

North Newton Community Primary School



Together We Achieve

Self-Evaluation Form

**Written December 2013
Updated June 2014
Updated September 2014**

1. ACHIEVEMENT OF PUPILS

All data and information should be considered in the following context. North Newton School is a small but growing school. The number on roll has steadily risen from 83 in 2011 to a current figure of 97. In 2013, the school was able to increase the number of classes from 3 to 4, which are now arranged according to Key Stages (R, Y1/2, Y3/4, and Y5/6). North Newton has figures well below national averages for FSM, SEN, ethnic minority and EAL pupils and so when comparing school results with those nationally, it must be remembered that because of the small cohorts individual children's results can distort comparisons.

The achievement of pupils at the school

The 2014 figures for KS1 and KS2 are yet to be published, however initial indications show that progress and attainment will be at least good. At the end of KS2, over 50% took Level 6 papers in Maths and SPAG (Spelling, Punctuation and Grammar). For children in receipt of receiving PPG funding, 100% children made at least 2 sub-levels progress in Maths (70% made 3 sub-levels in Maths), with 70% in Reading and Writing.

2014 figures for KS1

Phonics screening results are once again excellent. 92% achieved the required level. This maintains the excellent level in comparison to 2013, which achieved 93%. It was 67% in 2012. Our intervention and phonics provision is effective and allows the children to make excellent progress.

KS1 reading results are also very good. 92% achieved L2B+ compared to 79% nationally. Writing and mathematics figures were closer to, but still above, national attainment levels (75% in writing compared to 67% and 83% in mathematics compared to 78%). Level 3 figures show the focus there has been on improving early literacy and writing in particular. Writing results were 25% compared to 15% nationally, and reading 33% compared to 29% nationally. Level 3's achievement in maths was less significant being 25%, only 2% higher than national figures.

KS1 average point scores peaked in 2009 (5 pupils), and in both 2009 and 2010 showed a significant+ compared to national figures. However, after a dip in 2011, the trend has been upwards for the last two years in reading, writing and mathematics.

2014 figures for KS2

2014 figures are based on a small cohort of only 11 children, one of whom was new to this country and so progress figures from KS1 to KS2 are based on only 8 children. Of these children one was SEN school action plus and two were in receipt of Pupil Premium funding.

In Maths, this table shows that all pupils achieved 2 Levels progress from KS1 to KS2, with PPG and SEN children achieving 3 Levels progress from KS1 to KS2.

(Scores in Percentage)	All	Boys	Girls	PPG	SEN
Level 4+	100	100	100	100	100
Level 5	73	80	67	100	100
2+ Levels progress	100	100	100	100	100
3+ Levels progress	46	40	50	100	100

In Reading, this tables shows that all but one child achieved at least 2 Levels progress in Reading. There was an intensive intervention programme for the child who made 1 Level progress, but they narrowly missed out on a Level 4.

(Scores in Percentage)	All	Boys	Girls	PPG	SEN
Level 3	9	20	0	0	100
Level 4+	91	89	100	100	0
Level 5	55	40	83	0	0
1 Level progress	9	20	0	0	100
2+ Levels progress	91	80	100	100	0
3+ Levels progress	27	40	17	0	0

In writing, these are the teacher assessments. The school was recently moderated; our marking and next steps feedback was highlighted as an excellent method for next steps. Children have toolkits which allow them to know what to ensure is included for progress to be maintained.

(Scores in Percentage)	All	Boys	Girls	PPG	SEN
Level 4+	100	100	100	100	100
Level 5	27	0	50	0	0
2+ Levels progress	100	100	100	100	100
3+ Levels progress	18	20	17	0	100

In SPAG

(Scores in Percentage)	All	Boys	Girls	PPG	SEN
Level 3	9	20	0	0	0
Level 4+	91	80	100	100	0
Level 5	55	40	67	0	0

For more information, see the Assessment Report 2014.

Gender and term of birth.

In KS1, there continues to be a slight gender issue. In our school, boys continue to perform less well than the girls. The APS scores for boys however are comparable in both reading and writing with national figures, although they are lower in maths. It is interesting to look at figures by the term of birth, because our summer born children lag behind their counterparts across the country.

For Gender in KS2, although girls achieved more in terms of attainment, the boys achieved more in terms of value added. Indeed all boys achieved at least two levels of progress in all subjects. In contrast 1 girl narrowly missed a Level 5 in reading and 1 missed a Level 5 in maths; so 2 out of the 5 girls did not achieve 2 levels of progress in all subjects.

FSM pupils

In Year 1 there were 2 FSM children, one of whom achieved the required standard and one who did not.

There were no FSM children in year 2 so no data is available.

In KS2, our FSM children included 1 SEN child who made 2 levels of progress and 1 child who made 2 levels of progress in both Writing and Maths, but not Reading. So we exceeded national figures in Maths and Writing. 100% made 2 levels of progress against 84% in Maths and 89% in writing nationally. However, in Reading, we only achieved 50% against 84% nationally.

Because of the low levels of FSM children statistics can seem irrelevant; however, we must make sure that these children make at least as good progress as all other groups of children.

EAL/ Ethnic minority achievement

In 2013, our 1 Year 6 EAL child made exceptional progress during her first three years in the UK. From having no English, she achieved level 4 in Maths, Reading and Writing, as well as a level 5 in the Spelling, Punctuation and Grammar test during the 2013 tests.

SEN Pupils

Published data for SEN children is also distorted by the low numbers at North Newton. Last year there was 1 child in year 2 and 1 child in year 6. Looking at average point scores for children with SEN shows how well they progress. Although the child in year 6 compares unfavourably in terms of attainment, he did make 2 levels of progress in all subjects.

Internal tracking of SEN children from years 1 to 6 illustrates the good progress they make at North Newton School. Writing results were excellent last year. 90% of children made progress and 80% made 2 or more fine levels of progress. In Reading, 80% of children made progress and whilst 50% made 2 fine levels of progress. In Maths, 90% of children made progress and 70% made at least 2 fine levels of progress. Please note that 1 child, who constitutes 10% of these figures, has extremely complex medical needs and because of his illness, academic progress cannot be measured or indeed be expected

EYFS Analysis 2014

This is being carried out at present and will be published in due course.

EYFS Analysis 2013

How well children make progress relative to their starting points in each area of learning

Although most children arrive at school at the expected level for their age, 2 out of the 12 children were identified as working below in a number of areas. 1 child, identified as School Action Plus received funding for PSED and Communication and Language. 1 other child was soon identified as in need of additional support. There was also 1 other child in this cohort at School Action Plus with hearing difficulties.

In terms of progress, Numeracy was a strength; 12/14 (86%) made expected level in shape, space and measure. However, in number 6/14 (43%) exceeded expectation and 7/14 (50%) achieved the expected level and only 1/14 (7%) was working below.

In Reading, 6/14 (43%) exceeded expectations, 5/14 (36%) met expected level and 3/14 (21%) were working below. Those working below were struggling with blending and segmenting of vowel digraphs.

Results in writing were particularly disappointing compared with national expectations. 6/14 (43%) were working below the expected level (all boys), 7/14 (50%) were working at the expected level and only 1/14 (7%) child exceeded this level (a girl). This clearly should direct future planning.

How well gaps are narrowing between the performance of different groups of children including SEN in the setting and compared to all pupils nationally

Due to the change in reporting of EYFS data, historic data is unavailable. Data that compares North Newton with Somerset schools in general showed our girls exceeded county average figures

in terms of 'a good level of development' (75% compared to 61.4%), but that our boys trailed behind. (33% compared with 45.5%).

2 children were in receipt of FSM. 1 of these children made expected progress in most areas and 1 failed to make achieve the Early Learning Goals at expected levels.

2 children were at School Action Plus. 1 made expected levels in all areas with the exception of writing, despite having severe hearing problems. 1 made expected levels in only 8/20 of the different areas of learning. He will continue to need support to access the curriculum because of his problematic behaviour.

GRADE: Good.

Areas for Improvement / Continued Development:

- To reduce the gap in boys reading and writing in EYFS.
- To raise the percentage of level 3s in mathematics at KS1.
- To closely monitor the progress of summer-born children and pay attention to the teaching and transition of those children from the FS to KS1.
- To ensure 100% children make at least the required progress at KS2 in Reading and Maths.
- To continue to improve the attainment and progress of boys and FSM in all subjects.

2. QUALITY OF TEACHING IN THE SCHOOL

Teachers across the school demonstrate high expectations, reflected in their teaching and planning especially in the core subjects. Curriculum planning is good and extends the previous knowledge, skills and understanding of all pupils with well-differentiated work for both less and more able pupils. Work is well-matched to children's needs and interests, and those with IEP's regularly have individual work set for them to ensure they are successful.

Lesson observations, work scrutiny and data analysis show the vast majority of pupils develop good skills in reading, writing, communication and mathematics. English skills expectations are maintain and evident across other subjects. Maths skills are applied in Science and with the oldest children in their computing and ICT lessons.

The creative curriculum is now well established, although there is progressive work being undertaken for the New Curriculum 2014. Teachers take time to plan interesting "WOW" days to engage the children and launch each term's work. Teachers are increasingly working collaboratively making the most of each other's strengths and delivering some really exciting and challenging project work. For example, the topic 'Behind the Beaker' has allowed all the children to share in a collaborative project with the Museum of Somerset.

The school is also supporting one teacher in gaining her Forest School Leader qualification and setting up weekly Forest School sessions with the Reception class, which has enhanced our EYFS provision.

The curriculum is enriched further by the ever- increasing range of external teachers, coaches and tutors. They cover some art, ICT, MFL, music, drama and PE lessons which bring fresh stimulus and expertise to the teaching, learning and enjoyment for pupils. Pupil Premium funding is used effectively in this area to enable identified children to access specialist one to one tuition in music and drama.

Equally, the use of tutors and coaches gives teachers the opportunity to work with smaller groups of children and personalise their learning. More-able children are often set interesting challenges and homework to extend their understanding. In May 2014, there were over 50% children in Year 6 who sat the Level 6 Maths and SPAG papers.

Teachers strive to ensure that pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback. This can be verbal in the early years but takes the form of written targets in other years. Teachers regularly spend time with pupils, ensuring they know how to make progress. Children are aware of their own personalised targets and in KS2, review their progress against them. They then discuss with their teacher what their next target(s) might be. In English, from KS1, the children use "Toolkits", against which the children and teacher systematically assess their work. Teachers also make good use of peer assessment and "two stars and a wish" to help children identify their own next steps. Since June 2014, there has been a new Marking and feedback policy with an agreed set of codes across the school to aid children and teachers; children know these codes and use them to improve their work. As a result, they are making good progress.

Teachers make good use of questioning and discussion to promote learning with many different styles of questioning used to deepen understanding and evaluate progress. We have experienced teachers who use their expertise, including their good subject knowledge, to ensure pupils make good progress across the curriculum.

Teachers use homework effectively to support the children's learning and strengthen the home-school link. In KS1, homework tasks are linked into their term's work and encourage the children to explore their topic in more detail across the curriculum. In KS2 homework reinforces work undertaken in class and extends learning with some interesting challenges.

GRADE **Good**

Areas for Improvement / Continued Development:

- Increase the number of outstanding lessons observed.
- The New Curriculum is successful from September 2014.
- Maximise the impact of Forest School and develop the use of the outside environment for all classes.

3. BEHAVIOUR AND SAFETY OF PUPILS

Behaviour

Pupils' behaviour is very good both in and out of lessons. Lesson observations, comments from visitors to the school, and on trips out, confirm that the children behave extremely well.

There have been no permanent exclusions for the past five years, although two children have received fixed term exclusions over the same period. There were no racist incidents reported in 2013. Good behaviour is celebrated in Golden Assembly each week, when the dinner supervisors make their weekly draw for their 'good behaviour raffle'.

Teachers and all support staff have high expectations of pupils' behaviour. Pupils in most classes get straight down to work and the vast majority concentrate for the full duration. They are keen to tackle difficult problems and work very well both independently and in groups. Pupils also behave very well for trainee teachers, supply teachers and visiting PE coaches or musicians.

There are 3 children who shows challenging behaviour frequently. One child has funding and works in the Nurture room; they are in school during the mornings only. We are working towards increasing the pupil's hours in school although it is a very slow process due to the serious home issues. Another child has received emergency funding as there are serious behavioural issues being displayed. Both children are being given provision and together with the support of the PFSA and outside agencies, we hope to make a hugely positive impact on these 2 children. The third child is working with the PFSA (and parents) and receives regular sessions with the Headteacher

to address their anger issues. All members of staff, including MDSAs have received recent de-escalation training to raise their awareness and understanding in case of a challenging situation. Procedures are in place which staff are fully aware of.

Outside of lessons pupils generally demonstrate a good standard of behaviour and there are very few reports of bullying from parents or children. Pupils generally play well together and there are no gender issues, with both sexes mixing well together. Pupils are always willing to talk to adults and are quick to report any problems that occur, knowing they will be swiftly and fairly dealt with. Any minor incidences of bullying are dealt with quickly and effectively by all staff. Children are proud of their good behaviour and support the staff, ensuring all children feel safe.

The School Council works with the Headteacher (meeting monthly) and focuses on a range of issues and also enterprise initiatives to raise funds for pupils of our school. We recently bought 4 new playground boxes with skipping ropes, juggling balls, and other equipment; which has been welcomed by all children, staff and parents alike.

Attendance is excellent and parents are regularly reminded of the need to ensure their child has a good attendance record. Termly letters are sent out with each child's % compared to the class %. The end of year report includes the child's attendance over the year, together with what this means in terms of future achievement. Collaboration within the local Cluster Group (Compass Group) now ensures there is consistency between the different schools in their treatment of holiday requests.

Children arrive punctually for the start of school and this is regularly monitored by the Headteacher. From September, all children go straight into the classrooms from 8.45 and are met by their class teacher and LSAs. They begin a calm learning activity after organising themselves (bags, letters and coats etc). Late arrivals are very rare. Behaviour at the Breakfast Club is very good and well-managed by the staff. Behaviour is also good at clubs and all after-school activities organised by the school.

Safety

We have a Single Central Register of all staff members. All staff and volunteers are DBS checked as required by law. A comprehensive list of all checks carried out is kept on file.

All trips are managed well and risk assessments are carried out to ensure that the safety of children and staff is paramount.

Children behave well and consequently their safety is well managed both in and out of the classroom. Children feel safe both in school, and on school trips, with the School Council being used as a "sounding board" to check on this. We regularly have positive comments from members of the public when out and about.

Most children are good at making assessments about their own safety and know how to behave correctly or make safe judgements in situations that require it. Children regularly take part in farm safety poster competitions, fire-safety and first-aid training, and also road safety awareness (including cycle safety training for Year 5& 6 children)

All classes receive half-termly opportunities to develop their understanding of **e-safety** and take part in special activities as part of the annual Internet Safety Day.

GRADE **Good**

Areas for Improvement / Continued Development:

- Continue to monitor closely the behaviour and provision for the year 2 boy and year 3 girl is effective.

4. QUALITY OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Since Easter there has been a New Headteacher in post after a 27 year period of the previous Headteacher. There was an effective and comprehensive hand-over and the new Headteacher and Governors continue to demonstrate a clear vision for the school and high expectations for what every pupil and teacher can achieve. They also set high standards for quality and performance.

The school has met the demands of a rising number of pupils on roll and has successfully re-structured along Key Stage lines i.e. Yr. R; Yr. 1/2; Yr. 3/4; Yr. 5/6. A new but experienced Reception teacher started at Easter 2014 and has settled in quickly and effectively. The EYFS provision has continued to improve and is now focused on Independent Learning, group work and target-led provision in order that progress is accelerated. Reception children have settled well due to the comprehensive programme devised between school and the Pre-Schools.

The Headteacher constantly strives to **improve teaching and learning**, including the management of pupils' behaviour. Lesson observations by the Head, English and Maths Leaders, show that the vast majority of lessons are graded as at least "Good." The year 3/4 teacher is in her third year and continues to develop effectively; her knowledge and understanding of all subjects is excellent. She is also the new Maths Leader due to the retirement of the previous leader, and also the new Key Stage 2 Curriculum leader. The 5/6 class teacher is now the Senior Teacher (also the English and Assessment Leader) and has joined the SMT in order to further improve the quality of provision across the school. There is an experienced 1/2 teacher working 3 days in Foxes Class and a new (2-day) class teacher to compliment. We have also provided initial teacher training for students from both Bath Spa University and SCITT which has helped to focus attention on the quality of teaching and learning with teachers acting as mentors and being responsible for regular lesson observations.

The school has continued to develop a **broad and balanced curriculum** which is based around a thematic approach and often involves local visits and a high degree of practical and first hand learning experiences. This helps ensure that the curriculum is exciting and meets the needs of all pupils thus enabling all pupils to achieve their full educational potential and make progress in their learning. The 'New Curriculum' has been successfully launched. In all classes, English and Maths elements are being taught to reflect this. Our curriculum approach is evolving, progressive and actively promotes children's good behaviour and safety as well as their spiritual, moral, social and cultural (SMSC) development. Children and parents often work together on projects at home and this is very beneficial.

The teaching staff regularly evaluates the school's **strengths and weaknesses** and use their findings to create action plans. All members of staff who lead individual subjects now produce Subject Action Plans in order to ensure all provision continues to improve. In addition, this includes an analysis of "Raise on Line" data with all teaching staff fully involved in the discussions. Governors are kept fully informed of standards and are fully aware of the school's plans for improvement.

The Governing Body is a strength of the school both in terms of long-term stability and the expertise of the individuals, notably the Chair. Governors make regular visits to the school to support and monitor, both formally and informally, including taking part in Learning Walks and observation with the Headteacher. Governors are well aware of their responsibilities and regularly attend relevant training run by Governor Services.

The Headteacher is constantly looking to improve the school, and develop its capacity for sustaining improvement by **developing leadership capacity**. In particular he continues to support

the English subject leader, who has ambitions for Headship, encouraging her to attend relevant training sessions as well as giving her additional responsibilities within the school. All teachers are given opportunities to visit other schools and to observe other teachers to continue their development and to gain ideas. High professional standards are expected from all staff and Performance Management targets are challenging and are being achieved.

The Headteacher and staff are very keen to **engage with parents and carers** in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural (SMSC) development. Regular contact is maintained through newsletters, text messaging the school website and more recently the school Facebook page which showcases the pupil's achievements. Regular weekly Golden Assemblies are also held and children's talents and achievements are publicly celebrated alongside the parents. During a recent INSET day, we completed an audit of the provision for SMSC and this now proudly appears on our website. We continue to find further ways to develop each and every element of the SMSC.

The Headteacher and Governors strive to ensure that all **pupils are safe** and meet the legal requirements for Health and Safety legislation.

GRADE: Good

Areas for Improvement / Continued Development:

- Ensure all gaps are narrowing rapidly for boys, FSM and SEN children.
- Closely monitor the quality of teaching and learning, ensuring the additional support is making an impact.

5. OVERALL EFFECTIVENESS

The school takes effective action to enable most pupils to reach their potential.

Pupils benefit from teaching that is normally at least good. This promotes very positive attitudes to learning and ensures that achievement is at least good.

Leadership and management play a significant role in this and is good overall.

Behaviour and safety are strong features. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural (SMSC) development.

A positive and stimulating learning environment exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education. Staff also work to a high level of professionalism and are excellent role models for the children.

GRADE **Good**

Areas for Improvement / Continued Development:

- Increase the number of outstanding lessons.
- Ensure achievement is at least good for all groups of pupils.