

Arreton St George's CE Primary School

School Self-Evaluation Form 2018-19

(edition 2 dated 12/09/18)

Overall effectiveness:

Evidence: The school was judged 'Good' (all outcomes) by Ofsted (Oct 14). We have subsequently strived to continue to at least 'good' since with the aim of becoming outstanding in the future.

Our outcomes for pupils (2018) demonstrate improvement since 2016 results and the school remains on an upward trajectory. In 2018 we had an overall upward attainment trend with GLD, KS1, phonics and KS reading and writing all showing improvement on the previous year. KS2 maths fell but this fall only equated to one pupil. Leadership has strengthened and there is evidence that leaders are having a good impact. The quality of teaching and learning is more consistent and a greater proportion of teaching is good.

We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development has a very positive impact on the staff and children at the school reflected in the 2018 SIAMS 'good' assessment. Our school is a real family community where every child is valued and celebrated. We take great pride in our school and our learners.

Areas for Improvement:

- To develop the quality of teaching and learning, ensuring that all teachers are consistently providing high quality teaching in all lessons based on accurate assessment and high expectations. We need to make greater progress, particularly in mathematics and challenging the more able (particularly in KS2)
- To raise achievement and standards, ensuring that all staff are effectively using the assessment system in line with Age Related Expectations (ARE). Teachers are supported in developing their use of on-going formative assessment so that good use of Assessment for Learning (AfL) is improving rates of pupil progress and all pupils are making at least expected progress from their starting points.
- To improve personal development, behaviour and welfare, to ensure that all pupils are developing as effective independent learners.
- To strengthen safeguarding, ensure that procedures are understood and followed by all and that there is a culture of honesty and vigilance which supports effective implementation of these procedures.
- To improve the quality of leadership and management by establishing an effective working relationship between the Executive Head Teacher (EHT), Head of School (HOS), senior/middle leadership and the governing body. Continue to develop the learning collaboration both within and beyond the Federation to increase capacity.

Context

Description of school

- Arreton St Georges is a C of E, VA, primary school located on centre of the Isle of Wight.
- The school is part of a Federation in partnership with Oakfield CE Primary. The school has been on site for over 100 years, with extensive upgrades at various points in its history. It is now a mix of old, newer and temporary buildings in a rural location.
- There are 179 on roll in 7 classes (EY - 24, KS1 - 53, KS2 -102) (NOR 210).
- Grounds include a field, small playground and a variety of play areas.

Pupil Characteristics

- Children generally enter Early Years around national expectations.
- Children are predominately White/British. There are 2 pupils with EAL, 9 LAC/Post LAC.
- We have 5 children with EHCP, 16 (9%) on the SEN register.
- 9 (5%) of pupils are in receipt of Pupil Premium.
- 8 vulnerable children (including 3 CP and 5 LAC)
- School deprivation indicator is below national at 0.?? (national average 0.21)

Staffing Overview:

- 1 Executive Head Teacher (EHT), 1 Head of School (HOS)
- 10 teachers – 5 full time and 5 part time.

Historically, recruitment on the Isle of Wight area has been challenging and the school has suffered from high levels of staff turnover.

Effectiveness of Leadership and Management: GOOD

Strengths:

The Federation now has a new Executive Head Teacher (EHT) providing the strategic focus for improvement (Sept 18). The school has been supported by the Local Authority which has provided core subject improvement support, which is now having a positive impact on outcomes. The Head of School (HOS) works with the EHT effectively and is ambitious for the school. Middle leaders have evaluated the school thoroughly and are being used more effectively to support all staff in strengthening subject knowledge and curriculum design. The teaching team has remained unaltered this year bringing strength, stability and greater consistency to the school. Leaders and teaching teams are working collaboratively to raise expectations and secure higher standards – we are clear on the elements of teaching that still need to be consistently good. Teacher profiles give a much clearer analysis of the relative strengths and weaknesses of teaching. Monitoring is regular, rigorous and focused on pupils at risk of under-achieving.

CPD is available for anyone who wishes to improve their subject knowledge. Leaders identify staff training needs well. Staff participate in regular training and are eager to hone their skills further. Middle leaders have worked in conjunction with Local Authority (LA) advisors to implement new initiatives. Leaders have delivered training to staff, advised teachers on task design and organisation, assisted with planning and provided advice on resources. Key pedagogical approaches are now consistent and being embedded. Senior leaders and teachers are working worked closely with these LA advisors, particularly in maths, to underpin a range of teaching practices.

Our curriculum is enquiry led, engaging, relevant, thought provoking and regularly reviewed. The curriculum provides a broad learning experience for pupils. Leaders have developed Spanish, music and the arts, and a range of humanities subjects to stimulate pupils' interests.

We monitor progress half termly and ensure any pupils at risk of falling behind receive additional support. Leadership communicate with the Governing Body where pupil progress reports are shared and senior leaders challenged and held to account. Governors have a full understanding of the quality of education taking place throughout the school, particularly for different groups. Governors know the school well and are now spot checking on safeguarding, leaders' monitoring of teaching and learning, and the impact of pupil premium funding. A governor audit was undertake (Jul 18) and an action plan subsequently put in place to ensure high quality governance.

The school promotes staff professional development and CPD opportunities are available for all staff. In house training is tailored to meet the school priorities and is currently focused on improving mathematics teaching. We have qualified Federation trainer for safeguarding. The arrangements for safeguarding are effective and there is a strong safeguarding culture in the school. All staff have clearly defined performance targets which are regularly monitored. Performance management processes are correlated to school improvement priorities.

The Governing Body continue to explore Federation enlargement options with local schools.

Fiscal policies and budget monitoring ensures the Federation is financially viable, well administered and the learning environment well maintained, although the finance team is currently being strengthened to ensure up to date clarity on all budget issues and future financial challenges.

Points for improvement from last inspection

Some teachers do not have the skills they need to ensure that pupils make the best possible progress.

There are currently too few opportunities for the leader to monitor the planning for and teaching of pupil premium pupils but there are plans in place to address this.

Action and Impact

Continuous programme of CPD with currently focus on maths.

Planning is monitored weekly by subject leaders and HOS. Half termly progress meetings with all teachers review impact of teaching on all children. PP children specifically tracked and monitored.

Areas for Improvement:

- Set performance management targets that are ambitious but realistic, and are tightly focused on raising outcomes for pupils that are at risk of underachieving from their starting points.
- Ensure the regular performance management meetings and lesson observations, both formal and informal, secures consistently good teaching across the school.
- Continue to use the maths and English leaders to coach and support all staff to fully embed core pedagogical approaches and to monitor the evidence of progress in books. Provide continuing support for the Y1 teacher to ensure that the good progress from EYFS is maintained.
- Provide staff with further training to ensure they are increasingly confident with their assessments and are confident with knowing what an on-track ARE/B child should look like at each phase. This will be achieved through Federation and local school moderation, joint working and external support from the LA.
- Sharpen governor monitoring so that governors have a deeper and insightful understanding of the school and drive improvements.
- Explore Federation expansion with other local primary schools.

The quality of teaching, learning and assessment: GOOD with elements that requires improvement

Strengths: The quality of teaching and learning is improving rapidly and this is impacting positively on outcomes for pupils. This is evidenced in moderation, pupil progress meetings and work sampling. The school now has a comprehensive and rigorous monitoring programme aimed at raising pupil expectations. Support and evaluation of teaching and learning happens through regular classroom drop ins, observations, discussions with children (Time for Talk) and monitoring of books and pupil outcomes.

To ensure teachers maintain a high standard of teaching, teachers follow the detailed and ambitious non-negotiables established by leadership and regularly monitored by the SLT, governors and external improvement partners. Teachers demonstrate good subject knowledge which challenges and supports pupils ensuring they make progress in lessons as evidenced in the quality of work and progress in books. We need to ensure leadership is both challenging and supportive to staff with minimum expectations positively communicated alongside the expectations required to maintain our current upward trajectory. We use IRIS as a valuable tool for both self and peer evaluation. It is widely used by teachers and clips shared amongst colleagues for evaluation and reflection.

Teachers ask pupils questions to check understanding and to deepen learning – we are focused on developing questioning and feedback skills further with emphasis on verbal, in the moment feedback. The school teaches through planned 'inspirations'. These inspirations are based on the enquiry cycle, are question led, and are planned to include SMSC development. The curriculum is broad, balanced, inclusive and responsive. The aims of the curriculum are explicit and relate to core values. Assessment of the foundation subjects is based on a clear progression of key concepts, knowledge and skills. The integrity of foundation subjects is maintained whilst using cross-curricular contexts for learning. The effectiveness of our curriculum is evaluated against key principles which are inspiring and offer appropriate levels of challenge. We are continually striving to enrich the curriculum and increase the quality of outcomes.

Teaching of mathematics is improving, especially in KS2 where the school is involved in the IOW KS2 maths project (targeting borderline pupils through general/intervention teaching initiatives). We are ensuring that key pedagogies are being embedded across reading, writing and maths. Rigorous assessment procedures are embedded in school practice and impact positively on outcomes for pupils. Immediate feedback has been identified as having the highest impact and teachers now prioritise this in lessons where they can be seen circulating round working the room to ensure all pupils are given high quality feedback at the point of learning. Verbal feedback promotes deeper thinking and swiftly addresses any misconceptions during lesson time. Pupils are trained to improve their work using their purple pens. They respond positively to feedback and appropriate time is given for them to reflect on, edit and adapt their work – it is empowering pupils to understand what they have learnt and how they can link, apply and deepen their learning. Marking is meaningful, manageable and motivating. We believe in doing less, but doing it better. All teachers have a clear understanding of what constitutes good formative assessment.

The SENCo has been enabled to have a better focus on SEN through a redistribution of other responsibilities. This has led to more rapid identification of need and improved access to outside support and advice. Support staff have been given training and advice on how to support pupils with more complex needs and adjustments have been made to their learning environment.

Teachers set home learning in line with the school's policy. Parents/careers are informed on the progress of their child on a termly basis through parent evenings, open classes and sent home reports. Current targets are shared and advice given on how they can support learning at home.

| Points for improvement from last inspection | Action and Impact |
|--|--|
| <i>Teachers do not yet have all the skills they need to help pupils to make even faster progress.</i> | Programme of continuous staff development in place. Current focus on maths with LA support. |
| <i>Tasks in some lessons are either too easy or too hard. As a result, pupils' concentration lapses and they do not make the rapid progress of which they are capable.</i> | Non-negotiables in place. Pupils and staff aware of expectation for pace and challenge in all lessons. |
| <i>Teachers do not insist sufficiently on the neat presentation and organisation of pupils' work. This slows pupils' progress, especially in mathematics. Pupils do not take enough pride in their handwriting, and this affects the standard of their work.</i> | Focus on presentation and handwriting. Increased writing opportunities. Use of 'rough' books with subsequent focus on high standard 'fair copy'. |

Areas for Improvement:

- Continue to evaluate the impact of formative assessment on pupil progress within lessons and across units of work. Afl remains a focus for staff development, particularly to impact on the progress of all SEN, disadvantaged and higher attaining pupils.
- Improve learning journeys within English and maths so that they are based on pupil needs and responsive to summative assessment.
- Gaps in teacher subject knowledge have been identified and are being addressed with support to maths (bar modelling) a priority.
- Review the quality of the science and foundation subject topics to ensure the learning progression is secure.
- Ensure that feedback and marking indicates what steps children need to take to improve, and that they are given sufficient opportunity, time and support to do so.
- Ensure opportunity for children to engage in mathematical reasoning on a more frequent basis and challenge higher attaining pupils.
- Develop knowledge and understanding of pupils with more complex needs and ensure resource bank of strategies is in place to support them academically and emotionally.

Personal development, behaviour and welfare: GOOD

Strengths: The school's work to promote pupils' personal development and welfare is good and adults put pupils' welfare needs at the heart of the school. Arreton is a nurturing and inclusive school rooted in Christian values and supportive of all, regardless of faith background.

We recognise that behaviour management can be challenging but the school environment is a calm and purposeful place. All staff and pupils have high expectations of behaviour. Pupils appreciate the clear rules for behaviour both in the classroom and in the playground (Ofsted 2014). The school has a calm and controlled feel. The school has invested in staff training (e-safety, schoolSafe and safeguarding). The behaviour policy centred on the Christian values of forgiveness, compassion and restoration is embedded into daily school life. Pupils are clear about the definition of unacceptable behaviour and its consequences. Behaviour routines and expectations are established through the school which is an orderly environment – pupils more around the site sensibly and are considerate of others. Rewards and opportunities for celebrations are exploited thoroughly. The behaviour policy includes detailed consequences for unacceptable behaviour, with children given reflection time and opportunities to make amends for any poor choices or mistakes. The school is more effective now in involving pupils in managing and defining good behaviour. The small number of children with complex emotional and behavioural difficulties is managed well by teachers and support staff. Incidences of poor behaviour are logged and pupils reflect on their actions and are guaranteed a fresh start. E-safety and poor behaviour on social media is a growing trend and one being addressed through pupil and parent education/information. In class, pupils understand what is expected of them and display good behaviours for learning.

Leaders have identified strategies to promote good attendance with children and families. Attendance has been improving and is around national average. Our aim is for 96% minimum overall attendance this year. The Attendance Officer has received training to ensure that those pupils with poorer attendance are properly supported. The impact has been a reduction in persistent absences. The number of term time holidays has reduced but is still a concern. Attendance of disadvantaged pupils and pupils with SEN is good overall. Children are encouraged to take pride in their appearance and be proud when wearing the Arreton badge. Pupils display a positive attitude towards school, feel proud to be at Arreton and part of a secure school family.

The school community gathers for collective worship daily. Assemblies are themed to promote the school's core values and celebrate achievements together. Pupils have the opportunity to represent the school outside of the community through sporting fixtures and regular trips and visits. Safeguarding is effective. The Federation Designated Safeguard Lead ensures that processes and procedures relating to safeguarding are properly followed. There is a culture of Safeguarding as the highest priority. There is regular individual and whole school training for staff (most recently Sept 18) and audits check the effectiveness of safeguarding procedures. The school has a rigorous e-safety policy and pupils are constantly reminded of the dangers surrounding the internet. All staff have completed on-line Prevent training.

Vulnerable pupils and families benefit from our committed staff who support vulnerable children. The support network's principles of nurture underpin our whole school ethos. Pupils understand how to keep themselves safe including cycle and road awareness.

The school complies with statutory guidelines for healthy eating and children enjoy attending a wide variety of clubs.

Points for improvement from last inspection

A small minority of parents demonstrated concerns about bullying.

Action and Impact

Revised behaviour policy. Clearly articulated behaviour management across all classes. Aim to reduce frequency and intensity of incidents – monitor and report through SLT to governors. There are few reported incidents of bullying – all allegations are fully investigated and where appropriate additional support is available, including from the Federation.

Areas for Improvement:

- Ensure all staff continue to be updated in safeguarding, and Health and Safety matters.
- Ensure all new staff receive the relevant safeguarding/induction training.
- Maintain and build on the strategies that develop positive behaviours for learning. Ensure positive rewards are given for excellent behaviours for learning.
- Continue to support and develop staff so they can support pupils with more complex behavioural needs.
- To ensure British Values are maintained and embedded in the school. Ensure all the children are able to make connections with them and their own lives.
- Complete post-SIAMS inspection action plan.
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Outcomes for pupils: REQUIRES IMPROVEMENT

Evidence:

The majority of children enter reception with attainment generally in line with expectations – progress is subsequently good. Leaders are committed to improving standards and are driving forward the support for improvements in teaching and learning. This includes the use of rigorous performance management process, the use of data tracking, clear monitoring of lessons and work sampling. Coaching support includes use of Iris and effective support from LA/local practitioners.

The Key Stage 2 SATs results in 2018 were average for writing and reading and below average for maths. The dip in maths equated to one pupil in percentage terms. An analysis has been undertaken – reasoning, fluency and resilience are issues. Compared to results in 2017 generally greater depth outcomes improved. Reading dipped which was disappointing – pupils are now encouraged to tackle more challenging texts including Shakespeare in Year 6. Progress is good with all pupils making expected or better progress. Attainment in Key Stage 1 has been poor but 2018 demonstrated clear improvement – reading up 23%, writing 16% and mathematics 7%. Greater depth also improved. Progress was variable with reading and maths both negative. In Key Stage 1 we improved to national averages in reading and writing, and well above for maths (where teaching was rooted in bar modelling principles). Phonics has been effectively taught in Y1 – gaps have been identified for target children and support provided. There is now more rigour and personalised learning than before. As a consequence we have significantly improved phonics outcomes since 2016/17 and we are aiming to exceed national average. Our Key Stage 2 results in 2018 were varied – improved writing tempered by slight drops in reading and maths. The low maths result undermined the combined outcome (58%). Grammar and spelling within KS2 remains a relative weakness. There is a focus on more pupils working at greater depth in all key stages – the impact of the English leader to secure greater depth in upper KS2 is now being replicated across the school. Disadvantaged pupils in general continue to do reasonably well by the end of KS1, although the picture is more variable in KS2. Overall our SEND and PP pupils achieve well, but closer monitoring, class based interventions and targeted support will further improve outcomes. Most pupils who have SEN and/or disabilities and who are supported with an EHC plan make good progress. In Early Years, GLD remained slightly above national average.

Teachers across the school are more confident in assessment in relation to ARE and therefore planning has improved to promote better outcomes and accelerate progress for all pupils. Lesson monitoring and other triangulation activities support the outcome picture. We have a range of reading, writing and mathematics interventions aimed at overall improving attainment and progress further. The IOW KS2 maths project is specifically targeting borderline pupils in Y6 but this is also benefitting maths teaching across the school. The data and in year tracking is shared with teachers and governors. Current tracking indicates strength in KS1 and improving progress in KS2. Monitoring of PP children shows they are well supported and making good progress in KS1, and KS2 PP progress is also good (although attainment needs to improve).

Parents are very supportive and the existing Parent Development Group has been organised and new task groups have been established to support development of reading, the indoor/outdoor learning environments and expand community links. These are having a positive impact on the school community.

Points for improvement from last inspection

Action and Impact

Ensure a greater proportion of pupils reach the expected standards in reading, writing and mathematics by the end of key stage 2.

Range of curriculum support measures. Report through SLT to governors. Monitor and report through triangulation. Focus on maths which will have significant impact on combined outcome.

Ensure that, by Year 6, pupils' reading and maths progress improved.

Reading and maths initiatives in place. IOW KS2 target pupil project.

Ensure that a greater proportion of most-able pupils achieve the higher standards, particularly in maths.

Range of interventions – KS1 greater depth success in 2018 and improving picture in KS2. Challenge to more able to be monitored.

Areas for Improvement:

- Develop accuracy of summative assessments so that 'next step learning' is being planned to achieve the best possible progress for all pupils. Ensure the HAM assessment model is used through the phases, challenging pupils to apply their learning.
- Improve quality of teaching and learning in reading, writing and maths through coaching and targeted professional development. Continue to use subject leader expertise to develop team planning, task design and evaluation of the quality of work in books.
- Ensure target pupils are monitored closely and support staff used effectively to maximise progress and achieve outcomes.
- Pupil progress meetings ensure accountability for targeted children and includes analysis of pupil work. Staff prepare work sampling examples to back up judgements of WTS, ARE and B after each assessment point. These meetings to target PP pupils (writing/maths).
- Continue to plan and evaluate 3 phase planning model for learning journeys based around rich texts. Within these pupils have opportunities to apply SPAG in purposeful contexts. Ensure maths planning regularly identifies connected learning journeys which have opportunities for conceptual understanding and procedural practice skills. Leadership supports the IOW KS2 maths project and extension of bar modelling into Y1 and Y3.

Outcomes (national averages in brackets)

| EY GLD | | | |
|---------------|-------------|-------------|-------------|
| 201 | 2017 | 2018 | 2019 |
| 73% (69%) | 73% (71%) | 73% (72%) | |

| Yr 1 Phonics | | | |
|---------------------|-------------|-------------|-------------|
| 2016 | 2017 | 2018 | 2019 |
| 65% (81%) | 78% (81%) | 77% (82%) | |

| KS1 (expected standard) | | | | |
|--------------------------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 |
| Reading | 60% (74%) | 62% (76%) | 74% (75%) | 77% |
| Writing | 40% (66%) | 45% (68%) | 70% (70%) | 73% |
| Maths | 68% (73%) | 65% (75%) | 89% (76%) | 73% |
| RWM combined | 40% (60%) | 34% (64%) | 63% (65%) | 73% |

| KS2 (expected standard) | | | | |
|--------------------------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 |
| Reading | 50% (66%) | 68% (71%) | 71% (75%) | 86% |
| Writing | % (74%) | 72% (76%) | 75% (78%) | 86% |
| Maths | 30% (70%) | 68% (75%) | 63% (76%) | 86% |
| GPS | 45% (72%) | 59% (77%) | 67% (78%) | 86% |
| RWM combined | 20% (53%) | 59% (61%) | 58% (64%) | 86% |

| KS2 (average scaled score) | | | |
|-----------------------------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 |
| Reading | 98 (103) | 104 (104) | 103 (105) |
| Maths | 97 (103) | 102 (104) | 99 (104) |
| GPS | 98 (104) | 102 (106) | 103 (106) |

Effectiveness of Early Years (EY) provision: GOOD

Evidence:

Children enter the EYFS with attainment generally in line to national expectations. This has been the case historically. Baseline procedure on entry is in depth and thorough. EYFS is well led and effectiveness is good - pupils make good and often outstanding progress from their starting points. They settle well because adults get to know them very quickly. The EY leader and staff provide a stimulating and exciting learning environment. They emphasis speaking and listening in order to help children make progress in their early reading, writing and communication skills. Relationships are warm, caring and respectful so children listen well to adults, learn to take turns, share and get along with each other.

2018 GLD was 73%, constant from 2017. A gap remains between disadvantaged children and the rest but is narrowing. Quality of teaching in Early Years is high, leading to rapid rates of progress. The new children settle extremely well.

Teaching is highly responsive and well planned activities are closely matched to children's needs and interests. Thorough planning takes into account accurate observations both of child initiated and adult led activities. All adults contribute to a child's learning journey as well as parents and carers, through effective use of 'tapestry'. The well planned phonic sessions ensure that the very youngest pupils are taught to listen carefully as well as learn through the letters and sounds systematic phonic teaching.

Observational based assessments are personalised and accurate. Next steps are shared with children in the moment and adults act upon their observations on a daily basis. A range of high quality adult guided activities link to children leading their own learning. Our EYFS adults are constantly engaged in professional discussion of children and their learning. All adults contribute to Sustained Shared Thinking sessions and 'Planning in the Moment' learning stories. Weekly discussions about each child enable all staff to know the next steps in learning for individual children. Adults are observed by the leader and receive feedback to also ensure they are demonstrating high levels of involvement.

Well-being is a priority and PSED is fostered and encouraged. Children chose from a range of activities that have been carefully planned to provide a variety of stimuli and help them learn about the world around them. The outside learning environment is well maintained and stimulating with opportunities for uninterrupted free-flow indoor and outdoor learning. Effective communication with parents is established from the start – parents are positive about the progress their children are making in early years.

| Points for improvement from last inspection | Action and Impact |
|---|-------------------|
| | |

Areas for Improvement:

- To increase achievement in boys writing.
- Improve transition processes into Y1 for pupils that have not achieved GLD or exceed early learning goals.