

St. Andrew's VA Primary School SELF-EVALUATION SUMMARY SHEET 2018-19

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 2019 SIAMS report 2019
2. AREAS FOR WHOLE SCHOOL IMPROVEMENT	1. To challenge more children in EYFS to exceed a good level of development and challenge more able pupils to achieve their potential in all subjects at KS1		School Improvement Action Plan 19-20 NoV from SIA's
	2. To improve the accuracy of spelling across pupils writing in all classes in all subject		
	3. To improve pupils' progress in history, geography and science by planning tasks which build pupils' knowledge, skill and understanding progressively		
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. To improve attainment in maths across the whole school – improve pupils' achievement by ensuring rigorous monitoring is effective in raising standards across the school	<ul style="list-style-type: none"> SIAP maths whole school 17/18 18/19 – Subject leader led effective CPD and had a tight focus on monitoring across the year. All Performance Mgt targets were linked to achievement in maths 18/19 Progress of cohorts 18/19 in maths was above expected in almost all year groups. KS1 and KS2 data for maths was above National 2019 	
	2. To improve pupils (particularly boys) reading skills and ensure they read more widely	<ul style="list-style-type: none"> Clear expectations for reading regularly at home – gaps plugged by school staff consistently Ofsted 2019 – <i>“quality of teaching is good especially in reading”</i> – strong progress in both key identified stages by Ofsted. 	
	3. To ensure that pupils develop their writing skills effectively by using them in a range of subjects and to ensure that writing expectations are consistently high across the school	<ul style="list-style-type: none"> CPD on curriculum development and using topic as a tool for high quality writing. <i>“Teachers have raised their expectations of the standards that pupils can reach in their writing, Pupils now write imaginatively and at length across the curriculum”</i> – Ofsted 2019 <i>Outcomes at both Key stages were above National 2019</i> 	
4. ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils	Strengths GOOD		SIAP Wiltshire Tracker EYFS data ARE sheet. PP Records
	Areas for Improvement		
<ul style="list-style-type: none"> Attainment at KS1 in all subjects above national and also at KS2 except in Reading Disadvantaged Pupils – closing gaps in all subjects EYFS provision - GLOD above national 2019 Phonics – consistently (3 years) well above national 		<ul style="list-style-type: none"> Improved standards of Reading @ KS2 Challenge more able children to achieve Greater Depth in all subject Improve accuracy of spelling across writing across the whole school Improve pupils progress in Foundation subjects by ensuring tasks/activities are planned and progressive to build on knowledge, understanding and skills 	

SECTIONS	SUMMARY EVALUATION			EVIDENCE	
5. TEACHING Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.	Strengths	GOOD	Areas for Improvement	Lesson Observation (lesson study) Curriculum map Planning Work Scrutiny Tracker Sheets Pupil Progress Meetings	
	<ul style="list-style-type: none"> The quality of Teaching is now consistently of good across the whole school Children are more effective learners because they are encouraged to be inquisitive, to ask questions and get involved in their learning. (Ofsted 18). The quality of teaching is good, especially in reading (Ofsted 19) 		<ul style="list-style-type: none"> To improve teaching of reading & spelling to improve achievement in writing across the school. To improve teaching of mastery, especially in maths. Improve the consistency of challenge (depth of learning) for more able in all areas of the curriculum 		
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		OUTSTANDING		Behaviour Policy Attendance records Parent ViewOfs Premises Action Plan LO records LA Visit for Health & Safety Audit
	Overall Strengths Very good relationships and ethos within whole school & local community. "The behaviour of pupils is outstanding" Ofsted 2019 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"> Continue to improve attendance for a minority of pupils 		
	SAFETY Judgement		GOOD		
	Overall Strengths All statutory safeguarding requirements met – "strong safeguarding culture within the school" Ofsted 2019 H & S issues always given high priority & actioned		Areas for Improvement <ul style="list-style-type: none"> Complete identified action from safeguarding audit 18/19 		
7. LEADERSHIP/ MANAGEMENT How well leaders demonstrate ambition for pupils, improve T & L develop staff, sustain progress. Accuracy of SSE, appropriate curr. governance, equal. opp, safeguarding, and partnerships	Strengths	GOOD	Areas for Improvement	ISDR 2019 CPD records Lesson Observations PP Outcome sheets Governor minutes, visit records and reports. 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 Leaders have established a caring and aspirational culture. (Ofsted 19) Governors provide robust and effective challenge to school leaders. (Ofsted 19). Pupils with special needs (SEND) make good progress from their starting points. (Ofsted 19). 		<ul style="list-style-type: none"> Improved progress and attainment in reading outcomes at both key stages To ensure that our school curriculum is well planned and developed so that knowledge, understanding & skills are explicitly identified and taught well across all year groups in all subjects. 		
8. SMSC / RE	Strengths		Areas for Development		SIAS Inspection report 2019 Governors minutes Ethos Committee members
	<ul style="list-style-type: none"> There is a rich tangible culture of aspiration across the school which inspires pupils' attitudes to learning. The school vision has shaped this exceptionally warm, caring community, transforming pupils' relationships and their respect for others. (SIAMS 2019) 		<ul style="list-style-type: none"> Ensure curriculum development 19/20 secures expectations for PSHE and Personal development (incl. British Values) Extend links with Global partnerships to deepen pupils' understanding of these. 		
9. OVERALL EFFECTIVENESS	This is a great school, with good teaching and good leadership and management. Ofsted 2019 graded Personal development, behaviour and welfare as outstanding. Rigorous and evidenced based programmes of improvement resulted in improved outcomes in all subjects at both key stages in July 2018. Outcomes from 2019 demonstrate that this improvement has continued, especially in Maths.				

