

**Primary School Self-Evaluation Summary 2018 19**

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| **SCHOOL** | **Blackwater** | **HEADTEACHER** | **Chris Wilson** | **DATE:** | **September 2018** |

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| **SECTIONS** | **SUMMARY EVALUATION** | | | | | | | |
| **SCHOOL CONTEXT** | Blackwater is a good school which had an OFSTED inspection on 10/01/18. We have an invigorated and excellent teaching staff including a new, full time teacher in upper KS2 and a new NQT who works part-time in EYFS. One teacher was recognised as a Local Leader of Education in the summer term. We are very well-resourced with high quality teaching assistants. 4 staff members left school at the end of Summer term, 2 teachers and 2 teaching assistants. There are 16 class based staff, a full time secretary and 0.6 FTE Head teacher. We also employ 2 Play Therapists, FTE 0.3.  The head teacher works as Primary Executive Lead (PEL) 0.2 FTE for the Truro hub within TPAT, 0.2 FTE as Executive Head of Kennall Vale Primary School and is also a local leader of education (LLE).  We are over capacity (119 pupils including Nursery) and the village we serve is expanding rapidly. The school is average for Cornwall in terms of size, PP, FSM, IDACI, but is significantly boy heavy (65%).  Progress and attainment data for 17 / 18 was a very significant and positive improvement from the previous year, particularly at the end of KS2. All comparable KS2 data was above national average apart from GPS at Greater Depth. Writing at the end of KS1 is a cause of concern and is a clear focus for our SDP and English Action Plan   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **EYFS GLD** | | **Y1 Phonics** | | |  | School | National | School | National | | 2016 | 65 | 69 | 73 | 81 | | 2017 | 65 | 71 | 86 | 81 | | 2018 | 69 | TBC | 75 | TBC |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Read | Read | Read | Read | Writ | Writ | Writ | Writ | Ma | Ma | Ma | Ma | | KS1 | EXS | EXS | GDS | GDS | EXS | EXS | GDS | GDS | EXS | EXS | GDS | GDS | |  | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | | 2016 | 71 | 74 | 43 | 24 | 71 | 65 | 21 | 13 | 71 | 73 | 21 | 18 | | 2017 | 75 | 75 | 25 | 25 | 69 | 68 | 19 | 16 | 75 | 75 | 19 | 21 | | 2018 | 75 | TBC | 25 | TBC | 69 | TBC | 12.5 | TBC | 88 | TBC | 31 | TBC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | | KS2 | Sc | Sc | Sc | Sc | Na | Na | Na | Sc | Sc | Sc | Sc | Na | Na | Na | Sc | Sc | Sc | Sc | Na | Na | Na | |  | Ex | Gd | Av | Pr | Ex | Gd | Av | Ex | Gd | Av | Pr | Ex | Gd | Av | Ex | Gd | Av | Pr | Ex | Gd | SS | | R | 75 | 38 | 105 | 2.7 | 66 | 19 | 103 | 79 | 21 | 105 | -1 | 71 |  | 104 | 94 | 38 | 106 | 0.3 | 75 | 28 | 105 | | W | 81 | 25 |  | 2.7 | 74 | 15 |  | 79 | 0 |  | -3.9 | 76 |  |  | 88 | 31 | NA | 0.7 | 78 | 20 | NA | | M | 75 | 6 | 102 | -0.9 | 70 | 17 | 103 | 57 | 21 | 102 | -3.1 | 75 |  | 104 | 81  tbc | 31 | 105.9 | 0.9 | 75 | 24 | 104 | | RWM | 63 | 6 |  |  | 53 | 5 |  | 43 | 0 |  |  | 61 |  |  | 75 | 19 | NA | NA | 64 | 10 | NA | | GPS | 75 | 31 | 104 |  | 72 | 23 | 104 | 86 | 21 | 106 |  | 77 |  | 106 | 88 | 31 | 106.2 | NA | 77 | 34 | 106 |   Attendance is an area of increasing concern. For the second time in 8 years, we have employed an Educational Welfare officer via the Local Authority who is working with families whose attendance is of concern.  Attendance 2017 / 18:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall** | **Class 1** | **Class 2** | **Class 3** | **Class 4** | | **94.x (TBC)** | **TBC** | **TBC** | **TBC** | **TBC** |   Finances are stable with a predicted deficit for 17 18 at £6957 and reserves at circa £30k. Staff sickness and a resignation which was covered by supply agency account for the overspend in 17 18. | | | | | | | |
| **PREVIOUS INSPECTION KEY ISSUES**  Areas for development identified at the previous Ofsted inspection | **Key Issue** | **Date**  **Grade** | | **10/01/18**  **Good** | **Progress** | | | |
| the quality of writing in subjects across the curriculum matches the quality seen in pupils’ English workbooks | | | | Good – will be a focus of LGB visits in 18 / 19 | | | |
| leaders refine their monitoring systems to enable them to rapidly identify, and address, gaps in the attendance of groups and individuals | | | | Limited – attendance remains 94.xx | | | |
|  | information on the school’s website complies with requirements and gives parents an accurate view of the school’s work to safeguard pupils. | | | | Website compliant | | | |
| **OVERALL EFFECTIVENESS** | | | | | | | **Grade** | **2** |
| EFFECTIVENESS OF LEADERSHIP AND  MANAGEMENT  How leadership & governors pursue excellence – inc. leadership of teaching, effective management and governance & its impact on culture of the school.  SCHOOL Grade: 2 | **Strengths** | | | | **Areas for Development** | | | |
| Streamlined LGB  Re-vamped SMT  12 governor visits per year plus 3 SHIP days in tandem with PM and appropriate, targeted CPD ensure high quality teaching and learning | | | |  | | | |
| Excellent and invigorated teaching staff with 2 resignations, 2 appointments and an existing teacher becoming an LLE (Local Leader of Education) | | | |  | | | |
| HT Primary Executive lead, Executive Head Teacher at Kennall Vale and Local Leader of Education | | | |  | | | |
| TEACHING, LEARNING AND ASSESSMENT  Triangulation of quality of T & L, learning environment, pupils work,  Marking, assessment & feedback  **SCHOOL Grade: 2** | **Strengths** | | **Grade** | | **2** | **Areas for Development** | | |
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| PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE  Including behaviour in the school, attitudes to learning, attendance, safety, culture of school promotes all aspects of pupils’ welfare, PREVENT & SMSC  **SCHOOL Grade: 2** | **Strengths** | | **Grade** | | **2** | **Areas for Development** | | |
| Culture of safeguarding improved by adoption of electronic CPOMS Safeguarding System | | | | Attendance | | | |
| RAISE Blackwater – our take on British values:  Resilient Respect  Achieve Aspire  Independent Individual  Standards Sensitive  Enriching Experimental | | | | School and TPAT need an effective policy to reduce term time holidays | | | |
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| **OUTCOMES**  Attainment & progress for individuals, different groups, particularly SEND pupils.– Quality of pupils ‘work, Current progress and progress over last three years.  **SCHOOL Grade: 2** | **Strengths** | | **Grade** | | **2** | **Areas for Development** | | |
| Very significant improvement in all areas at end of KS2 | | | | Writing at KS1 | | | |
| Positive progress in all areas at KS2 | | | | Writing for PP children at end of KS2 | | | |
| Significant improvement in maths at KS1 | | | |  | | | |
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| **EARLY YEARS PROVISION**  How well children achieve  How well the provision contributes to children’s physical and emotional health, safety and well-being, including SMSC. Quality of leadership  **SCHOOL Grade: 1** | **Strengths** | | **Grade** | | **1** | **Areas for Development** | | |
| Outstanding provision is used as model setting by TPAT and LA with other schools sent to observe practice | | | |  | | | |
| Good use of Tapestry by all EYFS staff as a record for parents and resource to focus learning | | | |  | | | |
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**SEF SUPPORTING EVIDENCE**

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| **THE CURRICULUM** | | | |
| **ENGLISH**  **Quality & Standards:**  Evaluation of the development of core language & literacy skills, presentation & current year progress | | **Strengths** | **Areas for Development** |
| Outstanding subject leader who is an LLE | Writing at KS1 for all pupils and at end of KS2 for Pupil Premium children |
| KS1 attainment data and KS2 progress and attainment data in 2018 for Reading | Phonics scheme is not working for all children, particularly boys |
| **MATHS**  **Quality & standards**:  Evaluation of the development of core numeracy skills, mastery, presentation, current year progress | | **Strengths** | **Areas for Development** |
| KS1 attainment data and KS2 progress and attainment data in 2018 | Continue to embed mastery curriculum |
| Outstanding subject leader who has worked with other agencies to embed mastery |  |
| **SCIENCE**  Evaluation of the development of core Standards and quality of provision | | **Strengths** | **Areas for Development** |
| Consistently high teacher assessments at KS1 and KS2 | Greater parental involvement in science – see FLY days in SDP |
| Newly appointed, dynamic subject leader with a passion for the subject | More opportunities for pupils to conduct practical and investigative science using class science workshops |
| **CURRICULUM**  Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc. | | **Strengths** | **Areas for Development** |
| Innovative and unique new Blackwater curriculum | Use of target tracker to monitor progress in non-core subjects |
| Trial of REAL PE | the quality of writing in subjects across the curriculum matches the quality seen in pupils’ English workbooks |
| **PUPIL GROUPS** | | | |
| **SIGNIFICANT**  **GROUPS**  How the school is addressing any under performance | PP / FSM | PP – strong support with 1 learning assistant working with PP at 0.9 FTE having 1:1 input DAILY in reading. Dedicated 0.1 FTE teacher to work with KS2 PP children in writing | |
| SEND | 2 children with EHC, one with full time 1:1 support, and one with 2:1 support and external provision.  9 children on SEN register including 2 with EHC. | |
| Weak attenders | EWO – limited impact | |
| More able | Writers block workshops had a significant impact overall and helped to improve Greater Depth in Reading, Writing and Maths combined at end of KS2 from 0% in 2017 to 19% in 2018 (National Average of 10%) | |
|  | Traveller | Small, but significant group which has had underperformed previously and is likely to again in current KS1 and KS2 SATS – will need analysis and input into SDP | |
| **STAKEHOLDER FEEDBACK**  To support judgements – from pupils, parents and wider community | | **What we do well** | **What we could improve** |
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| **PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT 18/19**  Key priorities identified through school performance review & evaluation. | | 1. KS1 to end KS2 Progress to increase in all areas  2. KS1 to end KS2 Progress for pupil premium in writing to increase  3. Writing at end of KS1 to improve  4. GLD at end of EYFS to improve | |
| 1. Evidence based research underpins all curriculum / timetable design and coupled with local knowledge informs deployment of resources including staff  2. School has trialled and successfully implemented concept of REAL PE which informs TPAT wide PE planning  3. Parents express clearly that they are informed about all aspects of school life and involved in their children’s learning  SMT reflects make up of all staff | |
| 1. Unique curriculum meets needs and builds on interests of all learners  2. Children write for a purpose  3. Re-vamped approach to reading inspires love of reading in our most reluctant readers  4. Continue to embed and improve Blackwater approach to Mastery | |
| 1. Attendance improves and is at least 96%  2. Recording, storing and using information from all behaviour and safeguarding incidents is secure, efficient and can be accessed by all appropriate staff quickly and securely.  3. Lunchtimes are enjoyed by all children  4. Behaviour at transition times and break times is consistently good and number of children | |
| **CONTINUING PROFESSIONAL DEVELOPMENT** Key whole school / phase priorities. Detail any upcoming training + highlight impact of recent training | | Mastery CPD has had a very positive impact – see KS1 and KS2 data  18 / 19  CPOMS  First Aid  Science  Continued work with Maths Hub and Maths SSIF | |
| **SUPPORT PROVIDED TO OTHER SCHOOLS** How the school is collaborating with others and taking a lead on school improvement priorities | | HT is Primary Executive Lead to TPAT (0.2 FTE) and supports TMS, Chacewater, Mithian, Perranporth and Kehelland  HT is Executive Head Teacher at Kennall Vale  Literacy leader is also TPAT literacy hub lead  Literacy leader is LLE  EYFS lead is also TPAT hub lead | |

**Please note: this summary should not exceed a maximum of 4 sides**