

## Self Evaluation for Primary Schools – 28.09.2018

### School Context

#### ***A brief summary of the school's context***

##### **The school context**

The Academy received its first inspection in October 2016 and was graded **Outstanding** for leadership and management, teaching learning and assessment, personal development and welfare and early years provision. The grading for outcomes and overall were **Good**.

There is an 11 place facility at the school for children with physical disabilities and moderate learning needs, these SEND children are included in the cohorts.

The school is in an area of deprivation as shown in the characteristics published by Ofsted. (FSM 26.6% and deprivation indicator 0.2).

The cohorts at West St Leonards Primary Academy vary but all started below expectations entering the school.

The pupil cohort has the following characteristics:

- WSLPA has an increasing number of White British pupils 88.1% but a higher percentage than the national figure of 69%. (RAISE 2016).
- There are a small but rising percentage of children from mixed backgrounds, other ethnic groups are below the national percentages.
- The percentage of children with English as a first language has declined slightly but this is well above the national figure. WSLPA 95.5% English as a first language, National 81.8% (RAISE 2016).
- There are 4.5% who are EAL (English as an Additional Language) and still requiring support. These children speak a variety of languages.
- The Academy stability has fallen but is above that of the schools nationally (89.8% RAISE 2016)

## **Leadership and Management**

***Judgement on the effectiveness of leadership and management is Outstanding.***

### **Leadership of safeguarding**

- **'The school's procedures to keep pupils safe from harm are robust and effective' (Ofsted 2016).**
- Robust systems and policy are in place; all staff have annual training each September including Prevent and FGM, volunteers also receive training.

### **Leadership of values/vision**

- Assemblies, displays and POW (Pride of West St Leonards) values all underpinned by British Values. (See website).
- SMSC (Social, Moral, Spiritual and Cultural Development) includes reflection time, world faiths, WSLPA prayer, equality, character POW values, politeness cup and global links to a partner school in Sierra Leone.
- The vision is known and shared with community voted on by community 2015 (Excellent Learning and Friendship).
- Leaders and staff model values consistently.

### **Leadership of stakeholders (parents, pupils and Local Board Body)**

- Regular surveys completed by stakeholders are well supported, and used by leaders to make further improvements. These show high levels of support and satisfaction. 222 parents completed this in November 2016 (see website).
- Support and challenge are from the Challenge Partner and external review termly. The enhanced staff structure and organisation has been developed with MAT support to provide wider support to other academies.
- The Principal leads another Academy in the MAT 0.2.
- Local Board member with responsibility for safeguarding reviews policy practice and the single central register.

### **Leadership impact on standards of teaching, learning and behaviour**

- There has been an upwards trend regarding standard, high aspiration for all.
- The quality of teaching and learning is regularly reviewed, strengths and areas for further focus are identified, so that newer staff have progressed quickly to meet standards aiming for outstanding.
- Individualised support for teachers such as Teach First, Schools Direct and University of Brighton students supports recruitment.
- Mastery of POW character with pupils embeds values, there is a weekly politeness cup and frequent rewards and celebration of learning such as

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reading prizes. Behaviour is outstanding and attitudes of pupils are very positive to learning and each other.

- Disadvantaged pupils are a key focus group for all staff.

### **Leadership and the curriculum**

- The curriculum has been further revised (2016) to implement changes in light of outcomes from the new assessment procedures.
- The curriculum has been enriched with whole school topics – woods, beach and a storytelling festival. There are visits to London, a 7 year trip's plan, forest schools, golden mile running, an art exhibition, productions, class assemblies and the Academy's national work with Talk for Writing.
- Teachers further develop curriculum skills with regular INSET from the University of Brighton.

### **Leadership of improvement**

- The improvement plan is shared with the community.
- Performance Management targets are taken from the plan
- Performance Management is effective.
- Senior leaders have coached and supported middle leaders and this has led to promotion including internally 2016 - 2018.
- The Academy uses videoing of teaching and learning to support improvement and sharing practice (IRIS).
- Teachers showcase good practice regularly within the Academy and termly in writing with other schools.

### **Other comments**

- **'Senior leaders have trained other leaders in the school well, empowering them to successfully lead improvements in the quality of teaching, learning and assessment' (Ofsted 2016).**
- Financial management is secure and best value sought
- Senior Leaders benefit from national training and conferences e.g. (NPQSL (National Professional Qualification for Senior Leadership), NPQML (National Professional Qualification for Middle Leadership), Ofsted Inspector Training).
- Leaders lead other schools/academies development in the teaching of writing (National Lead School for Talk for Writing.)

## **Teaching, Learning and Assessment**

### ***Judgement on the quality of teaching, learning and assessment is Outstanding***

**Ofsted Grade October 2016 – Outstanding**

**'Teaching is typically outstanding across the school. This enables pupils to make faster progress in their learning in a range of different subjects.'** (Ofsted 2016)

**Expectations in all classrooms are very high and pupils have excellent attitudes to learning. Pupils are exceptionally proud to talk about their work, which they find interesting and challenging. As one pupil told an inspector, 'High expectations help us build our character.'** (Ofsted 2016)

Progress towards targets set is checked by leaders at termly pupil progress meetings. Parents and carers have detailed reports 3 times a year.

#### **Teaching of the curriculum**

- Baseline and nursery data is used at point of entry. Pupils make rapid progress GLD (Good Level of Development) 2016 83% 2017 73%.
- The academy is a National Lead for Talk for Writing.
- Core subjects are a daily focus and pupils' progress from low starting points is rapid.
- Interventions and specialist teachers are then used to support pupils who need this such as Reading Recovery.
- Children write daily in a range of subjects, skills are mapped out across the curriculum to support children's deepening learning.

#### **Assessment**

- Senior Leaders work with others to support the changes across the Trust and with outside bodies such as NFER (National Foundation for Educational Research).
- Data systems are robust with key staff, the local board and MAT informed about changes.
- Internally, across the Trust schools and external moderation by the LA (2018) validates and agrees judgements.
- Carefully planned mentoring and support for 9 new teachers who joined the academy in the last 2 years led to all meeting the teaching standards with NQTs completing their year and Teach First teachers successfully moving to year 2.

The academy leaders are training 8 other schools in a 2 year Talk for Writing project as part of the National Training Centre supporting other schools. National leaders reported that these eight schools have impacted more rapidly on writing than other projects.

Our Leading Teacher, Vice Principal and Assistant Principal also support in other academies providing coaching and support. The Principal is a Lead Principal since February 2017 providing support for another Trust academy until July 2018.

## **Personal Development, Behaviour and Welfare**

### ***Judgement on personal development, behaviour and welfare is Outstanding***

**Ofsted grade October 2016 – Outstanding**

**'The school's work to promote pupils' personal development and welfare is outstanding.' (Ofsted 2016)**

**'The behaviour of pupils is outstanding.' (Ofsted 2016)**

- Behaviour systems, rewards and sanctions are known by all and consistently applied.
- Leaders monitor behaviour including sanctions and rewards and then targeted support is then put in place if needed with specialist staff.
- There are a range of nurture and support interventions in place which are monitored for impact such as Forest Schools, Key Workers, and Therapeutic Coach, Behaviour for Learning Coach.
- Bullying is rare and children with concerns are quickly supported through worry boxes, peer mediators, our Behaviour for Learning coach, and swift liaison with parents.
- Safety education is part of the curriculum and is supported by events for parents at Parent Consultations (e-safety) and visitors such as NSPCC, Red Cross (First Aid), Sussex Police (cyberbullying, keeping safe online) and the Fire Brigade. An e-safety day was held in Autumn 2017.
- All staff have relevant training in safeguarding which is annually updated and includes Prevent, FGM, 'Keep Safe in Education 2016' and Equalities Training. All staff attended training led by the LA safeguarding officer in 'Keeping children safe – child protection update for schools 2016.
- Issues are reported promptly by staff and DCPOs work with other agencies to support pupils' welfare.
- Pupils' aspirations are supported by positive role models, images and links with the University of Brighton, all Year 6 pupils complete an aspirations project and visit the University.

## **Outcomes for Pupils**

### ***Judgement on the outcomes for pupils is Good***

#### **Ofsted grade October 2016 - Good**

2018 attainment outcomes showed impact of the academy's focus on reading. There were improvements in most areas.

- In early years 71% gained the 'Good Level of Development' once SEND pupils are filtered out this rose to 75% which is in line with national.
- In Year 1 82% passed the Phonics Screening Test which is in line with the national rate.
- In Year 2 Reading, pupils reached the expected standard and were at least in line with national expectations with writing and maths above, this represents good progress from low starting points on entry.
- In Year 2 children continue to reach the higher 'greater depth' standard at least in line with national with some areas above.
- In Year 6 there have been improvements in reading with children reaching close to national percentages once SEND pupils are filtered (70%), this is also the case at greater depth (28%).
- In Year 6 Writing, children are performing slightly above national (81%) and continue to also achieve in line at greater depth (17%).
- In Maths outcomes are not yet good (61%), this is a focus for 2018.

## **Early Years Provision**

### ***Judgement on the effectiveness of the early years provision Good***

#### **Judgement Good – Ofsted grade October 2016 – Outstanding**

- NFER baseline for EYFS on entry for 2017.2018 shows pupils are well below expectations on entry.
- 2018 GLD is broadly in line with national from low starting points at 75% (filtered without SEND).
- Progress has rapid from 10% at age related on entry.
- NFER baseline analysis has been used to further target provision.
- A wide variety of opportunities are provided for parents to see learning and gain advice and information to support their children such as stay and learn, reading meetings and numicon packs for all pupils to use at home.
- Staff have high expectations for children's behaviour and provide rich opportunities for learning. These are used by all adults in the setting. Rewards and celebration are frequent (weekly golden assembly, reading prizes, stickers etc).

- Transitions have been well planned and smooth, including settling in sessions and home visits. The settling in survey completed by parents in October 2017 showed 94% said their child had settled well at school.
- Safety and Safeguarding systems are robust and in place with a focus on site security, rigorous checking for employment and risk assessments. All staff are appropriately trained and vetted.
- Improvements made by leaders over time are evident in the trend of EYFS GLD outcomes, effective use is made of CPD and performance management and termly pupil progress meetings.
- Moderation, monitoring and review by leaders, governors and external checking of assessment by the LA shows outcomes are accurately judged.

The progress of our disadvantaged pupils is our current focus.



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**PRIMARY ACADEMY**

## **Overall Effectiveness**

### ***Judgement on overall effectiveness Good***

#### **Overall Judgement Good – Ofsted Grade October**

Key areas of Leadership, Personal Development Behaviour and Welfare are all considered to be Outstanding.

#### **Summary**

- The Academy pupils make rapid progress from low starting points and disadvantaged pupils catch up by the end of Key Stage 1.
- Currently nearly all cohorts are on track to make progress to meet the required standards for their ages in all year groups.
- The academy is supporting other academies in the trust and has successfully managed significant changes of staff and promotions without an impact on teaching and learning.
- The academy is a lead school for Talk for Writing and is leading this training with 8 schools for a two year project (2016-2018).
- Pupils and parents are overwhelmingly positive about the provision for children (see surveys).
- SMSC (Spiritual, Moral, Social and Cultural) is promoted and evident throughout the community in pupil and adult interactions and our values work.
- Safeguarding is effective.

Current planned improvement in maths and using tracking and assessment of cohorts will secure Outstanding outcomes overall by September 2019.



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