



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

SELF EVALUATION SUMMARY - 2016

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SECTIONS		SUMMARY EVALUATION				
1	INTRODUCTION School context-key features from RAISE	<ul style="list-style-type: none"> Size - 315 pupils (One & Half-form entry) Ethnicity - diverse, 45.1% of children from minority ethnic groups in comparison to national of 29.7% Proportional of EAL is 19.9%, which is in line with national averages of 18.8 Proportion of SEND is in line with national average at 12% Free School Meals – 21%, lower than national 26% Voluntary-Aided Church of England school 				
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities	<ul style="list-style-type: none"> Increase the percentage of PP children 'exceeding' national expectations at KS1 & KS2 SATS Ensure all teacher assessments are robust judgements and effectively moderated Secure outstanding personal development and behaviour through Restorative Approaches and Pupil Voice 				
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed	Key Issue	P. I. Date	June 2008	Grade : 1	Progress
		<ul style="list-style-type: none"> Make greater use of ICT across the curriculum to further pupils' learning. 				<p style="text-align: right;">2016</p> <p>There are 15 laptops in every KS2 classroom, 10 in KS1, and 12 Learnpads used in EYFS. Observed lessons record that ICT is used effectively to enhance and support learning during lessons. Computing is a key element to the curriculum in 2016. Discrete sessions are taught during PPA sessions, and there is a computing week each term.</p>
4	ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum	Strengths			Grade : 1	Areas for Development
		<p>Overall, the levels of attainment and progress across the school are strong, with the majority cohorts and groups of pupils attaining above national averages in attainment and progress.</p> <p>EYFS</p> <ul style="list-style-type: none"> 82% of children achieved a 'good' level of development, 3% higher than Greenwich average, 13% higher than national <p>KS1 - PHONICS</p> <ul style="list-style-type: none"> 98% of Y1 pupils met the phonics threshold 96% met the required standard by end of year 2, 4% above RbG and 6% above NAT <p>ATTAINMENT</p> <ul style="list-style-type: none"> KS1 results are above RbG and national results at Working At (WA) expected standard KS2 results are above RbG and NAT at WA and Greater Depth (EXD) KS2 results in 2016 show <ul style="list-style-type: none"> Mathematics average scale score was 108 (5pts above NAT, 3pts above RbG), Reading 108 (4pts above NAT, 5pts above RbG) SPAG 110 (6pts above NAT, 5pts above RbG) Writing 93% WA with 28% EXD (19% above NAT, 10% above RbG) Attainment of disadvantaged pupils children is above NAT non-disadvantaged pupils 91% WA in Reading, writing and maths combined (38% above NAT) 12% EXD in Reading writing and maths combined (7% above NAT) 				<p>EYFS</p> <ul style="list-style-type: none"> To maintain 85%+ reaching 'good level of development <p>KS1 - PHONICS</p> <ul style="list-style-type: none"> To maintain above NAT at Y1 and to increase the number of children in Y2 that meet the threshold in the phonic screening test retake to 100% <p>ATTAINMENT</p> <ul style="list-style-type: none"> To bring the number of pupils achieving EXD in writing at end of KS1 in line with Reading and Mathematics To secure higher percentage of pupils achieving the equivalent highest levels of attainment in writing and mathematics in 2017 end of KS2 SATs

	<p><u>PROGRESS</u></p> <ul style="list-style-type: none"> In 2016 - KS2 progress (VA) <ul style="list-style-type: none"> 2.4 reading 1.0 writing 1.7 maths In 2015 - KS2 progress (VA) – 101.6 overall sig+ <ul style="list-style-type: none"> 101.0 reading sig+, 102.1 writing sig+, 101.5 maths sig+ <p><u>Disadvantaged Children’s Progress</u></p> <ul style="list-style-type: none"> KS2 progress (FSM) – 13.5 APS reading, 14.4 APS writing, 12.6 APS maths. KS 2 progress (VA for FSM) – 100.2 overall, 101.2 reading, 100.8 writing, 99.4 maths. 2015 98% of disadvantaged pupils made expected progress in RWM. This exceeds NAT ALL PUPILS. 46% of pupils made better than expected progress in Reading, 48% in writing and 33% in mathematics. All above NAT ALL PUPILS <p><u>3 YEAR TREND</u></p> <ul style="list-style-type: none"> KS1 3 Years – Continues to be above NAT KS2 3 Years – Continues to be above NATIONAL and similar schools 	<p><u>PROGRESS</u></p> <p>Maintain outstanding progress for all children from every starting point</p> <p><u>GROUPS</u></p> <ul style="list-style-type: none"> For all children <u>particularly FSM</u> to secure ‘better than expected progress’ and at least higher than national peer groups, and in line with ALL PUPILS nationally To continue to close the gap further for vulnerable groups of children across all year groups – Focus FSM To secure outstanding teacher assessment procedures that will lead to outstanding achievement <p><u>3 YEAR TREND</u></p> <ul style="list-style-type: none"> To maintain the high WA and improve EXD at KS1 To maintain high Scale Score and VA in KS2 To maintain the achievement of Eltham Disadvantaged Pupils and NAT All Pupils. <p><u>TO MAINTAIN OUTSTANDING</u></p> <ul style="list-style-type: none"> Maintain the rise in 2017 so that the proportion of pupils in receipt of Pupil Premium continue to make better than expected progress in KS2. So that the VA of FSM is in line with All Pupils NAT, and the proportion of pupils EXD is in line with All Pupils NAT. Ensure progress of pupils in all year groups are better than expected
<p>5 TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.</p>	<p>Strengths Grade: 1</p> <p><i>“teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well. They have consistently high expectations of All pupils and use assessment data effectively”</i></p> <p>Rigorous accountability and challenge has resulted in Outstanding teaching. This judgment was supported by a Local Authority Review of Teaching and Learning in March 2014 which judged teaching to be good and outstanding, as well as a peer review led by a registered Ofsted Inspector in Nov 2015.</p> <p>Secure understanding of the changes in assessment procedures and measure have meant that teaching, assessment and progress measures all reflect the changes in expectation.</p>	<p>Continued Areas to maintain Outstanding</p> <ul style="list-style-type: none"> Teaching and learning continues to be good or better through collaborative leadership and self-reflective teachers Continue to use appraisal effectively to secure outstanding reflective teachers. Active learning in lessons that ensures no ‘passive’ learning To develop the use of support staff so that children make rapid gains in lessons Continue targeting individual children who are underachieving or are vulnerable Secure assessment and feedback marking in all classes so that children respond quickly to next steps Whole school focus on the teaching of reading – to incorporate English grammar, punctuation and spelling

		<p>Furthermore, with pupil progress and outcomes at end of each key stage – all support the school's judgement of Outstanding teaching and learning.</p> <p>Strengths – where teaching is Outstanding</p> <ul style="list-style-type: none"> • Active learning by pupils • Direct, differentiated questioning of pupils • High and clear expectations of pupil's learning • Next step marking • Clear understanding of pupil's prior achievements and progress • Effective use of support staff to ensure rapid progress in lessons 	<p>TO MAINTAIN OUTSTANDING</p> <ul style="list-style-type: none"> • Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. • Questioning – Teachers systematically and effectively check pupils' understanding throughout lessons, • Effective use of assessment data that informs and drive future learning
<p>6</p>	<p>BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents</p>	<p>Overall Strengths Grade 1</p> <ul style="list-style-type: none"> • Attendance is currently well above average – 97% for 2015/16 • Lesson Observations and comments from external agencies including Diocese and LA reviews show that children have excellent attitudes to learning. They are highly enthusiastic in lessons and there are very few disruptions to learning due to inappropriate behaviour • Behaviour for learning in observed lessons is at least good • Teaching Assistants are increasingly more active in all lessons <p>Areas for development</p> <ul style="list-style-type: none"> • Continue rigorous approach to safeguarding, attendance, punctuality • Secure E-Safety curriculum, and workshops with parents • Sustain high expectations across the school for behaviour – including positive recognition of behaviour with parents. Engage Y6 pupils in mentoring younger pupils 	
<p>7</p>	<p>LEADERSHIP/ MANAGEMENT How well leaders - demonstrate ambition vision, high expectations improve teaching & learning, dev. staff, sustain improvement. Accuracy of SSE, appropriate curriculum, equal opp, Parental engagement, safeguarding</p>	<p>Strengths</p> <p style="text-align: center;">Grade: 1</p> <ul style="list-style-type: none"> • Leadership team is focused on improving standards at school. It is ambitious in its desire to be able to maintain the school's 'outstanding' judgement and is passionate about ensuring pupil achievement is at the centre of the school's ethos. • Eltham is currently at the early stages of working in partnership with St Alfege with St Peter's. • This vision is based around robust self-assessment and strategic development planning. • Distributive Leadership and the increased expectations for monitoring and reporting by senior and middle leaders has ensured that effective evaluation of provision is in place • Active participation and challenge from Governors • Coaching and mentoring of new staff has meant that high expectations of all classes/pupils is maintained 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Embed new phase leadership team and increase capacity of senior team. • Develop role of subject leaders in leading and managing their core subjects (increase evaluation and accountability for standards in their area). • Secure the partnership work with St Alfege with St Peter's
<p>8</p>	<p>OVERALL EFFECTIVENESS Including promotion of SMSC</p>	<ul style="list-style-type: none"> • Strong outcomes at the end of KS1 & KS2 • Children surpass national averages at L4 and L5 • Three year trends show that pupils from all groups attain higher than national averages • At end of KS2 disadvantaged pupils achieve in line with ALL PUPILS NAT • High % of Good and Outstanding teaching from teachers • Behaviour continues to be outstanding. Pupils are happy, safe and well motivated • Strong leadership, highly focused on striving to provide each child with an outstanding education • There is excellent provision in Reception Class: strong leadership, consistently outstanding teaching, quality outdoor provision and children's 'good' levels of development above borough and national averages • The school works effectively to sustain levels of attendance which are well above national average • A creative skills based curriculum has been embedded across the school • Excellent relationships between staff and pupils. Parents are both complimentary about school and are highly supportive. This creates strong home/school cohesion • Strong ethos of core Christian values that provide social, spiritual and moral guidance to all pupils 	