority of children make at least good progress in EYFS- staff are aware of the varying needs of each new cohort. In Sep 2016 baseline data shows that 84% of nursery children are working within 22-36 months. In Sep 2016 baseline data shows that 78% of children are working within the beginning of 40-60 months. 75% of children left Early Years Foundation Stage [EYFS] with a Good Level of Development [GLD]- this was a decrease on the previous year. In 2015-2016 no child achieved less than 17 points. The EYFS leader ensures that school plays a leading role in the local Early Years network.</p>	<ul style="list-style-type: none"> <li>-Target support including early speech and language intervention and hold regular pupil progress meetings to ensure accuracy of judgements.</li> <li>-Continue to moderate judgements within school and across Trust settings.</li> <li>-Monitor progress carefully to ensure that the large majority of children achieve GLD and more are exceeding ARE.</li> <li>-Ensure greater consistency across all prime areas.</li> <li>-Audit practice to ensure that there is consistent approach to developing outstanding practice.</li> <li>-Develop use of movement play across EYFS to impact on moving and handling and writing.</li> <li>-Employ a Speech and language Therapist to support and develop work in school.</li> </ul>	<p><i>Perspective Data</i> <i>O Track</i> <i>Planning</i> <i>EYFS data</i> <i>Training records</i> <i>2Simple</i></p> <p><i>Raiseonline</i></p>
<p>90% of children in Y1 achieved a pass in the phonics check 72% of Y2 met the expected standard across Reading, Writing and Maths. A small number of children were working at greater depth. Girls out performed boys in writing which is a particular area of concern.</p>	<ul style="list-style-type: none"> <li>-Moderate judgments across ALPT and specifically with the Junior School.</li> <li>-Continue to develop EYFS-KS1 transition and children being Y1 ready.</li> <li>-Develop pedagogy to ensure that all children reach their potential, including boys, disadvantaged children and summer born children, through targeted support and regular pupil progress meetings as well as class based research.</li> </ul>	<p><i>Raiseonline</i></p>
<p>Regular support staff and staff meetings/ training ensure that staff are aware of issues and have strategies to address concerns. Pastoral support is strong with access to a full time Inclusion Worker. A behaviour support worker focuses on social skills and self-esteem and ensures that behaviour and staffing at lunchtimes and playtimes are consistent with in class work and expectations.</p>	<ul style="list-style-type: none"> <li>-Regular pupil progress meetings to have specific regard for targeted groups and ensure early intervention.</li> <li>-Staff familiar with pupil premium case studies to tailor provision.</li> <li>-Training for support staff focusing on core skills.</li> <li>-Targeted engagement of parent/carers of disadvantaged groups</li> <li>-Work towards ensuring that all pupils attain at least ARE in KS1 and raise the number of children working at the higher levels across all groups with specific focus on those children deemed more vulnerable and more able girls.</li> </ul>	<p><i>Raiseonline</i> <i>Pen portraits</i> <i>Lesson observations</i></p>

<b>The Quality of Teaching, Learning and Assessment</b>		<b>Judgement grade</b> (last inspection)
		2[2]
<b>Reasons for the judgement</b>	<b>To reach the next grade we need to</b>	<b>Evidence</b>
The quality of teaching is improving. Staff are keen to develop their practice. All teaching is good and much of it is outstanding.	-Continue to provide staff with opportunities to collaborate and learn from each other through a regular timetable which includes peer work, staff meetings and visiting other settings; specifically those within the Trust.	<i>Lesson observations</i> <i>Staff meeting calendar</i> <i>Staff reflections on peer work</i>
The performance management cycle is rigorous and staff are clear about what is expected of them. Meetings are professional discussions, staff are well prepared and expectations are closely aligned to teacher standards..	-Continue to develop support staff performance management to ensure that it is closely linked to school development as well as personal development. -Ensure clarity amongst staff on UPS as to what constitutes impact across the whole school.	<i>Appraisal review statements -</i> <i>Appraisal planning statements</i>
Middle leaders are developing training for support staff in key areas such as behaviour management. Support staff are mentoring newer members of staff. Support staff are being used to target children's misconceptions efficiently and effectively. Children benefit from our use of an in-house cover supervisor. A stable staff structure ensures consistent progress.	-Tailor training programmes for support staff to link closely to school development as well as personal development. -Ensure that the excellent practice of using support staff to target misconceptions is consistent across the school. -Cover supervisor to access all relevant training. -Detailed timetable for cover supervisor to support specific children when not covering whole classes.	<i>Staff meeting calendar</i> <i>Lesson observations</i> <i>Staff Evaluations</i> <i>Training records</i> <i>Timetables</i>
The majority of children make good or better progress. Through our focus on experiential learning and first hand experiences children establish the building blocks for engaged and active learning. Pupils receive targeted support and achievement is managed on a personal level. They are clear about their learning and how to improve.	-Ensure that the gap between groups -closes due to early identification of specific needs and targeted support. -All staff to be aware of specific groups, their needs and how they can make an impact on children's progress. -Marking and feedback to be age appropriate and consistent.	<i>Raiseonline</i> <i>Perspective Light</i> <i>Planning</i>
Whole school and individual target setting is for the most part based on accurate moderated teacher assessment has a direct and positive impact on teaching and learning.	-Develop more rigorous target setting with regard to the progress and attainment of specific groups. -Review target setting regularly to ensure that actions taken are having maximum impact. -All staff to have access to data showing progress	<i>Pupil progress meetings</i>
Subject leaders develop action plans and monitor teaching and learning through a clear monitoring schedule.	-Staff to continue to raise the profile of their subject or subjects in school to ensure a high quality broad and balanced curriculum through relevant training and team work.	<i>Action plans</i> <i>Monitoring records</i>

<b>The Effectiveness of Leadership and Management</b>		<b>Judgement grade</b> (last inspection)
How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of Self Evaluation , appropriate curriculum, governance		2 (2)
<b>Reasons for the judgement</b>	<b>To reach the next grade we need to</b>	<b>Evidence</b>
The SLT have set a clear direction for the school and have a carefully considered approach to school improvement planning that involves all staff.	-Develop the culture of an uncompromising drive to maintain and improve the highest level of achievement and personal development for all pupils by ensuring staff and governors are clear about their role in school improvement through regular meetings and clearly defined actions.	<i>SLT minutes School Development Plan Raiseonline</i>
Data outcomes indicate that planned actions are impacting positively and emerging issues are dealt with in a timely way.	-Monitor impact of planned actions with specific regard to disadvantaged children as well as other specific groups. Actions must respond to specific needs with clearly defined outcomes-regular pupil progress meetings.	<i>Trust meeting minutes/emails</i>
The school is a proactive member of local networks including the recently formed Trust. As an example of distributive leadership various staff take a leading role in these networks.	-Active involvement in curriculum development across Trust schools. -Taking a leading role in Trust assessment group with regard to consistency. -Staff leading on specific areas relevant to school and across the Trust.	<i>Governors' minutes</i>
Governors scrutinise school data provided by senior leaders and have first-hand experience of provision either as a parent or through class visits. Each governor is linked to a specific class and subject area.	-Develop the structure of class visits. Governors to provide a written report of their visit. -Increase frequency of governor/subject leader meetings to develop governor knowledge of school life specifically teaching and learning.	<i>Governor-head teacher correspondence</i>
Distributive leadership is being developed across the school. Middle leaders are highly effective and proactive in moving their subject forward. They lead training for all staff and action plans are an integral part of the school development plan.	-Continue to develop role of subject leaders to train all staff and to work with practitioners across the cluster and Trust -Develop role of subject leaders with regard to raising standards and improving provision across the school through structured CPD and observation opportunities.	<i>Training records Action Plans School Development Plan</i>
Members of the SLT have the opportunity to work with senior leaders from partnership schools. They are confident in their ability to assess a lesson and give developmental feedback.	-Head to work with other leaders to develop a programme for staff to work with senior leaders in cluster/Trust schools to improve practice.	<i>Lesson observations Audits by external agencies</i>
There is a strong SLT including the School Business Manager [SBM] who works closely with the head to address budgetary issues and target resources to school priorities.	-Access training/peer support that is relevant to developing leadership skills which impact on provision/standards in school.	<i>SLT minutes</i>

<b>Personal Development, Behaviour and Welfare</b>		<b>Judgement grade</b> (last inspection)
		1 (2)
<b>Reasons for the judgement</b>	<b>To reach the next grade we need to</b>	<b>Evidence</b>
Safeguarding is a key strength. All staff have relevant training and school is adept at identifying children and families in need. School has good relations with relevant agencies.	-Ensure continued awareness of relevant legislation and regular audits of current practice in school. -Regular discussion/training with regard to current legislation to ensure that staff are confident in their role.	<i>Safeguarding File</i>
Our children feel safe in school and know who to speak to if they have concerns. They are clear about the role of the very skilled Inclusion Worker.	-Continue to develop awareness of how to stay safe both in school and out with a focus on E-safety for children and adults.	<i>Parent Questionnaires Pupil Voice Termly "Speak up" questionnaires</i>
The overwhelming majority of parents, staff and children are unreservedly positive about both behaviour and safety in school. Termly speak up questionnaires ensure we hear from all children.	-Clear communication with parents about school behaviour and safety policies -Workshops for parents and newsletter/website communication	<i>Behaviour Policy</i>
A clear behaviour management system that runs through all aspects of school life ensures that behaviour is outstanding both in and out of the classroom. Children understand what it means to 'Shine'. The few pupils who find it difficult to manage their behaviour are supported by personalised approaches and key staff.	-Develop consistent procedures for those children who struggle to manage their own behaviour. -Ensure that there is a consistent approach from all staff towards behaviour management both in and out of class.	<i>Attendance records Parent Voice</i>
The attendance of the majority of children is very good or outstanding and punctuality has improved in the last year due to the regular presence of the HT on the playground and focused support provided by the Inclusion Worker.	-Targeted support for vulnerable families (Inclusion worker, Admin Assistant and Head Teacher) -children with attendance below 95%. -Clear messages to parents about the importance of good attendance [use of school and Trust incentives] -More parental involvement in understanding the importance of good attendance.	
Growth Mind Set is well established throughout the school. Children are encouraged to 'Reach for The Stars' and we aim to provide them with the skills to do just that. Good self-esteem and self-assurance are promoted through weekly achievement assemblies attended by parents as well as responsibilities as members of councils etc.	-More involvement of parent/carers in the Growth Mind Set work. -Develop children's awareness of how they can be effective learners using a system based on Early Years' characteristics of learning. -Develop our skills based approach to support growing self-esteem and self-confidence in the children's own abilities and what they can achieve.	<i>Display Board Planning Minutes of meetings eg School Council</i>
Pupils are aware of different forms of bullying and how to keep themselves safe. There are few instances of bullying and these are dealt with effectively by the school.	-Continue to work on whole school and personal strategies so that children feel safe and empowered to deal with any issues in an appropriate manner.	<i>Anti-Bullying policy/week-planning, photos E-Safety week</i>
The culture and ethos in school ensures that children are well prepared for life in modern Britain. They have respect for others and are taught to understand the impact of their actions.	-Develop opportunities to expose children to people from a range of cultures eg partnership with a school with a contrasting context.	<i>PSHE planning Circle Time</i>

Effectiveness of Early Years provision		Judgement grade (last inspection) 2 (2)	
Reasons for the judgement	To reach the next grade we need to	Evidence	
Children generally make at least good progress during their time in EYFS but this needs to be more consistent.	<ul style="list-style-type: none"> <li>-To continue to raise the percentage of children who reach GLD and especially those who exceed.</li> <li>- EYFS and Y1 to work together to ensure that children are KS1 ready with regard to the new curriculum.</li> <li>-Regular monitoring of assessment by SLT/ external partners.</li> </ul>	<i>Perceptive O Track/ 2Simple Planning Lesson Observations with partner school (Nov 2014)</i>	
Planning is comprehensive and details a range of areas of provision to engage children. Staff in Reception work as a unit rather than separate classes to ensure that children have access to a wide range of provision.	<ul style="list-style-type: none"> <li>-Monitor planning to ensure that there is a daily emphasis on core skills particularly writing/ phonics</li> <li>-Monitor impact of phonics work on reading and writing in EYFS.</li> </ul>		
There is a strong focus on team work and regular team meetings promote good communication to ensure consistency of provision for the children within the setting.	<ul style="list-style-type: none"> <li>-Ensure that staff have relevant training including new staff.</li> <li>-Develop communication with Y1 with regard to Y1 expectations and key learning in early years.</li> </ul>		<i>Performance Management records Planning</i>
Highly skilled Teaching Assistants [TA] mentor and support new members of staff. They contribute to a positive and stimulating learning environment. New staff are clear about their roles and confident to carry out their tasks.	<ul style="list-style-type: none"> <li>-Continue relevant programme of support and development.</li> <li>-Training to focus on expectations in EYFS and Y1 and how we can ensure a smooth transition.</li> </ul>		
Child initiated learning is evident with opportunities for planning to be led by pupil interest. This engages both parents and children in what is going on the classroom.	<ul style="list-style-type: none"> <li>-Develop more frequent opportunities for child initiated learning.</li> </ul>		
The phase is very well resourced and staff make creative use of a great outdoor learning area. Resources are organised to promote pupil independence and decision making.	<ul style="list-style-type: none"> <li>-Ensure that resources are in good condition and that all equipment is regularly used.</li> <li>-Develop the use and acquisition of resources to support movement play.</li> </ul>	Planning	
Strong transition procedures are in place from Nursery to Reception. They take account of the fact that at least one third of our children do not come from our Nursery. We have new parent meetings, home and nursery visits as well as a programme of school visits.	<ul style="list-style-type: none"> <li>-Develop links with other nursery settings and support them to be confident in their delivery and assessment within the EYFS curriculum.</li> <li>-Allocate time for the Early Years Leader to work across both nursery and Reception.</li> </ul>	Timetable of events in school calendar	
Parents are encouraged to be a partner in their child's education through parent workshops and half termly open mornings.	<ul style="list-style-type: none"> <li>-Consider how learning journeys can be used to support parental engagement and input.</li> </ul>	Parent feedback	
Staff are well organised in their use of observations to assess children's learning and development as well as next steps.	<ul style="list-style-type: none"> <li>-Consider the number/quality of observations used in learning journeys.</li> </ul>	2Simple/ Learning Journeys	