

Oxley Primary School: Self Evaluation Form

School Context	Date updated and by whom
<p>NOR: 259 year groups: YR - Y6 Number of classes: 10</p> <p>Oxley Primary School has seen a steady rise in pupil numbers over the last 3 years. However, there was a dip in numbers in September 2018 due to a lower number of pupils entering at Reception.</p> <p>FSM: is below national average at 7.7%. Pupil Premium: 14.7% of pupils are eligible for Pupil Premium funding. The majority of these pupils are in KS2. Looked After pupils - 3</p> <p>Ethnic groups: the vast majority of pupils (96.4%) are white British, significantly above the national and LA average.</p> <p>There is 1 pupil with English as an additional language.</p> <p>SEND: Currently, 14.7% of pupils are supported with a SEND support plan, in line with the LA average and national average. -There are currently 3 pupils with an EHCP. -Over the last 3 years, an increasing number of pupils have arrived in Reception with significant Special Educational Needs and medical needs, requiring a high level of adult support. - Attainment on entry is low; most pupils arrive with below-typical levels of communication and speech development.</p> <p>Deprivation Indices of catchment area: (1 = most deprived, 10 = least deprived)</p> <ul style="list-style-type: none"> ● Income Decile 5+6 ● Employment Decile 5+6 ● Health and Disability Decile 6 ● Education and Skills Decile 2 ● Crime Decile 8 ● Living Environment Decile 8 <p>The Education and Skills decile shows that the population within the school's catchment is in the bottom 20%. Many parents of pupils at school have relatively low educational attainment and consequently children often enter Reception with poor language skills.</p> <p>Staffing and Class Structure</p> <ul style="list-style-type: none"> ● There are currently 10 classes (a decrease of 1 since 2017). ● 3 classes are taught by teachers in a job-share. ● Each class has some additional support from support assistants. ● 2016-17 saw a high level of staffing changes. School leaders undertook a review of the staffing structure, which included recruitment of new teaching staff, support staff and the removal of some support staff posts. This took place in preparation for the school's expansion and retention of Y6 pupils as well as in response to a deteriorating financial position. ● Two additional classrooms were built over during the summer of 2017 and are now in use. An additional teaching space was created by refurbishing an existing room. <p>Governance</p> <ul style="list-style-type: none"> ● The Governing Board has nine governors: 4 parent governors, 1 LA governor, 1 staff governor, 2 co-opted governors. In addition, there is 1 associate governor whose term of office lasts 1 year. <p>Partnerships Oxley Primary school is a member of:</p> <ul style="list-style-type: none"> ● The Be Skilled Trust collaborative partnership, consisting of 5 local primary schools. Together, the schools provide joint CPD for staff, joint collaborative events for pupils and peer challenge for the Headteachers. ● The East Midlands Teacher Training Partnership SCITT which provides school-based training for student teachers. <p>The school also has close links with the Loughborough Learning Alliance.</p> <p>Awards The school has the following awards:</p> <ul style="list-style-type: none"> ● Healthy Schools Status (PHSE, Healthy Eating, Physical Activity, Emotional Wellbeing) ● Eco Schools Bronze and Silver Awards ● School Games Silver Award ● Sing Up Silver Award ● Music Mark Member school, awarded in recognition of the school's commitment to teaching music. 	<p>J Gilman</p> <p>November 2018</p>

Summary of Judgements

	Grade	Date agreed and by whom
Overall Effectiveness	Good	Jason Gilman Rachel Roberts Governors Simon Thompson December 2018
Effectiveness of Leadership and Management	Good	
Quality of Teaching, Learning and Assessment	Good	
Personal Development, Behaviour and Welfare	Outstanding	
Outcomes for Pupils	Good	
Early Years Provision: Quality and Standards	Good	

Improvements made since the last inspection

Improvement areas The school needs to ensure that:	Action taken	Impact
Teachers use assessment information to develop appropriate tasks in mathematics to meet pupils' needs, particularly the most able pupils	<ul style="list-style-type: none"> Engaged in Maths Mastery TRG, providing quality CPD for teachers. This has led to improved outcomes, particularly for pupils achieving GDS in KS1. 	
Subject leaders develop their skills further in leading and checking improvements in their subjects	<ul style="list-style-type: none"> This is a SIP priority. Action plans are in place to provide CPD for all middle leaders. 	
The governing body's skills and expertise are further developed so that they are able to challenge leaders consistently.	<ul style="list-style-type: none"> Governors have taken part in additional training to interrogate school data. They are highly ambitious for the school and are actively involved in the school's self evaluation and school improvement target setting process. 	

Overall Effectiveness is Good

<ul style="list-style-type: none"> Pupils' make good progress, often from lower-than expected starting points, in most subjects, to achieve in line with age-related expectations. The quality of teaching and learning is good overall, some is outstanding. Assessments are used effectively to identify next steps in learning, though this needs further development within lessons. Pupils enjoy coming to school, they feel safe and know how to keep themselves safe. The school's positive "I can" ethos and strong professional relationships between staff contribute well to pupils' learning, welfare and wellbeing. Pupils have excellent rates of attendance and punctuality. There is an increasingly strong emphasis on pupils' social, moral and spiritual development through the curriculum, whole-school events, extra-curricular activities and opportunities for pupils to carry out responsibilities in school. British values, including those of respect and tolerance, are promoted well, though not all pupils are yet able to articulate these values clearly. Safeguarding procedures are effective at ensuring all pupils, including vulnerable pupils, are well looked-after and able to learn. Leadership is improving, ensuring better delegation and clarity of responsibilities, and leading to improving outcomes for pupils. Pupils' behaviour and attitudes to learning are good and often outstanding. 	SEF judgements in other areas
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Overall effectiveness is not yet Outstanding because:

- Outcomes by the end of KS2, particularly in Writing, need to improve.
- Not enough teaching and learning is Outstanding.
- Outcomes for disadvantaged pupils and those with SEND need to improve further so that their performance is as good as or better than pupils nationally.
- The skills of middle leaders need developing.
- The Governing Body needs to be more effective at holding senior leaders to account for the school's performance.

Effectiveness of Leadership and Management is Good

Evidence

School leaders set high expectations of staff, clearly communicated to them (Code of Conduct, Appraisal process). Since her appointment in 2017, the Deputy Headteacher has had a demonstrable positive impact on improving the school (Ofsted 2018). Relationships between staff are a strength; visitors to the school frequently comment about the positive atmosphere. Relationships with pupils and staff across the school are a strength. (Lesson observation).

Leaders and Governors set ambitious targets for performance of pupils (SIP Targets, pupil achievement targets). However, outcomes for disadvantaged pupils are not yet consistently good. (pupil performance data, SIP). Leaders ensure that the school's capacity for development is maximised through the deployment of external consultants; collaboration with local schools (eg Humberstone Primary Academy); external monitoring through the Local Authority.

Leaders' and Governors' views of the school are accurate; this was verified during the 2018 Ofsted inspection. Senior leaders act on a range of monitoring evidence to address any weaknesses. The quality of education is externally monitored by headteachers within the Be Skilled Trust partnership. Their judgements, based on a wide range of evidence, have consistently reflected the school's own view of strengths and weaknesses. Governors have become more effective in challenging pupil performance data to ensure they have an accurate view of the school's effectiveness (Governor meeting minutes; Be Skilled Trust Report). Governors challenge senior leaders and monitor progress of the SIP on a termly basis, through separate SIP Milestone meetings (SIP Milestone meeting minutes).

Governors set challenging targets for the Headteacher, focused on improving outcomes for all pupils (HT perf man file). Leaders ensure that teachers' personalised appraisal targets are linked to the National Standards and reflect their developmental needs, year on year (appraisal file).

Teaching is consistently good and has improved over the past 3 years (pupil performance data). Where practice is weak, leaders take swift and decisive action to address weaknesses through targeted support, setting clear improvement targets and monitoring of impact. (teacher support plan)

Teaching and learning has improved over the past 3 years, supported by effective professional development, leading to improving outcomes for pupils in most subjects. (Pupil performance data). Teaching is consistently good. Weaknesses in teaching are identified quickly and successfully addressed through prompt support and monitoring (HT file). Accurate monitoring of the quality of provision informs CPD which is tailored to their developmental needs (eg coaching, Maths Teaching Research Groups).

Through challenging questioning at meetings and monitoring visits to the school, Governors have become better able to provide appropriate challenge to senior leaders. Named governors monitor outcomes for pupils eligible for Pupil Premium funding, pupils with SEND and those who are Looked After. Governors play a leading role in ensuring the school's staffing structure, financial stability and SIP priorities support the school's ambition for improvement (Monitoring File, Governor meeting minutes, records of Governor visits, SIP Milestone Meeting minutes).

The school's curriculum has a strong focus on developing pupils' core skills of Reading, Writing and Maths, though outcomes in writing in 2018 were a weakness. The curriculum underpins pupils' good spiritual, moral, social and cultural development, which is seen through pupils' good conduct and mutual respect. The curriculum is enhanced further by the provision of off-site visits, clubs which run in the school day and after school, and collaborative events run with the Be Skilled Trust partner schools. The school reviews the curriculum annually to ensure that it meets the needs of our pupils.

British values, as well as SMSC, are embedded into the school's curriculum, ethos and behaviour policy. As a result, pupils show a high level of respect for others. Pupils are able to articulate these values, particularly in KS2. (Curriculum planning, Monitoring file, Be Skilled Report)

Equality and diversity are actively promoted by all staff, through the curriculum, assemblies and ethos of the school. The school provides opportunities for pupils to learn about cultural diversity (eg Multi-faith workshops). Cases of prejudiced behaviour are rare and dealt with swiftly (Behaviour File). Governors monitor incidents of prejudice and bullying.

Safeguarding is given high priority. Staff have had formal training and are given annual refresher training. (training records) All new staff and volunteers are aware of the school's procedures (training records). The named governor for Safeguarding monitors the school's Single Central Record at least annually (visit records).

Staff and Governors have undertaken appropriate training and understand the importance of prevention of extremism and radicalisation. Leaders carry out a risk assessment to ensure that risks are known and measures can be put in place. (Safeguarding Policy, training records)

Leadership and Management are not yet Outstanding because:

- The skills of middle leaders need developing further.
- Leadership of outcomes, particularly in Writing, needs further improvement.
- Pupils need to develop a deeper understanding and awareness of a cultural and ethnic diversity.

Teaching, Learning & Assessment are Good

Evidence

Teachers' planning is based on sound assessment. In lessons, pupils are engaged and focused. Over the past 3 years, pupils have been given increasing ownership over their learning; consequently, they have a better understanding of their own learning needs and challenge themselves in lessons. In a small minority of lessons, insufficiently high expectations and use of assessment lead to less effective teaching and learning. (Teaching, Learning and Assessment Policy, Monitoring file).

In the strongest lessons, pupils are fully engaged in learning dialogue with their teacher, ensuring that learning is responsive to their needs. As a result, they make good progress (Monitoring file, pupil performance data). Over the last 3 years, pupils have been given more opportunities to practise and apply their English and Mathematics skills in other curricular areas. However, outcomes for pupils' writing in 2018 were disappointing. (Pupil performance data). Support for pupils falling behind is identified quickly. Pupil Progress Discussions ensure progress of these pupils is closely monitored to ensure that they make the progress required (PPDs).

Teachers' subject knowledge is good and continuing to improve in response to the new expectations and content of the National Curriculum, particularly in English and Maths (lesson observation). Further development is needed in improving teachers' understanding of teaching the writing process. Teachers' subject knowledge of Mastery in Mathematics is improving, and having a positive impact on teaching and pupils' work. In the most effective teaching and learning, questioning is used effectively by teachers and support staff to develop pupils' thinking (Monitoring file). The school invests in high quality CPD to develop subject knowledge further.

The school's Feedback and Marking Policy is embedded into school practice. Pupils understand the school's system and respond to feedback appropriately. Through staff consultation, it is evident that not all marking has the desired impact on pupils' learning.

Homework that is set by teachers is usually appropriate to children's needs (parental survey). However, there is not yet enough consistency and clarity in expectations of homework across the school.
From their starting points, pupils' progress in Reading and Mathematics is good. Progress in Writing in 2018 was weaker, particularly for pupils with lower starting points. Highly responsive support is given to Reception pupils, many of whom start school with receptive and expressive language skills below those typical for their age (Monitoring file). Phonics teaching is effective and pupils consistently achieve above National figures (Pupil data).
Teachers and support staff consistently promote the school's "I Can" ethos. As a result, the vast majority of pupils are resilient in the face of challenges or mistakes (Lesson observation, pupil interviews). Growth mindset strategies are taught explicitly to facilitate pupils' resilience.
Monitoring evidence shows that pupils' attitudes to learning are positive. They enjoy challenges and respond well to making their own choices about the next steps in their learning (Monitoring file, Ofsted). Pupils are given regular opportunities to deepen their learning, particularly in Maths. The school's wide range of enrichment and extra-curricular opportunities contribute well to pupils' self confidence and SMSC development.
Through parents' meetings, written reports and interim assessment information, the school has become more effective in providing parents with good quality information about their children's progress. The vast majority of parents are happy with the information provided to them by the school (parental surveys, Parentview).
The school is proactive in teaching fundamental British Values. Teachers' own expertise is used effectively to provide additional opportunities for pupils to learn about cultural diversity (eg Multi-faith workshops).
Teaching, Learning and Assessment are not yet Outstanding because: <ul style="list-style-type: none"> • Not enough teaching is Outstanding. • Not all teachers consistently use assessment opportunities in lessons to provide more precisely targeted intervention and challenge to all pupils. • Teaching of writing is not consistently strong enough across the school; as a result, some pupils' understanding and application of basic skills is not always secure enough. • The Feedback and Marking needs to be refining so that feedback has a more demonstrable impact on improving pupils' learning.

Personal Development, Behaviour and Welfare are Outstanding
Evidence
At the previous Section 5 inspection in 2013, pupil behaviour was judged to be outstanding. This has been maintained. Pupil behaviour is consistently high. Older pupils act as good role models to younger pupils. Pupils have high levels of self-discipline, particularly in KS2, where they can be trusted to work outside the classroom. Staff promote high standards of behaviour through the Behaviour Policy. However, some pupils' behaviour at lunchtimes is occasionally not as good as it is at other times of the day.
Pupils consistently speak highly of the school. In lessons, they have excellent attitudes to learning, particularly in lessons where pace and challenge are sufficiently well-targeted to pupils' needs (Monitoring file, Ofsted, Governor visit file).
Pupils enjoy taking on responsibility in high-profile roles (eg House Captains, Eco Club, Rotakids, Lunchtime Monitors), often making decisions following discussion and debate among themselves. Pupils engage and respond thoughtfully in class discussions and assemblies.
Excellent transition arrangements between Oxley Primary and Iveshead School have consistently led to smooth and successful transition. Feedback from parents of our first cohort of Y6 pupils supports this view.
As a result of careful monitoring of attendance and swift action to address concerns (Attendance figures, attendance monitoring information), attendance rose in 2015 and has remained consistently high, at 97%. The attendance of disadvantaged pupils is also high (pupil premium pupils' attendance was also 97% in 2017-18). Persistent absence figures remain well below the National average.
For pupils with specific needs which impact on behaviour, the school provides swift, decisive and personalised responses to ensure that behaviour improves. The school works closely with parents/carers and external agencies to support these pupils.
Incidents of bullying or discriminatory behaviour are monitored carefully and actions taken swiftly to address concerns (Behaviour File).
Pupils report that they feel safe in school (Ofsted 2018, pupil interviews, Be Skilled Report). Parents reflect this view (parental survey). Pupils are able to explain how to keep themselves safe in a range of situations, though younger children are not always as adept at expressing this as older pupils.
The school has achieved the Healthy Schools status. However, the quality of packed lunches provided to some pupils is not always well balanced.
Pupils know and are able to articulate how to stay safe online and what to do if they get into difficulty (Monitoring file). However, they are not always able to make the appropriate choices when online at home.
Pupils act as excellent role models to one another. They are friendly and courteous to visitors, who frequently compliment the school on their conduct. Pupils support the wider community through organised events such as food collection for the local Food Bank and other charity days. Pupils organise their own fundraising events to support charities; they also organise and run their own in-school clubs that promote the welfare of other children. The school is building stronger links within the local community (performing at care home, participation in local events).
Further steps the school needs to make: <ul style="list-style-type: none"> • Ensure that pupils, particularly in Y5 and Y6 are able to make informed and appropriate choices to keep themselves safe online when not in school. • Provide additional opportunities for pupils to meet people from a wider diversity of backgrounds, cultures and faiths. • Ensure that more pupils are able to make healthy choices about the food they eat.

Outcomes for Pupils are Good

Evidence

-The proportions of pupils meeting and exceeding age-related expectations at the end of Foundation Stage has been in line with national figures for the past 3 years.
-Pupils enter Reception at a below typical stage of development, especially in receptive and expressive language. They make good and outstanding progress to achieve GLD in line with or close to National figures.
-At KS1, Reading and Mathematics outcomes have improved and are consistently above National figures.
-Attainment in Writing dipped in 2018 and is a priority for improvement.
-Phonics outcomes remain consistently above National figures.
-At KS2, progress in Reading and Mathematics in 2018 (the school's first KS2 data set) was average, but in Writing was well below average.

-Progress of pupils in Reception is well above average, reflecting their low starting points and the high quality provision in Foundation Stage.

The progress of disadvantaged pupils and those with SEND is improving; the vast majority of these pupils make progress that is expected or better than expected. However, there are some disadvantaged pupils who have not been making enough progress to diminish differences.

In KS1 and FS, disadvantaged pupils make better progress than their peers in Reading and Maths, but not as much in Writing. In KS2, disadvantaged pupils progress the same as their peers in Maths and Writing, but more in Reading. Pupils with SEND make progress as good as or better than their peers in Reading and Mathematics, but not in Writing.

Pupils' reading is good throughout the school (FS, KS1, KS2 data). The proportions of pupils achieving the Y1 phonics check (and Y2 re-takes) is consistently above National figures.

Outcomes are not yet Outstanding because:

- Outcomes in Writing require improvement across the school.
- There is not yet enough Outstanding teaching and learning.
- Outcomes for disadvantaged and SEND pupils are not consistently high across all year groups and subjects.

Early Years Provision is Good

Evidence

-The FS leader has an accurate view of the strengths and weaknesses of provision within the EYFS phase and works effectively as a member of the school's Senior Leadership Team to implement appropriate action to address weaknesses (Monitoring file; External moderators' report).
-Actions taken to improve provision have had a positive and sustained impact on securing outstanding progress for pupils (Pupil achievement data).

-Continuous and accurate assessment of pupils' strengths and needs leads to rapid and responsive interventions and adaptations to teaching and learning and the environment.
-Effective partnerships with external agencies such as speech and language therapists, educational psychologist ensures early identification of pupils' needs (records from meetings).
-Improved links with pre-schools has enabled better quality liaison; however, many pupils continue to arrive at school insufficiently prepared for school life (baseline assessment).

-Staff are fully committed to the safeguarding and welfare of pupils. The FS leader, together with the Headteacher, keeps safeguarding procedures under regular review to ensure that pupils' safety and welfare is very well provided for.

-The vast majority of pupils enter Reception below or significantly below the typical level of development in all EYFS profile areas (baseline assessment).
-Pupils from all groups make good and often outstanding progress in the Foundation Stage, given their starting points (EYFS Data).
-Disadvantaged and pupils with additional needs are well catered for, through partnership work with the SENCo and external agencies.
-Pupils with the most significant levels of need are supported effectively and as a result, they make good progress. However, attainment in writing has declined slightly in 2018 but not in a significant way.

-The curriculum is rich, varied and stimulating. Practitioners review and adapt the curriculum in response to pupils' needs on an ongoing basis. As a result, pupils make rapid progress; however, attainment remains slightly below National figures by the end of FS.

-Teaching is at least good and regularly shows aspects of Outstanding practice.
-The FS leader sets high aspirations and expectations for staff and pupils.

-All adults are involved in assessing pupils' needs on entry (baseline assessment)

-Assessments are used effectively by teachers and learning support staff to ensure that pupils' needs are identified and provision is effectively deployed.
- External moderation of end of FS assessments in 2015 and 2017 demonstrated that all teacher assessments were accurate.
-Provision is responsive and accurately focused on pupils' needs. Priority is given to language development to support the acquisition of vocabulary and the skills required to achieve age-related expectations.

-Parental involvement is maintained and actively encouraged throughout the year, through stay and play sessions, and information sessions, resulting in positive feedback (parental survey). The school organises interactive and engaging Open Days to provide prospective parents with the opportunity to spend time in the school. Regular daily updates on their children's progress and advice for supporting children at home is provided weekly.

-Children display a high level of interest in learning and by the end of FS are able to listen well to one another as well as adults.

-Pupils behave well (Monitoring file).
-Children develop an understanding of risk through the range of activities provided to them.
-The curriculum ensures that children develop mutual respect for one another and for people from a wide range of faiths backgrounds and cultures.

Early Years is not yet Outstanding because:

- Attainment at the end of FS is not yet at National figures. Writing, in particular, requires improvement.
- Work with pre-schools to ensure children arrive better prepared for school has not yet had sufficient impact on pupils' attainment on entry.