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| **Self-evaluation Summary** | **Trafalgar Community Infant School** | **Date: Jan 2019** | **Overall Effectiveness Grade: 2** |
| **Outcomes for Pupils** | | | **2** |
| **Strengths:** | | | **Areas for development** |
| **EYFS** - Improved % children achieving EYFS GLD from 73% (2016) to 76% (2017), 7**9% (2018).**  **Phonics Check** – Y1 scores improved, 77% passed 2015, 83% passed 2016,83% passed 2017, **85% passed 2018.**  Y2 re-takes **–** 66% in 2015, 54% passed in 2016 (cumulative 87%, National 91%), 89% passed in 2017 (cumulative 98% National 92%), 77% passed in 2018 (cumulative 95% National 92%).  **KS1/Y2:**  **2018: ARE - Reading 78% (N 75%), Writing 74% (N 70%), Maths 79% (N 76%), combined RWM 70% (N 65%), Science 86% (N 83%).**  **GD – Reading 34% (N 26%), Writing 18% (N 16%), Maths 25% (N 22%), combined RWM 15% (N 12%).**  Results in all core subjects have significantly improved in 2018, including GD in R/W/M.  2017: 64% Reading, 55%Writing, 58% Maths, 84% Science.  At greater depth: 19% Reading, 11% Writing, 15% Maths.  KS1 outcomes were below County and National and needed to improve (see SIP).  2016: 64% Reading, 51% Writing, 62% Maths, 77% Science.  At greater depth: 17% Reading, 8% Writing, 1% Maths | | | * Improve outcomes for writing in all year groups. * Improve outcomes for Boys in all core subjects * Continue to diminish the difference between disadvantaged/SEND pupils and other pupils. * Analyse barriers in KS1 writing (spelling and handwriting) and change practice e.g. single, new phonic scheme, consistent handwriting patter. * Pilot new strategies for teaching spellings and handwriting throughout the school. * Song of Sounds introduced Oct 2018 is already having a good impact on children’s ability to recognise and use vowel digraphs, linked to their handwriting patter. |
| **Quality of Teaching , Learning and Assessment** | | | **2** |
| **Strengths** | | | **Areas for development** |
| The quality of teaching over time across the school has improved and is mostly good or better.  The quality of teaching and learning now assessed via termly book look, learning walks, half termly PP meetings, QA visits from Locality HTs, drop ins, Coaching and Mentoring.  Numicon has been embedded as a whole school approach in order to improve outcomes in Maths, and this is evident in our improved maths data.  Changes are being implemented in order to improve outcomes in writing. Spelling and handwriting have been identified as key aspects for improvement for the whole school. New phonic scheme to be used from Oct 2018 onwards.  Adults are increasing opportunities to learn through problem-solving, application to real life contexts, cross curricular challenges, and opportunities to develop and apply key skills and knowledge in a range of contexts.  Adults engage through active learning where possible, and the adults impart knowledge at every turn.  Effective marking and feedback leads to pupils knowing how to improve and progress (eg in KS1 children are given dedicated proof-reading time).  Teachers and Las (Learning Assistants) use assessment effectively to inform next steps to help pupils learn well.  Cusp groups and individuals continue to be a focus of intervention and half termly PP data is used to determine where provision is best placed  SEND pupils are well taught and supported (qualify first teaching, and intervention, ideally in-class); and careful consideration is given to the development of the ‘whole child’. We work effectively with feeder schools and other professionals. | | | * Implement new strategies for teaching spellings in order to ensure spelling improves throughout the school. * Embed Numicon as a whole school resource for Maths and continue to adapt planning accordingly. * Work with the TSA24 for school to school support (in particular for new subject leaders). * Introduce new Phonic Scheme to help improve Phonics even more (Song of Sounds) from Oct 2018 onwards. Implement consistent handwriting patter. * Learning environment is interactive and consistent, and continues to show pupil voice and high expectations throughout the school. * Work with Greenway Junior School on Maths Mastery. |
| **Personal Development, Behaviour and Safety** | | | **1** |
| **Strengths** | | | **Areas for development** |
| Pupils feel safe in school. Adults believe that school is a safe place to be. Ofsted (July 2018) recognised that this was a strength, and SCR an excellent model.  In lessons and around our school grounds, the majority of pupils display excellent behaviour and positive attitudes to learning.    Leaders and staff have established high expectations of behaviour and very positive relationships with pupils.  Throughout the school staff and pupils ‘live’ out the school values by keeping safe, being healthy and active, by being friendly, kind and respectful to others.  The school works effectively to promote good attendance, awarding certificates for children with 100% attendance. | | | * Complete NSPCC Safeguarding audit and implement actions identified (Aut 2018) * Continue to implement new ways to improve attendance and punctuality (e.g. Attendance certificates). * Implement Safeguarding induction for all volunteers and club leaders (from Sept 2018 onwards). * Improve site security e.g. boundary wall, adults wearing ID badges (Aut 2018). |
| **Effectiveness of Leadership & Management** | | | **2** |
| **Strengths** | | | **Areas for development** |
| Leaders and governors have an accurate understanding of the quality of education at Trafalgar (including strengths and ways forward). There is a strong and consistent drive for improvement.  The governing body is effective and has an accurate view of the school’s performance and provides an appropriate level of challenge. Ofsted (July 2018) recognised that the schools works effectively with governors, and that governors are highly effective.  School has good capacity to sustain further development through developing Middle and Senior leaders.  A broad and balanced curriculum promotes children’s enjoyment of learning and progress and attainment.  Strong ethos of mutual respect and support. The relationship between pupils, parents/carers and members of staff is very strong.  The HT and the governors ensure excellent financial management provides good value for money, including SEN funding, Pupil Premium and Sport Premium. A staffing restructure has been implemented and is having an effect, particularly at lunchtimes, this is being effectively led and directed by SLT. | | | Continue to lead the school focusing on   * Implementing actions on SIP – Improving outcomes in Writing in all year groups, and in particular for boys, and diminishing the difference (PP/SEND). * Ensure that all children make at least good progress from their starting points, particularly in KS1. * Maintaining and building on our EYFS results, and our improved KS1 outcomes in all R/W/M, and on our improved phonic check results. * Embedding more refined assessment systems including moderation and tracking (Target Tracker) that are effective in our school. * CPD/JPD (Joint Professional Development) e.g. Middle Leadership training. Staff restructure and Staff changes Sept 2018 onwards, DHT mentoring 2 NQTs, HT Coaching Inclusion Coord on SLT course. DHT out of class and over-seeing KS1, assessment lead etc... * Enhance QA with Locality (KG to lead) to ensure accuracy of judgements and to share good practice. |
| **Effectiveness of Early Years’ Provision** | | | **1** |
| **Strengths** | | | **Areas for development** |
| The impact of the development of staff and adaptions to the EYFS provision is now evident in sustained/improved % GLD (Good Level of Development). New staff have been inducted and supported.  Our EYFS curriculum provides broad range of highly stimulating and demanding experiences which leads to motivated, happy children who are keen to learn both collaboratively and independently.  Children’s behaviour overall is very good enabling learning to take place throughout the learning environment, and demonstrates that children feel safe and able to take reasonable risks.  Children make at least the expected progress and most children make progress that is better than this from their starting points. Children who are ‘at risk’ are quickly identified in half termly pupil progress meetings and barriers identified/actions or interventions put into place/reviewed in next PP meeting with LT. This info is also passed on to Y1 Ts in the Summer Term.  Open and positive relationship we have with the parents/carers within EYFS. Transfer and transition questionnaire responses were positivie.  Robust system for record keeping; the individual Learning Journeys for each child are evidence based, and are closely linked to the EYFS curriculum. 2Build evidence used to capture photographic evidence and quotes, linked to the EYFS curriculum. All staff, parents/carers and children contribute to these. | | | * Continue to monitor the impact of the interventions at regular intervals to ensure that they are effective. * Develop parental contribution to Learning Journeys in 2018. * Adapt topics so meet the needs and interests of the new cohort and specifically boys. * Physical development is a focus with Balanceability and Dough disco. |