

Buckton Vale Primary School

End of Year Self-evaluation for 2014/15

This SEF assesses our provision against the key judgements that appear in Ofsted's 2015 common inspection framework (CIF).

Overall effectiveness Grade - 2

Evidence:

Buckton Vale Primary is a good school. It has sustained the many strengths outlined in the previous two inspection reports and is continuing to develop its policy, practice & environment to improve in other areas. The School uses a variety of internal and external information to meet the needs of all pupils and target support to raise standards. Pupils continue to feel safe, secure and demonstrate positive attitudes to learning. Their all-round development continues to be a strong feature of the school especially in respect of their spiritual, moral, social and cultural development. They have a keen sense of their place within the local community and how they can contribute positively beyond school.

Attainment has risen steadily over the years and is currently inline or above the National Average overall. Pupils of all backgrounds and abilities are achieving well. Results in English have improved, particularly in respect of pupils' writing. There has been strong investment in Early Years, the outside environment, Computing resources and the core subjects which have enhanced pupils' learning and experiences in a range of subjects as well as leading to higher levels of attainment. The profile of teaching has strengthened. There is no inadequate teaching and all teaching is of consistently good quality. These developments and the rising trend in pupils' achievements confirm that the school has good capacity for sustained improvement.

50% of children entering Reception typically arrive with levels of achievement lower than those expected of four year olds nationally while 50% are above national expectations. By the end of Reception the proportion working securely within ELG's is above National Average and improving. The school's detailed tracking of pupil progress shows pupils make good progress through the school and especially in Year 2 and Year 6. Data for 2014-15 show results for L4+ at the end of KS2 above National Average and good levels of Expected Progress within Reading, Writing & Maths. The data for Pupil Premium pupils show they make better progress than Non FSM pupils in all subjects.

Teaching quality has improved because of a strong focus on increasing the accuracy of assessment and its use to ensure an even closer match of task to pupil ability. Pupils too are more engaged with their learning as a result of the increased use of self and peer assessment. Relationships in all classrooms are positive and the deployment of additional adults, such as teaching assistants, has developed well in order that they always make significant contribution to learning. Throughout the school staff at all levels have a keen appreciation of their roles as leaders and managers. Senior and middle leaders have a comprehensive understanding of the profile of pupils' achievements and the quality of teaching and assessment that underpins this. The development of an exciting creative curriculum ensures pupils have ample opportunities to practise and apply their core skills in an increasingly wide range of contexts. These developments are informed by the staff's detailed knowledge of the pupils, the immediate community and those 'drivers' that pupils say motivate their learning.

All staff and governors are involved in the processes surrounding self-evaluation and improvement planning (see documentation). The development of a one page summary evaluation of the school's performance has enabled us to be extremely clear about our priorities and to share these more easily with stakeholders.

Areas for improvement:

- The progress in mathematics to be as good as that made in reading and writing.
- Majority of teaching over time is good or outstanding, a small amount still requires improvement.
- High enough expectations of what pupils can achieve, especially the more able.
- Teachers' feedback and marking to give pupils clear advice about how to improve their work.

Effectiveness of leadership and management Grade 2

Evidence: Senior leaders and governors have identified the right priorities for improvement and the pace of change since the last inspection has been rapid, especially in the last year. Effective action has meant that the quality of teaching has improved and standards have risen. (SPTO data)The monitoring of teaching is thorough, and all senior leaders take an active role in identifying strengths and areas for improvement. Recently qualified teachers are well supported by senior staff and have training plans tailored to meet their individual needs.

The Headteacher regularly uses information about pupils' progress to identify specific groups that need additional support. Achievement is monitored by senior leaders who have recognised that the progress pupils make in mathematics, while better than expected, is not quite as good as the progress they make in reading and writing. Teachers and school leaders have targets based on their performance and pupils' progress and regular meetings take place to review and monitor how well staff are meeting their targets. Pay progression is closely linked to teachers' performance and the quality of their teaching.

The curriculum promotes pupils' spiritual, moral, social and cultural development well and is enriched with many clubs and visits. Pupils particularly enjoy taking part in the sporting opportunities that are provided within school and across the local cluster of schools. They also value the regular outdoor learning opportunities and took inspectors on a lively tour of the school grounds where they were able to talk about how these activities helped to build their resilience and confidence when taking risks. British values are important aspect of Buckton Vale and promoted as such. Safeguarding requirements are met.

Although pupils have many opportunities for developing their reading and writing skills in different subjects, they do not have as many chances to practice their mathematical skills , and, as a result, the progress that they make, while better than expected, is not as strong as in reading and writing but this is improving.

The school has detailed plans to spend new primary sport funding to increase participation in physical education, to improve the quality of teaching through the use of sports coaches and to deliver further professional development to teaching staff. The impact of this will be reviewed at the end of the school year. The physical education leader is having a significant impact on increasing the participation of pupils in a range of sporting activities and monitoring the quality of teaching.

The governing body is very supportive of the work of the school and has a well-informed awareness of achievement and the quality of teaching. Governors are recruited according to their skills and the governing body has been well placed in the last year to drive up standards and improve the quality of teaching. The Headteacher ensures that information given to governors is accurate and governors challenge the school regularly about its performance. Governors understand how to use teachers' performance management to improve the quality of teaching and achievement, and have been proactive in managing weaker teaching effectively. They visit the school to observe aspects of its work, meet with specific staff and regularly report their findings to senior leaders and the governing body. The governors have a good understanding of how the school spends pupil premium funding and the impact on pupils' achievement.

The school received an Ofsted judgment of good in June 2014, the LPPA award for parental involvement in July 2014 and a High Assurance in Financial Audit in July 2014 along with the Silver Sports Mark.

The governors finance committee regularly receives detailed information the school's expenditure in relation to the approved budget. The deficit is closely monitored and governors and the school's senior management team regularly question and challenge financial decisions and evaluate the effectiveness of procedures. The financial audit undertaken in July 14 resulted in the school being awarded a high level of assurance demonstrating that financial and administration procedures in school are of a high standard.

Next Steps:

Restructure of Governing Body to focus on key areas

Deficit Recovery plan in place and deficit reduced

New key areas of safeguarding disseminated to staff

Quality of teaching, learning and assessment Grade 2

Evidence:

School leaders have taken action to address previous weaknesses in the quality of teaching and to improve it. Pupils' work in their books and lessons observed during the inspection, as well as information from the school's own assessments, confirm that teaching is improving and is good overall and, as a result, almost all pupils are making good progress.

The quality of teaching in the Early Years Foundation Stage is good. All adults plan and lead learning activities which are well matched to the needs of the children. As a result of high-quality questioning and support, most children achieve well. Their language development is encouraged through a range of exciting learning opportunities and all members of staff have high expectations of what the children can achieve. Teachers focus well on English and mathematics.

They also ensure that pupils experience a wide ranging and enriched curriculum, supported by many visits and visitors. Pupils are often enthusiastic and say that they think lessons are fun, especially when themes and topics are delivered which are based on pupils' interests.

Teaching over time in Key Stages 1 and 2 is good and some is outstanding. Where learning is good, pupils are engaged in their work because it is well planned so that pupils of all abilities are challenged and motivated to do well. The subject matter or theme is exciting and resources are well used to maintain pupils' attention throughout. Pupils are given significant opportunities to work together and to assess each other's work in a meaningful way.

Pupils assess their own work and that of their peers very regularly, but their comments alone are not focused or well-informed enough to ensure that they make consistently good progress. v In a few classes, pupils' targets are not always identified accurately or reviewed often enough and, as a result, pupils are sometimes unsure about which skills they should be developing.

There are high expectations of what pupils should achieve and also of the standards that they were aiming for in all aspects of work.

Additional adults support pupils well in individual sessions, group work and class work, and because their sessions are focused accurately on the needs of their pupils most make good progress.

Pupils with SEND provision are taught well. Lessons meet their individual needs and their timetable is reviewed regularly to make sure that they have equal access to the curriculum wherever possible.

Next Steps:

Monthly moderation of pupils work

Regular book monitoring with subject leads

Consistency in using assessment and marking to inform next steps

Personal development, behaviour and welfare Grade 2

Evidence:

The behaviour of pupils is good. In lessons pupils listen to staff and to each other well and are given many opportunities to work together to share ideas and assess each other's progress.

Pupils say that they think behaviour is good and has improved as a result of the school's use of reward cards. They know how the school expects them to behave and the importance the school community places on values, and appreciate the consistent way in which behaviour is managed.

They say that any small incidents are dealt with well by staff and are positive about the role the school's peer mediators have in managing behaviour on the playground and around the school.

The behaviour of pupils in the school's resourced base provision is well managed and effective strategies are in place to support pupils' well-being and safety.

The school's work to keep pupils safe and secure is good. Relationships between pupils and adults are positive and pupils trust the school's staff to help them if they have any problems or concerns.

Pupils said that they feel very safe in school, there are very few incidents of bullying and that staff deal with them promptly. They demonstrate a good awareness of how to keep themselves safe especially when using the internet. The school is currently working with families to ensure that both pupils and their parents have a good awareness of e-safety.

All staff and the vast majority of parents who responded via Parent View said that they felt pupils were well behaved, and most said that bullying was effectively dealt with. The school keeps detailed records of how it manages any incidents.

There have been a very small number of fixed-term exclusions and one permanent exclusion since the last inspection. The school's procedures for managing exclusions are robust and effective.

Effective procedures are in place to keep vulnerable pupils safe and the school can provide clear evidence of how it has worked with other agencies to protect and nurture pupils. The impact of this support on the achievement and attendance of these pupils is significant and this is a strength of the school.

Pupils enjoy the responsibility of being school councillors and are enthusiastic about the way the school listens to their opinions.

Attendance is above average – 97% in 2014/15

Next steps:

Widen scope of pupil voice activities

PHSE themes embedded in curriculum

Anti-bullying, anti-racism workshops throughout the year

Outcomes for children and learners Grade 2

Evidence:

In 2015 76% of children left reception achieving a good level of development. This is in line with national. This continues the upward trend from 35% in 2013. Children achieved well across all the Prime and Specific areas of learning, proportions expected and exceeding will be above national. Few children exceeded expectations. The achievements of boys and girls are similar. Boys (77%) Girls (75%) Within school gaps between PP children and other children are close to LA with 60% of PP children achieving a GLD compared to 79% of other children

In 2015, a below-average proportion of pupils achieved the expected standard in the check of Year 1 pupils' understanding of the links between letters and sounds (phonics). However, the school has made improvements in the quality of teaching of phonics and this year a much higher proportion have achieved the expected standard.

Pupils are enthusiastic about reading and read regularly at home and at school. There are many opportunities for pupils to use their reading skills across a wide variety of subjects.

Pupils' attainment at the end of Key Stage 2 is now above average in English and mathematics. Almost all pupils have made at least the expected amount of progress and many have exceeded this. Current assessment data and work in pupils' books indicate that most pupils in the school are now making better than expected progress in all areas.

Key Stage 1 (LA moderated 2015)

Phonics In 2015 54% of children achieved the expected standard in phonics, dramatically less than 89% that achieved the required standard in 2014. This is below the 77% national average. This cohort did leave EYFS with 74% GLD. This would suggest that poor progress has been made with this cohort of children in terms of their progress with phonics. The school should continue to review its provision for Phonics and take a vigilant approach to monitoring as the year goes on.

At the end of Key Stage 1 in 2015 Reading, writing and maths attainment at Level 2+ were all in line with national. R (93%) W (86%) and M (95%) At Level 2b+ attainment was slightly above national in all areas R (83%) W (74%) and M (86%) At Level 3 attainment was inline with national in Reading (31%) and Maths (24%). Writing was below national (10%) There has been a dip in the proportions of children attaining L3 from 2014. Girls and boys performed similarly Girls APS 16.1 compared to boys 15.9. Boys achieved better than girls in Maths and Science largely because of the proportion of boys attaining Level 3. Within school, pupil premium gaps are evident in Reading and Maths at higher levels. The school may want to complete the EYFS progression matrix to take a closer look at expected progress from EYFS to KS1.

This group of children left EYFS with only 35% achieving a good level of development. The progress of these children in Reading, Writing and Maths has been outstanding.

Key Stage 2

Overall the outcomes in RWM at the end of KS2 in 2015 have been improved on 2014 and are all above national. In RWM L4+ 97% of children achieved a L4+. Out of these children 82% achieved a L4B+ and 21% achieved a L5.

Attainment at L4+ in all areas has improved.

At Level 4+ attainment was above national in W (100%), M (97%) and R (100%) and GPS (100%)

At Level 4b+ attainment was above in all areas R (90%) GPS (90%) and M (90%)

At Level 5 in Reading (46%) in line Writing (46%) above and Maths (36%) was below national.

In terms of expected progress 95% of children gained 2 levels of progress in Reading, 97% in writing and 97% in Maths. These are all above national. The school is above floor in all 4 measures. The proportion of children achieving more than expected progress in Maths is less than in reading and writing. The school is working collaboratively with another a Primary School on 8 day maths training.

There is no significant difference between the attainment of boys and girls.

Progress of children between KS1 and 2 is at least GOOD

Pupil Premium Children

There is currently 40 children in receipt of pupil premium funding.

There are some PP gaps within school at the end of key stage 2. A large proportion of the funding is targeted at additional adult support.

The progress made by pupils in reading and writing is slightly better than in mathematics in almost all classes.

The progress of disabled pupils and those with special educational needs is good because of the high-quality support that they receive. Their learning needs are clearly understood by the adults working with them and activities are planned to meet their specific learning needs.

The majority of pupils currently in school who are eligible for support through the pupil premium make good progress. The school has targeted additional support effectively to make sure that the standards achieved by this group of pupils have improved so that the gap has narrowed between these pupils and their peers.

The school ensures that all pupils have an equal opportunity to succeed because the achievement of all groups of pupils is now good.

Next steps:

Moderation of judgments via partnership work

External assessments for Years 3,4,and 5 to inform gaps in pupil skills

The gap between boy and girls for maths progress is narrowed

Maths action plan to impact on maths outcomes, especially high achieving pupils

The effectiveness of early years provision Grade 1

Evidence:

Children have levels of knowledge and skills that are below typical for their age when they join the Reception class.

The staff know the children's needs and interests well because both the children and their parents have met with the staff several times before and during the start of the Reception class.

As in the rest of the school, parents are regularly invited into school for workshops which help them to support their children's learning, such as in phonics.

Activities and the high expectations of the early years staff ensure that the children develop well their understanding of the importance of learning to cooperate with their classmates, including sharing and being kind. The children behave well and safely.

Phonics is taught well and children make good progress in pronouncing letters and groups of letters and in using them to help them spell words. Many children are able to construct simple sentences, with the most able children constructing more complex sentences.

Stories are used well as a basis for wider learning.

The leader of the early years provides outstanding leadership overall. She has improved the outdoor area and further improvements are being made to broaden the provision. The leader also provides training to Local Authority NQTs on EYFS.

An above-average proportion of children achieve good levels of development by the end of the Reception Year, including in reading, writing and number. This year's results show an increase on the 2014 results and also demonstrate the good progress of all groups of children, including disabled children and those with special educational needs, disadvantaged children, those who speak English as an additional language and the most able. They are well prepared for Year 1 learning, both academically and in their personal and social development.

Areas for improvement:

Issues arising from baseline assessment to be addressed

Improve outdoor provision, especially for motor skill development

Girls attainment to be monitored regularly