

Bishop John Robinson Primary School Summary Self Evaluation: Summer 2018

Effectiveness of leadership and management: Good

Summary Evidence: Leaders set high expectations of staff through a robust and improving system of appraisal. Leaders take part in regular monitoring to achieve an accurate and comprehensive understanding of the quality of education. As a result of recent buddying of leaders, Governors have strengthened their role in supporting and challenging school leaders and holding them to account. Safeguarding is effective, including the Single Central Record. The recently reviewed curriculum has been designed to provide a wide range of opportunities for pupils to learn.

Impact of School Development Plan

- Recent improvements in the quality of provision are a result of middle leader focus
- A curriculum 'refresh' was initiated in the Autumn 2017 term adding a strong emphasis on links within the curriculum, SMSC and opportunities for writing. From this work, further 'celebrations' of learning were planned including a BJR 'Art Gallery' and Music festival
- Recent staff survey indicates that all staff feel supported by SLT, staff are stable

Areas for improvement

- Continue to strengthen the effectiveness of Governors in the development of middle leaders through attendance on the Bishop's Certificate of School Governance (planned for September)
- To ensure effective Performance management of ALL staff to support improving outcomes

Quality of teaching, learning and assessment : Good

Summary Evidence: The majority of teaching, learning and assessment across a range of subjects is at least good. Teachers' effective use of planning and resources help children learn well as evidenced in books including RE. They identify and support effectively those pupils who start to fall behind and intervene quickly. Teachers' ownership of the curriculum has led to increased creativity in teaching which sustains pupils' interest and challenges their thinking. Pupils are developing the capacity to learn from mistakes and increasingly use feedback well to know what they need to do to improve. Development needs for staff are quickly identified and well supported both internally and through external partners.

Impact of School Development Plan

- Book monitoring of RE and Science, and the quality of work displayed after the 'Pop-up museum' and Black history month indicates that standards are maintained across the curriculum.
- Evidence from book monitoring shows that the quality of the work in the books continues to improve
- The school achieved the GOLD standard when assessed for the RE Quality mark (March 2018)

Areas for improvement

- Continue to improve the effectiveness of feedback pupils receive.
- Continue to ensure that the majority teaching and learning over time to be at least GOOD
- Continue to improve opportunities to use and apply mathematical knowledge and reasoning

Personal development, behaviour and welfare Good

Summary Evidence: Attendance is currently 98% and has maintained this level for the past three years. Observed behaviour in lessons is consistently good in all but a few cases where staff follow agreed processes. Much work continues to be done to provide positive playground experiences. As a result, pupils conduct themselves well throughout the day, including (for the majority) at lunchtimes. There is a small group of children whose behaviour continues to cause concern and meetings with the families of all of these children to discuss behaviour were conducted in January 2018 and a number of children now have their behaviour monitored on a daily basis which has resulted in greater consistency.

Impact of School Development Plan

- SMSC was a focus for the curriculum redesign in January. All classes regularly access high quality educational visits and the whole school engages in regular celebrations of learning including a music festival and art gallery
- School enlisted the support of professionals from the Waterside outreach service to work with individuals and to train staff, as a result pupils who require this support are making improvements to behaviour

Areas for improvement

- Continue to reduce Low level disruption in lessons and the playground.
- To support all children through 'Total communication'

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Outcomes for children and learners :Good

Summary Evidence The school is aware that nationally published data for 2017 suggests that children at the end of KS2 did not make required progress. The reasons for this have been rigorously evaluated by the school and staff, understand the nature of this anomaly and have responded positively to it. **According to internal monitoring, the majority of non-SEN children are making expected or more progress (Reading 83%, Writing 73%, Maths 80% RWM 70%)** As a group, children in receipt of the pupil premium are made similar or more in-year progress than non-pupil premium. Internal data analysis in June 2018 indicates a higher proportion of PP than non-PP finished the year @ or above Age Related expectations in Reading, writing and maths. The local authority have recently monitored KS1 and Early Years assessments and verified teacher assessment in these classes.

Impact of School Development Plan

- There has been a shift toward 'same day' interventions in which support staff lead 'keep up' sessions with groups of children after the lesson which has had an impact on progress
- Recent writing project initiated to improve outcomes for Boys' writing was very successful. A similar proportion of boys as girls made more than expected progress this year
- A large number of children in Y1 (86%) are making expected progress across all subjects while a significant group (54%) are making more than expected progress

Areas for improvement

- Continue to improve progress and attainment made by boys in Reading, Writing and Mathematics to be in line with the National Average or above in all areas
- Continue to improve SEN Provision, outcomes and behaviour through provision of WISDOM room and the Current Y1 class
- Continue to improve use of support staff in achieving outcomes for all children including disadvantaged

KS2 Teacher Assessment 2018			
		School TA	National 2017 (RBG 2017)
Reading TA	% At Exptd std	77%	72% (78%)
	% Higher std	30%	25% (28%)
Writing TA	% At Exptd std	77%	76% (83%)
	% Greater depth	27%	18% (26%)
Maths TA	% At Exptd std	77%	75% (82%)
	% Higher std	30%	23% (30%)
RWM TA	% At Exptd std	73%	61% (70%)
	% Higher std	17%	9% (13%)
KS1 Teacher Assessment (moderated) 2018			
		School TA	National 2017
Reading TA	% At Exptd std	76%	76% (80%)
	% Greater depth	28%	25% (32%)
Writing TA	% At Exptd std	69%	68% (76%)
	% Greater depth	24%	16% (24%)
Maths TA	% At Exptd std	79%	75% (81%)
	% Greater depth	21%	21% (30%)
RWM TA	% At Exptd std	69%	64% (73%)
	% Greater depth	24%	11% (19%)
EYFS Teacher Assessment (Moderated) 2018			
		School TA	National 2017
% Good Level of Development		76%	71%
Year 1 Phonics (based on a 33 pass mark) 2018			
		School TA	National 2017
Year 1 % Working at req std (WA)		80%	81%

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The effectiveness of early years: Good

Summary Evidence: Teachers and leaders have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The local authority have recently monitored KS1 and Early Years assessments and verified all judgments made. The current cohort is currently assessed as 76% Good Level of Development - higher than last year's National average of 71%. The outdoor area provides children with stimulating activities which has led to greater engagement by the children. The classrooms are well organised to encourage children to select writing as a self-initiated activity and to develop good personal/social skills including sharing resources collaboratively. Teachers are reflective and plan based on observation of the children. Behaviour across EYFS is good. Children are motivated, confident and respond well to routines and practices. They gain an understanding of risk through activities that encourage them to explore their environment:

Impact of School Development Plan

- The outdoor area now provides high quality, rich and stimulating learning opportunities which children access with purpose and confidence.
- The curriculum has been developed to ensure progression of skills from entry to the end of Key Stage.
- Plans and provision is quickly adapted where appropriate for example - Santa's grotto was changed to a construction site to meet the needs and interests of the children

Areas for improvement

- Teachers need to ensure they are modeling and picking up on openings that will challenge and stretch children
 - Continue to develop the EYFS learning areas both Indoor and Outdoor Classroom to ensure that children are offered a broad range of curriculum opportunities to keep them motivated and interested.