

Brinkworth Earl Danby's Church of England Voluntary Controlled Primary School

Self-Evaluation and Document November 2018

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1 School Context

Brinkworth Earl Danby's is a Church of England Voluntary Controlled Primary School. The school actively promotes its voluntary controlled status. The school operates on two sites, more than two miles apart, serving the villages of Brinkworth and Dauntsey and surrounding area. There are 6 classes mixed age classes and straight year groups: FS/1, 1/ 2, 2/3, 4, 5, 6. Children in Early Years Foundation Stage 2, Key Stage 1 and year 3 are on the Dauntsey site and years 4,5,6 are on the Brinkworth site. This changed from straight classes to mixed age in September 2017.

The school's ethos is based on our mission statement: 'Believe to Achieve' alongside our vision 'To provide a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised'.

Brinkworth Earl Danby's School has an ethos that is strongly underpinned by Christian values. This has created an environment where all members of the school community feel cared for and valued and this makes a positive impact on all aspects of school life.

SCHOOL AIMS

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child's needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that enable them to be the best they can be, believing in themselves and others.
- enable pupils to become confident and responsible citizens.

There are currently 158 learners on roll (September 2018) of ages 4-11 years and our cohorts range from 19 to 31. Mobility and gender balance varies within each cohort. Service, traveller and EAL children form part of our community. Faith dimensions of school include Christian, Buddhist, Jewish and no faith.

58% of our children come from the local rural area and 42% are from outside catchment. There are small areas of social deprivation within the catchment area.

The school has one deputy head for both sites, supporting the Headteacher.

EYFS achieved the Bristol Standard (March 2017) and successfully reviewed in March 2018.

SCHOOL PRAYER

This is our school.
May all here live happily together;
May our school be full of joy;
May love dwell here every day -
Love of one another,
Love of all people everywhere,
Love of life itself
And love of God.
Let us remember that
As many hands build a house
So every child can make this school a lovely place

2 Progress against key issues from last inspection

Whole school days, joint school council meetings, regular joint staff meetings and subject leaders working across both sites were established and are now normal practice. Staff regularly share good practice through whole school moderation, data sharing and analysis and sharing of new initiatives. We are continuing to improve methods of contact through technology – a radio link between the two sites enables all staff to have increased contact, better access to records and information and able to use the internet as a resource for learning.

We are a cohesive community - despite being on two sites - with a common and uncompromising drive to achieve the best for all our pupils.

EYFS had new leadership in September 2015. Provision is rigorously monitored and evaluated. Planning is scrutinised. Data is reviewed and future planning adapted to meet the needs of the children. Every opportunity is given for learning to take place and the early learning goals embedded. Core subjects are robustly monitored to ensure at least good progress. Children are encouraged to be independent learners. The new targets for the Bristol Standard are reviewed regularly, with an action plan which has ongoing evaluations.

Progress for every pupil is monitored through quality first marking and termly assessments. This is an ongoing process. Further improvements to support pupils are being implemented e.g. peer marking, verbal feedback, better use of success criteria and more effective use of targets. Disadvantaged learners are carefully monitored to ensure interventions are appropriate and support their needs, thus enabling us to work towards 'closing the gap'. Work is ongoing to further develop strategies to ensure all pupils are actively involved in their lessons.

3 Overall Effectiveness

The School has improved since the last inspection and provides at least a good quality of education for the pupils in our school.

4 Effectiveness of Leadership and Management

Since the last inspection a new Head and Deputy Head have continued to work to secure necessary improvements, ensuring the school has high expectations and ambition. By 2018 progress was evident in terms of good attainment, behaviour and consistently good or outstanding teaching.

Further systems to drive forward our vision are in place. These include:

Ensuring pupil progress data is systematically recorded on Wiltshire Tracker for EYFS (and Years 1-6 until July 2018) and Cornerstones Assessment Tracker (from November 2018), to which all staff have access. Scrutiny of this data is evident at different levels – including pupil review meetings and through Headteacher presentations to EDC to inform governors about progress across all classes and groups. This includes disadvantaged learners and SEND who are monitored regularly by leaders and interventions used appropriately. EDC monitor this.

Stronger evidence-based self-evaluation so that its outcomes solidly underpin the school improvement plan and can help governors hold senior leaders to account.

The FGB, which meets six times a year, delegates, through a scheme of delegation, strategic oversight of specific areas and policies to five committees. The work of FGB is reviewed each year and the Governor Improvement Plan drives change and enhancement. A working group is undertaking a review with a view to a possible application for Governor Mark.

Governors act as a subject link and visit school on a regular basis and table a report at FGB. Subject leaders lead staff development meetings, attended by link governors when possible, to support the implementation of the Curriculum across the whole school.

For core subjects, data analysis has helped identify strengths and weaknesses; additional training and support has been given to strengthen areas of weakness. Provision and sharing of learning resources across classes has been reviewed.

In spending the pupil premium grant the strategy is to help accelerate progress and narrow the gap in terms of attainment for children in receipt of FSM. ASP & school data provides evidence of ongoing success

Scrutiny of pupil premium spending is reinforced by governors who attended relevant training.

Lead teachers regularly attend the Disadvantaged Learners network meetings arranged by the Local Authority in order for us to further enhance the support we can give our pupils.

Progress of SEND children is monitored by the Inclusion Manager through review of IEPs, support plans and class concern sheets, class provision timetables and engagement with parents in face to face meetings. The Inclusion Manager liaises with the parent support advisor and external agencies and organises transition meetings for all new reception intake and for year 6 SEND children.

The school dedicates considerable resources to supporting SEND and ensures all involved are appropriately trained. Appropriate training continues to be undertaken by Teachers & TA's to support the needs of our pupils. These include ELSA (Emotional Literacy Support assistants), supporting bereavement, social skills interventions, working with children in Trauma, TEAM TEACH, behaviour management, working memory, Dyslexia, ASD and ADHD.

Through Performance Management all staff have targets linked to the school improvement plan and staff professional development needs are regularly reviewed. CPD arising from this is used effectively and knowledge and good practice shared amongst our staff. (SDM minutes, course evaluations).

The outcomes of our safeguarding procedures are seen in our pupils overall outcomes and the feeling of safety expressed by the pupils and their parents. The large majority tell us that they feel safe and well cared. (Pupil Questionnaire – Yes 84%, Maybe 13%, No 3%; Parent questionnaire – 96%) Safeguarding meets all statutory requirements. Staff are regularly trained and updated in these aspects. (Induction, handbooks, training). Planned training for October 2018 included safeguarding (KCSiE 2018) and child protection and behaviour by staff. The school has a deputy designated person for each site.

Our strategy for parental engagement is set out in our “aims and values”. 8/10 parents feel that the school is well led and managed. Where issues are identified steps are taken to resolve the issue on an individual basis. It is also discussed at SLT to identify any wider issues. 9/10 parents feel that the school keeps them well informed.

In addition to the school sharing information with parents, we welcome highly parental feedback in all forms. However we have further work to do with regard to feedback to parents after questionnaires have been analysed. Parental engagement is promoted through BEDSA (Brinkworth Earl Danby's School Association) and their activities – events, discos, leavers BBQ, support at events.

Conclusion

All staff work well together and supports each other to sustain improvement.

Performance management is shared by senior leadership team and all staff are performance managed.

5 Quality of Teaching, Learning and Assessment

Teaching quality is assured by monitoring various indicators including pupil progress, attainment, lesson observations and books. Lessons have been observed in all core subjects across the school and have been moderated by the LA Challenge & Support Partner (CASP) and observation data, alongside marking, assessment, and pupil discussions indicates that

teaching is consistently good or outstanding and this pattern is consistent across EYFS, KS1 and KS2.

Teaching assistants and other adults are used effectively across the school to ensure that all groups of learners, including SEND children and disadvantaged learners, are supported in making the best progress possible.

Differentiation for specific groups of learners within lessons complements the wide range of teaching styles our teachers use to enthuse, motivate and often inspire their pupils. Through data analysis, we can identify trends for 'closing the gap' across a variety of groups.

Children are able to make the distinction about what they are learning and what they are doing. Children are able to talk about their prior and current learning, they are also able to talk about their targets, areas they are specifically working on and peer marking is encouraged. Over time this develops into a learning conversation between teacher and pupils which underpins progress, self-esteem and resilience. Children respond to the 'next steps' given by their teacher which has a positive impact on their learning and progress. The use of success criteria in writing will be used throughout the school following trialling in years 1 and 6.

Group and individual targets are set and reviewed on a regular basis by teachers following summative assessment.

Assessments for Learning are a feature of lessons, helping teachers to continuously assess children's understanding and to ensure that progress moves on at pace.

Our marking policy ensures children receive regular constructive feedback that helps sustain good progress and identify areas of success and next steps for progression. Quality of feedback is monitored through staff development meetings and cluster meetings.

Homework is set from EYFS onwards and reinforces classroom teaching. Pupils across the school are encouraged to complete appropriate homework which develops their skills in research and communication. It closely links to learning in class and provides good opportunity to embed learning.

School leaders collate and manage class tracking data to ensure that all teachers are acutely aware of the starting points of their children and the levels which they are expected to achieve over time. The head supports teachers to identify children who require intervention strategies at pupil progress meetings to bring about the greatest improvement. This is then monitored regularly.

Conclusion

Focus must remain on raising consistently good lessons to outstanding across the curriculum and observable through lesson observations, marking, assessment and pupil discussions. Improvement in reading attainment across the school especially for more able children and ensuring that the most able children are challenged throughout the school.

6 Personal Development, Behaviour and Welfare

Our children show pride in their school and are respectful towards adults and peers¹. The church ethos permeates the school and pupils feel safe, well supported and cared for². In class, children are on task and enthusiastic; learning time is rarely lost to disruption³. Our children want to succeed and improve and that shows through in all years and across all subjects⁴.

The School Christian Values e.g. Love and Respect are reinforced through our Collective Worship focus on each value. These values are revisited each term. Our pupils will challenge inappropriate behaviour choices making references to our values. We are enhancing outdoor spaces for pupils to use as places to reflect, be still and calm down to complement our class reflection spaces. We use the 'Love and Sex Matters' programme to help our children make healthy choices and relationships and enable them to process messages from the media/internet about sexuality. Our RE teaching encourages the pupils to develop the skills to explore issues and critically analyse matters of faith.

Key evidence and good practice

92% of Parent View respondents (2011-14) agree our children are well behaved (8% don't know). Positive behaviour is praised in different ways including rewards (certificates, stickers, etc.), weekly celebration collective worship and mentions in school publications.

100% of Parent View respondents 2011-14 agree that their children feel safe at school and that the school looks after them well. The large majority of pupils tell us that they feel safe and well cared for⁵.

We prepare our children for the wider world with various safety issues events and activities. These include participating in junior good citizen in Y6, bikeability, walk safe, e-safety and fire safety talks.

For outside educational visits, thorough preparation, including briefing adult helpers on health and safety matters, ensure our children feel secure and safe. Their behaviour is commended⁶.

Our work on emotional literacy⁷ and our annual anti bullying week means that children are aware of what bullying is (in its different guises) and what to do if they encounter it. Children in our school know when to tell an adult if a child has a problem.

¹ Feedback made by parents, visitors, and staff all state that the children show respect towards adults.

² Pupil Questionnaire. Parent Questionnaire. Parent View (2011-2014)

³ lesson observations 2017 - 2018; CASP Notes of Visit

⁴ Student progress tracking and KS1 and KS2 performance data

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⁷ We are an ELSA (Emotional Literacy Support Assistant) school. TAs on both sites have undergone emotional literacy training.

There have been few actual reported cases of bullying 2017 - 2018. 29% of Parent View respondents “don’t know” whether bullying is effectively dealt with, perhaps highlighting that it’s an issue rarely encountered (the remainder agreed). This does not mean our children never fall out.

Attendance is above the national average. Unauthorised absence 2.9% in 2014/2015 remains low, although unauthorised absence rose in 2014 onwards due to tighter rules on leave of absence. Most pupils are punctual and come to class ready to learn.

	2014/2015	2015/2016	2016/2017
Attendance (%)	97.1	97.0	96.5
Persistent Absence	4.3	7.2	8.9

ELSA trained TAs support pupils with additional emotional and social needs. We also use external support services including our Parent Support Advisor.

Conclusion

Mutual respect between pupils and all staff can be seen in all Key stages. This has been recognised through feedback from Ofsted and SIAMs.

Support for the emotional needs of children as well as academic achievement (ELSA) is well provided in all key stages.

It is necessary to continue to develop children’s voice through School Councils and to support the pupils’ requests for further enhancement of quiet areas.

7 Outcomes for Pupils

Our children come from a variety of pre-school settings. Some children may have had little or no pre-school experience.

Information on the child's progress is gathered from their pre-school settings. Optional informal home visits are offered to parents by the Foundation Stage team to support their transition into primary school. These now happen with most parents.

Our children start school with broadly average levels of attainment in line with the early learning profile.

Early Years Foundation Stage (EYFS) July 2018

(18 pupils; each pupil = 5.55%)

At the end of FS2 87% pupils were at a 'Good Level of Development' (GLOD) (National 2017 70.7%). The AP (average total points for cohort) of 33.9 was in line with the National average (34.5).

This cohort had one child with an EHCP and three further children who were on the SEND register.

- Most pupils achieved or exceeded expected levels in all the Prime Learning Goals (Communication and Language; Physical Development; Personal, Social and Emotional Development) and in the Specific Learning Goals of Mathematics (Shape, space and measure).
- Particular strengths were:- Communication and Language (Listening & Speaking & Understanding) and Physical Development, self confidence & Awareness
- Areas for development include:- Reading (3/24 pupils were emerging), Writing (3/24 pupils were 'emerging').
- The schools on entry data showed that at least 64% of this cohort were below typical expectations in key areas (for example, reading, writing and numbers, speaking, listening and attention). This cohort differs from the school's 'normal' intake. This is also contrary to Mosaic data which indicates the vast amount of the cohort are in quartiles one and two. Reasons for this is being investigated.
- Good progress from starting points was made in physical development, communication & language, understanding the world, expressive arts and design areas; however, progress was slower in Literacy and maths as well as PSED. The school have, therefore, identified the need to ensure there is a greater emphasis on reading, writing and number in EYFS. The Year 1 teacher is continuing to focus on these key areas; additional measures are being implemented to support the teaching of phonics.

KS1 Year 1 phonics screening check (PSC)

In 2018, 72% pupils attained the expected level (national 82.7%); this is below the 2017 figure of 92% but in line with 2015 figure of 72%. Two children were disapplied from the screening check and one child has SEND. All three pupils have an EHCP (one child) or My Support Plan. One child joined us in February 2018 – we were his fourth school since September. Careful monitoring takes place, interventions implemented as needed and excellent teaching to ensure progress through the phases.

Key Stage 1 (KS1) 2018 data

Results in 2018 reveal several areas of strength and an improving trend with some fluctuations (mostly due to size of cohorts). Expected standard in reading, writing and maths are in line with or above national. Greater depth in reading is above national but writing and maths are below.

2018 data tells us that 25% SEN pupils who receive additional support (excluding those with EHCP's) attained above their peers nationally.

Current data tells us that girls achieved better results than boys in reading and writing but boys achieved better results in maths.

33% disadvantaged pupils attain expected or above in reading and 67% in writing and maths. (78%/ 70%/ 77% nationally).

Our children begin their schooling with us with attainment, development and attitudes and dispositions which are in line with national expectations and end KS1 with attainment which is in line with national or above.

Writing continues to be a focus area across the school; and ensuring more able pupils made good or better progress during KS1 in reading, writing and maths. Actions to support this: additional support for phonics as needed, **additional reading materials, greater challenge in questioning within class, more highly differentiated work/ texts.**

Key Stage 2 (KS2) 2018 Data

22 pupils took KS2 tests in 2018. This cohort were in line with national expectations (-1.53 reading, 1.37 writing, 0.78 maths) for progress. Writing remains a focus in our school improvement plan. The school achieved 74% in reading, writing and maths combined. (National 64%)

Attainment for reading, writing and maths is above national.

2018 Analyse School Performance (ASP) data tells us that girls made better progress than boys in reading, writing & maths combined. Girls achieved higher than boys in reading & writing but boys achieved higher in maths.

Attainment for reading was at 83%, national being 75%. The average score was 106.8 (National 105.0). Attainment for writing was at 87%, national being 78% and attainment for maths was at 83%, national being 76%. The average score was 105.0 (National 104.4) for maths.

Five pupils were on the SEN register.

35% pupils achieved a higher standard in reading and 30% achieved a higher standard in maths. 17% achieved greater depth in writing.

Two disadvantaged pupils achieved expected in reading and writing and one in maths. (four pupil)

1 pupil was considered to be mobile.

Attainment and Progress in Years 1, 3, 4 and 5.

Testbase used in Y3,4,5 – scores compare against 10,000 pupils nationally

School's definition of progress:

Year 1 (20 pupils; each pupil = 5%; 4 SEN). **Reading.** A large majority of pupils made expected progress; a few, good. **Writing/Maths.** Most pupils made expected progress; a few, good.

Year 3 (19 pupils; each pupil = 5.3%; 4 SEN). **Reading.** Most pupils made at least good progress; a minority, outstanding. **Writing.** Most pupils made at least good progress. **Maths.** Most pupils made at least good progress; a minority, outstanding.

Year 4 (24 pupils; each pupil = 4%; 3 SEN). **Reading.** A large majority of pupils made at least good progress; a small minority, outstanding. **Writing.** Most pupils made at least good progress; a minority, outstanding. **Maths.** Most pupils made at least good progress; a small minority, outstanding.

Year 5 (33 pupils; each pupil = 3.0%;). **Reading.** The majority of pupils made at least good progress; a few, outstanding. **Writing.** Most pupils made at least good progress; a small minority, outstanding. **Maths.** Most pupils made at least good progress; a minority, outstanding.

Conclusion

The majority of pupils are making sustained progress in most subjects over their time at our school. They learn well and develop and apply a wide range of skills across the curriculum that will ensure they are well prepared for the next stage in their education. The standards of attainment of most pupils are at least in line with national averages with many above average.

8 Effectiveness of Early Years Provision

EYFS achieved the Bristol Standard in March 2016 and was been reaccredited in 2017 and 2018. EYFS was supported by the Early Years Advisory Teacher from the LA during 2016/2017.

Early Years teaching and standards are also internally moderated by SLT and also by the headteacher at pupil progress meetings.

The quality of teaching in EYFS is at least good.

Pupils are supported in their transition from nursery into school in a variety of ways – meeting the pupils in their nursery setting, induction sessions in school, home visits in term 1.

Staff are paediatric first aid trained.

The pupils learn through a cross curricular topic based approach and are actively encouraged to explore their environment and make appropriate choices through sharing and taking turns etc. Phonics is taught discreetly and monitored rigorously.

Conclusion

The majority of pupils are achieving a good level of development in the Early years which prepares them for their journey into KS1.

