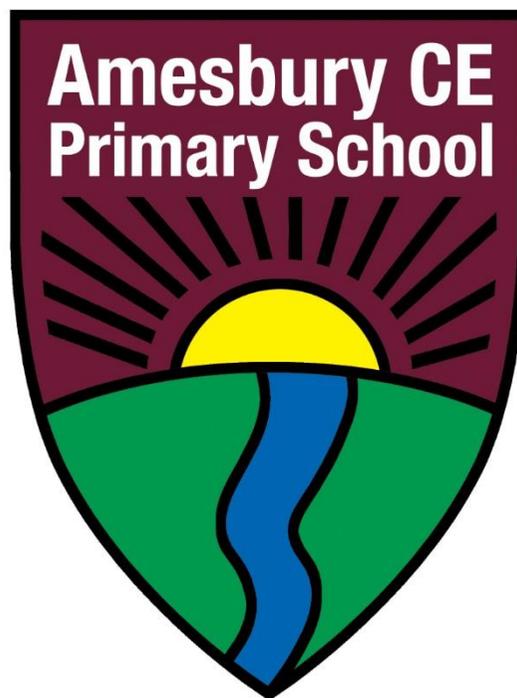


Updated 7th July 2017

AMESBURY CEVC PRIMARY SCHOOL
Self-evaluation Summary Sheet 2016-17



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Amesbury CEVC Primary School SELF-EVALUATION SUMMARY SHEET 2016-17

SECTIONS	SUMMARY EVALUATION		EVIDENCE
1. INTRODUCTION	<p>School context and key strengths</p> <p>Amesbury CE Primary is a popular and growing 2 form entry Voluntary Controlled primary school where almost all children are of white British heritage. The majority of pupils come from neighbouring areas; 35% are from service families and travel further to school; five children are taxied to school to attend the School's Nurture Centre. The school serves a catchment of social deprivation due to high levels of social housing. 19% of our children are SEND (24% of current year 6 are SEND); 36% of our children in KS2 are not with us at the beginning of KS2. 24% are disadvantaged learners (46% are FSM). There are 5 LAC chn.</p> <ul style="list-style-type: none"> • This is a happy, vibrant & caring school where children are encouraged to be healthy and feel safe • The behaviour of almost all children is excellent. • Reading across the school is good. • Resourcing has been heavily focused on EY over the past few years to give long term gain and stability. • Early Years is outstanding. • SEN outcomes across the school is good. • Children enjoy school, especially the excellent creative learning topics, and the range and number of extra-curricular opportunities given. • The school's systems to record and monitor children's progress are robust. All staff successfully contribute to school improvement and there is a very strong ethic of teamwork across the whole school community • Mobility is high. Each year (over past 4 yrs) roughly 30 chn have left and 70-80 come in with a net gain of 40-50 during the year. Budget has been based on previous years PAN so funding is approx.. £150K less than it should be for a school of our size. 		<p>Ofsted report 2012 SIAMS report Nov 2015 Parent view Parent survey Staff survey</p>
2. AREAS FOR WHOLE SCHOOL IMPROVEMENT	<ol style="list-style-type: none"> 1. To raise attainment of all disadvantaged children in EY, KS1 & KS2 in all subjects in order to diminish the difference in all subject areas, between school and National 2. To continue to improve the quality of Maths, Writing, Reading & Spelling provision across the school to increase the number of children who reach age expected. 3. To raise attainment and progress of SEND & Military groups further in all core subjects. 4. Improve attendance further so that it continues to be at least 96% 5. To improve outcomes for disadvantaged Middle & Higher attainers in writing and reading in KS2. 		<p>School Improvement Plan 2015-16, 2016-17</p> <p>NoV from SIA's GB plan</p>
3. PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issue	Progress	<p>SIDAP meeting minutes Children's books Planning Literacy monitoring Data</p>
	1. Improve standards in writing	<ul style="list-style-type: none"> • Writing focus for SIP whole school • All CPD & Observations focused on writing • Ros Wilson, Big Write & spelling programme introduced • Whole school moderation 	
	2. Improve independent learning experiences	<ul style="list-style-type: none"> • P4C – staff training & Year 5 & 6 • Whole school 'Inspiration' days 	

	<p>3. Raise the standard of teaching in Year 3 to match the rest of KS2</p>	<ul style="list-style-type: none"> Introduced Forest School provision Issues addressed. Good standard of teaching across Year 3 achieved however this year group will continue to be a focus. Team teaching, Planning as part of teams & peer support 		
SECTIONS		SUMMARY EVALUATION		EVIDENCE
<p>4 LEADERSHIP/ MANAGEMENT How well leaders demonstrate ambition for pupils, improve T & L, develop staff, sustainability & improvement. Accuracy of SSE, appropriate curriculum, governance, equal opportunities, safeguarding and partnerships.</p>	<p>Strengths Grade: Good</p>		<p>Governors minutes Staff meeting minutes Pupil progress Monitoring Lesson observations Performance management</p>	
	<p>Overall Strengths</p> <ul style="list-style-type: none"> Shared vision & commitment of school by ALL staff to improve outcomes (attainment and enjoyment) for children through continued focus on the development of staff in teaching – CPD (incl TA with data/tracking) Governors very active and involved within and for the school. (e.g. roles of GB, Pupil progress, Ethos Commitment, monitoring, visits) <i>The shared understanding by all staff and governors of the school's aims and ethos means that all groups of pupils are well supported in their learning – Ofsted 2012</i> Very well established partnerships outside and inside the whole community which enhances provision for children (parents, church, Sec & Nur schools, arts/sport projects, etc) 	<p>Areas for Improvement</p> <ul style="list-style-type: none"> Sustained and improved outcomes in achievement Secure more outstanding teaching across whole school More rigorous evaluation of performance of school particularly the disadvantaged groups Utilise the new School Pupil Tracker to identify differences and close tracking. To continue to develop the role of subject leaders to improve teaching and learning in their subjects. Coaching of new AHT's to grow and strengthen the team. 		
<p>5 ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND and vulnerable pupils</p>	<p>Strengths Grade: Good</p>		<p>Raiseonline School data analysis Inspection dashboard Fischer Family Trust Early Excellence</p> <p>NOTE Disadvantaged bullet to be top priority for whole school improvement</p>	
	<p>Overall Strengths</p> <ul style="list-style-type: none"> 83.9% of children in EY achieved a good level of development (Nat 66%) 83% of children in Yr1 passed Phonics screening (Nat 81%) 95% of all Yr 2 children passed Phonics screening test (Nat 91%) 84% of Yr 2 met age expected in reading (Nat 74%) 77% of Yr 2 met age expected in writing (66%) 86% of Yr 2 met age expected in maths (73%) 86% of Yr 2 met age expected in Science (82%) 69% of Yr 6 achieved a scaled score of 100+ in reading (Nat 66%) -0.08 points progress in Maths for Yr 6 -0.29 points progress in Writing for Yr 6 -0.63 points progress in Reading for Yr 6 	<p>Areas for Improvement</p> <ul style="list-style-type: none"> Disadvantaged – Increase attainment in Reading from 67.2% to 75%, writing from 63.6% to 70%, maths from 59.9% to 70%, working at age expected to diminish the difference between themselves and all children nationally. Disadvantaged with medium and high prior starting points need to be attaining in line or higher than their peers – Reading 65%, Writing 65% and Maths 61%. Writing – To increase the number of 'Exceeding' writers across the school from 10% to 20% To raise attainment in writing for all groups of pupils so that 85% of all children are working at and above age expected 		

	<ul style="list-style-type: none"> R,W & M combined – 54% (Nat 53%) 	<ul style="list-style-type: none"> Spelling – To increase the percentage of children’s Spelling at age expected from 62.7% to at least 75% Maths – to increase the percentage of children who make expected progress across the school from 80% to 85%+ Maths – to diminish the attainment difference between girls and boys in Year 6 (boys currently attaining higher) SEND – Increase attainment in Maths from 37.7% to 50%, Reading from 48.2% to 55% and writing from 30% to 40% working at age expected to diminish the difference between themselves and all children. SEND – to increase the number of children making accelerated progress in Reading from 53% to 60%, in writing from 17% to 25%, Maths from 23.5% to 35%. To increase Spelling and Grammar attainment of all SEND pupils from 25.1% at age expected in Spelling to 35%, and from 61.9% in Grammar to 70%. MILITARY – to accelerate progress in Reading, Writing and especially Maths to ensure they continue to attain higher than their peers. To raise attainment and progress in maths, by end of Key Stage 1 & 2 in-line with similar pupils nationally 	
SECTIONS	SUMMARY EVALUATION		EVIDENCE
6 TEACHING & LEARNING Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.	Strengths	Grade: Good	
	<p>Overall Strengths</p> <ul style="list-style-type: none"> Improved quality of consistently good+ teaching across school (<i>Teaching & learning are good throughout the school and some is outstanding – Ofsted 2012</i>) Pupils enjoy their learning because teachers make it interesting – <i>High expectations and stimulating activities help all pupils to learn well – Ofsted 2012</i> 	<p>Areas for Improvement</p> <ul style="list-style-type: none"> Continue to increase % of outstanding teaching to across the school Secure good progress in all subjects for Disadvantaged children Moderate to ensure consistency of high quality feedback & marking to improve progress in writing. Improve the quality of writing through Pie Corbet & Talk 4 Writing 	

	<ul style="list-style-type: none"> Teachers and Teaching assistants work well together to ensure good progress for all children 	<ul style="list-style-type: none"> Assessment, marking & target setting has a positive impact on pupil progress in writing (incl. SEND/Disadvantaged) Ensure targets are shared with pupils and parents. 			
	<ul style="list-style-type: none"> Interventions across the school are of good + quality and ensure that chn's gaps are quickly identified and filled 				
	<ul style="list-style-type: none"> Nurture Centre prepares chn ready for learning through targeted social, emotional and behavioural support 				
<p>7 PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE</p> <p>Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents</p>	BEHAVIOUR JUDGEMENT		Grade: Outstanding		<p>Behaviour Policy</p> <p>Attendance records</p> <p>Questionnaires</p> <p>Parent view 2013/14, 2014/15, 2015/16, 2016/17</p> <p>Minutes of Fusion teams</p> <p>Minutes of Resources meetings with Gov's.</p>
	<p>Overall Strengths</p> <ul style="list-style-type: none"> <i>Pupils' behaviour towards each other and the adults who help them is courteous and friendly, both in lessons and around the school – Ofsted 2012.</i> Very good relationships and ethos. Almost all behaviour is excellent in and around the school. Learning behaviours are excellent. Attendance is excellent for the majority. Very few incidents of bullying. Parent/pupil anti-bullying group working towards accreditation Promoting the British Value of knowing right from wrong and all people in England are subject to its law. Children are taught about democracy and opportunities are given for debating. Children know that to stay healthy they need a good balance diet and regular exercise A vast amount of sporting activities and competitions are offered across the school. Anti-bullying accreditation at least Bronze Award, currently being considered for Silver/Gold. 96.2% Attendance Wrap-around-care of Breakfast and After School Club 		<p>Areas for Improvement</p> <ul style="list-style-type: none"> Continue to monitor and evaluate Behaviour Policy Overall attendance remain consistent at 96% or better and new strategies implemented Improve the quantity of visual displays that demonstrate British Values, diversity and equality Continue to improve sporting opportunities, particularly for disadvantaged groups and extra-curricular clubs. 		
	SAFETY JUDGEMENT		Grade: Outstanding		
	<p>Overall Strengths</p> <ul style="list-style-type: none"> All statutory safeguarding requirements met. H & S issues always given high priority & actioned 		<p>Areas for Improvement</p> <ul style="list-style-type: none"> Actions from Site Assessment survey & Premises Actions from school CP audit 		
Strengths		Grade: Outstanding			

<p>8 EFFECTIVENESS OF EARLY YEARS PROVISION</p>	<p>Overall Strengths</p> <ul style="list-style-type: none"> Numbers of chn in EY achieving a good level of development is above national. School was above National in all of the 17 Early Learning goals. Teaching in EY is outstanding Obtained Bristol Standards 	<p>Areas for Improvement</p> <ul style="list-style-type: none"> To further increase the number of children in EYFS who reach exceeding in all areas of development To continue with regular audit and updates to ensure Bristol Standards is maintained. To regularly monitor and evaluate the new 'Village Style' EY provision 	<p>Bristol Standards evidence file Observations Data</p>
<p>SECTIONS</p>	<p>SUMMARY EVALUATION</p>		<p>EVIDENCE</p>
<p>9 SMSC Social, moral, spiritual and cultural</p>	<p>Strengths</p>	<p>Grade: Outstanding</p>	<p>SIAMS Inspection Nov 2015 SIAS document PSHE monitoring Evidence from Worship group</p>
<p>10. OVERALL EFFECTIVENESS</p>	<p>O.E. Judgement</p>	<p>Grade: Good</p>	<p>Nurture Centre summary list.</p>
	<p>Overall strengths</p> <ul style="list-style-type: none"> Behaviour and Nurturing of pupils - Nurture Centre which provides a fully inclusive provision for both our own children and those excluded from other schools Teamwork – planning teams which incorporate Phase teams and Fusion Teams that encompass all areas of the curriculum and all stakeholders, including transition. Governors – secure knowledge and understanding of the school. A variety of skills that are embedded and enable the school to offer an outstanding provision Learning environment – a vibrant, interactive environment that celebrates the successes of the children. A learning ethos that is safe, where children know it is ok make mistakes; learn from each other; encouraged to become learning experts; and have a love for learning; to become life-long learners 	<p>Areas for Improvement</p> <ul style="list-style-type: none"> To further raise attainment and progress in all areas identified To quickly establish 'new' children's starting points and identify any areas of development required, whether that be academic or social/emotional To further extend the school day to meet the needs of our working parents To continue to strengthen and adapt the SLT as the school grows to capacity 	

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	<ul style="list-style-type: none">• Over and above services - A self-sufficient programme that helps support children and families, i.e. Child Counselling, Time4Talk, ELSA, parent groups, parental training, Granny's Kitchen, The LOFT (offering outside services to support those most in need).		
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