

Barton St. Lawrence C.E. Primary School

Support for Record of Self-Evaluation

Date: 13th January 2016

SCHOOL KEY JUDGEMENTS

Quality of Teaching, Learning & Assessment	Grade 1
Personal Development, Behaviour & Welfare	Grade 1
Outcomes for Pupils	Grade 1
Early Years Foundation Stage	Grade 1
Effectiveness of Leadership & Management	Grade 1

and taking into account the extent to which we meet the needs of **all pupils**, and promote **spiritual, moral, social and cultural** development:

Overall Effectiveness	Grade 1
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The adviser concurs with the school's self-evaluation

Teaching, Learning and Assessment must be outstanding in order to substantiate an outstanding overall effectiveness judgement. This presents as a strength.

NB the IMPACT of teaching on learning is paramount to ongoing evaluation so it is important that pupil outcomes remain excellent to retain this view of the school's performance. The school should maintain its rigorous focus on progress and attainment to satisfy itself that:

"throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points."

(School Inspection Handbook September 2015 page 57)

THE QUALITY OF TEACHING, LEARNING & ASSESSMENT

The quality of teaching, learning and assessment is judged by the school to be outstanding.

Adviser summary

Teaching is ambitious. Leaders and staff have very high expectations of themselves and the children they teach. Pupils know and appreciate this. Staff work extremely hard, presenting as driven individuals with a passion for what they do and stimulated by the culture of the school to excel.

Evidence indicates that:

- Teachers present as authoritative, generally highly knowledgeable and confident in the subject matter that they deliver.
- The impact of teaching is evident in improved achievement for pupils of all abilities- with notably strong results in 2015; there is evidence of substantial and sustained progress in core skills, for example in learning to read well and with enthusiasm and to talk articulately. Any progress lag is quickly identified and addressed. Staff are very aware of this- for example, teaching of mathematics in Y4 is firmly fixed on accelerating impact and has already made a significant difference.
- The climate for learning throughout the school is extremely positive, with excellent behaviour observed in classrooms and around the school because of the high levels of engagement of learners.
- Staff really take time to get to know pupils. They talk with passion about developing their individual personalities and finding their aptitudes. They most successfully create a climate where pupils are known as individuals by staff and children and valued for their different contributions and strengths.
- Pupils strongly appreciate the good humour that pervades their lessons and say that it makes learning more memorable. Their excellent behaviour reflects the quality of the relationships that exist between pupils and staff.
- Pupils have a strong sense of teachers' high expectations of them and keenly rise to the challenge. Teachers are very successful at instilling pupils with confidence to tackle demanding work and developing their resilience.
- Lessons are planned very carefully taking into account what pupils already know, what they need to know and how resources and time may be used most effectively.
- Pupils of all abilities develop to become notably confident and articulate learners who are keen to engage in conversation, participate in lessons and to progress in their learning. They are encouraged to respect and support each other's learning, and they do so very well indeed.
- There is widespread recognition by pupils of the quality of support offered to them. They appreciate that teachers and teaching assistants provide them with timely and helpful support that enables them to do things for themselves and challenges them well.
- Monitoring of pupils understanding is very well developed and routine in teaching. Teachers anticipate and address misconceptions and opportunity to take learning further, for example moving pupils on to more demanding work within the lesson. It would be helpful for teachers to focus more on pupils explaining their thinking- verbally and recorded- using the technical language of each subject.
- There is considerable focus on the quality of feedback and providing time for pupils to respond. This is a positive feature and should be a continuing focus. In the best practice, marking is dialogic with teachers and pupils responding to each other to strengthen understanding.

- Imaginative approaches capitalise on learners' interests, skills and wider knowledge, including that developed outside of the school. There is positive engagement in home learning.
- The acquisition of core skills for all pupils is rigorous for all pupils; progress in reading is strong, as there is rigour and consistency in a *phonics first* approach. As children become proficient in their reading, they progress from blending individual phonemes to blending using syllabic understanding. They learn to read fluently and become enthusiastic readers at home and school.
- Challenging academic targets are shared well with children so that they become increasingly motivated and able to work towards challenging expectations, identify the progress they have made and evaluate their own learning. Success criteria are routinely shared with pupils to support learning.
- With the removal of assessment without levels, the school is working effectively to ensure pupils have a clear understanding of how well they are doing using revised terminology. It is important that pupils are taught to develop age-expected security with significant depth in learning and that they and their parents understand the importance of this.
- Staff talk regularly about how they are making and using assessments; in-house moderation and regular work scrutiny ensures that there is consistency. It may be helpful to regularise moderation with another school or schools by bringing year group teachers together with common focus.
- The learning environment is very well developed –despite the constraint of increased pupil numbers. Notable features are the excellent outdoor opportunities, playful, enticing infant classrooms and displays to support and celebrate achievement.
- Parental and pupil feedback is valued and acted upon. Examples of this include school activity such as fundraising instigated by the children, response to regular surveys and questionnaires and active development of pupil voice in decision making processes- including pupils "linked" to subject leaders.
- All adults, including teachers, model Christian and British Values and actively reference them where there are relevant links. Pupils are clearly extremely well influenced by this and make reference to the values relevantly. For example, they show high levels of appreciation for each other's differences and circumstances, reasons for different choices people, recognition of society beyond the school and a deep commitment to helping others.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Overall the Personal Development, Behaviour & Welfare of pupils at the school is judged by the school to be outstanding.

Adviser summary

Pupils' personal development and attitudes to learning are exemplary. They present as good-humoured, respectful, polite and well-behaved children, enveloped in a school climate that exudes care and concern for them. They are notably articulate, keen and interested, engaging readily in conversation that is often thoughtful and frequently lively.

Evidence indicates that:

- The headteacher is highly experienced in managing behaviour and maintaining effective safeguarding arrangements. She is acutely alert to needs and sensitive to individuals. Her unconditional regard for others, alertness to needs and high expectations ensure that there is leadership "from the front". She is ably supported by senior leaders and staff who model the values and principles upon which the school prides itself.
- Pupils appear to love coming to school. The school's statistics over time on attendance and exclusion compare favourably with the national picture for all pupils. The 2015 data is in line with the positive trend: Attendance was high (in the highest 10% of all mainstream schools nationally). Persistent absence was below average. No group had low attendance (in the lowest 10% of all mainstream schools nationally)
- Pupils arrive at school punctually and settle down quickly to work
- Pupils confidently identify the core purpose of school- linking this to future educational success, employability and social and behavioural development. One older pupil explained that "we learn Christian values that we take home, to high school and university and anywhere you go to be a better person."
- Pupils have excellent relationships with adults and each other. Over time, they learn about and develop empathetic responses, skilling them with a maturity that often belies their age.
- Attitudes to learning are excellent, underpinned by courteous, friendly and welcoming attitudes - modelled strongly by all adults and adopted in kind by pupils of all ages
- Behaviour in lessons is notably positive- though pupils are taught to have such high expectations of conduct that they do not always appreciate how good behaviour is!
- Teaching is rightly seen as instrumental to positive behaviour and well-being: "Teachers make sure we still have time to have a laugh as well as learn"; "lessons are not too serious so you learn whilst having fun rather than just sitting there and getting on with your work in silence." "Teachers find funny ways to help you remember things- like when Mr Crook pretended that he was in a rock band and made up songs about what we were learning."
- Pupils show great value for the teaching they receive- some pupils describe teachers as "influential and inspirational"- ...and as demonstrating aspiration for them "so that when we are older we can be successful".
- Pupils appreciate the types of support they receive in lessons- giving specific examples of how they are given strategy where they need it and challenged where the teacher knows that a pupil is capable of more; "That pushes you and they don't set something that is impossible".
- "Run if you can, walk if you have to, crawl if you must, just never give up" was quoted with great gusto! This clearly resonates with pupils.
- Participation and engagement levels in lessons are high and children demonstrate respect and consideration for adults and other children

- Pupils are keen to do well, and talk with confidence about how their learning is progressing- using success criteria, targets and marking to exemplify their understanding.
- There is little variation in behaviour between different classes and groupings; pupils are well behaved and attentive in class. Their engagement is notably where teaching is expert and challenging demands are made interesting, relevant and achievable.
- The behaviour of pupils working in intervention groups with teaching assistants is typically as good as it is when they are with the teacher.
- Pupils have rightly developed very high expectations of behaviour and pick up quickly on any unwanted behaviour as it is so atypical.
- Pupils are respectful of each other and the rules; courteous and well mannered; caring and humorous as a community
- There was no evidence of disruptive behaviour in classes during the day in school. Rare, lower level interruption was dealt with effectively.
- Any disputes are typically low level and are considered to be resolved easily; pupils assert strongly that there is no fighting of any significance
- Incidence of unwanted behaviour is described as occasional and dealt with effectively and expediently ; children feel they are treated fairly and consistently- and trust is expected and earned
- Pupils have an acute awareness of bullying. They talked about the effective education they have that prepares them well for managing the risks that they rarely or never encounter at St. Lawrence- drugs, e-safety (including not sharing sensitive information), physical bullying ("this is least likely to happen"- pupils agree no-one does this at St. Lawrence), name bullying (underpinning reasons were explained, including social isolation, as well as identification of different sorts of prejudiced based names that could be used - "rarely...and the day after they are friends!")
- Most occasionally, there is a very small proportion of pupils who display behaviour that is more challenging. The school ensures effective provision that reaps most positive results through clear expectations, structures and systems, additional skilled support, and robust arrangements to support personal and social development. Case study of individual pupils shows how effectively the school supports them to improve and to maintain the positive regard of other pupils.
- Analysis of bullying records reveals that instances are small in number and used to plan future actions. More vulnerable pupils are well known to the school and monitored carefully by school leaders
- Pupils are extremely well educated to appreciate that behaviour is part of learning and development. It is rare to hear such unconditional regard and care for individuals expressed by pupils. Contexts that could affect behaviour were explained with a greater maturity than is typical- for example, the impact of fostering or adoption.
- Assembly is seen as a positive experience which sets children up well for the day
- Lunch time and dining arrangements contribute to good behaviour and the culture in the school
- Children describe highly co-operative behaviour during break times
- Children feel they have lots of choice over friendships and they are confident to mix socially. Friendships are represented as a very strong feature of the school and there is a clear sense of the school family with pupils of all different ages knowing each other well
- Pupils describe ways in which the school help them to keep safe, to stay healthy, and to deal sensibly with risk. This includes personal safety, healthy lifestyle choices, access to caring adults, first aid procedures, effective rules, anti-bullying initiatives; children have a strong awareness of security, including cyber security. Pupils identify no areas where they feel less or unsafe.

EFFECTIVENESS OF THE EYFS PROVISION: QUALITY AND STANDARDS

Overall the effectiveness of the EYFS provision is judged to be outstanding by the school.

Adviser summary

The headteacher has been uncompromising in leading the drive for the early years provision to deliver excellence. Training and development has been highly effective and the provision has improved notably in recent years. It is considerably better than at the time of the last inspection. Outcomes achieved by children are routinely well above local and national averages, as is rightly expected from the relatively advantaged starting points.

Evidence indicates that:

- Evaluation of the impact of staff practice is incisive and well-used through rigorous management of performance and supervision. Highly focused professional development has improved the quality of teaching, for example in supporting child-led learning effectively and improving outdoor learning.
- There is keen regard to safeguarding and welfare needs, led by the headteacher and delivered with sharp attention to the needs of the youngest children by the committed teacher.
- Parents are valued partners and their opinions matter- for example in their contribution to assessment
- There has been considerable attention given to improving the indoor continuous provision and outdoor opportunities. On-going training and support has been built upon successfully to ensure that children now learn as effectively when choosing their own activities as when they are directed by a teacher. This has made a considerable difference to children's motivation and engagement with learning. They are notably enthusiastic learners where the provision has been well adapted to their needs and interests.
- Children are highly responsive to adults and each other. They are very eager to join in with class and group sessions in the classroom and outdoor learning area. Most typically, the environment and planned learning is well suited to their needs, so they do not distract others or become distracted easily themselves.
- Teaching is generally of a high quality; keen attention is paid to using outcomes to inform improvement needs. For example, the teacher is currently examining ways to further strengthen outcomes in number and embraces any strategies that may be helpful.
- Assessment is accurate and well informed by the effective partnership with the private nursery on-site from which the vast majority of children transfer. Moderation of outcomes with the nursery works effectively to support robust assessment.
- Through a nationally funded teaching school alliance project, the school is working with a range of local PVI providers to promote school readiness and effective transition. This is a most positive development and is improving CPD at St. Lawrence as well as in the private nurseries- especially in respect of communication and language.
- The teacher is rightly looking to extend partnership working further- for example to moderate EYFSP outcomes with another primary school and/or to cluster with shared focus.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

Overall the effectiveness of leadership and management is judged by the school to be outstanding.

Adviser summary

St. Lawrence's is a school with an exceedingly strong identity and pervasively positive culture that delivers on all fronts, including pupils' development personally, socially and academically. This has not happened by chance. The school's leadership shows confidence and commitment in driving its values and vision relentlessly. At its helm is highly ambitious and expert leadership, strongly driven by the outstanding headteacher who is most ably supported by senior leaders and the governing body.

Adviser summary

- There is a relentless focus on pupil outcomes, a continuous drive to improve and evidence that priorities are achieved.
- Leaders are supported extremely well to develop confidence in their various leadership roles and there is a pervasive sense of ambition and drive. This is true of all subjects, foundation as well as the core. Leadership responsibility is taken most seriously and leaders are active and enthusiastic advocates for their subjects. This is evident in the recently produced video prospectus. Over time, the school is committed to becoming the "hub" for local subject leadership clusters.
- As the school has grown and new staff have joined the team, leadership structures and responsibilities have been adapted appropriately. This is enabling the school to make the most of its assets and ensuring that capacity continues to be strong.
- There is a constant focus on ensuring no child is left behind. Whilst the number of disadvantaged pupils is historically low (there have been none in recent years in Y6), this group is recognised as particularly vulnerable and all efforts are made to ensure this is not the case at St. Lawrence. The impact is positive. For example, in 2015 the proportion of disadvantaged KS1 pupils that attained at least Level 2B was equal to or above the national figure for other pupils in reading, writing & mathematics.
- Leaders, teachers and teaching assistants focus relentlessly on improving teaching and learning. They discuss, debate and try out ideas in a culture that encourages and motivates them to keep doing things that they know work and to innovate in their practice. They are strongly encouraged to use their professional judgment and not to do something just because they feel that is expected –e.g. by OfSTED. Consequently, they make decisions rooted in what they know of their pupils and what is best for them.
- The school disseminates best practice within and beyond the school. For example, there are frequently visits from colleagues in other schools seeking to draw on highly effective practice. This contributes strongly to consistent focus on improving outcomes for all pupils, as practice is so regularly viewed, interrogated and evaluated.
- Leaders welcome- indeed actively seek- challenge, both from within the school and beyond. External quality assurance is used to develop and validate practice, whilst the governing body regularly challenges itself- questioning, for example, the quality and impact of the challenge it provides. This ensures there is no complacency.
- Leaders and governors base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. Impact is constantly reviewed.
- Subjects are expertly led by skilled, suitably experienced colleagues who are able to identify the impact of planning for improvement, identify relevant improvement needs and the steps that need to be taken to secure further improvement.
- Well developed, consistent approaches to subject leadership are evident, including robust and rigorous monitoring and evaluation. Leaders make effective use of the

wealth of qualitative and quantitative data and are moving on with assessment without levels, rightly prioritizing the use of assessment to improve the quality of pupils' learning experience.

- Given that many pupils at St. Lawrence are more able, there is rightly a significant leadership focus on meeting their needs. More able and talented pupils are identified and catered for through high expectations, differentiated opportunities and additional provision. There is no ceiling of expectation and leaders appreciate that content may be moved anywhere within the key stage. Where there is exceptional ability, this is recognized and planned for, drawing on relevant expertise, such as links with the local high school. It is important that leaders ensure that pupils develop security with considerable depth before moving beyond year group study.
- The school rightly takes pride in its rich curriculum offer which inspires pupils to learn. The curriculum is broad and balanced and provides highly positive, memorable experiences and extensive opportunities for high quality learning; there is enhancement of learning through use of planned visits and external sources of expertise. Investment in the outdoors has provided the catalyst for taking learning outside and making the most of this opportunity across the curriculum.
- Leaders are committed to the promotion of Christian and British Values- making related and effective links between them and across all aspects of school life. Recognising, valuing and using individual differences, and promoting equality and regard for all is at the heart of the school's leadership- and pupils know this. They talk about it.
- The importance of working in partnership with parents and the community is driven strongly by the headteacher and senior leaders. Leaders appreciate that levels of engagement are stronger than when the school was last inspected and the value of partnerships is greatly appreciated in delivering, for example, the wider curriculum offer.
- Pupils know that school leaders and staff listen to them. They feel safe and valued.