

St. Andrew's VA Primary School SELF-EVALUATION SUMMARY SHEET 2019-20

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 the majority of 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 20-21 NoV from SIA's
	2. To continue to improve the accuracy of spelling across pupils writing in all classes in all subjects		
	3. To improve pupils' reading skills particularly in reading comprehension across both key stages		
	4. To embed maths mastery across the school within the Boolean Hub project's final year		
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 focus for 19/20 20/21 within the Boolean Hub Project – Subject leader led effective CPD from project which was monitored by project lead Performance Mgt targets were linked to achievement in maths 19/20 Progress of cohorts 19/20 in maths was above expected in almost all year groups except Year 2. Year 6 TA for maths 2020 was above expected on nat. 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 – no data for 2020</i> 	
4. ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils	Strengths GOOD	Areas for Improvement	SIAP Wiltshire Tracker EYFS data ARE sheet. PP Records
	<ul style="list-style-type: none"> Teacher Assessment for 2020 KS2 Maths above national 2019 Disadvantaged Pupils – closing gaps in all subjects EYFS provision - Phonics – consistently (3 years) well above national. 2020 predicted above nat. 	<ul style="list-style-type: none"> Improved standards of Reading @ both Key stages particularly comprehension Challenge more able children to achieve Greater Depth in all subjects 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 	

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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
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
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
8. SMSC / RE	Strengths <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) 	Areas for Development <ul style="list-style-type: none"> Ensure curriculum development 20/21 secures Intent and implementation across the school and begin to secure assessment measures to evidence impact. Extend links with Global partnerships to deepen pupils' understanding of these. 	SIAS Inspection report 2019 Governors minutes Ethos Committee members	
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 continued, especially in Maths. However, outcomes for 2020 were based on TA at both Key stages which demonstrated that continued improvement in reading and writing need to be a focus for 20/21			

