

Candleby Lane Teaching School Alliance-Edwalton Primary School.

SELF EVALUATION SUMMARY

SECTIONS		SUMMARY EVALUATION- compilation from SLT/STAFF AND BJO. (January 17.UPDATE) To be read alongside Trust and school SIP.		
1	INTRODUCTION	Clarity of shared vision following first full year of Academy Status		
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT	<p>Teaching of Mastery in Maths across whole school.</p> <p>Raise standards of Writing across whole school</p> <p>Embed Special Needs/Safeguarding provision and interventions tracking</p> <p>Review of SMSC</p> <p>Seek to achieve balanced budget and reduce forecasted deficit</p>		
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Previous Inspection Date	January 2012	Progress
			2	Good school-Outstanding narrative for strengths of school
		<p>Middle Leadership developing strength of purpose</p> <p>Regular Learning walks/paired Observations by staff and Gobs needed to deepen with rigour and new approach to appraisal</p> <p>Joint feedback following observations/Learning Walks</p>		<p>Informing SIP</p> <p>Teaching and Learning expectations</p> <p>Governor challenge to be embedded via Trust and Gov Body services</p>
		<p>Teaching & Learning Policy</p> <p>Refine structures for meetings and SLT.</p>		<p>Inset led by SLT subject leader links with Trust and advisor (SLE)SMSC</p> <p>Teaching and Learning Policy revised</p>
	Understanding/ownership of new data in teams and middle leaders at deeper level	All staff have deeper understanding of ARE		
4	ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly DSEN pupils and those supported by Pupil Premium	Strengths	2 over 3 years	Areas for Development
		<p>Maths achievement at National</p> <p>Reading broadly National and Writing below (KS2) .</p> <p>Reverse 1yr dip in Phonics.</p>		<p>Identify children earlier for making progress – Challenge of ensuring sufficient progress from EYFS - KS1 - KS2.</p>
		Interventions for targeted pupils accelerated with greater rigour		<p>Embed Teaching/Assessment of guided reading and writing plus moderations of book</p> <p>Teaching of Maths Mastery from Year EYFS-6</p>

		Pupil Premium Strategy and Safeguarding all up to date. Analysis of values of support staff deployment by SLT/Governors/HLTA for progress impact	Targeted support for able pupils Stronger shared leadership of support staff and evolving of systems through Team leaders/shared Senco A stronger shared team ethos developing Focus continues with Team Leaders to accelerate progress and develop team building and effective communications		
5	TEACHING Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning	Strengths	2	Areas for Development	
		Overall engaging lessons with good level of challenge Children genuinely valued		Consistency in challenge and feedback across school-team leadership	
		Highly motivated staff and happy proactive positive learning environment SLT committed and energetic with significant potential to drive improvements Quality of teaching accelerated Quality of books reflects high standards and expectations		Sharing practice across teams and Key Stages Expected at KS2 against KS1 and EYFS ARE Moving children on esp HA/Disadvantaged HA.	
		Learning walks – paired observations feedback for deeper understanding of teaching and learning Assessment Attendance same as Outstanding schools		Earlier identification and Closing the Gap Teachers and Support staff held to account Supportive but challenging culture for best practice	
	Reading and Literacy	Spelling/Handwriting approaches refined Reflected in quality of work /books		Raising profile of wider reading for pleasure Spelling Handwriting Guiding Writing	
6	BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	Behaviour Judgement	1	Safety Judgement	1
		Overall Strengths exemplified in last Ofsted and strengthened since with new appointments and conversion Due Diligence-Core Reports and Partnership Review since conversion speak highly of positive USP. Outstanding dynamic for school – linked to sustainability All people have a voice - truly democratic school Works in partnership with community Families deeply support ethos of school Sports Arts and P.E. outstanding - 3 National Finals in Dance and Tag Rugby within 2 years. significant engagement by children Strengthening academic profile as new staff develop expertise Areas for Development Continue to embed Trust values and behaviour. Safeguarding and Prevent strategies Front of school/office/-key priority to assess values /roles and responsibilities Clearer identification of roles and job descriptions with site manager/cleaners/ground office staff and support staff			

7	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, safeguarding, and partnerships	Strengths	2
		Areas for Development	
		High expectation, ambition and vision for school	
		Distributed roles and responsibilities and shared team approach	
		Embed strong leadership structure and meeting structure at SLT KS level and Team level & Governors	
		More effective communication between all staff, governors, children and parents	
8	OVERALL EFFECTIVENESS Including SMSC	School is Good . Data last year determines stronger trajectory team leadership and collective/individual responsibility begun to reverse weakened progress measures against national measures. Desire to attain journey to Outstanding remains strong. Governor involvement strengthening and reconstitution has strengthened roles –some key governors very proactive and strong-due diligence identifies key areas to improve New leadership structure and staff need strong, coaching and support in light of Due Diligence and school self - review School to undertake full review of SMSC /PHSE and RE in light of last year	
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