

St. Andrew's VA Primary School SELF-EVALUATION SUMMARY SHEET 2016-17

SECTIONS	SUMMARY EVALUATION		EVIDENCE
1. INTRODUCTION	<p>School context and Key strengths St. Andrew's is a smaller than average Voluntary Aided primary school where almost all children are of white British heritage. The proportion of SEND children is slightly below average. Children are taught in single year groups (opened 7th class Jan 14).</p> <ul style="list-style-type: none"> This is a happy, vibrant and caring school where children are encouraged to be healthy and feel safe. The behaviour of almost all children is excellent. Attendance is good. Children enjoy school, especially the excellent range and number of extra curricular opportunities. The vast majority of parents are positive about the school. 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. 		Ofsted report 2014 SIAS report 2014
2. AREAS FOR WHOLE SCHOOL IMPROVEMENT	1. To improve attainment in reading and maths across the whole school		School Improvement Plan 16-17 NoV from SIA's
	2. To secure effective CPD to improve teaching in order to ensure pupils make better than expected progress		
	3. To ensure that disadvantaged pupils make at least expected progress and close the gap in all subjects		
	4. To ensure that marking and feedback strategies are now embedded to ensure all children improve progress in writing across all areas of the curriculum		
3. PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issue	Progress	Marking policy Gov. report on work scrutiny Lesson Observation record Children's Books / targets
	1. There is not enough outstanding teaching to make sure that all pupils make rapid progress, especially in writing.	<ul style="list-style-type: none"> Continued Writing focus for SIP whole school 15/16 16/17 Writing Performance Management targets, CPD, Peer review and LO focus have impacted on progress and improved outcomes at KS1. 	
	2. Staff do not always give clear written advice to pupils on how to improve their work. At times, pupils are not given the chance to act on their teachers' marking and practise their skills.	<ul style="list-style-type: none"> Monitoring & evaluation through work scrutiny and pupil conferencing demonstrate improved use and consistency Children are able to talk about how teachers helps them improve in lessons and through marking Response to Marking Time – agreed and regularly evidenced 	
4. ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils	Strengths	* 3	Areas for Improvement
	<ul style="list-style-type: none"> Attainment in all subjects @ key stage 1 improved from 2016 Disadvantaged Pupils – closing gaps in all subjects EYFS provision (although GLOD under national 2016) Phonics – consistently high and above national 	<ul style="list-style-type: none"> Writing attainment to improve further @KS1 Improve attainment & progress in reading & maths across the school (esp Year 6) Secure improved Progress for Pupil Premium to be good+ in R, W, & M Secure accelerated progress for all children identified as making less than expected progress at end of July 17 	
			School Improvement Plan Wiltshire tracker Class tracker sheets ROL EYFS Baseline & profile Pupil progress data & reports PAVS sheet. / intervention evaluation

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5. TEACHING Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.	Strengths	* 2	Areas for Improvement	Lesson Observation (lesson study) Curriculum map Planning Work Scrutiny Tracker Sheets Pupil Progress Meetings
	<ul style="list-style-type: none"> Improved quality of consistently good+ teaching across school (<i>Teaching is good overall with some that is Outstanding – Ofsted 2014</i>) 	<ul style="list-style-type: none"> To develop more reflective practice – peer observation Continue to ensure high quality feedback & marking to improve progress in writing 		
	<ul style="list-style-type: none"> Pupils enjoy their learning because teachers make it interesting (<i>Ofsted 14</i>) 	<ul style="list-style-type: none"> Improve the consistency of challenge (depth of learning) for more able and 		
	<ul style="list-style-type: none"> Teachers and Teaching assistants work well together to ensure good progress for all children (<i>TA's ask just the right questions to help pupils of all abilities to learn – Ofsted 14</i>) 	<ul style="list-style-type: none"> Develop targeted provision to improve outcomes especially in maths especially in reasoning. 		
6. PERSONAL BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	PERSONAL & BEHAVIOUR Judgement		* 1	Behaviour Policy Attendance records Questionnaires 2017 Premises Action Plan Premises minutes LO records LA Visit for Health & Safety Audit LA visit for CP Audit
	Overall Strengths Very good relationships and ethos within whole school & local community. All behaviour is excellent in and around the school. Attendance is good. Very few incidents of bullying. Learning behaviours are more 'tangible' across all classes		Areas for Improvement <ul style="list-style-type: none"> Embed attitudes to learning – growth mindset 	
	SAFETY Judgement		*2	
	Overall Strengths All statutory safeguarding requirements met. H & S issues always given high priority & actioned		Areas for Improvement <ul style="list-style-type: none"> Actions from analysis of pupil & parent questionnaires Actions from school CP Audit – 2017 	
7. LEADERSHIP/ MANAGEMENT How well leaders demonstrate ambition for pupils, improve T & L develop staff, sustain improve. Accuracy of SSE, appropriate curr., governance, e.opp, safeguarding, and partnerships	Strengths	*2	Areas for Improvement	ROL 2016 CPD records Lesson Observations PAVS sheets Governor minutes, visit records and reports. Leavers Questionnaires 16/17 Newsletters
	<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) 	<ul style="list-style-type: none"> Improved outcomes in achievement at both key stages Effective development of SMT – management, responsibility & monitoring 		
	<ul style="list-style-type: none"> Governors very active, aware of S & W very involved in M & E. (e.g. Pupil progress, Ethos Commit., monitoring, visits) – secured Governor Mark Dec 15 	<ul style="list-style-type: none"> More rigorous evaluation of performance of school. Secure impact of Governance on school outcomes 		
<ul style="list-style-type: none"> Very well established partnerships outside and inside the whole community which enhances provision for children (parents, church, Sec. schools, music/ arts projects, etc) 	<ul style="list-style-type: none"> To continue to develop the role & responsibility of new subject leaders to improve teaching and learning in their subjects and demonstrate impact. 			
8. SMSC	Strengths	*2	Areas for Development	SIAS Inspection report 2014 Governors minutes Ethos Committee members
	<ul style="list-style-type: none"> Strong Christian ethos in school, with very good school community relationships. Good planning and provision for Spiritual and cultural development secures commitment to & understanding of, from children. 	<ul style="list-style-type: none"> Continue to evaluate SMSC through work of Ethos sub-committee Strengthen links with PSHE and Personal development (incl. British Values) 		
9. OVERALL EFFECTIVENESS	O.E. Judgement		*2	
	This is a great school, with good teaching and good leadership and management. However, 2017-18 will need to focus on developing rigorous and evidenced based programme of improvement to ensure improved outcomes in all subjects at both key stages in July 2018			

