

Heather Primary School – Self-Evaluation Summary – August 2017

A	Intro	Heather Primary School is a warm, welcoming, family school at the centre of a small, rural Leicestershire village. Major strengths of the school include the quality of our teamwork and our relationships with the children, families and carers; the children see the school as a family school where “the school makes you feel safe and looked after” (<i>Pupil interviews – Sept 2016</i>). This strong ethos supports the school’s trend over time of good and improving attainment and progress. Ofsted commented: “You place pupils and their life chances at the centre of the school’s work. You also value pupils’ views very highly and work hard to ensure that these views, alongside those of their parents, are listened to and acted upon” (<i>Ofsted - Jan 2017</i>).	
B	SIP focus summary	a) Continue our work to strengthen the quality of teaching, learning and assessment over time, which will ensure that we... b) Re-establish our ‘over-time’ trend of strong attainment and progress across and at the end of all Key Stages	
	To do this, we need to:	<ol style="list-style-type: none"> 1. Ensure a Good Level of Development in EYFS at or exceeding National average and strengthen progress; 2. Consolidate work on Phonics practice and provision in FS and KS1; 3. Raise standards and improve progress in Maths and Literacy at the end of each of the three Key Stages; 4. In addition, strengthen and embed mastery and increase depth of understanding in the core subjects in Years 1, 3, 4 & 5; 5. Embed high expectations in RWM through the application and outcomes of learning across the curriculum and the school. 	
C	Progress against previous inspection key issues	Key issues from last inspection (Jan 2017): ensure that...	Summary of progress
		<ul style="list-style-type: none"> • assessments of pupils’ work and progress are accurate in all classes 	Half-termly Pupil Progress meetings with a literacy/maths focus use triangulated data to scrutinise/analyse assessments
		<ul style="list-style-type: none"> • expectations of pupils’ writing in key stage 1 are higher 	Teachers across the school working together to raise and inform moderated expectations and assessments.
D	Evaluations / Reports on the school	Evaluation/Source	Notes/judgement
		Ofsted (Jan 2017) FWTSA ‘Health Check’ – External Consultant (Oct 16)	Good (see above) Good – strengthen QTLA and outcomes to consolidate
OFSTED AREAS		Strengths	Areas for development
E	L&M Grade: 2	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance.	Develop consistently robust and positive impact of senior/subject leadership, PMR and CPD on the embedding of high expectations/outcomes for all groups and pupils’ learning.
		The positive relationships between leaders, staff and pupils support the progress of all pupils at the school	Ensure skilful deployment of staffing and resources contributes effectively to good and improving outcomes.
		Pupils’ spiritual, moral, social and cultural development is at the heart of the school’s work.	Develop governors’ strategic role through monitoring and analysis to hold the school more stringently to account.
F	QTLA Grade: 2	Teachers use effective planning to help pupils to learn well.	Develop challenge, resilience and positive attitudes to learning.
		Teachers give pupils feedback in line with the school’s assessment policy.	Develop use of questioning – part of the AfL work in school and helping to identify and address misconceptions during lessons.
		The school gives parents accurate information about how well their child is progressing/performing against AREs, and what their child needs to do to improve.	Continue CPD to strengthen teachers’ subject knowledge in assessing and securing mastery across the curriculum.
G	PDB&W Grade: 1/2	For individuals/groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards were excellent, these have been maintained.	Focus on children’s positive attitudes to learning – strengthen behaviour for learning.
		The school’s open culture actively promotes all aspects of pupils’ welfare	Ongoing work around online safety.
		Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.	To develop children’s confidence in their ability to make appropriately healthy choices.
H	Outcomes for pupils Grade: 2	Parents tell us that Heather prepares their children very well for the next stage of their education.	Continue to improve phonics attainment and writing progress and raise attainment in writing across the school and at the end of EYFS, KS1 and KS2.
		In-school data analysis shows a strengthening picture around depth and security of learning (re Age-Related Expectations).	Continue to embed a mastery approach to R, W & M in all three Key Stages to ensure higher % of children reach and exceed ARE at the end of all year groups
		Maths – this has shown a significant rise in attainment at the end of FS, KS1 and KS2	Continue to strengthen teacher practice and pupil outcomes to raise end of year % of RWM-combined for all year groups.
I	EYFS Grade: 2	Leaders ensure that children’s needs are identified and give children the support they need.	Ensure that all children make consistently typical or rapid progress from their starting points, particularly those more able pupils. Raise the % of children achieving GLD at the end of FS.
		Parents are encouraged to support their children’s learning and development at home.	Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
		The vast majority of children make at least typical progress in the vast majority of areas of learning.	The curriculum provides a broad range of interesting and demanding experiences.
J	OVERALL EFFECTIVENESS: Safeguarding = Good; SMSC = Good; Overall judgement = Good		

NB - See also – Action Plan for Achievement for All Project