

COLNE ENGAINE CEVA PRIMARY SCHOOL:- SELF-EVALUATION SUMMARY SHEET		Date	February 2017
		Overall effectiveness SEF Grade	2
Key areas for whole school development	<ul style="list-style-type: none"> Ensure that new teaching teams and NQT teacher are well supported to embrace and teach effectively our ethos and vision for learning at CEPS. Address any areas for development swiftly. 		
	<ul style="list-style-type: none"> Planning for greater depth learning opportunities across the curriculum is embedded and a routine feature of teaching in all lessons. 		
	<ul style="list-style-type: none"> Maintain commitment to swift intervention where barriers are identified and careful evaluation of impact drives progress 		
	<ul style="list-style-type: none"> Develop subject leadership roles to ensure a dynamic curriculum development program is embedded, which actively promotes rich learning contexts to engage all learners and to support good outcomes 		
Progress made by the school on areas for development identified in the last full Ofsted inspection (March 2015)	Key Issue Raise the quality of teaching so that all pupils are always well supported and challenged Ensure teachers' marking consistently provides pupils with clear comments about how to improve their work.	Progress made -Ongoing assessment consistently used to set tasks well matched to pupils' prior attainment and identify next steps accurately to maximise progress. -Learning pitched appropriately, so that it is achievable challenging. -TAs are well supported to demonstrate effective impact in promoting robust learning. -Rich contexts for learning enthuse pupils so that they persevere and are keen to succeed and to learn more. -Questions used effectively to tease out pupils' understanding so that the teacher knows learning is secure. -Learning adapted for pupils routinely to address gaps which are robustly addressed through intervention. -Marking and feedback consistently provides pupils with clear guidance on strengths of work and how it can be improved -Children respond to marking more consistently across the school.	
	Ensure that leaders' expectations for progress rise across the school and leaders have clear view of progress of groups of pupils Ensure effective approaches measure the impact of support to disadvantaged pupils.	-Leaders' expectations for progress and attainment are robust and aspirational for all children and for all groups. -Teachers and leaders meet at least half termly to discuss progress and attainment of all learners. Data relating to groups and individuals is shared and discussed and any trends or patterns identified. - Vulnerabilities are identified and where barriers to learning are identified, swift action is taken to address. -All children working below ARE or just within are identified. Adults are committed to improving outcomes for these children –academically, socially and/or emotionally. -Review of governance highlights strong governance and leadership. Disadvantaged children do well in our school. Outcomes 2016 demonstrate outstanding progress. Systems are in place and regularly reflected on and reviewed to measure impact of support for all and especially disadvantaged pupils. . Pupil premium health check outcomes were highly positive and recognise impact that our school has on raising attainment for disadvantaged children.	
Effectiveness of Leadership and Management	Strengths		SEF Grade 2
	<ul style="list-style-type: none"> -Strong leadership through period of change /development- Staff recruitment and retention well managed, to take school forward. -Evaluating and developing T&L continues as strong focus through CPD, PMR targets, developing use of data, peer support and review, work scrutiny, lesson drop ins & coaching. -Strong partnership working with local schools in CVC and particularly with the 'Colne Trio' - joint training, finance, governance, HT support, moderation of work, school to school reviews. - Leaders understand the difference we can make in developing life chances and are driven to achieve this, especially for disadvantaged children. -Leaders support and enable staff to have time for reflection and freedom to be innovative and creative in moving learning forward. -Curriculum developed further to provide engaging, memorable experiences for all. Local links, visits, visitors, SMSC integral. -BEN learning buddy introduced to encourage and motivate children to 'Become Expert Now'. -Core Christian values and a strong ethos underpin our work in school. - Governance is strong – evidenced in LA review of governance. Reflective and proactive leadership of Governing body ensures challenge is robust and support is strong. -Leadership supports strong relationships between staff and pupils and a shared commitment to aspirational goals. -Safeguarding systems are robust and equality is rigorous. 		
	Areas for Development		
<ul style="list-style-type: none"> -Ensure that new teaching teams and NQT teacher are well supported to embrace our ethos and vision for learning at CEPS. -Embed new leadership roles so that staff are well supported to lead learning well cross the wider curriculum. - Use our assessment tracking system and cohort files efficiently and robustly to ensure any vulnerabilities are swiftly identified and strategies to address are implemented. 			

Effectiveness of teaching, learning and assessment	Strengths	SEF Grade 2
	See progress made section of Key issues overleaf for detail on strengths of teaching, learning and assessment.	
	Areas for development	
	<ul style="list-style-type: none"> -Evidence and examples are collated of pupils work that demonstrates greater depth expectations against the interim framework statements for Year 2 and 6 children and against bands for children in other year groups. -Planning for greater depth learning opportunities across the curriculum is embedded and a routine feature of teaching in all lessons. 	
Personal development behaviour and welfare	Strengths	SEF Grade 2
	<ul style="list-style-type: none"> -High levels of engagement in lessons. Children confident and enthusiastic to contribute their ideas and ask questions; children show growing understanding of knowing what they need to do to learn successfully. - Pupils are confident self- assured learners, who can draw on high quality robust learning to learn skills by using the BEN toolkit. -All staff communicate effectively with one another, families, leaders, Governors, other agencies and use the wider curriculum well to keep children safe. -Interventions planned & led by staff enable children with challenging behaviour to thrive & learn well. - Our strong set of Christian core values underpins the SMSC wellbeing in our school community. Attendance is good. 	
	Areas for development	
	<ul style="list-style-type: none"> -Ensure that our shared and robust behaviour management systems in place to manage challenging behaviour and promote high self-esteem continue to be effective and children feel real ownership of processes in place. - Reintroduce Boxall Assessment screening to assess, plan, review and evaluate impact of work to meet social/emotional needs. -Raise staff expertise in managing the needs of children with ASD to ensure that they and their peers are learning effectively. 	
Outcomes for Pupils	Strengths	SEF Grade 2
	<p>EYFS – improving picture over time, with GLD and average total points consistently higher than National and LA.</p> <p>Phonics - Improving picture over time. 2016 – 100% achieved in both Year 1 and resits in Year 2.</p> <p>KS1 2016 - In line with LA and National – slightly higher in writing and maths. Over time, results have been broadly in line with National and LA at EXS and GD – small cohorts lead to fluctuations, but where dipped slightly, all within 1 child.</p> <p>KS2 2016 – Above National and LA in R and M, in line in GPS and just below in W (within 1 child – 1 child is 9% in this cohort). Greater depth in RWM GPS above National and LA. Progress is in line with National in maths and higher in reading and writing.</p> <p>Disadvantaged and SEN pupils 2016 progress was strong and significantly above National and LA figures in RWM. Cohort - 45% SEN 2 statements.</p> <ul style="list-style-type: none"> -Children can talk about their learning in a thoughtful way, explaining what they have achieved and what they need to work on. Children are expected to be partners in their learning journeys and to understand and value hard work and resilience. - A culture where a relentless commitment to overcoming barriers and clear, reinforced non negotiables for expectations supported 2016 outcomes. 	
	Areas for development	
	<p>Now we have stability in teaching team in lower KS2 and consistent strong teaching, we are targeting better progress and attainment in lower KS2- particularly with higher prior attainers in reading and maths.</p> <p>Maintain commitment to swift intervention where barriers are identified and careful evaluation of impact they have. Improve</p> <p>attainment in reading, by developing stronger comprehension, inference and deduction skills. Continue to</p> <p>improve spelling across the school. Ensure that more</p> <p>able pupils are targeted and well supported to achieve - above age related expectations AND that more children are supported to work at greater depth across the wider curriculum.</p>	
Effectiveness of EYFS provision	Strengths	SEF Grade 2
	<ul style="list-style-type: none"> -% at GLD consistently above Essex & National averages. -NQT is well supported by teaching team in classroom, to ensure provision is good - Strong support package in place- mentor and SLT. NQT is responding positively to advice and guidance - NQT has been to other settings, to CVC groups and is working with LA lead EYFS practitioners to support effective and robust EYFS practice -Assessment procedures are working well to inform planning for next steps. - Learning journeys reflect progress over time and capture learning experiences with developing clarity. -Forest School supporting learning in the outdoor classroom- children responding well -EYFS environment is being developed further to nurture independence - Focus on developing more opportunities through continuous provision is beginning to impact -Talk boost introduced to support development of receptive and expressive language skills. -Early swift intervention to overcome barriers. -Consistent additional reading support where needed. 	
	Areas for development	
	<ul style="list-style-type: none"> -.Support NQT to maintain high standards in EYFS. Ensure provocation learning experiences and continuous provision are embedded through developing planning further -Ensure good and effective teaching that has been observed in monitoring is consistently in place for all learners 	