



Littleport Community Primary School

School Self-Evaluation Summary – updated October 2019

QUALITY OF EDUCATION	BEHAVIOUR & ATTITUDES	PERSONAL DEVELOPMENT
GOOD	GOOD	GOOD
There has been a significant review of the curriculum which has resulted in an ambitious knowledge rich curric. that focuses on depth of learning. Extensive staff CPD and detailed action plans have been developed with particular focus on foundation subjects (his/geog/science/art). LTP developed as a result of 2018-19 CPD this year's focus on quality pedagogy. Subjects have been developed with clear research informed rationale which is used to create a coherently planned & sequenced curric for our children. All staff are clear on the intent of our curriculum. PE curric. has been reviewed and an innovative approach has been developed. The school achieved the gold School Games Mark award. New PE lead appointed & receiving extensive CPD – Witchford/LA. External provider supporting strong PE curric provision. Cultural capital – expanded our offer for music tuition to now include flute & clarinet alongside core offer of brass, guitar, piano & violin. These lessons are subsidised by the school. Art curric has focus on key artists for each year group. Music has key composers for chn to experience. All chn access the full curriculum. SEND chn are supported through scaffolding in order to access the same curric as their peers. Identified needs inform the planning and interventions put in place for chn to access the curric where appropriate. KS1 – 67% Expected standard (below Cambs -74% & national – 75%). Boys 58%/Girls – 75% - highlights the need to review and create a rigorous approach to the teaching of reading. KS2 – 75% Expected standard which is above Cambs (73%) & national (73%) but disadv. chn 62%. However, phonics in Y1 was 90%. There is an upward trend for phonics data over 3 years in Y1.	The school is in the process of reviewing the behaviour policy and practice. This has been informed by the EEF guidance report on behaviour, STEPS training & wider reading/research. Working party including parental; governor; pupil & staff voice are helping to formulate policy. Ongoing staff CPD to underpin the roll out of the whole school approach & rationale. The number of exclusions dropped since the start of the academic year as a result of the focus on a therapeutic approach to behav. management (STEPS). Staff are introducing a focus on effective learning behaviours. All staff used 'Austin's Butterfly' approach to set up clear expectations at the start of the year and to promote resilience and pride. CPD has focused on the importance of building strong relationships with pupils. Meet & greets in the morning were introduced to allow staff an opportunity to interact with chn & parents informally before school. Staff are expected to spend the first week of school building relationships with the class – focus on PSHE/circle time/creative activities. The school has invested heavily through opportunity area funding in setting up a Nurture Group. 8 chn initially selected as part of the trial in Yr3 & Yr5 – Boxall profile used for the purpose of planning & assessment. All parents & carers have engaged positively – including the wider community. Behaviour in Y6 impacted on the outcomes at the end of KS2. Early transition meetings with secondary school for identified chn with specific behav. needs. Staff worked closely with LA & parents to ensure the needs of the chn were met. Staff went above & beyond in supporting pupils through tailored RMPs & individual timetables.	The school offers a wide range of low cost / free clubs with a specific focus on music tuition. There are now 6 instruments on offer for tuition. The Forest School provision provides many benefits to SEMH for pupils. The PSHE curriculum supports learners to become responsible, respectful, active citizens who contribute positively to society. Children in Y6 benefit from a fully funded trip to London, aimed at developing their capital culture and the opportunity to discover new interests. There are many opportunities for children to perform. These include Christmas productions, musical recitals and year group assemblies. This enables children to broaden their development and talents whilst providing a platform for the whole school to see the technical skill in action. We employ a full time SENCO and Children's Inclusion Manager who support children's character development. They particularly support with confidence and independence. Independence has also been supported by the work of the Research School lead who has delivered evidence informed CPD for TAs using high quality resources to support with improved independence in the classroom. The school are also involved with a pilot project with the University of Cambridge looking at the 'Skills for Life - Chimp Paradox' materials by Prof Steve Peters.
	BEHAVIOUR & ATTITUDES SDP TARGET	PERSONAL DEVELOPMENT SDP TARGET
	Develop a consistent and fair behaviour policy. Develop stronger learning behaviours so that children are better able to self-regulate their learning.	Develop provision for mental health and well-being through curriculum materials, therapy and YMHFA. Develop pupils' understanding and appreciation of diversity through promoting respect for protected characteristics

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At the end of Key Stage 1, 60% achieved the expected standard in Reading, Writing and Maths combined. Improvement on 2018 (55%) but still below nat. (65%) – reading was the main contributing factor. In Year 2 (a cohort of 60 pupils), 67% achieved the expected standard in Reading (nat 75%); 71% in Writing (nat 69%); 78% in maths (nat 76%). 22% achieved the higher standard in Reading (nat.25%); 17% in writing (nat.15%); 17% in maths (nat.22%). In Year 6 (a cohort of 57 pupils), 75% achieved the expected standard in Reading (nat 73%); 67% in Writing (nat 78%); 79% in maths (nat 79%). 23% achieved the higher standard in Reading (nat.27%); 9% in writing (nat.20%); 16% in maths (nat.27%). GPS – 63% (nat.78%) this was significantly down on the 3 year trend.	LEADERSHIP & MANAGEMENT	EYFS
	GOOD	GOOD
	As a SLT, we have a very ambitious and clear vision for providing high-quality, inclusive education and training to all. This is demonstrated through the work of the Research School, which has transformed CPD for teachers and TAs. Policy and practice is now research informed and this is beginning to be developed in collaboration with parents. Staff pedagogy and pedagogical knowledge has been enhanced. There is a clear plan for CPD related to the teaching of the curriculum using EEF Guidance Reports. Staff subject knowledge is improved through subject leader’s wider reading and expertise. Leaders have taken into account the main pressures on staff and have reviewed the home learning and feedback policies. Safeguarding is robust and effective, including the Prevent strategy.	In Early years, 80 % of pupils achieved their GLD in 2019 which is above the national figure (nat 71.8%). The average point score was 35.3 which was in-line with the national average (34.6). The percentage of children exceeding the ELG is: Reading - 15% Writing - 13% Number - 15%, Shape, Space and Measure - 20%. Teaching EYFS is at least consistently good. EYFS Leader is extremely experienced and regularly attends ESP EYFS network meetings. Children make good progress from their entry point in EYFS. Language is a particular focus for development. We continue to operate at full capacity with all 60 spaces full. Forest School is a strength in EYFS that focuses on the development of the whole child at an early age. This good practice was shared at ESP network meetings and enrichment day for the University of Cambs. Children still continue to benefit from a well-resourced learning environment.
QUALITY OF EDUCATION SDP TARGET	LEADERSHIP & MANAGEMENT SDP TARGET	EYFS SDP TARGET
Develop pedagogy within history, geography, science & art. Research & develop LTPs for D&T, computing & music. Develop chn’s vocabulary across the curriculum (Alex Quigley) EEF. Review & develop a rigorous approach to the teaching of reading. Also consider intervention for Y2 so that % of chn resitting phonics check meets nat.	To secure good we need to: Develop the use of metacognition strategies across the school to ensure chn remember concepts in the long term.	To secure good we need to: Develop communication and language skills for all children across the cohort.
2019-20 PRIORITIES		
1.Improve writing attainment and progress across the whole school	2. Improve the teaching of reading to improve fluency and comprehension	
3. Improve the focus on Closing the Gap for all teachers	4. Plan across the curriculum for key language and vocabulary development	
5. Finalise the intentions for all curriculum subjects and develop pedagogy in the four key subjects already detailed in the LTP	6. Develop a consistent, fair and cohesive approach to behaviour management 7. Establish appraisal systems for robust accountability in order for teacher improvement to meet school priorities	
OVERALL JUDGEMENT	GOOD	

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