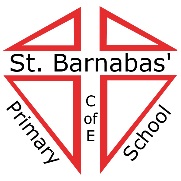
** SCHOOL SELF EVALUATION (SEF)**

**Heaton St Barnabas' CofE Aided Primary School, October 2015**

Colour Codes: Judgements, proportion, data – strong / Requires Improvement.

|  |
| --- |
| **INTRODUCTION – SCHOOL CONTEXT**  **The main characteristics of the pupils and the communities served by the school:**  Heaton St Barnabas’ is a larger than average, two FE primary school (NOR 400) situated on the fringe of the city of Bradford. The majority of the children in school are of Pakistani heritage together with a small number of children of Eastern European heritage (most of whom are new to the English language). There are a further 12% from other ethnic minority backgrounds. The number of pupils who speak English as an additional language is significantly high (46%). Approximately 31% of our pupils are eligible for free school meals. The proportion of our pupils at School Action and School Action Plus is significantly high (18% mainly SLCN and MLD). Pupils with a Statement of special educational needs is below average (1%). Currently, there are two pupils ‘Looked After’.  At Heaton St. Barnabas’ School, our pupils experience success, high standards of work and exemplary behaviour, achieved through a caring and welcoming environment. The school not only provides good teaching; pupils receive high levels of care, guidance and support resulting in high personal development. This is demonstrated by pupils’ excellent attitudes towards school and rising attendance rates which contributes to the school’s excellent pastoral care and ensuring that all safeguarding requirements, including health and safety issues, are met. We are committed to providing a very broad curriculum to cater for the needs and personal interests of all our children. There is an ethos of mutual respect throughout the school community at Heaton St. Barnabas’. We have high expectations of everyone in our community and we love and celebrate learning; resulting in a vibrant and happy school, where pupils are nurtured and eager to learn. We actively encourage all pupils to learn, reflect and question, through a stimulating learning environment that is calm and well-structured, where pupils feel safe, confident and happy. The vast majority of parents and carers strongly agree: that their children like school; that the school keeps pupils safe and that teaching is good or better. The excellent personal development of pupils is demonstrated by their enjoyment of school; enthusiasm to adopt responsibilities and an excitement for learning independently.  On starting school in the EYFS, pupils are well below national expectations, particularly in communication & language skills and literacy. Despite this, most pupils make good progress throughout the Early Years Foundation Stage, where teaching is good or better and tailored to the pupils needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves. From very low starting points most pupils reach standards that are expected or exceeding by the end of Reception. Pupils’ achievement consistently improves throughout the school as they engage in a creative curriculum that is supported by high aspirations for all our pupils which helps the large majority of pupils to make good progress by the end of KS2.  **Our distinctive features include:**  **CHURCH SCHOOL ETHOS –** Our school has a very strong inclusive ethos of care and respect; clearly underpinned by Christian values. We recognise that, although our school has a Christian foundation, our children come from a wide variety of backgrounds, including children from other faith communities and those who do not share in any particular belief. It is our aim to provide for pupils; an atmosphere, practice and education in which their spiritual life and experience will develop. There is an effective partnership and supportive links with St. Barnabas’ Church, which enriches the experience of pupils and their families. Our caring Christian ethos is evident in policy and planning documents and is embedded in the supportive, relational values the school enjoys, resulting in the vast majority of our pupils being confident, caring and actively committed to the ethos of our school.  **DIVERSE AND CARING COMMUNITY** - We are a vibrant multi-cultural community; all living, learning and growing in harmony together, fostering a highly valued sense of community, aiming to ensure that the values of the school reflect children's backgrounds, cultures and the wider society in which we live. The principles of Equality and Diversity are central to our work as we ensure that every child is equally able to fully develop their abilities and talents. The promotion of community cohesion is good, due to well established local links. The school is popular in the community and there are good partnerships with other schools and agencies.  **EXTRA CURRICULAR PROVISION -** The engaging curriculum motivates pupils because it not only takes into account their interests and aspirations but is also enriched through a range of clubs and extra-curricular activities that many pupils enjoy. Some of the clubs pupils engage in include: Football, Choir, Cheerleading, Musical Instruments, Homework Club, Messy Church, Debating, Prayer Space, Gardening and Multi-sports. Additional to these are a range of sport tournaments linking with other schools and residentials across KS2.These activities raise pupils’ self-esteem, enabling them to experience success and develop their ability to work successfully as a team. The participation rate by pupils is good, enabling the identification of gifted and talented pupils and effectively ensuring pupils are engaged and included in experiencing success.  **SCHOOL ACCREDITATIONS –** The school has achieved a number of nationally accredited awards including: Fairtrade School, Sports Mark, Active Mark, Investors in Pupils, Healthy Schools.  **Changes since the last inspection:** (July 2014)  The restructure of the SLT has ensured further improvements in the quality of teaching and learning and thereby raised achievement in mathematics and grammar, punctuation and spelling by:   * giving pupils further opportunities to respond to teachers’ marking by editing and correcting their writing * improving pupils’ use of mental arithmetic skills in order to speed up their calculations * raising expectations about the way pupils present their work * Non class Based leading teacher team teaching and coaching in KS2. * DHT proactively involved in teaching and learning across all classes providing support, monitoring and evaluation.   Through rigorous and effective actions and early interventions by the SLT and other staff members, attendance has improved so that it consistently matches at least the national average.  **Evidence Base:**   * 100% of parents say their child enjoys school |

|  |
| --- |
| **1. QUALITY OF LEADERSHIP & MANAGEMENT - GOOD** |
| **VISION; EXPECTATION; STANDARDS**  **Strategic Leadership:** The newly appointed and existing members of the SLT have promoted the high aspirations of the school to share a strong sense of vision, purpose and direction, resulting in the achievement of ambitious targets for all pupils. Good self-evaluation, informed by feedback from governors, staff, parents and pupils, helps shape the strategic vision of the school, leading to an accurate understanding of areas for development shown in the School Improvement plan. The professional approach of the leadership team has a deep and clear understanding of the school’s current performance and future development.  **Distributive Leadership:** Distributive leadership provides strong management with planned effective distribution of responsibility to leaders at all levels. Adults in the school accept responsibility for the learning that takes place in their lessons/activities. This is in direct response to the message of high standards of professional accountability being set by the HT. Morale is good. Staff are focussed on securing continuing improvement through improved learning.  SMART objectives result in highly motivated staff teams, which have resulted in an increased capacity for improvement and the raising of standards, analysing data accurately and clear school priorities. Senior leaders effectively analyse data to identify key areas for improvement. Exemplary practice is modelled and the coaching model is employed to raise the standard of teaching across the school. Staff and SLT engage staff in analysis of the cohort’s performance through pupil progress meetings ensuring that all children are supported and challenged in order to meet their targets. CPD has a high focus and all staff with responsibilities are encouraged actively to take part in appropriate leadership training. Performance management procedures are robust and effectively linked to the school development cycle.  **Effective Governance:** Governors undertake their strategic role, holding the school to account for all aspects of the school’s performance. Governors evaluate, challenge and support the effectiveness of the school in holding the leadership to account. This is evidenced by regular scrutiny of school targets, effective financial management and strategic performance management. Full governing body and subcommittee agendas allow governors to challenge key data such as: RAISE online, SEF judgements and school improvement evidence. The strong, caring community ethos in school is governed by the high SMSC principles expected of Heaton St Barnabas’.  **IMPROVING QUALITY OF TEACHING, MANAGING BEHAVIOUR**:  **Impact on Pupils:** Due to good strategic leadership; committed to raising the quality of teaching and learning through closely monitored aspirational targets, continuous professional dialogue and a supportive team culture; the pupil outcomes have been positively impacted, resulting in increasing achievement. The curriculum is regularly reviewed to ensure it is rich and balanced, providing pupils with a wide range of opportunities to apply their skills in a range of situations. High expectation, focusing on high attainment and progress, is a SLT driver for improvement. All children are set challenging targets to ensure at least good progress. Strong systems to drive improvement have been developed; tracking and monitoring across the school through work scrutiny. Behaviour across school is good and better. Restorative practise, the behaviour management strategy is a fully embedded aspect of the school’s work, with all stakeholders trained and committed to it. The pervasiveness of the values of respect, compassion, multiculturalism which runs consistently through the school’s work is reflected in pupils’ bearing and sense of responsibility for their own actions.  **EYFS leadership:** Strong EYFS leadership focuses on helping pupils to make good progress in their learning, development and welfare (See EYFS data report on entry / on exit EYFS analysis). Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes effective use of findings from any other quality checks.  **CURRICULUM:** Our curriculum is broadly based, enjoyed by pupils, and helps them to learn well. We have a very strong focus on building pupils’ core skills of reading, writing and maths, but we also provide a very wide range of experiences through our curriculum which pupils do not normally receive from home. These include a wide range of free extra-curricular activities predominantly during the school day to enable pupils to participate in. We promote good behaviour and we feel that this helps to secure pupils’ spiritual, moral, social and cultural development exceptionally well, and prepares them well for the next stage of their education. We are an inclusive and compassionate school and we aim to meet the needs of all pupils so that they can all make the best possible progress to developing their full potential  The pervasiveness of the values of respect, compassion, multiculturalism which runs consistently through the school’s work is reflected in pupils’ bearing and sense of responsibility for their own actions.  **ENSURING PUPILS ARE SAFE:** The current statutory requirements for safeguarding pupils’ well-being are met. The very positive evaluation gained at the last inspection has been maintained.  **Engaging with parents:** The school engages well with parents and carers where regular opportunities exist for parents and carers to come into school, which the parents say is well developed at Heaton St Barnabas’. When engaging with parents, the school leadership is committed to successful engagement with open communication, proactive relationships and continuous refining of procedures. The school's systems for keeping parents informed are effective ensuring parents and carers have coordinated, up-to-date and accurate information. Children's progress and targets are supported through regular consultations, midterm and end of year reports, as well as an 'open door' policy where parents are invited to talk to the staff at the start and end of each day. The Pastoral Care Team and Inclusion Manager, along with outside agencies, provides effective support for parents, with children with special educational needs or who need short term intervention. There are many opportunities for parental involvement in school life: Supporting your child at home, Positive Parents Meetings, Topic Information meetings, Parent information meetings, Faith celebrations and Class assemblies.  **Committed to the Community:** As a caring school and a significant partner of the local community, the leadership team has developed an active role in the community by ensuring our pupils: engage with a range of community groups, encourage local residents and explore their role and responsibilities within the local, national and international communities. There is an active working party committed to achieving the Engaging Families Award to continue to improve parental partnership and community cohesion. The school is committed to the local SHINE partnership of schools, sharing good practise, leadership support and quality assurance and well as a commitment to the Primary Writing Project to drive standards forward across the partnership as whole.  **BUILDING LEADERSHIP CAPACITY**: Capacity to secure further improvements is good. Following the successful OFSTED inspection in July 2014 the Senior Leadership Team has changed with two assistant heads being promoted to head and deputy positions and the recruitment of an experienced deputy to replace retirement. Despite the relative newness of this team, strong leadership can be evidenced through the rising results in July 2015 across EYFS, Year 1 phonics screening and end of both KS1 and KS2 achievement. The wider Senior Management Team is engaging with in-school leadership training to increase the impact on whole school attainment and quality assurance at a middle leader level and there is a strong sense of shared responsibility in driving the school forward. Increased involvement of middle leaders in the quality assurance and monitoring of learning is beginning to provide clearer guidance for colleagues on how to improve (following from Ofsted).  **Next Steps to improvement:**   * **To maximise the deployment and effectiveness of Senior and middle leaders to impact on attainment and progress** * **Continue to engage with parents and effectively deploy the Parent Engagement Worker and Pastoral Care team.**   **Evidence base:**   * 100% of parents say the school is effectively led and managed * 95% of parents feel the school has appropriate procedures for dealing with complaints * 95% of parents say overall, they are happy with their child’s experience at Heaton St Barnabas’ * 93% of parents say the school takes account of their suggestions and concerns |
| **NOT YET OUTSTANDING BECAUSE**  Development of the middle leadership has yet to fully impact on standards and achievement across KS2.  KS2 results to be in line and above national across all areas. |

|  |
| --- |
| **2. TEACHING, LEARNING & ASSESSMENT – GOOD** |
| **Quality of teaching:** The teaching overall is good with some outstanding practice; ensuring the majority of pupils are motivated and engaged in learning; with the majority of teaching securing good and sometimes outstanding progress as a result of a number of linked strategies including coaching, peer-peer mentoring, Building Learning Power (BLP) and restorative practice. High expectations are evidence of quality teaching, Heaton St Barnabas’ demonstrates a rigorous approach to monitoring, quality feedback; coaching and mentoring to ensure the high standards are maintained and that teachers continue to develop. Regular monitoring of Teaching and Learning through triangulation, (including observations, scrutiny of pupils’ work and planning together with analysis of assessment outcomes - \_which includes both school leadership team, partnership schools and external advisors) ensures that judgements are validated as well as providing valuable development opportunities for staff.  Teachers have a good subject knowledge which is continually being refined through focussed good quality CPD and weekly professional development highlighting current initiatives; this enthuses and challenges almost all pupils and contributes to their good progress by the end of KS2. Peer observations ensure that the good and outstanding practice is shared with other teachers in the school.  **Use of assessment to support learning:** As a result of effective summative and formative assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with effective frequent and accurate feedback and through the impact of high-scope developed further using BLP; teachers provide good feedback to children who consequently are able to talk about their progress and next steps of learning. Pupils understand how to improve their learning as a result of following both teacher and peer assessment, whether formally through marking in books, or verbally. This is evidenced in lesson studies, talking to pupils and scrutiny of their books. Most pupils know what they need to do to improve and are challenged to make progress.  **Planning for progress:** Planning is progress driven, through use of explicit success criteria and the school’s tracking system. High expectations of teachers, which includes quality planning for all groups of pupils, enables all children to learn well. Some small inconsistencies in practice result in work not always being closely enough matched to individual pupils’ learning needs, mainly in KS2. Rigorous application of PM routines is reducing these instances further. Planning in most classes is consistently good or better, which extends previous knowledge, skills and understanding in core subjects, ensuring continuity and challenge; meeting individual pupils’ needs (through explicit differentiation and personalised intervention including SEND) and is progress driven through the use of explicit success criteria related to high expectations and tailored teaching styles. As a result, tracking of pupil progress ensures that barriers to learning are identified and appropriate strategies implemented to address them, ensuring the delivery of focused learning objectives providing challenge for all learners. The appointment of one additional teacher paid with pupil premium funding has been shown to have a positive impact on progress and attainment of disadvantaged groups. This year there is an additional leading teacher working within KS2, coaching, team teaching and supporting planning to improve standards in maths.  **Teaching Styles:** In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: VAK, talking strategies, peer learning partners, skilful questioning, evaluative modelling and impact plenaries - rewarding, recapping and reassuring pupils. Good or better teaching is also characterised by careful attention to the learning needs of individual pupils, high expectations and challenge for all pupils, and opportunities for them to develop and extend their learning. Teaching assistants and voluntary support adults are involved in delivering daily intensive support and are regularly trained increasing their confidence and success in accelerating pupil progress. Our theme-based curriculum with drivers such as ‘Broadening our horizons’ is a cross-curricular approach which enables the pupils to make real links between the different subject areas and show children how their school-based learning has relevance in a rapidly changing and culturally diverse world.  **Use of resources:** Good and imaginative use is made of resources, especially by upgrading a range of IT facilities recently, to enhance pupils’ learning. Most TA adult support is well focused and makes a significant contribution to the quality of learning. Interventions are carefully timed, utilise staffs strengths and work not only on developing knowledge and skills but also in developing a child’s ownership and responsibility for their own learning through modelling and having role models evident in staff and other pupils.  **Teaching Environment:** Our exciting curriculum is a strong feature of teaching and learning at Heaton St Barnabas’, it provides thoughtful, caring and compassionate learners; who, as a result, develop a high level of perseverance and resilience through the challenge it provides. The teaching environment is enhanced because of our distinctive learning culture and our commitment to use: encouragement, praise and rewards for all pupils in order to create success; nurture of gifts and talents in every child and reinforcement of strong pupil identities through the use of positive language and a supportive culture. Clear procedural boundaries, high expectations that are both academic and behavioural with productive teamwork between staff, pupils and parents result in a shared positive ethos. Most pupils are good at thinking deeply about their own and others experiences and try to relate them to a clear set of personal values.  **Quality of teaching in the wider curriculum:** Pupils experience success through engaging with the wider curriculum and this success raises pupils’ self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects. Teaching is enriched by visits and/or visitors, the extensive use of our community and local environment to develop high levels of independence both socially and academically in pupils. These visits/ visitors include: European residential visits to France, Sweden, Austria, London and local visits to Nell Bank and Buckden House. The teaching of pupils’ rights and responsibilities within our community is by involvement of local services (Police, Fire service, School Nurse, Dentist, Anti-Drugs, Sports Clubs and Religious Visitors). Pupil independence is effectively developed by empowering pupils’ personal responsibility and organisational skills through a consistent, approach to homework; with a weekly after school homework club available in KS2, which is an extension of the school curriculum and an integral part of supporting more vulnerable children. The school is particularly keen to ensure that progress in learning matches the rich experience offered.  **The quality of teaching in the Early Years Foundation Stage (EYFS):** The EYFS is an effective setting that makes a positive difference to children’s development and learning. Strong leadership is driving the quality of learning, enabling children to reach their potential. Adults' good knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, physical and economic well-being.An interesting, well equipped and welcoming environment, including ongoing development of the outdoor learning facility, successfully stimulates children’s creative, independent and imaginative learning. Effective use of High-Scope strategies has been instrumental in the development of independence, confidence, resilience and critical thinking skills in the EYFS. High-quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment is matched to the full range of children's needs.  **Next steps for improvement:**   * **All teaching good or better** * **100% Good + 43% (3/7)% T& L in F/KS1 is outstanding, 100% T& L in KS2 is good or better  45% (5/11) T& L in KS2 outstanding**   **Evidence base:**   * 100% of parents say their child is making progress at Heaton St Barnabas’ * 100% of parents agree that the school informs them about their child’s progress * 98% of parents agree that the school expects their child to work hard and do their best * 98% of parents agree the school sets appropriate homework for their child. |
| **WE ARE NOT OUTSTANDING BECAUSE**  The proportion of lessons where learning is evaluated as good or better could be higher, particularly the proportion graded as outstanding, to ensure that all groups of pupils, and particularly the most able, make consistently good progress over time. |

|  |
| --- |
| 1. **PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE - GOOD** |
| **Pupils’ behaviour:** Behaviour for the majority of children is good; this is intrinsically linked to the positive school ethos and the high expectations set collectively by the governors, staff, pupils and parents. In order to achieve this our school works on the principles of ‘Restorative Practise.’ The vast majority of pupils are highly considerate and very supportive of each other as a result of following the whole school behaviour management policy involving the whole school community. Effective behaviour management, results in self-confident learners who demonstrate high levels of engagement and are keen to do well in lessons and results in pupils that achieve well. It ensures all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. Pupils' spiritual, moral, social and cultural development is good and better, evidenced through supportive behaviour towards peers, charitable initiatives and community projects.  **Pupils’ Safety:** The school prides itself on keeping children safe; the safeguarding of pupils is good. The school has excellent and effective safeguarding procedures, risk assessment systems and pupil routines which are regularly monitored and evaluated. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of school life. The safeguarding of children in EYFS is good due to the robust steps taken, including vetting of all adults working with the pupils, child protection explained at induction and effective medical procedures in place. The school's collaborative working with other key agencies is good. Links include: Speech and Language, Learning Support Services, Educational Psychology Services, EBD team. This results in early recognition of issues being dealt with efficiently; documented thoroughly and communicated professionally. The Educational Support Team effectively supports vulnerable children and their families. The vast majority of pupils have a good perspective of how to keep themselves and their peers safe. A large majority of parents and carers strongly agree that school keeps pupils safe. Pupils are well prepared for secondary school due to regular, positive events and visits to our link KS3 schools, e.g. science days, sports events & visits to and from secondary schools. Internet safety training is carried out for children; and parents have received Internet Safety awareness.  **Pupils' attendance:** Overall attendance of pupils and pupil groups are good due to the effective actions and early interventions by the by the school’s Pastoral Care Team and Educational Support Team (Parental engagement and attendance officer), persistent absence is slowly decreasing; furthermore, pupils’ punctuality is improving. The vast majority of pupils are eager to attend school and make significant gains to their learning. In 2013-2014 attendance was 95%, 2014-2015 it was 94.6%. This year we are seeing a significant improvement sitting at 96.4% due to the close monitoring, parent meetings and incentives.  **Promoting equality and tackling discrimination:** The school’s ability to promote equality and tackle discrimination is good, placing these issues at the heart of its work. These aspirations are understood and acted upon consistently at all levels. This is evidenced through: pupil questionnaires that provide opportunity for pupils to provide feedback in relation to pupil wellbeing; robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; Anti-Bullying Week supported with strategies for protecting themselves against bullying; parent questionnaires confirm this is dealt with effectively by school. The effective school council provides the mechanism for pupils from a wide range of groups to voice the opinions of their class, the council highlight issues important to the children and bring them to the forefront of discussion in school expressing their rights, taking responsibility and making a contribution to the running of the school, empowering the children to initiate change. Most pupils have a highly developed understanding of right and wrong and the ability to make informed choices. As a result, they resolve conflict intelligently and seek consensus aided by an established, high profile and regularly trained group of peer mediators ensuring pupils accept the right of others to hold different opinions and beliefs.  **Next Steps to Improvement:**   * **To ensure pupil attendance is above 96% NA** * **Develop the role of pupil voice via a range of committees further**   **Evidence base:**   * Internal and external risk assessments, weekly diaries, staff code of conduct in the Staff Handbook. * Single central record, in/out of school risk assessments, child protection & first aid training record. * SEN file & Child Protection file, Weekly communication diary. * Persistent absence and overall absence is continues to reduce due to effective strategies. * Overall attendance and attendance for all groups of pupils is rising slightly. * Racial incidents this year = 1 Bullying incidents this year = 0 * 100% of parents agree that the school keeps their child safe. * 100% of parents say the school helps my child to have a healthy lifestyle. * 88% of parents feel their child is prepared well for the future * 95% of parents fell that the school deal effectively with unacceptable behaviour. * 96% of parents agree the school meets the particular needs of their child. |
| **NOT YET OUTSTANDING BECAUSE**  Attendance is not in line or better than national.  The behaviour of a minority of reception children with very specific medical needs |

|  |
| --- |
| **4. OUTCOMES - THE ACHIEVEMENT OF PUPILS (Attainment & Progress)** **– GOOD** |
| **ACHIEVEMENT OVERALL BY THE END OF KS2 IS GOOD:**   * Attainment overall in 2015 requires improvement; attainment in ‘all subjects’ is 27.1 APS, below the NA by -1.6 APS (RonL p37). * Progress in 2015, from KS1 to the end of KS2 is good, as demonstrated by a VA score of 100.8, demonstrating an increasing trend (RonL p39). * Progress in 2015 of the most vulnerable\* pupil groups is good in ‘all subjects’, resulting in the majority of these pupils achieving expected levels of progress (RonL p41).   **Impact due to:- *Careful and rigorous tracking, pupil progress accountability, quality first teaching have all contributed to good outcomes***  **Achievement in reading by the end of KS2 is GOOD:**   * Attainment in reading in 2015 requires improvement; attainment in reading is 27.4 APS, below the NA by -1.1 APS (RonL p35).   Attainment in reading in 2015: L4+ 90% ~ NA 89%, L5+ 20% < NA 48%, L6 0% = NA 0% (RonL p28), demonstrating an increase of attainment at level 4+ since 2013 but the need to improve progress to L5 .   * Progress in reading in 2015 is good, as demonstrated by the VA score in reading of 100.1, Slightly above the national mean (RonL p40). Furthermore in 2015, 91% of pupils achieved expected progress in line with the NA of 91% and 36% of pupils achieved more than expected progress, above the NA of 33% (RonL p44). * Progress of the most disadvantaged\* pupil groups in reading in 2015 is good; most FSM, EAL and SEN made expected levels of progress, furthermore 43% of pupils achieved more than expected progress in reading above NA BY 10% (RonL p45). The respective VA score for all groups are broadly the relative national means in reading (RonL p42).   **Impact due to:- *Where quality first teaching took place pupils made good progress, effective and consistent strategies for delivering reading sessions coached by the HT, as well as staff CPD and purchase of better quality reading materials.***  **Next steps for improvement: - *To accelerate progress for the more able and improve the number of pupils achieving higher levels of attainment.* *CPD – accelerating reading through quality texts.***  **Achievement in writing by the end of KS2 is GOOD:**   * Attainment in writing in 2015 is requires improvement; attainment in writing is 27.3 APS, slightly below the NA (RonL p36).   Attainment in writing in 2015: L4+ 88% > NA 87%,L5+ 15% < NA 36%, L6 0% = NA 2% (RonL p28) demonstrating a similar level of attainment at L4+ since 2014.   * Progress in writing in 2015 is good; the VA score in writing is in line with the national mean (RonL p42). Furthermore in 2015, 98% of pupils achieved expected progress in writing, above the NA of 94% and 33% of pupils achieved more than expected progress slightly below the NA (RonL p46). * Progress of the most vulnerable\* pupil groups in writing in 2015 is Good, 97% (NA 95%) disadvantaged pupils made expected levels of progress and 35% of pupils achieved more than expected progress in writing (RonL p47). The VA score for FSM, EAL and SEN pupils for writing are above the relative national means from KS1 to KS2 (RonL p42).   **Impact due to:- *careful and rigorous tracking, pupil progress accountability, proactive Senco, have all contributed to successful 2015 outcomes.***  **Next steps for improvement: *To accelerate progress for the more able and improve the number of pupils achieving higher levels of attainment. CPD Talk 4 Writing over 2015/16***  **Achievement in maths by the end of KS2 is GOOD:**   * Attainment in maths in 2015 is Good; attainment in maths in 2015 is 28.2 APS, slightly below the NA by -0.8 APS (RonL p36).   Attainment in maths in 2015: L4+ 86% in line with NA 87%,L5+ 31% < NA 41%, L6 5% < NA 9% (RonL p28).   * Progress in maths in 2015 is Good; 91% of pupils achieved expected progress in maths, above the NA of 90% and 40% of pupils achieved more than expected progress above NA of 34% (RonL p48). * Progress of the most disadvantaged\* pupils overall in maths in 2015 is Good. Expected progress in line with NA and 52% more than expected progress (RonL p49).   **Impact due to:- C*areful and rigorous tracking, pupil progress accountability, proactive Maths TLR Leader have all contributed to successful 2015 outcomes.***  **Next steps for improvement: *To continue to accelerate progress for the more able and improve the number of pupils achieving higher levels of attainment. Continuous staff CPD over the year on updates and support for maths teaching and resourcing models and images further and paired school observations (Lapage/ Frizinghall), shine partnership Maths Co-ordinator group meetings, new assessment materials, revised planning and timetabling, book scrutiny’s to address maths progress.***  **Achievement in EGPS by the end of KS2 is GOOD:**   * Attainment in EGPS in 2015 is 28.1 APS below the NA by -0.8 APS (RonL p36) significant increase from 2014.   Attainment in EGPS in 2015 is Good: L4+ 75% < NA 80%, L5+ 49% < NA 55%,L6 0% > NA 4% (RonL p28) significant improvement from 2014 and narrowing the gap to the NA.  ***Actions for 2015/16: - Whole staff Vocabulary and Talk 4 Writing training and new spelling programme to address EGPS***  **Next steps for improvement:C*areful and rigorous tracking, pupil progress accountability, lesson observations.***  **Achievement of boys by the end of KS2 in 2015:**   * Boys’ overall attainment in ‘all subjects’ Good indicated by a combined attainment at L4+ in ‘maths, reading & writing’ of 85% above the NA of 77%, and at L5+ is 9% significantly below the NA of 22% (RonL p29/32).   Boys’ L4+ attainment: reading, writing maths and EGPS are all above the relative NA (RonL p29).  Boys’ L5+ attainment: maths, writing and EGPS broadly, Reading sig below, the relative NA (RonL p32).  Boys’ APS related to relative NA: maths: -0.1, reading: -1.0, writing: +0.2, EGPS: +0.4 (RonL p37).   * Boys’ progress in ‘all subjects’ at KS2 is good; with a VA score above the relative national mean (RonL p42).   Boys’ VA in line with the NM in each subject: maths +1.3, reading same as NA, writing +0.7 (RonL p42).  Boys’ progress: maths 91% < NA 90%, reading 88% = NA 90%, writing 100% >93% (RonL p50).  ***NB – This group of children were below NA at the end of KS1. Results were below in reading, maths and writing. There were also a significant amount of boys with social and emotional difficulties which contributed to lack of engagement.***  **Impact due to: - *The above issues were successfully resolved via effective behaviour management and use of the pastoral care team over the last 12 months.***  **Achievement of girls by the end of KS2 in 2015:**   * Girls’ attainment in ‘all subjects’ is requires improvement at L4+; indicated by a combined attainment at L4 + in ‘maths, reading & writing’ is 73% < NA 83%, and at L5+ is 8% significantly below the NA of 26% (RonL p29/32).   Girls’ L4+ attainment:, Reading, Writing, Maths and EGPS are below, the relative NA (RonL p29).  Girls’ L5+ attainment: Reading and Writing are significantly below, Maths and EGPS are below, the relative NA (RonL p32).  Girls’ APS related to relative NA: Maths: -1.7, Reading: -2.2, Writing: -2.0, EGPS: -2.1 (RonL p37).   * Girls’ progress in ‘all subjects’ at KS2 is good; with a VA expectation slightly above the relative national mean (RonL p42).   Girls’ VA sig. above the NM in each subject: Maths +1.6, Reading +0.5, Writing +0.2 (RonL p42).  Girls’ Expected progress: Maths 92% > NA 89%, Reading 96% > NA 92%, Writing 96% > 95% (RonL p50).  **Impact due to: *- Significant improvement to VA due to focused CPD, rigorous tracking of different groups.***  **Next steps for improvement: Careful tracking of gender through termly assessments and pupil progress meetings, intervention groups to accelerate progress to narrow the gap to the NA**  **Key Issues for Improvement in KS2:**   * To further increase the percentage of pupils achieving all levels in maths to in line and above NA. * To increase the percentage of pupils achieving L5+ in reading and writing to narrow the gap to the NA. * To increase the percentage of pupils achieving all levels in EGPS to NA. * To ensure all pupils achieve at least expected progress and monitor differences in gender and act upon it throughout the year. |
| **ACHIEVEMENT OVERALL BY THE END OF KS1 IS GOOD:**   * Attainment at KS1 in 2015 is good, attainment in ‘all subjects’ is 16.6 APS, above the NA by +0.5 APS (RonL p25). * Progress at KS1in 2015 is good; pupils achieved above relative NA by the end of KS1.   APS for ‘all subjects’ related to relative NA: Boys: +0.6, Girls: +0.4 (RonL p26).   * Progress at KS1 of disadvantaged pupils is good, pupils achieved above the relative national mean by the end of KS1 for ‘all subjects’.   APS in ‘all subjects’ related to relative NA: FSM: +0.8, EAL: +0.5, SEN: +0.5 and Sum Born: +0.2 (RonL 26/27).  **Impact: *Leadership and Management, effective tracking, pupil progress meetings holding staff to to account, consistent approaches to teaching, resourcing, Highscope strategies deployed, BLP, quality first teaching.***  **Next steps for improvement: *Continue to* keep standards in line to NA and above.**  **Achievement in Reading by the end of KS1 is good:**   * Attainment in reading at KS1 in 2015 is good; attainment is 16.7 APS, above the NA by +0.1 APS (RonL p25).   Attainment in reading at KS1 in 2015: L2+ 87% = NA 90%, L2B+ 85% > NA 82%, L3+ 38% > NA 32% demonstrating an increase of attainment at L2B+ and L3+ since 2014 (RonL p23).   * Progress in reading at KS1 in 2015 is good; pupils achieved broadly in line with the NA.   APS in reading related to relative NA: Boys: +0.6, Girls: +0.4 (RonL p26).   * Progress in reading at KS1 in 2015 for disadvantaged pupil groups in reading is good, pupils achieved above the relative NA by the end of KS1.   APS in reading related to relative NA: EAL: +0.3, Sum Born: -0.7, FSM: -0.1 and SEN: +0.4 (RonL p25/26).   * In the Y1 Phonics Screening Check in 2015; the number of pupils achieving the expected standard is Good at 73% < NA of 77% (Boys 62% < NA 73%, Girls: 87% > NA 81% (RonL p17). Gap to NA narrowed significantly this year.   **Impact due to: *leadership and management, effective CPD on guided reading, coaching from HT/DHT for guided reading sessions, effective tracking and assessment materials, high expectation set.***  **Next steps for improvement: *Actions for YR1 Phonics 2015/16: - careful monitoring of phonics sessions, practising non words, consistent teaching of RM phonics sessions to continue to narrow the gap to NA.***  **Achievement in Writing by the end of KS1 is good**:   * Attainment in Writing at KS1 in 2015 is good; attainment is 15.9 APS, above the NA by +0.6 APS (RonL p25).   Attainment in Writing at KS1 in 2015: L2+ 88% = NA 88%, L2B+ 77% > NA 72%, L3+ 22% > NA 18% demonstrating maintaining attainment at all levels since 2014 (RonL p23).   * Progress in Writing at KS1 in 2015 is good; pupils achieved above the relative NA.   APS in Writing related to relative NA: Boys: +0.8, Girls: +0.7 (RonL p26).   * Progress in Writing at KS1 in 2015 for disadvantaged pupil groups in writing is good, pupils achieved above the relative NA by the end of KS1.   APS in Writing related to relative. NA: EAL: +0.3, Sum Born: +0.2, FSM: +0.6 and SEN: +0.7 (RonL p26/27).  ***Impact* due to: E*ffective moderation of writing timetables to take place across KS1, moderation coaching from HT/DHT, impact of Read/Write Inc in applying phonetics to writing, improved continuous provision in KS1 for children to develop independent writing skills.***  **Next steps for improvement: Talk 4 Writing to be used and developed to engage writers further and continue to improve standards and achievement.**  **Achievement in Maths by the end of KS1 is good:**   * Attainment in Maths at KS1 in 2015 is good; attainment is 17.0 APS, above the NA by +1.4 APS (RonL p25).   Attainment in Maths at KS1 in 2015: L2+ 95% > NA 93%, L2B+ 92% > NA 82%, L3+ 30% > NA 26% demonstrating an increase of attainment at all levels since 2013 (RonL p23).   * Progress in Maths at KS1 in 2015 is good; pupils achieved, on average, above the relative national mean by the end of KS1. APS in maths related to relative NA: Boys: +0.7, Girls: +0.5 (RonL p26). * Progress in Maths at KS1 in 2015 for all disadvantaged pupil groups is good; pupils achieved above relative national mean by the end of KS1.   APS in Maths related to rel. NA: EAL: +0.8, Sum Born: +0.2, FSM: +1.2 and SEN: +1.1 (RonL p25/26).  **Impact due to: *resourcing, quality first teaching, rigorous tracking, use of models and images, pupil progress accountability, CPD in models and images.***  **Achievement of boys by the end of KS1 in 2015 is GOOD:**   * Boys’ attainment in ‘all subjects’ in 2015 is good, indicated by attainment that is above the relative NA by +0.3 APS. (Reading: + 0.2 APS, Writing: +0.8 APS, Maths: +0.7 APS, RonL p26). * Boys’ progress at KS1 in all subjects in 2015 is good. * In the Y1 Phonics Screening Check in 2015, the number of boys achieving the expected standard requires improvement with 62% below the NA of 73% (RonL p17). * In the Y2 phonics retake boys above the NA with 94%> NA 88%   **Achievement of girls by the end of KS1 in 2014 is GOOD**:   * Girls’ attainment in ‘all subjects’ in 2014 is good, indicated by attainment that is above the relative NA by +0.4 APS. (Reading: +0.1 APS, Writing: +0.7 APS, Maths: +0.5 APS RonL p26). * Girls’ progress at KS1 in all subjects in 2015 is good. * In the Y1 Phonics Screening Check in 2014, the number of girls achieving the expected standard is Good with 87% above the NA of 81% (RonL p17). * In the Y2 phonics retakes girls in line with NA at 92%   **Impact due to: *careful monitoring of gender, text type choices, models and images in maths and quality first teaching.***  **Actions needed for Phonics*: – YR1 monitoring of phonics delivery, closer scrutiny of progress termly including boys/girls, ensuring the gap to NA is narrowed to inline or above by 2016..***  **Key Issues for Improvement in KS1:**   * To ensure attainment in reading for FSM and Boys at L2+ and L3+ is raised, to above the NA (2015). * To ensure the attainment in the Y1 Phonics Screening Check is in line with or above the NA (2015). * To ensure **all** pupil make at least expected progress in each subject (2015).   **Early Years Foundation Stage:**   * Pupils typically enter the Early Years Foundation Stage with abilities below expected age-related expectations particularly in CLL and Literacy. The EYFS continues to focus on these areas. * EYFS ‘on entry data’ in September 2014 15% below 30mths, 63% at 30-50mths 21% emerging 40-60mths, 0% at expected levels and 0% exceeding national levels of expectation. * Progress in the Foundation Stage reaches the NA expected levels in most areas and above in GLD. The EYFS continues to have a positive impact for pupils and staff and to provide the pupils with an excellent learning environment. There is also strong leadership in place. * EYFS ‘End of year data’ in July 2015 showed 70% of pupils achieving a GLD, above the NA * The school needs to sustain and improve on the standards and achievement made in 2015 particularly in Listening and Attention and Health and Self Care and ensuring more pupils are at 34+ points taking into consideration cohort variation.   **Key Issues for Improvement in EYFS:**   * **Support for new leader of the EYFS team** * **Ensuring continuity of good progress for 2015/16** |

|  |
| --- |
| 1. **EARLY YEARS PROVISION - GOOD** |
| Children’s levels of skill and knowledge are usually well below that typically found in children of their age particularly in respect of their knowledge of English. This can be evidenced in our early baseline assessments.  Children quickly feel at home in the very well-equipped classes. The outdoor areas provide a range of attractive environments to stimulate role-playing and conversation.  Teachers and other adults quickly find out what the children can already do and use this knowledge very effectively to direct attention to those children who might need additional support.  In these early years of their education, children are encouraged to be cooperative, sharing toys and equipment as they learn together. This successfully promotes their tolerant and respectful personal development and attitudes to learning. This lays solid foundations for extension in future years in school.  Because teaching is always at least good, and often better, children make very good progress in all the areas of learning. By the time children left the Early Years Foundation Stage in 2015 74% had reached a good level of development, with some exceeding that.  The effective teaching of phonics by skilled practitioners, differentiated to meet the needs of individual pupils ensures that they make good progress from their very disadvantaged linguistic starting points. Their confidence and competence in English grows markedly over time  All adults are becoming familiar with an accurate and reliable electronic system for assessing children’s learning gains. Safeguarding safety and welfare requirements are very well met. |
| **WE ARE NOT OUTSTANDING BECAUSE**  Fluidity of pupils moving to outdoor provision and maximising upon pupil initiated learning.  Accuracy in tracking all the 17 aspects to ensure in line and above NA |

|  |
| --- |
| 1. **OVERALL EFFECTIVENESS - SUMMARY** |
| **1. QUALITY OF LEADERSHIP & MANAGEMENT - GOOD** |
| The newly appointed and existing members of the SLT have achieved success in inspiring the school community to share a strong sense of vision, purpose and direction, resulting in the achievement of ambitious targets for all pupils. Good self-evaluation, informed by constructive feedback from governors, staff, parents and pupils, helps shape the strategic vision of the school, leading to an accurate understanding of areas for development shown in the School Improvement plan. The professional approach of the leadership team has a deep and clear understanding of the school’s current performance and future development.  Governors undertake their strategic role well, holding the school to account for all aspects of the school’s performance. Governors are effective in evaluating, challenging and supporting the effectiveness of the school and in holding the leadership to account. This is evidenced by regular scrutiny of school targets, effective financial management and strategic performance management. Full governing body and subcommittee agendas allow governors to challenge key data such as: RAISE online, SEF judgements and school improvement evidence. The strong, caring community ethos in school is governed by the high SMSC principles expected of Heaton St Barnabas’ |
| **2. PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE - GOOD** |
| Behaviour for the vast majority of children is good; this is intrinsically linked to the positive school ethos and the high expectations set collectively by the governors, staff, pupils and parents. Our school is a ‘Restorative School’ which means that, wherever possible, children and staff aim to resolve problems and conflict by talking about the impact and working together to agree an outcome which is acceptable to all in order that the wrong doing is not repeated. The vast majority of pupils are highly considerate and very supportive of each other as a result of following the whole school behaviour management policy involving the whole school community. Effective behaviour management, results in self-confident learners who demonstrate high levels of engagement and are keen to do well in most lessons and results in pupils that achieve well. It ensures all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. Pupils' spiritual, moral, social and cultural development is good, evidenced through supportive behaviour towards peers, charitable initiatives and community projects.  The school prides itself on keeping children safe; the safeguarding of pupils is good. The school has excellent and effective safeguarding procedures, risk assessment systems and pupil routines which are regularly monitored and evaluated. |
| **3. THE QUALITY OF TEACHING, LEARNING & ASSESSMENT – GOOD** |
| The teaching overall is good with some outstanding practice; ensuring the vast majority of pupils are motivated and engaged in learning; with the majority of teaching securing good and sometimes outstanding progress as a result of a number of linked strategies including coaching, peer-peer mentoring, Building Learning Power (BLP) and restorative practice. High expectations are evidence of quality teaching, Heaton St Barnabas’ demonstrates a rigorous approach to monitoring, quality feedback; coaching and mentoring ensure the high standards are maintained and that teachers continue to develop. Most teachers have a good subject knowledge and experience which is continually being refined through focussed good quality CPD and weekly professional development highlighting current initiatives; this enthuses and challenges most pupils and contributes to their good progress by the end of KS2. Peer observations ensure that the outstanding practice is shared with other teachers in the school. |
| **Actions for further improvement of the school:**  **Key Issues for Improvement in KS2:**   * To increase the percentage of pupils achieving all levels in maths to above NA. * To increase the percentage of pupils achieving L5+ in reading and writing to above NA. * To increase the percentage of pupils achieving all levels in EGPS to above NA. * To ensure all pupils achieve expected progress.   **Key Issues for Improvement in KS1 and EYFS:**   * To ensure attainment in reading at ARE and ABOVE is raised, to above the NA (2015). * To ensure the attainment in the Y1 Phonics Screening Check is above the NA (2015). * To ensure all pupil make at least expected progress in each subject (2015). * To ensure attainment in all subjects for boys is raised, increasing the APS to above NA to close the gap (2015). * To increase the attainment in EYFS in areas of C&L, Maths, Literacy to sustain improvements made, although these figures are above NA. |
| **Capacity for further improvement of the school:**  The school has an good capacity for further improvement as a result of:   * The SLT have a clear vision and is ambitious in their drive for whole school improvement. * The SLT have identified the main priorities for improvement and is accurate in its evaluation of the school’s effectiveness. * Proactive governors who provide consistent support and challenge in relation to school improvement. * SLT with high expectations, who rigorously review and evaluate achievement. * Focused teaching staff that are thorough and determined in achieving the best outcomes for all pupils with a determined focus on high quality teaching and learning. * Engaged and enthusiastic parents who provide guided support to partner in their child’s learning. * Empowered pupils who increasingly take ownership for their own success and support peers effectively. |
| **4. OUTCOMES & THE ACHIEVEMENT OF PUPILS (Attainment & Progress) - GOOD** |
| **ACHIEVEMENT OVERALL BY THE END OF KS2 IS GOOD:**   * Attainment overall in 2015 is Requires Improvement; attainment in ‘all subjects’ is 27.7 APS, below the NA by -1.1 APS (RonL p36). * Progress in 2015, from EYFS to the end of KS2 is very good, as demonstrated by a VA expectation of 100.8, above the NM and demonstrating an increasing trend (RonL p39/42). * Progress in 2015 of the most disadvantaged pupil groups is good in ‘all subjects’, resulting in the majority of these pupils achieving expected levels of progress (RonL p42).   **ACHIEVEMENT OVERALL BY THE END OF KS1 IS GOOD:**   * Attainment at KS1 in 2015 is good, attainment in ‘all subjects’ is 16.6 APS, above the NA by +0.5 APS (RonL p25). * Progress at KS1in 2015 is good; pupils achieved above relative national mean by the end of KS1.   APS for ‘all subjects’ related to relative NA: Boys: +0.7, Girls: +0.5 (RonL p26).   * Progress at KS1 of most \*disadvantaged pupils is good, pupils achieved above the relative national mean by the end of KS1 for ‘all subjects’. + 0.6 APS above NA   APS in ‘all subjects’ related to relative NA: FSM: +0.6, EAL: +0.5, SEN: +0.9 and Sum Born: +0.2 (RonL 26/27).  **ACHIEVEMENT BY THE END OF EYFS IS GOOD**:   * The majority of EYFS pupils entering the school are at below expected levels. For most children, the outcomes on exit are expected or exceeded levels. The majority of children’s' attainment in the EYFS is therefore good. * Pupils achieving a GLD is 70% +9% above NA. FSM pupils - 7% below NA * Pupils achieve in line with NA or above in most of the aspects of learning. The two areas that were below were Listening and attention and health and self-care. |

**SCHOOL OUTCOMES INFORMATION**

**NB. KS2 FLOOR STANDARDS** are currently (January 2015) defined as: 65% L4 MRW;

fewer than the median percentage expected progress in Reading, Writing and Maths individually (Thus: Reading 94%; Writing 96%; Maths 93%) PAN is currently 75

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2014 Outcomes. 2015 Outcomes. 2016 Predictions and Outcomes | | | | | | | |
| KS2 | 2014  Outcomes % | | | 2015  Outcomes % | | 2016  Predictions % | 2016  Outcomes |
| L4+ (MRW) | 74 | | | 81 | | 82 |  |
| 2 LP Reading | 94 | | | 93 | | 96 |  |
| 2 LP Writing | 98 | | | 100 | | 100 |  |
| 2 LP Maths | 82 | | | 93 | | 96 |  |
| 3 LP Reading | 38 | | | 35 | | 40 |  |
| 3 LP Writing | 39 | | | 33 | | 40 |  |
| 3 LP Maths | 22 | | | 40 | | 40 |  |
| **L4+ Reading** | 88 | | | 91 | | 94 |  |
| **L4+ Writing** | 92 | | | 90 | | 94 |  |
| **L4+ Maths** | 76 | | | 88 | | 90 |  |
| **L4+ GPS** | 64 | | | 76 | | 80 |  |
| **L5+ Reading** | 42 | | | 21 | | 42 |  |
| **L5+ Writing** | 28 | | | 16 | | 30 |  |
| **L5+ Maths** | 18 | | | 31 | | 32 |  |
| **L5+ GPS** | 30 | | | 50 | | 50 |  |
| **All subjects APS** | 27.1 (< NA -1.6) | | | 27.7 (< 1.1) | | - |  |
| **Value Added** | 100 | | | 100.8 | |  |  |
| **Absence** |  | | |  | |  |  |
| KS 1 Outcomes 2014 and outcomes 2015 (NA 2014 in parenthesis). Roll = 56 | | | | | | | |
|  | L2+ | | L2B+ | | | L3+ | |
| Reading | 89 (90) 88 | | 83 (81) 85 | | | 27 (31) 39 | |
| Writing | 89 (86) 90 | | 81 (70) 78 | | | 23 (16) 22 | |
| Maths | 92 (92) 96 | | 87 (80) 93 | | | 29 (24) 31 | |
| Early Years Provision | | | | | | | |
| Attainment on entry to YR in 2014: Pupils skills, knowledge and understanding are always well below average and especially in C&L. Our analysis and professional evaluation suggests around 14% of children are at 30/50 months in CLA, about 19% in reading, and about 11% in maths | | | | | | | |
| Attainment on exit from YR in 2015: Pupils leave YR above the national expectation in GLD, mainly because of outstanding teaching and leadership. This was recognised by Ofsted in July 2014. GLD for 2014 was 71%, GLD for 2015 was 70%. Phonics screening at the end of YR1 in 2014 was 64% and 2015 was 73%. | | | | | | | |
| Commentary KS2 floor standards were met in 2015. The proportion of pupils making expected and more than expected progress in both English and maths compares favourably with national averages. The value added measures in all areas will were impressive last year and reflect the improvement made to the quality of teaching throughout KS2 considering this was a difficult cohort as picked up by Ofsted July 2014. 9% of pupils reached level 6 in Mathematics. However, whilst our predictions were generally accurate, we overestimated a little at L5 in R and W.  Our KS1 outcomes reflect a generally increasing attainment environment. They are at and above NA  From well below average starting points in YR to average finishing points in Y6 in 2015 represents good progress over several years in the school, and particularly when considering the lack of English of these pupils when they started. | | | | | | | |
| School improvement priorities | | | | | | | |
| Priority | | Progress | | | Evaluation - Impact | | |
| To ensure that all teaching across school is at least good with 50% at outstanding | |  | | |  | | |
| To extend the challenge to, and raise expectation of, higher attaining pupils, particularly in English, throughout the school in | |  | | |  | | |
| To increase the effectiveness and capacity of leadership in driving the school towards outstanding by delegation and robust Monitoring, evaluating of teaching, learning and assessment | |  | | |  | | |
| Good and outstanding practice within the school | | | | | | | |
| The overall leadership and management of the school in sustaining good or better progress. | | | | | | | |
| Very strong relationships between adults and pupils are carefully developed from EYP onwards. This leads directly to very positive developments in pupils SMSC. | | | | | | | |

SCHOOL SELF EVALUATION GRADINGS BASED ON THE DEFINITIONS IN THE SCHOOL INSPECTION HANDBOOK (PART 2) – AUGUST 2015.

|  |  |
| --- | --- |
| **QUALITY OF LEADERSHIP AND MANAGEMENT** | 2 |
| QUALITY OF TEACHING LEARNING AND ASSESSMENT | 2 |
| PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE | 2 |
| **OUTCOMES** | 2 |
| **EARLY YEARS PROVISION** | 2 |
| **OVERALL EFFECTIVENESS** | 2 |

All of the above, or their equivalents, were confirmed by Ofsted in July 2014