

Scantabout Primary School
Self-Evaluation
Summer 2016



	SECTIONS	SUMMARY EVALUATION
1	INTRODUCTION	<p>School context: Scantabout is a one form entry school with 218 pupils on roll. It is at capacity with waiting lists in many classes. Attendance is high at above 97%. 20.2% of the pupils are from ethnic minority groups with 10.1% who do not have English as their first language. SEN is below national average at 2.7% of pupils. No children have a statement of educational need or Education Health Plan. FSM numbers are well below national average at 5.0%. The percentage of pupils who attract the Pupil Premium is 8.3%.</p> <p>The school has a stable staff team. The school recruited a new Key Stage Two Manager at the start of the academic year following the promotion of the previous post holder. There is a strong governing body who support and challenge the school. The headteacher is a Local Leader of Education (LLE) and supports Hampshire schools as a Leadership and Learning Partner. The headteacher is retiring at the end of this academic year. As governors have not been successful in recruiting a new head to be in place for September, the deputy head will be acting headteacher in the autumn term supported for three days a week by an experienced headteacher. The headteacher vacancy will be advertised again in the latter half of the summer term with a view to having a substantive headteacher in place for January 2017.</p> <p>Before and after school provision is in place at the school and has been graded as good by Ofsted.</p> <p>Key strengths: The school has a strong family ethos supported through the school motto "Achieving Our Best Together". There is a well-planned and established induction programme for Year R. Our vision and aims are linked to Unicef's Rights of the Child, agreed by all stakeholders and re-visited annually at a whole staff and governor meeting.</p> <p>The school is part of a well-established link to the Thornden pyramid of schools providing CPD and curriculum opportunities. We also liaise very effectively with pre-schools, particularly for transition.</p> <p>There is strong and varied musical provision supported by Hampshire Music Service and praised by Ofsted. This includes internal and external performances and participation from a high percentage of pupils.</p> <p>Strong PE and outdoor provision include internal opportunities and external leagues and festivals, as well as residential experiences. We make effective use of the Sports funding to provide additional external clubs and CPD for teachers. The school has achieved the Sainsbury's School Games Silver Award.</p> <p>Pupil Premium funding is used effectively to support pupils in pastoral, progress and enrichment programmes so that they make progress at least in line with their peers.</p>
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT From Improvement Plan 2015-2016	<p>➤ Improvement 1: To ensure pupils present their work to a high standard</p> <p>Sub Objectives</p> <ul style="list-style-type: none"> ▪ To ensure pupils set out their maths work in a systematic way, using the squared paper effectively ▪ To encourage pupils to take pride in their written work and presentation by raising the profile of good presentation ▪ To ensure teachers and other adults in school model good handwriting and presentation <p>Improvement 2: To provide pupils with clear guidance and the opportunity to show improvements in their work</p>

		<p>Sub objectives</p> <ul style="list-style-type: none"> ▪ Ensure pupils have regular time in class at the start of lessons or during early morning and early afternoon tasks, to reflect on marking and improve their work. ▪ Develop a standard system for pupils to indicate their responses to marking ▪ Ensure that, where appropriate, marking clearly indicates to pupils how they can improve and expects them to do so <hr/> <p>➤ Improvement 3: To increase the skills and effectiveness of middle leaders to bring about improvements in teaching and learning</p> <p>Sub Objectives</p> <ul style="list-style-type: none"> ▪ Review the role of middle leaders within Scantabout Primary School, assigning roles to teachers as appropriate ▪ Review the annual development plan for middle leaders and implement any changes to ensure middle leaders are in a position to bring about improvements in teaching and learning within their subjects <hr/> <p>➤ Improvement 4: To further develop growth mindset within the school so that pupils are able to identify how to maximise their learning potential</p> <p>Sub Objectives</p> <ul style="list-style-type: none"> ▪ Research the principles of growth mindset and consider whether it would be helpful to introduce characters and key vocabulary to support pupils in their understanding of how to maximise learning potential 	
3	<p>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES <i>(Evidence indicated in brackets)</i></p>	<p>Key issue</p> <ul style="list-style-type: none"> ➤ Raise the quality of teaching to outstanding so that a higher proportion of pupils, particularly the most able, make rapid progress by: ➤ Providing pupils with clear guidance and the opportunity to show improvements in their work ➤ Making sure pupils present their work to a high standard <hr/> <p>➤ Improve leadership</p>	<p>Progress: Good</p> <ul style="list-style-type: none"> ▪ Visited local outstanding school and implemented aspects of best practice (teacher meeting minutes) ▪ Marking systematically completed in contrasting colour. Pupil responses all in green (monitoring feedback) ▪ Time built in to the school day for pupils to reflect on and respond to marking (timetables) ▪ Teachers introducing questions/suggestions in marking to illicit meaningful responses (book scrutiny) ▪ Presentation policy introduced and displayed in all classes (classrooms) ▪ Teachers and other adults enforce presentation expectations (work scrutiny) ▪ Good presentation modelled around the school (drop ins) ▪ New whiteboards with squares purchased ▪ Governors agreed books showed improved presentation and effective marking (governor minutes) ▪ Percentage of pupils with good presentation and who respond appropriately to marking is rising (audits) <hr/> <p>▪ New improvement plan has clearer time frames</p>

		<p>and management by:</p> <ul style="list-style-type: none"> ➤ Sharpening the actions in the improvement plan ➤ Making sure governors have clear and accurate information ➤ Increasing the skills and effectiveness of middle leaders 	<p>and milestones for success</p> <ul style="list-style-type: none"> ▪ Following training (Nov 2015) governors agreed to alter the way they challenge and hold school to account by assigning governors to each improvement. ▪ Subject management development plan re-introduced and brought in line with requirements of new curriculum ▪ Opportunities to moderate work samples in more subjects introduced ▪ SLT have worked with HIAS on a project to develop the role of middle leaders. This includes: <ul style="list-style-type: none"> ○ Revised management release time to include more emphasis on learning walks, pupil conferencing and work scrutiny ○ Opportunities for subject leaders to present to governors ○ Opportunities for subject leaders to report to curriculum leader ○ Vision statements for all subject leaders ○ Impact statements as part of action plans
4	ACHIEVEMENT <i>(RAISEonline, FFT, Ofsted 2015, LLP report 2015, 2016)</i>	Achievement Judgement	➤ 1/2
		Strengths	Areas for development
		<ul style="list-style-type: none"> ➤ Attainment in reading, writing and maths at end of EYFS, KS1 and KS2 above national expectations now and for the past few years, significantly so in many areas. (Attainment at end of EYFS below national in 2013) 	<ul style="list-style-type: none"> ➤ Embed target setting procedures within the school, particularly within the light of the revised regime for assessment, to ensure that all pupils <ul style="list-style-type: none"> • are aware of their targets in reading, writing and maths • understand what their next steps in learning are and how they should set about achieving these • are actively involved in the setting and getting of their targets
		<ul style="list-style-type: none"> ➤ Progress for all pupils at KS1, including vulnerable groups, is at least good and often excellent. Progress across KS2 is in line with national figures in writing and maths 	<ul style="list-style-type: none"> ➤ Embed the revised tracking of pupils using the Hampshire model and target walls so that pupil progress is monitored rigorously through teacher assessments and pupil progress meetings. ➤ Embed the use of revised reading target cards so they can be used effectively as above ➤ Continue to ensure that appropriate interventions are put in place quickly for pupils making less than good progress, i.e. who are not keeping up to be in line with ARE
		<ul style="list-style-type: none"> ➤ Attainment high across all areas of the curriculum 	<ul style="list-style-type: none"> ➤ Through the review of the National Curriculum, to ensure that all pupils have the opportunity to continue to achieve at high levels across all areas of the curriculum. Ensure that pupils have opportunities to share their learning in foundation subjects with their peers, parents and the wider community.
	IMPACT	<ul style="list-style-type: none"> ❖ Attainment in 2015 high at the end of EYFS (90% GLD); KS1 (L3+ 47% in reading, 27% in writing and 43% in maths); KS2 (L5+ 67% reading, 	

		<ul style="list-style-type: none"> ❖ 60% writing, 53% maths) ❖ Level 5+ (2015) in reading, writing, maths combined at 33% ❖ Level 6 (2015) in maths at 17%, writing 7%, GPS 3% ❖ Percentage of pupils (2015) making 3+ levels of progress at 17% in reading, 33% in writing and maths ❖ Percentage of pupils in line to meet or exceed ARE is high (around 85%) ❖ Pupils prepared for secondary curriculum (<i>feedback from secondary liaison meetings</i>) ❖ Pupils aware of broad curriculum and become successful learners, confident individuals and responsible citizens (<i>pupil conferencing, feedback from secondary liaison meetings</i>) ❖ “Pupils and teachers efficiently evaluate progress against clear learning objectives and precise success criteria; this is well embedded practice throughout the school.” (LLP 2016) ❖ “By the end of Y2 pupils reach standards which are well above those found nationally in reading, writing and mathematics.” (Ofsted 2015) ❖ Overall standards for Y6 pupils were well above the national average (Ofsted 2015) ❖ Pupils in the EYFS make exceptional progress and are very well prepared for learning in Y1 (Ofsted 2015) 	
5	TEACHING <i>(monitoring files, planning files, parent and pupil questionnaires)</i>	Teaching Judgement	➤ 1/2
		Strengths	Areas for development
		➤ Teaching judged to be good or better, with some outstanding features and some outstanding teaching	➤ Embed improvements in the quality of questioning to ensure it focuses on developing pupils’ thinking and their next steps in learning. Develop the use of growth mindset (The 4 Rs) (see improvement 4 above)
		➤ High expectations in teaching & planning leading to challenging tasks matched to pupils’ needs.	➤ Embed high quality of marking and feedback to ensure it supports pupils’ understanding of their next steps in learning. Further develop dialogues between teachers and children in marking and feedback. (see improvement 2 above)
		➤ Teachers share learning objectives and success criteria, with pupils becoming more involved in setting these for themselves	➤ Improve the presentation of pupils’ work so that it supports pupils’ ability to work systematically and clearly. (see improvement 1 above)
		➤ Teachers have embraced the revised curriculum, ensuring delivery matches new programmes of study and leads to high proportion of pupils meeting or exceeding ARE (85%)	➤ Following the introduction of the Hampshire Assessment model, the school needs to ensure we are keeping abreast of the changing face of assessment. We continue to attend briefings, training, moderation sessions and are setting up cross school moderation with our pyramid of Primary, Junior and Infant schools for Year 2 and Year 6
	IMPACT	<ul style="list-style-type: none"> ❖ Quality of teaching improving through well planned CPD (<i>CPD file</i>) ❖ Pupils highly motivated and engaged with learning process, developing life-long love of learning (<i>pupil conferencing</i>) “Supportive and encouraging relationships between adults and pupils help pupils to take risks in their learning and this contributes strongly to their good progress in lessons.” (Ofsted 2015) ❖ Pupils become independent, reflective learners groups “Good examples of 	

		<p><i>developmental marking were evident when pupils had responded by making corrections, edited their work, explained their thinking, proved their understanding or tried a more challenging task.” (LLP 2016)</i></p> <ul style="list-style-type: none"> ❖ Pupils make good progress in reading, maths and most pupils do so in writing (<i>data analysis</i>) ❖ <i>“The use of mini-plenaries was evident in almost all lessons and were being used effectively so that children were able to share and evaluate each other’s learning as well as being focused back to objectives and success criteria.” (LLP 2015)</i> ❖ <i>“Teachers create a very positive atmosphere to encourage good learning. Teachers have high expectations of pupils’ learning.” (Ofsted 2015)</i> ❖ Presentation, responses to marking and using the 4Rs to improve learning are all aspects showing improvement. (audits) 			
6	BEHAVIOUR AND SAFETY <i>(Pupil and parent questionnaires, attendance returns)</i>	Behaviour Judgement	➤ 1	Safety Judgement	➤ 1
		Overall Strengths Behaviour is outstanding throughout the school. Pupils are highly engaged in learning, showing great respect and care for one another and their school. Pupil voice is strong. Safety is a priority for all e.g. e-safety guidelines, safer recruitment, staff training. Attendance and punctuality are high. There have been no exclusions for at least five years.			
		Areas for development Ensure behaviour for learning is maximised for all pupils in all lessons.			
	IMPACT	<ul style="list-style-type: none"> ❖ 100% of children are happy to come to school, enjoy being here and feel safe (<i>parentview</i>) ❖ Pupils able to maximise progress as lessons are purposeful (<i>drop-ins, lesson observations, governor visits</i>) ❖ Minimal incidents of bullying including racist bullying (<i>returns, parentview</i>) ❖ Teachers able to make a prompt start to the school day and individual lessons (<i>attendance returns, drop-ins, lesson observations, governor visits</i>) ❖ Pupils respect themselves and others in the school community and beyond (<i>golden book, governor visits</i>) ❖ 93% of parents believe the school makes sure behaviour is good and 94% would recommend the school to other parents (<i>parentview</i>) ❖ <i>“The behaviour of pupils is outstanding. Pupils manage their behaviour well in lessons and around the school, so much so that learning is not interrupted.” (Ofsted 2015)</i> ❖ <i>“The school’s work to keep pupils safe and secure is outstanding. Pupils say that bullying is extremely rare. Pupils are able to learn well within a culture of respect and regard for diversity, free from discrimination.” (Ofsted 2015)</i> 			
7	LEADERSHIP AND MANAGEMENT <i>(Strategic plan, minutes of meetings, HT report to governors, parent, staff and pupil questionnaires)</i>	Leadership & Management Judgement	➤ 1		
		Strengths	Areas for development		
		➤ Ambitious vision and high expectations for quality and performance developed and communicated with all stakeholders	➤ Embed revised tracking of pupil progress which included <ul style="list-style-type: none"> ▪ Implementing the Hampshire assessment model ▪ Introducing new formative assessment support with wall targets ▪ Embed the revised reading target cards ▪ Embedding the notion of “keep up” not “catch up” philosophy 		

	<ul style="list-style-type: none"> ➤ Accurate self-evaluation of strengths & weaknesses leading to well-planned school improvement. This is supported by high quality challenge & support from governors 	<ul style="list-style-type: none"> ➤ Embed changes to subject leader monitoring so that it has greater impact on improving the quality of learning in all subjects by <ul style="list-style-type: none"> • Reviewing and revising the subject leader development plan • Changing subject leader release time to include learning walks • Reviewing and revising how subject leaders report their findings to curriculum leader and other colleagues (see improvement 3 above) • Introduce governor presentations for subject leaders
	<ul style="list-style-type: none"> ➤ Well developed and distributive leadership, enabling colleagues to 'act up', move on to promoted positions and attend developmental courses e.g. Making Headway 	<ul style="list-style-type: none"> ➤ Ensure the school is prepared for the transition from the current headteacher to a new headteacher from January 2017, following a period with an acting and interim headteacher.
<p>IMPACT</p>	<ul style="list-style-type: none"> ❖ Headteacher has enabled the whole team to be responsible for communicating the school's vision, values and aims to ensure every member of the staff team can work effectively towards the school motto 'Achieving our Best Together' (<i>stakeholder meeting minutes</i>) "<i>The headteacher has created an ethos where the school's vision permeates the whole school. Relationships are strong and enable pupils to thrive in a culture of kindness, thoughtfulness and care.</i>" (Ofsted 2015) ❖ Teaching and learning across the school regularly graded as good or outstanding by the headteacher, leadership team, LA and Ofsted. (<i>monitoring files</i>) ❖ Professional approach of admin staff provides excellent support for the staff team which promotes high quality teaching and learning ❖ Attainment of pupils at the end of each Key Stage high due to relevant broad and balanced curriculum (<i>RAISEonline, FFT</i>) ❖ Progress of pupils is good in Early Years, end of Key Stage One and improving rapidly at the end of Key Stage Two, (<i>RAISEonline, FFT</i>) ❖ School is continuously improving and has capacity to improve further (<i>School improvement plan</i>) ❖ "<i>There are robust systems in place to manage staff performance. Teachers are set challenging targets and held to account effectively for pupils' progress so that any pay progression is justified.</i>" (Ofsted 2015) ❖ Parents actively engaged in their children's learning and wider education. For example typical attendance at parent consultation evenings is over 90%, parents support curriculum evenings and parents' forum meetings with high attendance at both. ❖ Monitoring of ethnic minority groups, EAL, gender, pupil premium and SEN shows that these children perform at appropriate levels and make good progress in line with others within the school (<i>tracking</i>) ❖ Racist incidents rare and almost always isolated occurrences (<i>returns</i>) "<i>Discrimination of any kind is not tolerated.</i>" (Ofsted 2015) ❖ Parents believe that children at Scantabout Primary School treat each other with respect and are encouraged to take on responsibilities 	

		<p><i>(parentview) "Almost all parents would recommend the school to other parents."</i> (Ofsted 2015)</p> <ul style="list-style-type: none"> ❖ Pupils report very low levels of bullying, including racial bullying <i>(questionnaire, Ofsted 2015)</i> ❖ "The experienced headteacher is principled, reflective and has provided the school community with strong leadership. Leaders have an informed understanding of the school's effectiveness based on monitoring and the views of staff, parents and pupils. " (LLP 2016) ❖ Despite this being a time of transition for the school, the LA has confidence in the school to continue to improve and it "continues to be a low priority for LA support." (LLP 2016) ❖ <i>"Staff have confidence in the school's leaders and are proud to be members of staff."</i> (Ofsted 2015) 		
8	OVERALL EFFECTIVENESS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">O.E. Judgement</td> <td style="width: 50%; padding: 2px;">➤ 1/2</td> </tr> </table>	O.E. Judgement	➤ 1/2
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