|  |  |
| --- | --- |
|  | **ST WENN SCHOOL****Summary Self Evaluation Form****2019 - 2020** |
| **February review 2020** |
| **CONTEXT** | St Wenn is a Foundation School which is not part of a MAT. It is situated in a very rural area which means that children come from some distance. The community is very strong but there is little opportunity for children to encounter diversity.The percentage of children eligible for FSM is significantly below national (6.5% school/15.8% national) The school has a lower proportion of children with SEND than national or county (2018/19: 11% school /National 14.6%. 2019/20: 7.6% school/14.9% national. We have one child with an EHC plan and one undergoing appeal. Both EHC children are PLAC. Out of 76 children in 2019/20, 42% are boys and 58% girls. There are 7 boys and 4 girls in the current Y1 class but 2 boys and 7 girls in the current Reception class, this refelects how the dynamics within a small school are unpredictable.Last OFSTED full Inspection in 2011 rated the school Good in all areas. Both interim inspection 2014 and short inspection in 2016 confirmed this.**Disadvantaged**We have 16% of pupils defined as ‘disadvantaged’ compared to 21.8% in Cornwall. 3 of these are service children and 2 children are PLAC and Pupil Premium +**School deprivation**19% of children in our school live in the most deprived 30% of small areas in England compared to a LA: 22%**Attendance*** 2018/19: 95.4%
* 2019/20 Autumn term 98.8%

**Partnerships**We have effective links with 2 other small rural schools which are still under the Local Authority. These links are planned to strengthen further over the next year.**Governance**Governance is strong. |
| **OUTCOMES****2017/18 /19****IMPACT** |  |
|

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress KS1-KS2** | 2017 | 2018 | 2019 |
| Reading |  | -0.91 | 6.47 |
| Writing |  | -0.31 | 2.91 |
| Maths |  | -0.12 | -3.32 |

**Attainment KS1**

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | 2017 | 2018 | 2019 |
| EYFS GLD  | 72% | 57% | 78% |
| Y1 Phonics | 90% | 100% | 77% |
| KS1 EXP+ | R=69.2%,W=61.5,M=53.8% | R=80%,W=70%,M-80% | R=91%, W=67%, M-91% |
| KS1 GDS  | R-30.8%,W=15.4%, M=15.4% | R=0%,W=0%,M=0% | R=9%, W=9%, M=18% |

**Attainment KS2**

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | 2017 | 2018 | 2019 |
| KS2 EXP+ | R=x%,W=x%, M=x% | R=77.8%,W=77.8%M=77.8% | R=100%,W=80%M=80% |
| KS2 GDS | R=x%,W=x%, M=x% | R=22.2%,W=11.1%M=22.2% | R=60%,W=60%M=0% |
| KS2 RWM  | R=x%,W=x%, M=x% | 66.7% | 80% |

 |
| **LEADERSHIP/****MANAGEMENT** **Grade 2** | **Strengths:** |
| * Our vision, policies and practice are coherent and aspirational. Staff, governors and parents are included in the process of writing and monitoring these. Practice has become increasingly consistent actross the school. Staff CPD is continuously updated which enables all staff training to conform with statutory requirements.
* The Head Teacher and senior teacher have an accurate awareness of the strengths and areas for development in the school’s performance. The school development plan continues to evolve and is increasingly more precise.
* We are currently developing our curriculum which we adapt in order to give the children meaningful experiences The curriculum builds on pupils’ enthusiasm for learning. Subject leaders make sure that the school covers all aspects of the national curriculum. CPD supports this where possible. Pupils value the broad range of additional activities available which include signing club, choir, running and judo. Leaders make effective use of the additional funding for sport.
* Safeguarding has been audited externally and found to be robust. Conclusion: ‘Overall I was impressed with the openness and engagement of the staff I met …they appeared very receptive to critically reflect on their own practice…The headteacher clearly has a strong commitment and energy to ensuring safeguarding is prioritised within the school…’ (Feb 27th 2019)
* Pupils with special educational needs and/or disabilities are well supported. We work closely with external agencies to meet pupils’ needs, in particular those who have social and emotional needs
* We focus, plan for and monitor the progress of children eligible for Pupil Premium funding. With the support of Governors, we evaluate the impact of additional funding on teaching interventions and pupil progress.
* We have a ‘well-being’ teacher/staff Governor who monitors staff wellbeing and regulary feeds back to HT. Teaching and non-teaching staff strongly agree that the school is well led and managed. We also now have a wellbeing Champion dedicated to children (half day/week)
* Peer to peer reviews with partner schools has extended to include a third school. A triad of reviews to be initiated in Autumn 2020. Collaboration with other local schools has had an impact on progress across the school through joint monitoring of books and joining together for sports events.
* Governor monitoring is now closely linked to the SDP and Headteacher is challenged effectively.

**Overall Effectiveness/impact**Pupils are prepared for the next stage of their learning adventure, and so their life ahead. This preparation is rooted within their own community of people and place; it equips them with the knowledge and skills to step forward into a diverse culture with particular regard to self confidence and resilience, tolerance and kindness, online safety, real life skills and enterprise. St Wenn curriculum – ‘Take risks and embrace change’  |
| **Areas for Development:**   |
| * Subject leaders monitor their subjects effectively across the curriculum. They use this to develop accurate next steps. High standards of provision for PPG and SEND children are maintained and achievement gaps are minimised
* Govornors continue to demonstrate impact on school development and outcomes through their tightly focused new roles/committees which challenge the Headteacher. Changing expectations of external accountability measures are met and understood by governors and staff.
* Partnerships – impact is evident from peer reviews, moderation and joint sporting events.
* Teacher workload is managed and policies offer efficiencies whilst maximising impact on pupil learning.

**Leadership and Management: Target 4 SDP review Jan 2020** |
| **QUALITY OF EDUCATION** **Grade 2****Intent****Implementation****Grade 2** | **Strengths** |
| Skills build on eachother phase by phase whilst allowing for flexibility of content and there is consistency of delivery. Our curriculum meets the needs of our disadvantaged pupils by being practical and incorporating outdoor learning. SEND children receive targeted support and we are committed to equal opportunities for all. More able children are challenged through research,debate and enquiry; they are given opportunity to reason and problem solve across the curriculum.We choose high quality engaging texts, curriculum days and visitors – all of these things improve the cultural capital of pupils. We promote British values and build on children’s enthusiasm to learn. |
| * School leaders recognise the importance of an ambitious curriculum that meets the needs of our pupils and prepares them for life in the 21st Century. Currently, the school delivers a high quality education in english, maths, science, history, geography, music and PE with the intention of improving Art,DT and Relationships Education over the next three years through a rigorous process of school development planning.
* Children talk enthusiastically about their learning, they are beginning to make links between current and previous learning. They are beginning to talk about how they can move their learning on and lessons focus on helping children remember their learning. Teachers make cross curricular links where possible so that pupils can draw upon knowedge from different subjects and understand how each topic plays a part in every day life.
* There are examples of particularly well-focused and effective teaching that enable pupils to make significant gains in their learning. Positive relationships between staff and pupils benefit pupils’ motivation and achievement. Teachers use well-crafted questions to deepen and reinforce pupils’ learning and to spot pupils’ misconceptions. They tackle these quickly so that learning moves on swiftly. Teachers create an expectation that everyone can learn from their mistakes, consequently pupils are confident and willing to ‘have a go’.
* Current pupils make particularly good progress in reading and maths. In 2019, the results were above the NA and reflected children’s good achievements. Pupils also develop early reading skills effectively. In writing, pupils write more frequently, their vocabulary is developing well, and there are examples of fluent and well-constructed pieces – especially in KS2. In maths, pupils make generally effective progress in developing arithmetical skills, across the school. Over the last two years, the school has benefitted from an increased profile in problem solving and a new approach to maths which has led to very good results at both key stages in 2019.

**Overall effectiveness/ impact linked to OFSTED action points 2016:*** Evidence of writing in Y4-6 which demonstrates developed composition skills (moderated book looks)
* Evidence of impact of questioning, reasoning and investigative approach to learning maths across the school but particularly in Y2 and 3 (Lesson observations, book looks and pupil conference)
* Evidence of effective marking and feedback applying Fourquarters marking policy. (moderated book looks and pupil conference)
 |
| **Areas for Development:**  |
| * Long term coverage of the curriculum demonstrates building knowledge, skills and understanding across the school in all subjects and is communicated to all staff, governors and parents. Subject Leaders are clear and held accountable for responsibilities in embedding progressive and structured systematic learning. This is demonstrated in clarity of long term, medium and short term planning, and through outcomes in data, books, pupil conferencing. Curriculum action plans to be completed with termly focus (term 1 Autumn Vocabulary)
* Monitor systematic and progressive learning of vocabulary and continuing development of a culture of reading
* Monitor the impact of ‘Fourquarter’ marking and feedback
* Continue to model and develop childrens’ confidence in articulating their learning and making links

**Quality of Eduction: Target 1 SDP review Jan 2020** |
| **PERSONAL DEVELOPMENT** **Grade 2** | **Strengths:** |
| * Children talk about British values and how these apply to their own lives. The school has a termly BV and Learning Power Approach focus which is both discussed and celebrated in assemblies.
* Children enjoy a rich and varied curriculum. Our music curriculum is a strength and we have an excellent and thriving choir. A Junk band competition is a feature of lunchtimes in the spring and summer terms.
* Residentials celebrate diversity. Y5/6 children visit Bath and Bristol with a rich culturally diverse programme. We have expanded our councils to include a Green Team. We also have a ‘Snag’ group who work alongside the cook to encourage pupil involvement in food, hygene and healthy diet. The school council is active and meets half termly. It is led by a Governor. Children run their own lunchtime clubs (computing, lego and art and craft). Our Healthy schools lead runs Mile a Day club focusing on improving childrens’ personal best. The group has been adding their miles together to reach the North of Scotland.
* Our curriculum design allows for half termly ‘Reflect and reviews’. Children reflect on their own experiences, attitudes to life in school and learning.
* Children are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Children have been involved in having a say as to the speed of traffic passing the school. We have excellent links with the Church and community – the church is used regulary by children. Members of the church and community speak highly of children’s behaviour and attitude, and they value these links. Children attend/entertain at community lunch at Christmas and hold certain clubs (eg judo) /PE lessons in the village Hall.
* Children talk positively of their experiences and understanding of the benefits of diversity within and beyond the school.
* Children talk of ‘Big Me Day’ and the wide variety of opportunites there are beyond school.
* Children are given three levels of challenge in maths; through this, they have become more independent and are empowered to make choices about their own learning.

|  |
| --- |
| **Areas For Development:**  |
| * Continue to actively promote diversity through inviting a still wider variety of visiors into school from varied

cultures and faiths – devlop links futher with Ugandan school.* Continue to actively promote creativity through the arts beyond music.
* Continue to develop the visibility and role of pupil voice to raise their profile and enrich the curriculum.
* Review the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum

2020. **Personal Development: Target 3 SDP review Jan 2020** |

 |
| **BEHAVIOUR and ATTITUDE****Grade 2** | **Strengths:** |
| * Children demonstrate positive learning behaviour; they collaborate well and work with a purpose. The school actively promotes values of respect and resilience and children are able to articulate how this is reflected in their behaviour towards others, their learning and their future education.
* The school has a robust antibullying and wellbeing/behaviour policy and children have a good understanding of what bullying is and how to deal with it.. We host E-safety workshops for children annually (‘Stay safe’ – October 9th 2019) and they talk confidently about keeping safe on-line, road safety and fire safety.. We subscribe to a monthly internet safety newsletter which is emailed to all parents.
* Attendance is in line with national at 95.4% A governor has been appointed to monitor attendance.
* We have appointed mental wellbeing champions for staff and children. One member of support staff is Emotional Wellbeing trained and speaks about mental wellbeing weekly in whole school assemblies. This member of staff is also ‘Trauma informed schools’ trained.
* School rules are clear and simple. All children know these and they are displayed in every classroom. Parents support positive behaviour.
 |
| **Areas For Development:**  |
| * Continue to embed strategies to ensure a culture of Growth Mindset and resilience.
* Apply the ‘Relationships’ curriculum to all contexts. Children demonstrate an understanding of positive diversity.
* Continue to work with parents and children to embed healthy living habits. Complete update for Healthy Scghools Award.

**Behaviour and Attitude: Target 2 SDP review Jan 2020** |
| **Disadvantaged****The most able,****disabled pupils and those with special needs** | **Disadvantaged** |
| The number of disadvantaged children is too low to draw any conclusions statistically regarding related progress KS1 2017-2 pupils and 2018 – 0 pupils, 2019-2 pupils. KS2: 2017-0 pupils, 2018-2 pupils, 2019 –3 pupils* Y 1 phonics 2017=90%, 2018=100% including one disadvantaged child. 2019=77% including 4 disadvantaged children (speech and lang)
* KS1 Attainment-1 disadvantaged child achieved reading but did not achieve maths or writing
* KS2 Attainment – One low prior attainer (SEN) made good progress in writing and very good progress in Maths. 3 out of 3 disadvantaged children achieved EXPS in reading (2 of these children were GDS in reading), 2 out of 3 disadvantaged pupils achieved EXPS in writing, 2 out of 3 disadvantaged children achieved EXPS in Maths. 3 out of 3 disadvantaged achieved EXP in GSP.

**Areas for Development:**Continue to identify any disadvantatged children putting intervention in place to minimise the gapEnsure more able children are challenged through, for example, investigating and problem solving across the curriculum, and taking part in group debates. |

|  |
| --- |
| **Evidence to support Summary Evaluation**  |
| **Generic** | WebsitePoliciesMinutes of meetings – staff and Governors’SurveysSIP reportsExternal monitoring – Adroian Massey, Geraldine LouchInspection Data SummaryAnalyse School Performance dataNewsletters |
| **PREVIOUS INSPECTION**  | Ofsted Report November 2011Short Inspection: April 2014 March 2016 |
| **LEADERSHIP/****MANAGEMENT**  | SEFSIPGovernors minutes of meetingsHeads report to governorsSIP report of visitParent, Staff & Pupil questionnairesPupil premium reports |
| **QUALITY OF EDUCATION** | Monitoring of teaching & learning Summary of other monitoring (books etc)CPDCase studiesGovernor reports |
| **PERSONAL DEVELOPMENT****BEHAVIOUR AND WELFARE** | H&S AuditSafeguarding AuditAccident books Parent, staff and Pupil questionnairesMinutes of Council meetings – school/eco learningAttendance dataSEND observation records |
| **OUTCOMES**  | External testing/ SATSIDSCorestatsASPYear Group Mapix dataSummary of year group attainment & progress – pupil progress meetings EYFS attainment & progress of groupsModeration reports – internal & external and between other schoolsSEND - Interventions & impact |