

SVPS: Self Evaluation Summary - Spring 2018

Summary judgment

We believe that Sherwell Valley Primary School remains a good school. Safeguarding is effective and there is good capacity of all leaders, managers and governors to drive continued improvement. We have dealt well with the areas for improvement identified at the previous inspection; we have a shared understanding of current priorities and we have implemented coherent strategies to address these.

Context

Sherwell Valley was previously inspected in November 2013, when the overall judgment made was GOOD.

Since that time the school has had three headteachers: the previous substantive headteacher until September 2014; an acting headteacher from September 2014 and a new substantive headteacher from September 2015.

Beginning in 2016, a major restructure of leadership has taken place, which has meant a new Senior and Middle Leadership Team has been in place from September 2017. This has increased leadership capacity within the school.

During this period of change, the school has maintained previous strengths, but it is now much better placed than before to meet new and persistent challenges, so that our ambitions for all our pupils can be fully realised.

Our two main priorities for 2017/2018 are to improve progress in Writing especially across KS2 and to improve the academic impact of our work with Pupil Premium. We are pursuing these priorities with focus and rigour.

The work of our Nurseries ensures that overall children start school broadly in line with national expectations. Strong practice in EYFS means children overall end that stage a little higher than national averages. We have had an upward trend in phonics attainment and were above national averages last year in Year 1 and Year 2. Pupils outcomes at the end of Year 2 were similarly strong last year. However, in the past two years, we have seen a decline in overall outcomes at the end of KS2, especially because of performance in Writing. Strong teaching meant that children made good progress through Year 6, but their overall progress from Y2 to Y6 was not sufficient. Our analysis of has identified six key areas for improvement:

1. Leadership - Leadership capacity was not sufficient to ensure good progress of all pupils through Year 3, 4 and 5.
2. Curriculum - Our curriculum was not sufficiently adapted to the demands of the new National Curriculum to ensure that children secured good foundations as they entered Year 6.
3. Teaching - Aspirations of teachers were not sufficiently high for pupils in lower Key Stage 2.
4. Foundations - Though they had achieved end of KS1 criteria, children have been entering Key Stage 2 insufficiently prepared for the greater demands of the new National Curriculum
5. SEND - SEND Leadership has been insufficiently focussed on pupil achievement in class.
6. Pupil Premium - Our work with disadvantaged children had not taken a high enough leadership priority

Our newly articulated vision is clear that we are committed to strong outcomes for all our pupils and so we are determined to involve our whole school community in realising these outcomes.

We have already seen significant impact on Early Years practice; on the involvement of vulnerable families in KS1; in our outcomes for early phonics teaching; in middle leadership; in teachers' use of assessment to drive learning forward and in our understanding of the demands of the revised curriculum.

School Information

We are a much larger than average primary school, with 721 pupils on roll. This includes pupils in our nursery provision (from 2+). The number of our pupils eligible for Free School Meals is below the national proportion, but many of our parents are in low paid and seasonal employment. Our surrounding neighbourhoods are starkly contrasting, one is within the 20% most deprived in the country and one in the 30% least deprived (2015 English Index of Multiple Deprivation). About one hundred of our pupils live in the top 10% most deprived postcodes in the country. Torbay generally faces many of the challenges of low aspiration and opportunity associated with coastal towns. Health indices are poor and there are particular concerns with alcohol misuse and with domestic violence. We have smaller numbers than nationally of pupils receiving SN support, but higher numbers of pupils with Statements of Need/EHCPs. We have a lower average ethnic diversity and a smaller proportion than nationally overall of pupils with EAL.

Our newly formed SMLT consists of Headteacher, Deputy , two Assistant Headteachers, SENCO (currently on long term sickness absence) and subject leads for Maths and English.

We have 34 teachers on the staff and 47 support staff. Our support staff structure was substantially revised through 2016-2017 in line with the work of the MITA project (Maximising the Impact of Teaching Assistants).

Progress with key issues from previous Ofsted (2013)

Increase the number of pupils attaining the highest levels in all subjects by: ensuring that time is used to maximum effect in every lesson so pupils are always fully challenged, especially for more able pupils in whole-class activities, or when the teacher is working with a particular group of pupils giving pupils, especially the more able, more opportunities to become independent, confident and resilient learners so they can become better at applying their knowledge across a wide range of problems and situations improving younger pupils' handwriting, particularly that of the more able pupils in Key Stage 1.

- Time is now well used in lessons, because of our response to feedback from Challenge Partner reviews
- We have restructured the school day so that more lesson time is available
- There is a strong emphasis on independence, confidence and resilience including successful pilot project of 'Independent Learning' in 2016/2017. These aspects are embedded within the school values and practice, for example in the use of 'Learning Dinosaurs' in EYFS and KS1.
- We revised our Handwriting approach in KS1, with demonstrable impact on pupil skills

Summary Evaluation of Inputs - Leadership and Management

The effectiveness of leadership and management is judged to be GOOD

Our main reasons for making this judgment are:

The 2015/2016 Visioning process resulted in a clear statement of ambitious vision for the school, which is now driving our work. Relationships between leaders, staff and pupils are strong. The school values of Respect and Cooperation are clearly evident from day-to-day and are often commented upon by visitors.

Strong leadership has secured significant improvements in outcomes for pupils through the school. Examples include the trend of improvement in phonics outcomes secured through strong leadership in implementation and daily delivery. Strong leadership secured improvements in EYFS GLD and in outcomes for KS1.

Self evaluation has become increasingly rigorous. The school has systematically increased its capacity to use a wide-range of data; benchmarking its performance against national indicators. We have joined national networks of challenge in order to further this work (Challenge Partners and Pixl) and we benchmark our pupil outcomes carefully (PASS, FFT, Writing Comparative judgment). We have engaged with external advice - commissioning regular SIP visits from a former HMI (Karen Gannon) and joining the Achievement for All programme. There is an increased emphasis in improvement planning on impact on pupil outcomes. We make a clear link between self-evaluation and improvement planning.

Performance Management systems have been reviewed to ensure that they both involve and challenge staff. There is a strong emphasis on staff participation in Performance Management. Staff take ownership of their targets. Leaders regularly and systematically consider the performance of teachers and there is a clear and effective system in place to challenge and to support poor practice. Job Scorecards provide a clear definition of roles and responsibilities. We undertook an extensive reorganisation of Teaching Assistants through 2016-2017 working closely with the Institute of Education's MITA programme.

We have made significant improvements in Parent Engagement. Our provision includes half-termly open classrooms; a drop-in cafe; online individualised learning journals; and coaching conversations with 'hard to reach' families.

Professional development is sharply focused on the school's needs. SMLT plan weekly Teacher Meeting to respond to our analysis of pupil and staff needs. A systematic programme for developing teacher pedagogy is established within the school and this is led by one of our AHTs. The school is active in forming links with other schools and organisations in order to provide development for staff.

Governors have a clear understanding of the school's strengths and weaknesses and of their role in leading the school. They have increased the precision of their involvement in the school and their questions provide challenge and accountability to school leaders. They are actively considering the future strategic development of the school.

The curriculum provides very rich and memorable experiences for pupils. It is enriched by very strong practice in Outdoor Learning, Sport and the Performing Arts and in an extensive programme of Residential Visits (Y2-Y6). Children are very well prepared for life in modern Britain. There is an active and effective School Council; many pupil-led clubs and a curriculum emphasis on respect and understanding others. We have begun an extensive revision of our approach to the curriculum, to ensure that it remains fit for purpose, that it is broad and balanced and that it emphasises critical thinking, enquiry and the development of key skills.

Our Equalities Policy is regularly reviewed and individual needs and differences are respected. The school has an inclusive ethos and has worked creatively and with dedication to make learning accessible to all our pupils.

There is strong leadership of Safeguarding. The Headteacher is the DSL. We have made significant improvements to Safeguarding systems. The school has actively engaged external advice to review and revise its systems for Safeguarding. There is a shared commitment to keeping children safe and robust systems are in place to do so.

To secure this judgment, the following is being addressed in Spring 2018:

- *Further focus of the practice of leadership roles within the newly formed SMLT so as to secure improved outcomes in Writing and for vulnerable groups*
- *Improve communication so that all staff understand the vision and approach of the school*

Summary Evaluation of Inputs - Teaching, Learning and Assessment

The quality of teaching, learning and assessment is judged to be GOOD

Our main reasons for making this judgment are:

Our monitoring of teaching is based on the triangulation of findings from lesson visits, work scrutiny and pupil outcomes. Monitoring involves all teachers and is focussed on in depth learning reviews, regular drop-ins and reflective structured learning conversations. We are building a culture of continuous improvement.

Teachers plan together with an increasingly close focus on the NC age expectations for their pupils. We have clarified these expectations in Maths and in English and are further clarifying them in other curriculum subjects.

Our planning is assessment-driven and so is shaped to pupil needs. We teach an objective-led rather than activity-led curriculum, keeping a clear emphasis on pupil outcomes.

We have introduced an effective system of six week year group improvement plans, focussed on rapid improvement in key identified aspects of learning.

Our teacher assessments are cross-referenced to standardised tests and are moderated within and between year-group teams and with other schools. Teachers plan and review effective interventions for pupils in order to allow them to both keep up and catch up. Teachers make a termly written review of the progress of every child in their class and plan individual responses accordingly. Specialist assessments are used effectively to diagnose the needs of children with particular challenges.

Teachers complete detailed Progress Reviews for all children in their class - this follows a priority sieve process - with our most vulnerable pupils given highest priority.

Our curriculum remains broad and balanced and includes rich and memorable experiences for the pupils. We keep the curriculum under review. In 2016-2017 we established a strong use in our curriculum of high quality children's literature. In 2017-2018 we are further reviewing the curriculum to ensure that it provides sufficient opportunities for critical thinking and enquiry.

We have a strong focus on introducing specific learning behaviours to children. Effective age-appropriate strategies have been implemented through the school. We have developed an approach that ensures a clear link between our school values and the habits we develop in pupils. Our survey of pupils shows strongly positive views about teaching and learning.

One area for improvement suggested by pupils was levels of challenge in homework and regular marking of work. Teachers mark diligently and encourage pupils to respond to feedback. We are though reviewing our marking policy in order to focus on the most effective strategies to secure pupil involvement and progress.

We will similarly review our use of homework.

Teacher subject knowledge is strong. We employ specialist teachers for French, DT and Music in KS2. Subject leads are active in supporting colleagues' subject knowledge. We have formed Faculty Teams (Arts; STEM; Citizenship) in order to ensure that expectations of pupils are strong across the curriculum. Our curriculum allows for the purposeful application of basic skills.

We are developing our work in engaging parents with learning, in 2016-2017 this was in particular through the use of online Learning Journal updates. In 2018 we have begun a series of parent cafes to create further opportunities for parent engagement.

There is a strong emphasis through the curriculum on equality and on British Values.

To secure this judgment, the following is being addressed in Spring 2018:

- *Ensure consistent use of Marking and Feedback policy*
- *Begin review of homework*
- *Develop Teaching Policy so that we have a clear articulation of our agreed approach*

Summary Evaluation of Outcomes - Personal development, behaviour and welfare

Personal development, behaviour and welfare is judged to be GOOD

Our main reasons for making this judgment are:

The four school values: Respect, Enjoyment, Confidence and Cooperation drive pupils' attitudes to learning. In September 2018 we established habits and routines that made a clear link to these values.

In line with our previous inspection, in 2015-2016 we concentrated particularly on developing the resilience aspect of the Confidence value. We have developed our understanding of Growth Mindset. Children through the school are well aware of the importance of hard work, resilience and persistence to learning and ideas of Growth Mindset underpin our daily policies and practices.

Monitoring of teaching and learning has noted good learning behaviours in lesson and evidence of pride in work in books.

Our pupil survey shows our pupils to have a good attitude to learning.

Attendance is overall above national and due to strong leadership is improving. We have though seen an increase in parents taking unauthorised holidays in the past two years. We monitor attendance and punctuality closely on a group and individual level. Attendance is led by our Deputy Head and effective action is taken to support good attendance.

Our Anti-Bullying Policy leads our effective practice in this area. Bullying incidents are rare but are responded to carefully. Pupils rated control of bullying very positively in our pupil survey. Behaviour around school is strong. There are very good working relationships between adults and children, built on mutual respect.

In September 2017, we had an influx of new children, many from a local school in challenging circumstances. We are working to ensure that these new pupils quickly adapt to expectations and routines.

In 2017, we worked an 'Orientation week' (known as Bootcamp) to instill behaviour expectations and routines in children.

We have a strong track record of improving the conduct of pupils with challenging behaviour. We have noticed a rise in the presentation of difficult behaviour and emotional challenges as external services are reduced and so have developed our capacity within school to respond.

We have 6 clear Golden Rules which are known and enacted by children.

Our parent survey showed strong ratings for school discipline. Staff similarly rate school discipline and pupil attitudes to learning highly. When this dipped (in the survey of summer 2017) we made a rigorous response in our Orientation week project for September.

Our prefects in Year 6 take on considerable responsibilities. Prefects apply for the position and in 2018 the majority of Year 6 were appointed as prefects.

Children report that they feel safe at school in terms of site security and control of bullying.

Our promotion of Healthy Lifestyles and of SMSC through the curriculum is strong.

To further secure GOOD, the following is being addressed in Spring 2018

- *Embed attendance systems to ensure effective response to any concerns in attendance*
- *Develop use of Circle of Adult meetings to coordinate response to particularly challenging behaviour*
- *Revisit and revise Behaviour Policy to ensure it provides a clear articulation of our current approach and practice*

Summary Evaluation of Outcomes - Academic outcomes

Outcomes for pupils are judged to be GOOD

Our main reasons for making this judgment are:

The work of our Nurseries and Reception classes means that by the end of the Early Years Foundation Stage, pupil attainment is good. GLD was 78.9% in 2017.

We have secured an upward trend in the percentage of pupils passing the phonics check at the end of Year 1. In 2015 74% in 2016 81% and in 2017 91%. Pupils passing the phonic check at the end of Year 2 has also improved so that in 2017 100% passed.

Our KS1 assessments have been externally moderated for each of the past three years and also show an upwards trend. In 2017 81% were EXS+ for Reading, 72% for Writing and 81% for Maths.

Overall attainment for all subjects other than Writing was relatively strong at the end of Year 6 last year. Reading, Maths and GAPs attainment was all above national average. (Reading and Maths Average Scale Score was 105.7). Progress in each of these subjects across KS2 was also positive.

Our assessments of our current pupils show the vast majority of year groups to be in line with national expectations and making good progress in Reading and in Maths. These assessments are confirmed by the results of standardised tests.

Our engaging curriculum and good teaching ensures that children achieve well in other areas of the curriculum as well.

We are completely aware that there are two areas of pupil outcomes which are not yet good. Progress in Writing has not been rapid enough across Years 3, 4 and 5 and attainment in Writing has been too low in the past two years at Year 6.

Similarly the attainment of pupils entitled to Pupil Premium is not yet good. Progress for Pupil Premium is now good and is inline with non Pupil Premium children. We are working to further accelerate progress.

We do not wish to downplay the significance of these two areas, and we are addressing them rigorously. We believe though that Good is the appropriate judgment overall for our outcomes for pupils.

To further secure GOOD, the following is being addressed in Spring 2018:

- *Improve progress and attainment in Writing across the school*
- *Improve progress and attainment of specific groups of pupils: in particular those in receipt of the Pupil Premium*

Overview Summary evaluations

The effectiveness of Early Years provision is judged to be GOOD

Our main reasons for making this judgment are:

Our EYFS Unit (2 yo Nursery, 3/4 yo Nursery and Reception classes) is overseen by an experienced specialist AHT. Our School Business Manager also has particular expertise in Early Years leadership.

The 2 yo Nursery was opened in September 2015, has been very well established and has had a strong impact on outcomes for pupils. It has been accredited as an Area of Excellence for the school by Challenge Partners.

Strong leadership in EYFS secured improved outcomes in GLD in 2016 and 2017 and the development of improved daily practice in relation to assessment led learning; outdoor provision and links with parents.

Teaching in EYFS is monitored with the same systems and rigour as elsewhere in the school again with a focus on learning conversations and on continual improvement.

Assessment is used to drive planning and provision and is shared and discussed by all staff in EYs. The curriculum is rich and engaging and is built on the children's interests. Outdoor work is a particular strength despite the challenges of the layout of our site.

Relationships within EYFS are strong and social skills are well-modelled. Expectations of behaviour are strong and the school's values are apparent even in work with our very youngest pupils.

Pupils make good progress through EYFS. Though our later attainment concerns do not always show in the EYFS profile, we are tracking back to improve the impact of our early work with groups who later struggle at school.

Safeguarding in the EYFS is led within school systems. Our EYFS AHT is L3 Safeguarding trained and acts as a Deputy DSL through the school. All staff are made particularly aware of age-specific issues. The Nursery teacher is also L3 Safeguarding trained.

Engagement with parents and carers is strong. Online Learning Journals were introduced in 2016/2017 and have had a noticeable impact on engagement.

To further secure GOOD, the following is being addressed in Spring 2018:

- *Introduce formal language based interventions in order to improve children's later writing abilities*
- *Further develop the impact of the work of our Nurseries*

Overall effectiveness is judged to be GOOD

The school is committed to rigorous self-evaluation and to continuous improvement and to that end has commissioned external challenge and support, currently from:

- Achievement for All - focussed on our work with our lowest 20% of attainers (including with Pupil Premium and SEND)
- Partners in Excellence - focussed on our work in improving progress in KS2
- Challenge Partners - focussed on the overall effectiveness of our systems and practice
- School Improvement Partner (Torbay Teaching School Alliance) - focussed on the impact of our work on pupil outcomes including with SEND and Safeguarding.

We believe that involvement with these partners is further increasing our capacity for improvement.

Whilst there remain key areas for improvement, about which we are far from complacent, these have been clearly identified by the school; plans for improvement are in place and we can demonstrate examples of initial impact.

We judge the school's overall performance in each of the above five areas to be GOOD and so we judge overall effectiveness of the school to be GOOD.

