

Glemsford Primary Academy Self-Evaluation Form

Updated: 01/09/2019

Headteacher: Ben Jeffery (since July 2017)

URN: 141406

Numbers/Names in brackets link to evidence included in the SEF Folder
(available from the Headteacher).

INTRODUCTION: THE CONTEXT OF THE SCHOOL

Glensford is in the heart of the Suffolk countryside, and the school sits near the centre of the village. We aim to put each child at the centre of our plans to instil our core values, as we believe that these will help prepare them for all of life's challenges. Every decision we make is for the ultimate benefit of our children.

Great buildings stand the test of time; like our wonderful Grade 2 listed school building, built with strong foundations, we believe that our children's future life chances are dependent on equally strong foundations too and at the heart of that are our culture and values.

GPA currently has 245 pupils on roll (including 45 places nursery), 41 members of staff (including 9 teachers) and 6 governors. The school converted to academy status and joined Unity Schools Partnership on January 2015.

The rising number on roll is an indication of:

- The success and stability the school has shown in the past couple of years. The school now has a excellent reputation in the village and surrounding community and the ofsted report (Dec 17) further enhanced this.

Our intake has not changed significantly in recent years:

- The proportion of pupils known to be eligible for the pupil premium (additional government funding/FSM) is at 19.5%, which is lower than the national average (23.2%). I believe the real figure is higher than this and we are encouraging parents to apply for FSM.
- The academy has a small number of Looked After Children (LAC), currently 3.
- The majority of pupils are White British and speak English as their first language.
- The proportion of pupils with special educational needs or disability is slightly higher than average. (16% compared to 14.9% national). 1% of children have an EHCP in the school whilst the national average is 3.1%

The school faces a few challenges:

- The high percentage of staff on the upper pay scale.
- The state of the building and the grounds.
- Attainment and progress for the current year 5 class.

Strengths

- Leadership is strong with a tight and dynamic senior leadership team.
- Staffing is secure and most teachers now regularly teach good lessons.
- Capacity to improve is good.
- We continue to promote a broad and balanced curriculum including an extensive extra curriculum programme.
- Assessment systems are secure, robust and accurate.
- Wider links and new initiatives ensure we are a key part of the local community.
- Outcomes (especially in KS2) have been above national average for the past three years.

• **KEY STATISTICAL INFORMATION**

Reception:

	2016	2017	2018	2019	Trend
GLD	69	73	78	80	↑

Phonics Screening Check:

	2016	2017	2018	2019	Trend
Year 1	86	83	83	92	↑
Year 1 & 2 (Cumulative)	92	88	86	90	→

***Above 2016 national averages of 81% (Year 1) and 91% (Years 1 & 2 (Cumulative))**

Year 2:

	2016	2017	2018	2019	Trend
Reading (Expected)	74	82	79	70	→
Reading (Greater Depth)	26	21	29	33	↑
Writing (Expected)	65	64	75	77	→
Writing (Greater Depth)	9	14	10	17	→
Maths (Expected)	74	71	82	73	→
Maths (Greater Depth)	22	17	25	33	↑

Year 6 (Attainment):

	2016	2017	2018	2019	Trend
RWM (Expected)	27	71	67	74	↑
RWM (Greater Depth)	9	11	4	7	→
Reading (Expected)	32	89	85	82	→
Reading (High Score)	9	46	26	26	→
Writing (Expected)	77	73	81	82	→
Writing (Greater Depth)	14	28	11	19	→
GaPS (Expected)	36	79	59	70	→
GaPS High Score)	9	29	19	19	→
Maths (Expected)	59	79	70	93	↑
Maths (High Score)	14	14	15	37	↑

Year 6 (Progress): 2019 are provisional figures.

	2016	2017	2018	2019	Trend
Reading	-2.84	3.61	2.0	0.6	→
Writing	2.99	-0.39	0.9	0.1	→
Maths	-.41	-0.02	-0.1	1.3	↑

Attendance (Statutory School Age):

	2016	2017	2018	2019	Trend
Attendance	96.6	95.5	95.5	95.8	→

Persistent Absence (Statutory School Age – 90%):

	2016	2017	2018	2019	Trend
Persistent Absence	5.2	14.5	12.2	6.4	→

Glemsford Primary Academy is a good school, which is committed to being outstanding

- Leadership and management is good.
- Teaching, learning and assessment are good and outstanding in year six.
- Personal development, behaviour and welfare are outstanding.
- Outcomes are good and in some cases outstanding.
- EYFS is good.

Spiritual, moral, social and cultural learning opportunities are outstanding (see SMSC at GPA document):

- The school's work to promote pupils' personal development is outstanding.

Safeguarding procedures are outstanding:

- See latest safeguarding review.

We are aware of the areas to continue to improve in order to move towards outstanding.(see SDP)

- Continue to improve teaching of writing across a range of subjects.
- Develop broader curriculum and give subject leaders opportunities to further develop their subject including assessment opportunities.
- Regularly teach outstanding lessons.
- Make sure all UPS teachers / Middle Leaders are making a significant impact across the school.
- Make sure pupil premium children do as well as non- pupil premium children.

SECTION 2: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT SELF-EVALUATION GRADE: Good

Capacity to improve is good:

- The SLT is a motivated and dynamic team that are all driven to ensure the school becomes outstanding.
- All three members of SLT have the time and expertise to achieve this goal.
- The HT has recently completed his NPQH.
- The DH is a part of the DH USP group and the AHT is currently completing her NPQSL.
- The school is well supported by the vast majority of parents.

Initiatives to raise achievement are continually being introduced, monitored and evaluated:

- SLT have a relentless desire to improve to become outstanding. All staff share this motivation to improve. Learning walks play a key role in monitoring the effectiveness of new ideas that are introduced in the excellent CPD programme.

Middle and senior leaders focus on improving teaching, monitoring standards and sharing good practice:

- A well thought out CPD programme is led by senior and middle leaders based on the needs of the school and its pupils.
- All leaders have the skills and opportunities to monitor their area through learning walks and book scrutinies.
- Middle leaders are developing relationships with all staff to maximise the coaching and mentoring opportunities.

Pupil leadership is outstanding:

- The pupils have a pupil leadership team (PLT) including head boy, head girl and head of school council. They meet regularly with the headteacher to discuss how the school can improve.
- The school has an active school council who meet regularly with the AHT.
- The school has four houses that each have a captain and vice-captain.
- There are other opportunities for leadership such as play leaders and digital leaders.

British Values feature prominently:

- British Values are taught through lessons and assemblies.
- Children understand British values and can talk confidently about them.
- Pupils learn how to be tolerant, treat each other with respect and value difference.

The Governing Body is strong:

- Governors know the strengths and weaknesses of the school. The FGB meet five times a year and meetings are well attended.
- The Chair of Governors regularly attends SLT meetings to help him have a thorough understanding of what is happening.
- SLT and governors carry out termly governor monitoring visits, working together to help the school work towards the targets in the SDP.

• **SECTION 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT** **SELF-EVALUATION GRADE: Good**

The quality of teaching is Good:

- Learning walks, pupil outcomes, book scrutinies, ofsted and lesson observations clearly show that teaching is consistently good.
- Pupils are engaged in lessons and make good progress.
- In some year groups, teaching is outstanding.
- In some cases, teaching is not outstanding because specific groups of children (including PP) are not challenged at the suitable level and they sometimes do not make expected progress during the lesson.
- The introduction of regular post teaching in the afternoons has helped address this problem.
- Our new knowledge based curriculum will ensure that afternoon lessons are taught to a high a standard as maths and English lessons.

Assessment information is accurate and informative:

- Data from PIRA and PUMA tests and from target tracker help to inform planning and target specific children.
- Test data and target tracker clearly correlate.
- Half-termly pupil progress meetings with the HT and DHT help teachers use assessment data to set clear targets for their class.
- The PIXL programme will make assessment information even more accurate and allow for more targeted teaching and intervention.

Planning is good but needs to ensure that all children are challenged:

- Teachers follow plans from White Rose Hub but need to continue to adapt their plans for their children.
- The DH and Literacy lead have clear plans on how to teach reading and writing.
- SLT and Literacy lead have written Knowledge Organisers and strips to assist teachers in their planning.
- The school now has a clear plan on the teaching of phonics from EYFS to Year 2.

Innovative approaches are used to improve teaching & learning, including an excellent in-house CPD programme:

- Learning walks are regularly carried out with subsequent conversations on how to improve teaching.
- SLT and middle leaders use staff meetings very well to target actions on the SDP.
- SLT and subject leaders will carry our regular book scrutinies following the way Alex Bedford does it.

Primary Schools Sports Funding is used to improve the quality of teaching of PE and to give children a chance to experience a range of different activities including competitions. (see PE development plan.):

- PE funding is used to have specialist coaches leading PE lessons with the teacher and/or TA working alongside the coach.
- PE funding is spent to get coaches into school offering after school clubs. It is also spent on paying TAs to run active sports clubs.
- PE funding is spent on MDSA to ensure children have structured physical activities at lunchtime.
- A new PE lead will evaluate how the PE funding is spent in Autumn 2019.

SECTION 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE SELF-EVALUATION GRADE: Outstanding

Behaviour is Outstanding:

- The school environment is welcoming, orderly and calm.
- Children and pupils treat each other, adults and school property with respect.
- There are effective communication and tracking systems in place when poor behaviour occurs.
- The Glemsford Scales are used well.
- Cpoms will enable staff to track attendance, behaviour and safe guarding issues effectively.

Pupils understand the importance of hard work and our high expectations for positive attitudes to learning:

- Pupils are keen to learn and behaviour incidents in class are rare.
- Pupils are not afraid to take risks and support one another in their learning.
- Positive learning behaviours are celebrated.

Pupils feel safe at all times, with very rare bullying and prejudice-related incidents dealt with effectively:

- Pupils are adamant that bullying very rarely occurs.
- Pupils understand the different forms of bullying.
- When incidents of bullying do occur, SLT follow the clear behaviour policy and incidents are dealt with well.

Improving the mental health and well-being of pupils, parents and staff is a priority for the school and the trust:

- Staff well-being is extremely important and the headteacher works hard to ensure there is not excessive workload.
- A trained TA leads the ELSA programme.
- The school has its own well-being offer.
- The staff regularly have social events that are well attended.
- Each class has their own system in place for children to communicate their fears and concerns.

Attendance is currently at 95.8%:

- Attendance is monitored closely and the school is working effectively with families to reduce absence.
- Attendance for pupils who have SEN and/or disabilities is below national average.

Achievement in EYFS is good:

- Children consistently perform above the national average.
- There is an upward trend of the percentage of children leaving reception with GLD.
- Pupils leave early years well prepared for KS1.

Phonics attainment is outstanding:

- Children consistently perform above the national average.
- In 2019 92% of the year 1 class passed the phonics screening.
- Teaching of phonics in year one is a strength of the school.
- Those children who did not pass their phonics return to year 1 in year 2.

Attainment in Key Stage 1 is good:

- Children consistently do well in year 2.
- The teaching is good and children perform well in end of year assessments.
- The teacher needs to focus on making sure targeted children reach the expected standard in reading, writing and maths not just in individual subjects.
- The teacher needs to ensure all children are suitably challenged and the intervention programme and post teaching is monitored.
- All children need to be reading suitable texts in reading lessons.

Achievement at the end of KS2 is outstanding:

- In 2016, the percentage of children reaching the expected standard in RWM was 27%.
- In the past three years, this figure has been above the national average.
- Children do particularly well in reading and maths.
- In 2019, 74% of children reached the combined expected standard (RWM). We hope this figure will increase to 78% after an appeal.

Pupils in receipt of Pupil Premium do less well than non-pupil premium children.

- The school appointed an AHT to tackle this issue in 2017.
- There are plans and procedures (including a study the HT carried out as part of his NPQH) to narrow the gap between PP and non- PP children.
- This is a clear priority for the school for 2019/20 and will work alongside Mark Rowland to ensure outcomes are improved.
- Please refer to data dashboard for a detailed breakdown of PP outcomes.

Outcomes for SEND pupils:

- Children with SEN are carefully monitored by class teachers and the SENCO through the use of class provision maps and intervention provision maps.
- Children with SEN have a personal support plan, which is discussed with parents.
- Through the use of entry/exit data on the provision maps, the assess, plan, do, review cycle is firmly embedded. Teachers, in conjunction with the SENCO are able to choose the most appropriate intervention required and alter it accordingly.

