

Buckton Vale Primary School – SELF-EVALUATION SUMMARY SHEET

Sections	Summary Self-Evaluation	
Areas for whole school development	To develop the new assessment system (without levels) on SPTO along with teachers understanding of it. Tailor the Curriculum to support the learning for all our children in line with new national expectations. Develop a robust performance management system which encourages all staff to take responsibility for their own professional development. Continue to raise standards in mathematics with a particular focus upon application of learning to develop children's reasoning and independent numerical skills.	
Progress from previous inspection key issues	Key Issue	Progress
	<ul style="list-style-type: none"> The progress that children make in maths is not quite as good as writing and reading. Although the majority of teaching over time is good or outstanding a small amount requires improvement. Teachers do not always have high enough expectations of what children can do; especially more able children. Teacher's feedback and marking do not always give clear advice on how pupils can improve their work. 	Raise online 2015 and Ofsted dashboard 2015 show no significant weaknesses. Monitoring of lessons, scrutiny of books and SPTO assessment show at least good progress over time. A monitoring schedule for observations, learning walks, books scrutinises and a pupil progress meeting is set. A new marking system has been trailed; adapted and implemented.
Outcomes for Children and learners	Strengths	2 Next Steps
	KS2 Value added was average or above in all subjects; including children with SEN or those with a disadvantage.	Phonics results in 2015 were low. Intensive intervention support is underway. Read, write inc. introduced as whole school phonic system.
	From 5/6 starting points the proportion of disadvantaged pupils making exceeding expected progress in reading writing and maths was similar to that of other pupils nationally.	A few children did not make expected 3 levels of progress. Intervention for middle attainers in KS2 is underway.
	Disadvantaged pupils in KS2 had an average score equal to or above the national score for other pupils in writing.	Pupils with pupil premium, disadvantaged or vulnerable are encouraged into school for 8:30am interventions. Autumn term 2 onwards.
Quality of teaching, learning and assessment	Strengths	2 Next Steps
	The curriculum is meaningful and creates memorable learning experiences.	Evaluate the new curriculum annually to ensure its rigour and challenge is maintained.
	Pupils are engaged and motivated; especially in mathematics and English.	Ensure teaching expectations are high in all areas of the curriculum.
	The extended curriculum demonstrates a breadth and balance of learning through enrichment activities.	Mapping of the enrichment curriculum to make links to other areas readily.
Personal development, behaviour and welfare	Strengths	2 Next Steps
	School Council are involved in all decisions which involve behaviour policy changes.	Partnership links to other school councils to share good practise.
	There has been rapid and sustained improvement in classrooms over time; behaviour for learning is at least good in all classrooms.	Improve behaviour at lunchtime to reflect that of the classroom.
	In pupil voice feedback 100% of pupils said they felt safe at school.	Encourage pupil voice in decision making.
Effectiveness of leadership and management	Strengths	2 Areas for
	Parent partnerships are strong with the LPPA awarded in June 2014.	Distributed leadership systems need further exploration – develop through the Mossley Partnership. Governors continue to hold the school to account through further monitoring.
	The school has made rapid and sustained improvements across achievement and behaviour.	
	The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	
Overall effectiveness	Judgement 2 Good	