

Self-Evaluation Overview

Context
<ul style="list-style-type: none"> St Nicholas is located in a small rural village in North Dorset providing education and childcare for children from 0-11 years of age, (0-4 year olds in on-site pre-school) We have six classes, Reception to Y2 are discrete with three mixed -aged classes in KS2 (Y3/4, Y4/5 & Y5/ 6). Class sizes vary from 21 to 28; pupil / teacher ratio 25:1. There are currently 6 full-time teachers; 2 full-time and 3 part-time teaching assistants. In addition to this we have three 1:1s. The Headteacher teaches maths daily in Year 4 and teachers two afternoons in Y5/6. Reception children have the opportunity to attend full time from the Autumn Term. Our senior leadership team consists of head, and two Senior Leaders (also Y1, literacy leader and SENCO). There is also a KS2 lead (also Y5/Y6 and SENCO) and Key Stage 1 Lead (also Y2). Most of our pupils are white British and we have low average numbers of disadvantaged compared to national. Our SEND is broadly in-line with national.
Overall Effectiveness
<p>We are good and improving school, with outstanding features. The reason we are not yet outstanding is that the changes we have made have not had time to result in sustained outstanding achievement. Through highly systematic leadership and accurate evaluation, we have secured improvements. Key to this has been the coherent implementation of assessment and planning for the new curriculum. Our outstanding ethos keeps the whole child at the centre of all we do and promotes an ‘I can’ attitude. All stakeholders know our school well and are committed to embedding improvements and driving the school forward. Our data shows that pupils currently in the school are making at least good and sometimes outstanding progress. Governors understand data, hold the headteacher to account and make sure we give a high priority to safeguarding.</p>
Response to 2016 Dashboard
<p>Key Stage 2 Weakness (2016) KS2 Progress was significantly below average and in the lowest 10% in at least one subject for the group: boys (the subject is writing overall for boys and for those with higher prior attainment)</p> <p>The following factors impacted on our results in <u>writing</u>: (2016)</p> <p>2015-16</p> <ul style="list-style-type: none"> ➤ A significant level of personal need for 3 out of the 4 boys with prior average or better attainment at the end of KS1. ➤ 35 % of the cohort were 2C or below in writing and 35 % were SEND, so they struggled to meet the higher expectations ➤ Mobility- 14 / 20 children were with us from Reception; 4 of the 6 arrivals joined after Y4, all with significant special needs; 75% of children who were with us since Reception, met the expected standard; 5/ 7 boys with prior average attainment (2C+) achieved the expected standard (71%) and 4/5 girls (80%); ➤ We are confident that our writing is not significantly below the national, as the data suggests. ➤ Despite these boys not making the expected standard, we have evidence to show they made significant gains since joining us. In year progress for boys and girls in this cohort (2015- 2016) was very good (3.5 boys and 3.3 for girls) ➤ 79% of boys achieved the expected standard in Writing at the end of KS1; 20% above the 2016 national average (NA) ➤ We were very rigorous in applying the Interim Assessment Framework to make our judgements and were also moderated by the local authority. (June 2016) <p>Other Key actions and impact 2016-2017</p> <ul style="list-style-type: none"> ➤ We identified writing as a priority on our development plan (2016-2017) ➤ Careful redeployment of staff in September 2016 allowed us to deliver effective intervention for homogenous groups. ➤ We also introduced a whole school approach to writing, grammar and spelling (Read Write Inc) and there is evidence this is positively impacting (improved phonic outcomes; increase in the % achieving GD at EYFS / KS1 and KS2) ➤ We are successfully closing the gender gap across the school; (Outcomes Summary), although with small cohorts this will be variable. (Data File) The high % of boys with SEND (71%) also significantly impacted. ➤ All staff have been successful in engaging boys through topic choices and developing positive attitudes towards writing. ➤ In year progress for boys and girls in our 2016-2017 cohort was outstanding (4.0 overall; boys 3.6; girls 4.8) 33% achieved GD ➤ 100% of KS2 boys with average prior attainment (2B+) achieved the EXP standard at the end of KS2; those with 2C + - 83% achieved the EXP standard ➤ At KS1 boys slightly outperformed girls at EXP in WR and in RD at EXP and GD levels; Girls are still outperforming Boys at GD in WR and closing this gap at this level remains a focus. ➤ We remain committed to ensuring judgements are accurate to help secure sustained improvement. Through regular,

rigorous moderation at school, pyramid and county level, staff challenge each other's judgements, in order to deepen our collective understanding of the new requirements and strengthen our baseline.

Key Stage 1 weaknesses (2015-2016)

- **KS1 mathematics was well below the national figure+ (E+) or greater depth(GD) for the EYFS group: expected (GD) (relates to four children-3 girls and 1 boy)**
- **KS1 attainment was well below the national figure for expected +or greater depth in at least one subject for the group: girls expected (Reading/Science)**

Both these weaknesses were due:

- a significant level of personal need that impacted on 2 of the 4 children's progress;
- There has been a graduated response to these children's SEND needs that is positively impacting.

Other Key actions and impact 2016-2017

Maths

- Staff confidence - Staff have received regular CPD as part of a whole school focus on raising Maths; Maths No Problem was introduced in Year 1 in September 2016 and KS1 staff received support from our Maths Lead. This has positively impacted, increasing staff understanding of the revised expectations and the quality of maths teaching (**March SEP report Mid -Year Review 2016**);
- The school's performance in maths is in line with national scores at KS1; in 2017, we achieved a 10% increase at the expected level and 7 % at Greater Depth
- We have subsequently trained 3 more staff in this programme and implemented it into Year 2 and 3 from September 2017
- We are predicting a 0% drop off from the end of EYFS, with a 4% and an 8.3% gain at Greater Depth in KS1 2018
- KS2 2018 predicted outcomes forecast a 5% increase at the EXP level from the end of KS1 -KS2 and a 12% increase at Greater depth (Exceeding)
- KS2 2017 in-year progress in maths was outstanding for all children (3.5) and boys (3.8)
- Expected progress figures for specific pupil groups (Disadvantaged, SEND, Boys and Girls) was significantly higher than the previous year (2015-2016) (**Maths Report to FGB Summer 2017**)
- In all year groups, the % of pupils **above** ARE was maintained or increased (SDP priority 2016-17) (**Maths Report to FGB Summer 2017**)
- Ks2 Value added progress measures are very positive and provide a much more positive picture than scores both within Dorset and nationally. (**SEP A Report October 2017**)

Reading/Science -

- The children continue to receive targeted intervention and are benefitting from our newly introduced Read Write Inc programme and 1:1 support. We have evidence that these learning plans are positively impacting.
- Reading outcomes are strong across the school and we are confident these standards can be sustained and improved on.
- Science was on our SDP 2016-2017; As part of our 2017-18 SDP we are revisiting assessment and coverage of Science across the school, particularly focusing on 'working scientifically'.

Phonics weaknesses

2015 -2016

- **Fewer than 80% of pupils met the expected standard in phonics in year 2**
- **Progress from EYFS** expected level for reading (78%) to 86% Y1 Phonics, is a loss of 5% (1 child). Two out of the 5 children not achieving the standard in July 2016, achieved the threshold in November 2016(internal assessment), with a 3rd child missing it by 1 mark and a 4th child by 2 marks. We are therefore confident that we **will significantly raise attainment** in the Y2 retakes in June 2017. The introduction of RWI has positively impacted on raising the quality of teaching and learning in phonics. (Books; **Assessment / Planning Files**). Consistently high quality planned phonics is delivered daily (Planning **Files; LO Appraisal and SDP focus 2016 -17**); Children are regularly assessed and regrouped accordingly. Half termly assessments reveal good rates of progress (Literacy **Coordinator's Assessment File; Lesson Observations; books; pupil feedback**)

2016-2017

- The number of pupils achieving the threshold in Year 1 has increased each year over the past three years and is now 5% above the national average.
- Gains have been made in the number of pupils achieving the threshold compared to the number who were at an expected level at the end of the EYFS.
- Results of the Year 2 re-takes were significantly impacted on by the arrival of a pupil new to the school who was operating

well below expectations. Had this pupil not begun at the school, the number achieving the re-take requirements would have been 80%. However, this is still below the national average and will continue to need to be a focus.

Attendance was low for the group: FSM (in the lowest 10%) (2016 Weakness)

Persistent absence was high for the group: FSM (in the highest 10%)

- We have a robust system for checking attendance and strengthening this is one of our 2017-18 SDP priorities
- PP children’s and those with Welfare or CP files are monitored regularly
- We have case studies to show the impact of our strategies and for those children with medical needs.
- We have recently reviewed our Attendance Policy and regularly remind parents of the importance of regular attendance.
- We have attendance performance displayed on our Whole School Achievement Board and have started publishing this on the website weekly.
- We have found the most effective way to tackle poor attendance is to engage directly with the child themselves; we have evidence that this is positively impacting.

What we have achieved

The last inspection AFI – To ensure the most able pupils in KS1 attains the highest levels in both writing and maths;

We have raised standards in maths and attitudes and progress have dramatically improved. We no longer ‘set’ but adopt flexible grouping within and between lessons; we have clear learning objectives and progress checks within and between lessons, that ensure good rates of progress and identify next steps for individuals and groups. We use Maths Learning Ladders (SNAPPS) to ensure progression, coverage and attainment; we have visited outstanding schools and implemented Maths No Problem in Year 1(2016-2017). This positively impacted on the children’s attitudes to maths and their attainment. In 2017 we achieved a 10 % gain at Expected, compared to the national gains of 2% (2017) ; At exceeding we achieved a 7% gain compared to 3 % achieved nationally(2017) ; we also aimed for a 0% drop off from the end of EYFS to KS1 with some percentage gains ; there was a 5 % loss at EXP but 5% gain at Exceeded; progress in maths for all children was very good across the key stage (3.2) ; our 2017-2018 are also on track to achieve a 0% drop off from the end of EYFS , with some percentage gains; In September 2017, we rolled Maths No Problem into Year 2 and 3. We are confident we can sustain our improvements going forward.

Writing: in 2016 our Year 2 children made very good in -year progress (3.2); and 70% achieved the expected standard, 5% above the 2016 national average. 4 children who were emerging at the end of EYFS achieved the expected standard at the end of KS1. When the revised expectations are taken into account, and the SEND profile of the class, this group made good progress.

Our 2017 Cohort also made good progress (3.0) achieving a 10 % gain at Expected, compared to the national percentage gain of 3% (2017) and a 20% gain at exceeding compared to the 3 % achieved nationally (2017). We also aimed for a 0% drop off from the end of EYFS to KS1 with some percentage gains; we achieved a 5% gain at Expected and Exceeding. The introduction of RWI in September 2016 positively impacted in EYFS and KS1, particularly in relation to our disadvantaged and SEN children.

All our staff have high expectations and are committed to achieving the very best outcomes for our children. (EYFS **SEF / Phonic SEF**)

The last inspection AFI- To Ensure the quality of phonics teaching is high throughout the Reception Class and KS1

Phonics –Since 2015 we have raised attainment from 68% - 86% (2017); with the introduction of our new Reading, Writing and Spelling programme(RWI), we forecast sustained improvement going forward. (**PHONIC SEF**)

Planning and assessment for the new curriculum - we made an early decision to ensure ‘High Quality Formative Assessment was understood by all; we reviewed our key indicators for outstanding teaching, which we use to help us sustain and improve the quality of our provision (**Planning for Progress; Assessment Policy; Staff meeting File**). Initially we focused on ensuring that we all understood the revised expectations for ‘expected’ and didn’t focus on greater depth until the following year. We produced guidance for parents and governors and have revised our procedures and practices as a result of effective self -evaluation. We now have a clear framework for assessment and are targeting deeper learning;(Key focus on our 2016 -17 & current SDP) our ambition is to have no ‘drop off’ from the key assessment points (EYFS – KS1; KS1-KS2) Our results across the school (July 2017) saw percentage gains at Exceeding in EYFS. KS1 and KS2. (SDP **2016-2017 Priority 3; Appraisal Focus**)

We use a combination of formative and summative assessments to make a judgement about whether a child has met

the expected standard. These judgements are entered into our computerised tracking system which enables us to analyse progress. Where, a SEND pupil is well below age related objectives, appropriate targets are set and tracked. We increasingly involve the children in their own learning and as a result pupils display good learning attitudes and aptitudes. We have revisited planning, to ensure planning is tightly linked to the pupils next steps and includes a level of challenge for each group. (**Appraisal and SDP focus 2016-17**)

Our key next tasks are to:

- Make sure the improvements to maths are sustained
- Increase the % of children achieving Greater Depth in Maths at EYFS & KS1 & Reading at KS2, by further developing teachers understanding of the requirements for the greater depth standard. In 2017 -2018 we are aiming for 0% ‘Drop Off ‘and percentage gains from the end of key Points (EYFS – KS1; KS1-KS2)
- ‘Narrowing the gap’ in relation to gender and vulnerable groups (PP/SEND)
- Sustain standards in phonics and increase the % achieving the standard by the end of year 2.
- Further develop assessment procedures to ensure accuracy of science assessments across the school (Spring Term 2017 – priority 2017-18 SDP)
- Further improve attendance, particularly in relation to vulnerable groups.

In summary:

	Strengths	Next Steps	Grade
Leadership and management	<ul style="list-style-type: none"> • Systems, including safeguarding are rigorous and regularly reviewed • Monitoring and evaluation are very accurate and informed by increasingly secure data, strong observation and stakeholders’ views, that inform future development planning • Ethos – outstanding- cohesive and ambitious • Governance- embedded in the school’s self-evaluation cycle; clearly defined roles and responsibilities and evaluation cycle – (Governors Annual Action Plan (Review and Update)) • Middle leaders and SENCO – good knowledge of school’s strengths and areas of development and help to lead school improvement; • Children actively encouraged to be responsible for their own learning and behaviour; 	<p>Succession Planning: to up-skill EYFS Lead to take on Literacy Lead from September 2018.</p> <p>Further strengthen accountability</p>	2
Teaching, learning and assessment	<ul style="list-style-type: none"> • Shared understanding of what constitutes outstanding teaching and learning (Planning for progress, High Quality Formative Assessment) • Lesson planning linked to standards and children’s next steps; coherent assessment and marking system (Assessment Policy) • Rapid intervention in lessons / same day / week; our mantra is ‘keep up not catch up’ • Basic skills cohesively planned for across the curriculum • Teachers manage behaviour very effectively • Effective Questioning • High quality formative assessment • Positive learning attitudes and behaviours; children taking responsibility for their own learning and behaviour. 	<p>Teaching to be outstanding</p> <p>Critical pathways from EYFSs – KS2 are understood and used by all staff. Pupils are set precise targets based on realistic data information (prior attainment) and ongoing assessment. Teachers are using this information to design effective teaching sequences to meet all pupils’ needs, with a focus on our more able pupils, boys and PP.</p>	2
Personal development,	<ul style="list-style-type: none"> • Respect for others, little bullying, that is swiftly and 	Further develop pupils as leaders of their own	1

<p>behaviour and welfare</p>	<p>effectively dealt with</p> <ul style="list-style-type: none"> • Pupils feel very safe (<i>Parent Questionnaire March 2017</i>) • Safeguarding outstanding • SMSC (Spiritual, Moral, Social and cultural) development threads through our curriculum and enrichment activities • Pupils are actively involved in school development and decision making (School Council; Sports leaders; mentoring) • The quality of opportunities for children to develop their personal spirituality makes a significant impact on their wellbeing and learning. • Explicit Christian values are central to the high quality of relationships that permeate the whole school community. • The commitment of the school’s leaders and managers to the ongoing development of the school as a church school ensures that the impact of the Christian ethos is continually growing (SIAMS Report) 	<p>learning;</p> <p>Develop mentoring system Develop ‘Family Support Days’</p>	
<p>Outcomes</p>	<ul style="list-style-type: none"> • Last year, progress was outstanding in Reception. It was at least good in all other year groups with some outstanding, including year 5 & 6, who made great gains in Maths, Writing and Reading from their relative starting points. • KS2 progress was above NA in Reading, Writing and Maths • We had aimed for a 0% drop off from reporting Key stages and managed percentage gains at the end of EYFS, Year 1 phonics, KS1 and KS2. • Attainment is broadly average and improving. • Gender Gap - we have worked hard to reduce this since 2015; Internal data shows that from July 2015 – July 2017 we have reduced the gap ; a comparison of Non – SEND boys and girls attainment over this period shows a significant reduction in Writing from 23% (2015) to 8 %(2017) . In RD Boys are 2% above girls. Fewer boys achieve Greater Depth and addressing this gap remains a priority. 	<p>Sustain improvements ‘narrow the gap in relation to gender and vulnerable groups</p> <p>Pupils who had met exceeding outcomes at previous reporting Key Stages continue to progress towards greater depth each year and increased numbers transition from expected to exceeding, particularly in Maths</p> <p>Attainment and progress in maths is higher than national figures</p> <p>Improved outcomes at greater depth levels in all year groups.</p>	<p>2</p>
<p>Early Years</p>	<ul style="list-style-type: none"> • Provision has been outstanding. • After a change of teacher, provision is at least good moving to outstanding • Assessment is wide ranging and accurate • Children are highly motivated by the interesting and well planned activities • Leadership is very good; 	<p>Sustain improvement, moving to outstanding <i>(SEE Quality of EYFS provision Evaluation)</i> Improve outdoor provision</p>	<p>2</p>
<p>Safeguarding</p>	<ul style="list-style-type: none"> • The children’s safety and welfare are the school’s top priority • We have a strong safeguarding culture; there is a shared understanding amongst our community that 	<p>See Safeguarding Action Plan 2016-17 Review 2017-18 plan for key</p>	<p>1</p>

	<p>safeguarding children is everyone’s responsibility</p> <ul style="list-style-type: none"> • We hold ‘a respectful uncertainty’ about everyone and ‘respectfully challenge others’. • Children are the first item our staff meeting agendas • We have rigorous systems and procedures that are understood and adhered to • Serious case studies are periodically considered by staff and governors and procedures and policies adapted accordingly • Pupils know how to keep themselves safe online and we have a clear e-safety programme; the children and parents also receive annual e-safety training • We build positive relationships with our families and signpost parents to literature and workshops that promote safeguarding and well-being • Our core school values of love, trust and hope, are at the centre of all the experiences we provide and permeate all we do. 	actions	
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