

Self Evaluation for Primary Schools – 03/10/17

School Context

A brief summary of the school's context

The school context

West St Leonards Primary Academy became a sponsored Primary Academy on November 1st 2013, the lead sponsor being Brighton University.

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**.

The Governors chose to become an Academy to gain support and expertise from the University to further improve our school. The University of Brighton Academies Trust works with three secondary schools and twelve primaries all under the same umbrella trust. Our larger than average school, 418 on roll, is popular and most year groups are full. There is a 12 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 in RAISE online (a secure web-based system that provides schools, local authorities and inspectors with a range of analyses. For each type of analysis the school is compared with the national averaged for primary schools) 12/2016.

(FSM 31% and deprivation indicator 0.22).

The Academy is fully staffed and has developed a number of teachers into promotion posts internally and externally. One middle level leader has been appointed in the previous year, this was an internal appointment. Two teachers were promoted internally to the role of Inclusion Manager for mainstream and Leading Practitioner to support teaching and learning at West St Leonards Primary Academy (WSLPA) and across the Trust. Two middle level leaders have been promoted to the Assistant Principal role as the Principal now leads another academy 0.4.

The school is a founder member of Education Futures Trust and works with this organisation to gain additional support for vulnerable children and families. This includes family learning, and workers to support children and families at school and at home.

The cohorts at West St Leonards Primary Academy vary but all started below expectations when 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)

The Academy has a number of faiths represented and makes special arrangements for some children. Muslim, Hindu, Plymouth Brethren and Jehovah's Witness families are part of the community.

Leadership and Management

Judgement on the effectiveness of leadership and management

Judgement 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 had LA (Local Authority) half day training in June 2016 including Prevent and FGM (Female Genital Mutilation), volunteers also receive training and actions are implemented daily as needed. Our 4 DSLs (Designated Safeguarding Lead) are highly visible through lanyards, website and posters. Key documents are shared timely for example 2016 update of Keeping Children Safe in Education.
- Safeguarding is supported by NSPCC workshops with Year 5 and 6 biannually.
- The Academy is engaged in multi-agency work to support facility pupils, families in need and disadvantaged pupils.
- The Academy works with a local charitable trust EFT (Education Futures Trust) to provide support to families including 1:1 nurture, family learning and behaviour support.
- Single central record meets requirements, safeguarding requirements are met.
- **'Leaders have created a culture where the safety of pupils has a high priority because they know that if pupils do not feel safe, they do not learn well. Those responsible for safeguarding frequently reflect on their practice and make continual improvements to their systems and procedures following the regular training they attend or changes to national guidance' (Ofsted 2016).**

Leadership of values/vision

- Assemblies, displays and POW (Pride of West St Leonards) values all underpinned by British Values. (See website).

- **'The Pride of West St Leonards 'POW' awards celebrate pupils who demonstrate 12 key values regularly, including self-control, resilience, empathy, honesty and thoughtfulness. These values help the school to run smoothly, and prepare pupils well for the next stage of their education and life in modern Britain' (Ofsted 2016)**
- 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.
- Pupils in key roles model values and work with the community and other schools to share ideas. For example; learner fans introduced by Ambassadors to develop learner autonomy.

Leadership of stakeholders (parents, pupils and Local Governing 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).
- CPD (Continuing Professional Development) includes local board (LB), the MAT (Multi Academy Trust) have a termly monitoring programme, actions are evaluated, reports show questions regarding effectiveness and data are driven.
- Support and challenge from the Director of School Improvement and through the termly monitoring there are regular reviews of targets and data. The enhanced staff structure and organisation has been developed with AIP (Academic Improvement Partner) support to provide wider support across the MAT.
- Senior Leaders attend and report to the LB regularly and are held to account through regular termly visits by the external partner.
- The Principal leads another Academy in the MAT 0.4 and the Vice Principal supports assessment across the MAT.
- **'Senior leaders work with others across the Hastings Academies Trust to support further improvements e.g. assessment senior leaders have a broader impact within the Hastings Academies Trust. They support other schools to improve the quality of teaching when needed and influence wider policy' (Ofsted 2016).**
- Governor 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.
- We plan for all staff to visit and outstanding school and this supports implementation of new practices e.g. pencil cases and handwriting standards.
- 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.

- A termly programme of monitoring evaluation and review, and an induction programme for new staff is in place to ensure consistency. Recently 9 new teachers were supported and consistent systems put in place for example marking and feedback.
- Individualised support for teachers such as Teach First, Schools Direct and University of Brighton students supports recruitment. This leads to high quality staff appointed and successful promotions and career progression.
- Effective systems are shared and understood by all. Consistency is checked in frequent monitoring.
- Mastery of POW character with pupils embeds values, there is a weekly politeness cup and frequent rewards and celebration of learning such as 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. Wide gaps on entry are closed by KS1. These are currently closing KS2. Data from 2017 showed the continued impact of talk for writing in outcomes at both key stages. 2017 progress data shows the need for further focus in mathematics and reading to improve outcomes in Key Stage 2.
- The floor standard was met in 2017.

Leadership and the curriculum

- The curriculum has been further revised (2016) to implement changes in light of outcomes from the new assessment procedures. These have included teaching of reading and mathematics.
- 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. This includes a parent and pupil friendly version.
- Performance Management targets are taken from the plan. There is a focus for all on pupil progress, disadvantaged, whole school priorities and BAT (Brighton Academies Trust) leadership pathways framework.
- Performance Management is effective – all targets were mostly met in 2016 – 2017. Previously strong decisive action was taken, and under performance challenged.
- Leaders have further improved the curriculum with sports coaches who provided support for CPD.
- Senior leaders have coached and supported middle leaders and this has led to promotion including internally 2015 - 2017.
- 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.

- Improvement areas identified by stakeholders have been actioned for example how we support Maths and how we teach reading.

Other comments

- The Academy is fully staffed and has successfully trained and developed teachers into leadership, this ensures succession planning is in place.
- **'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, the Academy is well resourced and maintained, disadvantaged funding is targeted and impact measured (see statement on website).
- 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).
- There is a strong capacity for further improvement due to successful succession planning.
- 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

Judgement 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)

Teachers including those in training have high expectations and plan effectively so that pupils acquire knowledge and skills. This is clear in pupils' work and progress. Progress towards targets set is checked by leaders at termly pupil progress meetings. The marking and feedback policy is consistently applied, pupils respond to marking including further challenges. Parents and carers have detailed reports 3 times a year.

Further information

- At consultation evenings leaders provide details of key areas of the curriculum for example e-safety.
- A range of events and workshops take place each year to support parents (see website parents' events).

- Events are well attended and regular surveys are used to inform future improvements.
- The website gives regular details of learning and the curriculum for parents to reference.
- Teachers and children have learning on equality and diversity (see website global learning and values resources).
- A range of experiences are provided to encourage respect and tolerance in line with the Academies values and British values such as an election, a study of the royal family and equality and the law work.
- Recently work has included racism and LGBT awareness.

Teaching of the curriculum and support for pupils

- Baseline and nursery data is used at point of entry. This supports planning so that pupils make rapid progress GLD (Good Level of Development) 2016 83% 2017 73%.
- Phonics is effectively taught daily in Foundation Stage and Key Stage 1 (see outcomes from starting points).
- The academy leads nationally on Talk for Writing, this approach has been embedded in teaching and is reflected in the attainment and progress made across all year groups from low starting points.
- Core subjects are a daily focus and pupils' progress from low starting points is rapid. Pupils write and use Maths for a range of subjects such as RE and Science as seen in pupils work.
- Previous years' work is shared with the next teacher including a best piece of work on transition to Year 7. This ensures standards are improved on year by year.
- Termly reviews of progress and moderation supports the identification of support and impact of interventions.
- Interventions and specialist teachers are then used to support pupils who need this such as Reading Recovery and Numbers Count.
- Children write daily in a range of subjects, skills are mapped out across the curriculum to support children's deepening learning.

Assessment

- New systems were put in place for 2015, which included training, moderation and information for parents. This has been developed in the light of changes since.
- 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 and the local board informed about changes for 2015 – 2017.
- Internally, across the Trust schools and external moderation by the LA (2017) validates and agrees judgements.
- Systems reviewed and updated to share best practice and impact in 2016-2017.

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. This was sustained in 2016-2017 with 2 NQTs and 2 Teach First successfully completing the year.

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 Principal, Vice Principal and Assistant Principal also support in other academies providing coaching and support for Ofsted. 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

Judgement 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.
- High standards and key values are taught and celebrated at WSLPA through POW cards (Pride of West St Leonards).
- 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.
- Interruptions to learning are very rare, low level disruption is not seen in lessons.
- 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.
- Leaders and all staff model high expectations and provide care guidance and support for example all know personalised plans for vulnerable pupils.
- Safety education is part of the curriculum and is supported by events for parents at Parent Consultations (e-safety) and visitors such as Railtrak, NSPCC, Red Cross (First Aid), Sussex Police (cyberbullying, keeping safe online) and the Fire Brigade. An e-safety day was held in Autumn 2016.
- 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.

- After personalised support, including other agencies (class, EFT, ESBAS) a small number of time limited exclusions were given.
- Children are supported with learning and assemblies about safety, behaviour and all types of bullying, incidents are rare and immediately dealt with involving parents.
- Pupils' spiritual, moral and cultural development is supported through assemblies (see website), reflection time and use of positive images, we have a link with a partner school in Sierra Leone.
- 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.

The Academy's current work includes embedding values of the Thrive approach to emotional development with four trained staff, revising our behaviour policy in conjunction with our new safeguarding software programme, embedding character values so that all pupils aspire to being awarded a POW badge and a year group star.

Outcomes for Pupils

Judgement on the outcomes for pupils

Judgement Good with some aspects Outstanding – Ofsted grade October 2016 - Good

Attainment until 2016 was at least broadly in-line with national averages in all subjects and at all key stages 2015 ROL filtered without SEND (Special Educational Needs and Disability) those whose attainment will never rise above low. The floor standard was met.

Key Stage 1 2016, 2017

Against new NC (National Curriculum) tests – reading is above national rising 5% to 88% at the expected standard, with an increase of 3% to 40% at greater depth.

Writing attainment 74% at the expected standard with 18% at greater depth.

Maths 72% at the expected standard with 23% at greater depth.

- KS2 2017
- Expected standard in all subjects 48% filtered without SEND (national 61% this measure is below the current 65% floor. Disadvantaged pupils expected standard 40% filtered 2017.
- Reading attainment 54% (filtered) 55% disadvantaged (filtered) reached the expected standard (national 71%)
- Writing attainment 85% (filtered) 80% disadvantaged (filtered) reached the expected standard (national 75%)
- Maths attainment 65% (filtered) 50% disadvantaged (filtered) reached the expected standard (national 75%)

These outcomes were below those expected in reading and maths and analysis had been used to change teaching approaches for 2017/2018. The strong outcomes in writing continue to indicate the strength of the Talk for Writing project.

Prior EYFS (Early Years/Foundation Stage) Data

EYFS 2016

From 10% at expected standard on entry, more pupils than national reached the GLD (Good Level of Development) 73% likely to be in line with national (71% 2017 provisional).

Year 1 Phonics Screening

Pupil outcomes are likely to be in line with national 83% (81% provisional nationally) and 95% of pupils reach the required standard by the end of year 2, broadly in line with national.

Current Year Groups

KS1

All cohorts are on track to reach the standard for their age in all subjects.

The difference is diminishing between disadvantaged and others.

KS2

Assessments using the age related bands show the majority of year groups are on track to meet the expected standards.

The majority of year groups are on track to be at least in line with national expectations by 2018.

Further Information

- All year groups are monitored and tracked including groups, particularly disadvantaged.
- Age related expectations and assessment is in place, all teachers trained.
- Additional opportunities such as aspirations projects with the University of Brighton support pupils to consider University as a future option.
- Those pupils who are going onto Special Schools (SEND) are supported with extra induction visits and joint meetings with staff at their new school. Detailed small steps progress is reported to the secondary school and equipment is sent to the new placement so that mobility is supported.
- Pupils' reading is daily and a wide range of systems and resources are used to support and challenge readers to read with fluency and comprehension such as: RIME reading teaching programme, Reading Recovery and Interventions for Phonics and Reading.
- Pupils make good progress in phonics from low starting points.

- Leaders use effective data and progress meetings x6 per year to track progress and target teaching and resources, most pupils meet targets set that are at least in-line with national expectations.
- Moderation takes place within the Academy, across the Trust and with the LA on a regular basis, all assessments have been agreed external moderation of EYFS, Y2 AND Y6 in summer 2017.
- Performance targets for teachers are set for English and Maths and include actions to narrow and close gaps for disadvantaged pupils, these support gap closing. Teachers are accountable.
- A range of evidence and systems are used to review progress and support next steps for teachers including schedules for each week of the year (Monitoring, Evaluation and Review schedule).
- New teachers including Teach First and NQTs receive targeted support.
- The Academy has full-time non class based coach and mentor who leads teaching under the direction of Senior Leaders and supports teachers in other Academies.
- Assessment and a mentor pupil are implemented for all new pupils from day 1.
- Pre enrolment meetings are held with all parents and information sought from previous schools.
- New pupils are immediately added to the assessment system so progress from their starting point can be checked.

Early Years Provision

Judgement on the effectiveness of the early years provision

Judgement Good – Ofsted grade October 2016 – Outstanding

'The proportion of children achieving a good level of development at the end of the Reception Year is above national figures and continuing to rise. Children make accelerated progress from sometimes low starting points in all areas of learning.'
(Ofsted 2016)

- Children have reached the GLD at significantly higher rates than national 83% 2016 (national 66%), this dipped in 2017 to be broadly in line with national once data was filtered for SEND children from the facility. This year also saw mobility which impacted on data but the gap for disadvantaged children closed rapidly. Filtered data 73% of disadvantaged pupils met the GLD.
- Progress is rapid from 10% at age related on entry.
- Regular use of assessment and AFL (Assessment for Learning) opportunities are made within teaching and learning including observations of independent learning.
- Learning opportunities are differentiated as a result of assessment, this leads to targeted support such as daily reading for key children (disadvantaged).
- NFER (National Foundation of Educational Research) baseline analysis has been used to further target provision.
- Parents and carers are actively involved in learning through weekly communication about learning, wow bubbles and daily communication at the door.

- 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.
- Planning has been adapted to further develop and target all areas of learning, medium and short term plans are in place and monitored by leaders for impact.
- Individual learning journeys and characteristics of effective learning are used consistently and regularly, these are shared regularly with parents.
- 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.
- SEND children are well supported with additional resourcing and support from outside agencies as required, their progress is carefully tracked.
- Prime areas are a focus and PSED (Personal, Social, Emotional Development) this has supported pupils settling and now their engagement in learning as seen in leadership learning walks and work scrutiny.
- The Talk for Writing approach with oral story-telling and learning supports the development of vocabulary and sentence construction as observed in children's speaking and early sentence writing.
- 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.
- Children follow the high expectations for behaviour and circle time and assemblies supports their learning of academy values.
- Improvements made by leaders over time are evident in the trend of EYFSLD outcomes, effective use is made of CPD and performance management and termly pupil progress meetings.
- Provision is adapted quickly to support areas identified in assessment and to meet changes of requirements such as baseline for 2016.
- 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 and this has shown impact in 2017 data with the gap closing.

Overall Effectiveness

Judgement on overall effectiveness

Overall Judgement Good – Ofsted Grade October 2016 - Good

Key areas of Leadership, Personal Development Behaviour and Welfare and EYFSLD 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 (2016 outcomes were above national measures at EYFS and KS1, 2017 were above and broadly in line).
- 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 well placed with training in moderation and assessments are taking place termly using the new requirements.
- The Year 6 KS2 2017 cohort data showed continued strengths in writing, reading and maths results will be analysed and further academy development will be put in place for these areas to address areas requiring further support.
- 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 in 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 work using tracking and assessment of cohorts will secure Outstanding overall by October 2019.

