

Glemsford Primary Academy Self-Evaluation Form

Updated: 07/09/21

Headteacher: Nick George

URN: 141406

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

INTRODUCTION: THE CONTEXT OF THE SCHOOL

Glemsford 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 242 pupils on roll (including 46 nursery places) and 40 members of staff (including 10 teachers).

Like all schools across the country Glemsford was affected by the Corona virus. Throughout the spring and summer terms Glemsford remained open for Key worker's children and vulnerable children. From 1st June we opened for Nursery, reception, year one and year six. In the last week of term we made sure all pupils had the chance to come to school to meet their new teacher. The staff were incredible throughout this difficult time and led live lessons every day for children working at home. There will no doubt be significant gaps in learning but these gaps will be smaller thanks to the exceptional work and dedication of the brilliant team.

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 17.1% which is just below the national average.
- 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 above average. (17.1% compared to 12.6% national). 1% of children have an EHCP in the school whilst the national average is 1.6%

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.
- Dealing with the consequences of corona virus

Strengths

- 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 four years.
- The team has really pulled together over the difficult recent period.

• **KEY STATISTICAL INFORMATION**

Reception:

	2016	2017	2018	2019	2020	2021
GLD	69	73	78	80	80	73

Phonics Screening Check:

	2016	2017	2018	2019	2020	2021
Year 1	86	83	83	92	*	90
Year 1 & 2 (Cumulative)	92	88	86	90	*	90

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

Year 2:

	2016	2017	2018	2019	2020	2021
Reading (Expected)	74	82	79	70	NA	NA
Reading (Greater Depth)	26	21	29	33	NA	NA
Writing (Expected)	65	64	75	77	NA	NA
Writing (Greater Depth)	9	14	10	17	NA	NA
Maths (Expected)	74	71	82	73	NA	NA
Maths (Greater Depth)	22	17	25	33	NA	NA

Year 6 (Attainment):

	2016	2017	2018	2019	2020	2021
RWM (Expected)	27	71	67	74	70	60
RWM (Greater Depth)	9	11	4	7	7	0
Reading (Expected)	32	89	85	82	81	73
Reading (High Score)	9	46	26	26	19	13
Writing (Expected)	77	73	81	82	81	73
Writing (Greater Depth)	14	28	11	19	19	0
Maths (Expected)	59	79	70	93	78	73
Maths (High Score)	14	14	15	37	26	7

Year 6 (Progress):

	2016	2017	2018	2019	2020	2021
Reading	-2.84	3.61	2.0	0.6	NA	NA
Writing	2.99	-0.39	0.9	0.1	NA	NA
Maths	-.41	-0.02	-0.1	1.3	NA	NA

Attendance (Statutory School Age):

	2016	2017	2018	2019	2020	2021
Attendance	96.6	95.5	95.5	95.8	NA	94.8

Persistent Absence (Statutory School Age – 90%):

	2016	2017	2018	2019	2020	2021
Persistent Absence	5.2	14.5	12.2	6.4	NA	NA

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

- Leadership and management is good.
- Teaching, learning and assessment are good in most classes.
- Personal development, behaviour and welfare are outstanding.
- Outcomes are good.
- EYFS is good.

Spiritual, moral, social and cultural learning opportunities are outstanding:

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

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.
- Continue to embed EasyRead to help low readers make accelerated progress and catch up with their peers.
- Continue to develop and further implement the CUSP broader curriculum and give subject leaders opportunities to further develop their subject, including assessment opportunities.
- Regularly teach outstanding lessons with a focus on content, AFL and differentiation.
- 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 team who are all driven to ensure the school becomes outstanding.
- All three members of SLT have the time and expertise to achieve this goal.
- The DH is a part of the DH USP group and the AHT has a wealth of experience having previously been a headteacher for seven years.
- The school is well supported by the vast majority of parents.

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

- The SLT is determined 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 CPD.

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.

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.
- The school is part of the Eco Schools programme
- All year six children have the opportunity to take up a leadership role.

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, 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 during input or independent work 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 knowledge based curriculum has ensured that afternoon lessons are taught to a high a standard as maths and English lessons.
- Our foundation subjects are consistently being taught well.

Assessment information is accurate and informative:

- Regular pupil progress meetings with the HT and DHT help teachers use assessment data to set clear targets for their class.
- Working alongside the Trust the school has slimmed down the assessment programme. The PIXL programme makes assessment information even more accurate and allows 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.
- In line with CUSP reading and CUSP writing there are clear plans as to how to teach reading and writing.
- The school has a clear plan on the teaching of phonics from EYFS to Year 2. It is expected that there will be further direction from the trust on this once the full list of validated schemes is published next spring.

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 to target actions on the SDP.
- SLT and subject leaders carry our regular book scrutinies.

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.

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.
- CPOMS enables staff to track attendance, behaviour and safeguarding 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 school works hard to ensure there is not excessive workload.
- Two trained TAs lead the ELSA programme.
- We are hoping to return to regular and well attended staff social events.
- Each class has their own system in place for children to communicate their fears and concerns.

Attendance is currently at 94.8 %:

- 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.
- Pupils leave early years well prepared for KS1.

Phonics attainment is outstanding:

- Children consistently perform above the national average.
- In 2021 90% 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.
- As with other classes in the school we do need to ensure that children are challenged at all times.
- We aim to ensure that all children leave KS1 reading fluently.

Achievement at the end of KS2 is good:

- 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.

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.