

West Minster Primary School part of the Sheerness West Federation of Schools

SELF EVALUATION SUMMARY FOR GOVERNORS (September 2017)

Mission Statement & Values

At Sheerness West Federation we believe that dreams can come true if you have a positive view

AT Sheerness West Federation we are driven by the following aims:

1-From year 1 onwards 100% of children will have the opportunity to attend two off the island WOW experiences.

2-All children will have the opportunity to learn about their local environment and community and celebrate its proud heritage

3-All children will be taught to swim at least 10m by the time they leave our schools

4-All children will represent the schools at a sporting or creative event at some point in their school career

5-All children will be taught road safety awareness and cycling proficiency in order to keep themselves safe

6-All children will be taught and know how to react and respond in an emergency situation

7-All parents will be engaged in their child's learning and school experiences

8-All children will have a voice and use this to have a say in the running of the school

9-All children will be given the opportunity to take on a whole school or class responsibility at some point in their school career.

10-100% of children will have the opportunity to learn to play a musical instrument.

These areas for improvement are the key priorities for the School Plan

1. Effectiveness of Leadership & Management	2. Quality of Teaching, Learning & Assessment	3. Personal development, Behaviour & Welfare	4. Outcomes for Pupils
<ul style="list-style-type: none"> • To restructure the leadership of the federation to ensure that the schools continue to work and improve with a federated approach . • Continue to improve CPD of all staff and governors • Raise the profile and effectiveness of governance • Ensure a broad and balanced curriculum for all children. • Ensure the induction programme introduced last year is fully embedded for all staff including governors) • All planning to enable opportunities for mastery • Inform curriculum development with visits to Dalton schools in Holland • Ensure that all leaders know the school data. 	<ul style="list-style-type: none"> • All planning to enable opportunities for mastery and all staff have clear expectation of what mastery is. • Continue to ensure 100% of teaching is consistently good or better. • Increase the percentage of outstanding teaching and learning • Identify and narrow differences in learning outcomes including for the more able • Children to take ownership of their individual targets (including SEND) • Continue to undertake termly lesson studies that impact on teaching • Use Sutton Trust to guide how we use the expertise of Teaching assistants to ensure they impact on learning. • Provide opportunities for peer and self-assessment <ul style="list-style-type: none"> • Develop teaching and learning strategies that will impact on the more able 	<ul style="list-style-type: none"> • increase parental engagement in order to improve outcomes for children • To be at 96% and better for attendance • To ensure consistency in behaviour management • Increase parental engagement in order to improve outcomes for children with focus on dads engagement 	<ul style="list-style-type: none"> • 85% of children will achieve expected or above attainment • 100% of children will make expected progress from their respective starting points • Curriculum offered is relevant and exciting

The main findings from the last inspection (November 2016)

1-Lift the overall quality of teaching to outstanding by;

- Enabling most able pupils to excel, including those who are also disadvantaged
- developing pupils' reasoning skills in Maths

2-Deepen pupils knowledge and understanding of faiths and cultures beyond those in their immediate community

3-Sustain the drive to bring attendance of all groups at least in line with national averages, particularly for those who have special needs and/or disabilities.

Overall effectiveness:	Current grade	2
The quality of education provided in school	Last inspection grade	2

- **As a school community we are determined and committed to overcoming disadvantage and barriers to learning that our children may have. We promote inclusion and seek to broadly raise achievement academically, socially, creatively and personally.**
- **From April 2015 a new Executive Head Teacher was appointed mainly because of his experience of working in inner city schools in challenging circumstances and he has expanded the senior and middle leadership teams to ensure that there is broader leadership accountability for school improvement. The Head of school now works across both schools in the federation.**
- **The leadership team, (Graded as Outstanding in Ofsted inspection November 2016) have a realistic view of the school's strengths and areas for improvement, this is because of the rigorous checking of pupil's progress and teaching (see monitoring files). Impact of data analysis is robust. Leadership roles and responsibilities are clearly defined. The school's inclusive ethos is underlined through a good understanding of tracking data for individual pupils and the impact of interventions via provision maps.**
- **Leaders regularly monitor teaching through a planned timetable and when inconsistencies are identified they are quickly addressed. This demonstrates the positive impact of leadership at all levels.**
- **Teaching across the school is consistently good. Robust triangulated monitoring evidences teaching and learning now judged 100% to be good and better across the school. Systematic approaches to appraisal of staff, focused CPD and rigorous pupil progress meetings all drive improvement. Staff know that they are held accountable for the progress of the pupils.**
- **Pupil's good behavior supports them to work and play together. Federation Leadership Team has taken action to improve equality of supervision during lunch time, this has involved changes to work patterns of TAs.**
- **The federation works to one set of agreed principles and values. This allows teams in both schools to work closely enhancing capacity across the federation.**
- **In-school data shows good progress in most areas and where there are concerns these are identified early and addressed through clear and effective targeted support.**
- **There is a clear and concise quality improvement plan with definitive milestones.**
- **External audit commissioned in writing resulted in new initiatives to ensure improvement in teaching and learning. These are now embedded.**
- **A robust targeted intervention program to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly. For the last two years Year6 children who receive PP grant monies have achieved higher than their non PP peers.**
- **The curriculum for the Federation has been fully revised to take account of the changes from September 2014. Through internal self-evaluation the school knows there is a huge need for a strong emphasis on creativity.**

- **Leadership capacity has been further enhanced by the continuation of the excellent coaching of the middle leadership team and because of the good succession plan we now have in place. This is enabling us to develop and grow our own future leaders. A good example of this is that the head of school is now head of both schools in the federation.**

Main strengths	Why the overall quality of education is not yet outstanding
<ul style="list-style-type: none"> Better and more effective professional development for all staff, including teaching assistants, to ensure more effective teaching and learning throughout the school. “The staff professional development strategy is highly effective....This approach has significantly strengthened the school’s capacity for continuous improvement.” (Ofsted November 2016) A more rigorous and robust self-evaluation schedule where evidence of teaching and learning can be triangulated more effectively, using lesson observations data analysis and book scrutiny, to inform judgements. A more effective targeted intervention program to ensure that all children funded by pupil premium achieve better outcomes and the gap between them and their non-pupil premium peers narrows significantly. Children’s behavior and attitude to learning in the classroom is excellent and offers no barrier to learning “Pupils are developing excellent attitudes to learning that support their improving progress.” (Ofsted November 2016) 	<ul style="list-style-type: none"> Teaching and learning is now consistently 100% Good and better but school needs to ensure that where we have good teaching and learning effective CPD is given to ensure more of this converts to outstanding Lessons are not yet impacting enough to ensure more able pupils always consistently do well Pupil premium gaps are closing but need to close still further in all areas Reasoning and mastery skills need to be better taught at all age phases.

Year Group	No on roll	%boys/Girls	%PP	%EAL	%SEN	No with EHCP	No of Children In care
Nursery	36	40/60	0	%	%	0	0
Reception	71	58/42	%	%	%	8%	0
1	74	63/37	46%	5%	16%	3%	0
2	60	55/45	50%	5%	10%	2%	0
3	57	33/58	56%	12%	9%	2%	0

4	60	40/60	48%	3%	5%	0%	0
5	57	54/46	58%	3%	5%	0	2%
6	59	54/46	64%	10%	20%	2%	3%

CHECK the above is still accurate and change (DEB TO HELP HERE)

School context

- West Minster is a larger than average, two form entry school with over 472 full and part time pupils on roll, this includes an on-site nursery and speech and language Unit (from September 2015)
- School is expanding year on year with its new building provision to 3 forms of entry
- The school is situated in the most deprived part of Swale borough and is the sixth most deprived of 456 primary schools in Kent.
- ROL shows that the school is in the bottom quartile: 0.42 deprivation indicator which is significantly higher than the national average of 0.24.
- Pupils enjoy coming to school and this is reflected in the school's improving level of attendance (95% in 2015 and 96% in 2016) and is further reflected in the latest children's survey where 94% said they enjoy coming to West Minster School (June 2015)
- Over 34% of children are eligible for free school meals/pupil premium compared to the national figure of 14.1%
- 4.3% of our children speak English as an additional language
- **10.3% of our children have been identified as having special educational needs with 6 children in receipt of an EHCP plans.**
- **We currently have 3 children in care**
- A further 12 children with ECHPS attend the Ivy Centre (school provision for SALT)
- We operate a heavily subsidised Breakfast Club and have extended this to after school provision to provide wrap around care.
- Children enter reception well below their peers in both literacy and maths with literacy the lower due to poor levels of Speech and Language (see Well come base line report)

School context

Significant changes since the last inspection:

- Speech and Language Resource Centre now in place at the school (September 2017)
- Dedicated speech and language specialist appointed to address low SAL baselines on entry to the school
- New SENCO appointed (September 2017)
- New federation leadership structure in place with senior and subject leaders now leading more effectively
- Partnership with Greenwich University embedded to address the long term recruitment issue we face as a coastal challenge school
- New chair of governors elected (November 2017)
- New buildings opened to enable expansion to 3fe along with a new SALT provision for children with severe speech and language issues.(September 2017)
- Dedicated additional teachers appointed to target gaps for disadvantaged children in KS1 and KS2
- Parents Forum embedded and going from strength to strength.
- Parents Hub created in existing building space
- Cover supervisors employed to cover classes for PPA and management time
- Music teacher employed across the federation
- Arts and performance director in residence appointed

Key strengths	Significant barriers / challenges
<ul style="list-style-type: none"> • Stable and effective leadership across the school and federation. • improved teaching and learning across the school • Leaders have an accurate view of the school's strengths and areas for improvement because of effective checking of pupils' progress and teaching. • Rigorous data analysis systems and practices through robust pupil progress meetings. • Robust targeted intervention programs are in place to ensure that all pupil premium achieve better outcomes and gap between them and non- pupil premium pupils narrows. • Pupils have excellent behaviour and outstanding attitudes to learning and cooperate well which enables them to work and play together successfully • Pupils feel safe at school and in recent pupil survey almost 100% said they liked coming to the school • Parents forum established and embedded, and effectively engaging parents • improved CPD outcomes for support staff via early school closure on Fridays • inclusion team enhanced to address the needs of school population • Specialist sports team and music teacher established and embedded across the federation to ensure we meet our school aims • improved succession planning to address the recruitment issues on the island. 	<ul style="list-style-type: none"> • Recruitment of quality staff is a barrier to all coastal challenge schools. • Significant deprivation and a number of families, who because of their own negative experiences of their education don't value education. • Mobility of children in school year has increased because of massive building programme on the island. • A high proportion of nursery children enter school below typical age related expectations particularly around language skills (see baseline assessment)

<ul style="list-style-type: none"> Recruitment video proving to have had an impact in raising the profile of the school. And attracting a larger field of candidates for teaching jobs. 	
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The Effectiveness of leadership and management	Current grade	1
	Last inspection grade	1

- Outstanding leadership has ensured that, for the first time in many years, West Minster primary is a good and rapidly improving school.” (Ofsted November 2016)
- Leadership capacity has been further enhanced by the continuation of the excellent coaching of the middle leadership team. This has led to broader accountability in the school Performance management targets which are set for all staff directly impact and work towards embedding school improvement.
- Self-evaluation is carried out using a full range of performance data. Evaluation outcomes are shared with all staff, governors which identifies priorities and actions for the Quality Improvement Plan (New QIP priorities set with all stakeholders in September 2017)
- FLT/MLT make accurate judgments using robust triangulation monitoring. Teachers are set targets for improvement and are provided with support, training and guidance in order to achieve their targets.
- The Assistant Head Teacher for Inclusion is an experienced and outstanding practitioner in the area of send and inclusion. He is a strong advocate for vulnerable children. This has helped to improve outcomes for SEND children and make the provision at the school and federation outstanding.
- The outstanding leadership team at West Minster has provided support for our partner school in the Federation. This has helped broaden the skills of the WM Leadership Team and has helped our partner school to address standards of teaching and learning in a time of change.
- The school works hard and is committed to ensuring the safety and wellbeing of all pupils. Training is given to ensure all staff know how to respond to and carry out child protection procedures which are in place. (Safeguarding training for all federation staff took place in **October 2017**) **“The high priority placed on the care and well-being of pupils is significant part of the school’s outstanding promotion of pupils’ personal development and welfare.” (Ofsted November 2016)**
- The school has worked in collaboration with the local network of schools that has helped to share good practice and quality assure judgments. The Executive Head Teacher is the Chair of the island schools collaborative which has been recently praised as a group for leading and improving its schools in a coastal challenge area. This ensures high wider engagement.
- The capacity of school governors has improved through CPD and they now effectively challenge and hold the leadership of the school to account.
- **“The governing body provides very effective challenge and support for school leaders, Governors place a high priority on the effectiveness of their own work. They attend regular training in a range of areas including impressive commitment to attend an hour’s bespoke training directly before every governing body meeting.” (Ofsted November 2016)**
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Main strengths	Leadership and management is judged as outstanding but areas for development are:
<ul style="list-style-type: none"> • Executive Head Teacher with extensive experience of inner city school improvement has been in place since April 2015. • Outstanding senior leadership team in place with highly effective head of school • Shared and devolved leadership at all levels ensuring broader accountability • Strong vision and emphasis on rigorous and robust monitoring • Well established and effective monitoring which is triangulated to make use of excellent data analysis, observational evidence and regular book dipping to ensure accurate self-evaluation of teaching and learning • Inadequate teaching and learning has been eradicated and teachers are supported to continually improve their practice. Where issues have been identified swift action has been taken to address, and resolve these. • Governors have had an active input on the new Quality improvement Plan at recent staff INSET day in September 2017.giving them greater ownership of the improvement agenda. • Governors have allocated link champions for Pupil premium, reading, writing, Maths and SEND and they visit the school 6 times a year and liaise with the school leaders in these areas on a regular basis to support and challenge practice. 	<ul style="list-style-type: none"> • Data analysis is showing that although there are strengths in areas of the school there is still work to do to improve our more able children’s Key Stage 2 outcomes and to sustain the good progress made at Key Stage 1 • Governance has undergone much change recently with a new chair appointed in October 2017 • The school needs to deepen pupils’ understanding and knowledge of cultural diversity and different faith groups beyond those in their immediate community. • Attendance levels need to be sustained at National averages for all groups of pupils.
Main priorities for improving leadership and management	
<ul style="list-style-type: none"> • Need to continue to develop the federated leadership model so that leadership at all levels is impacting on both schools as a working and effective collaborative federation • Continue to develop the succession plan for leadership across the school and the federation to ensure that leadership is broad and effective at all levels • Governors to work in close liaison with FLT of the school to ensure rapid improvements are sustained and built upon. • Gaps and differences in learning outcomes for key groups to close incrementally throughout the year. • Aim to enter into a European project via the Comenius funding programme to ensure that both leaders and teaching staff develop their thinking and pedagogy more widely and are able to look out and bring back good, tried and tested methodologies around pupil’s self-assessment and success.(March 2018) 	

The Quality of Teaching, Learning & Assessment	Current grade	2
	Last inspection grade	2
Main strengths	Why the teaching is not yet outstanding	
<ul style="list-style-type: none"> West Minster has consistently high expectations of all pupils. The quality of teaching is constantly improving which is demonstrated through the record of observations and triangulated monitoring evidence. The result of this is that most pupils make good and sustained progress. Children start school well below age related expectations. To improve this we have implemented effective early intervention strategies. Pupils in EYFS make rapid progress from low starting points and have been <i>Above</i> national baseline for last three years ("<i>in the bustling and busy but remarkably calm atmosphere across early years provision, children get the best start to their schooling. Children make outstanding progress from their varying starting points</i>" (Ofsted November 2016) Pupil progress meetings are rigorous. Under achieving and slow moving groups are identified and when required, focused interventions are put in place. 	<ul style="list-style-type: none"> Increase the % of outstanding teaching by ensuring in all lessons and that work is adapted well to meet the different needs and to ensure that all pupils are appropriately and consistently challenged to succeed Develop more effective reasoning skills in Maths Ensure that all teachers and teaching assistants use deep level questioning consistently to ensure learning is deepened and extended Ensure that teachers are marking and intervening in children's written work to a high standard to ensure there is a learning dialogue which moves all children on in their learning. 	
Main priorities for improving teaching		
<p>-Continue to triangulate monitoring evidence to ensure that we:</p> <p>-Sustain the move to having 100% teaching and learning recording consistently good and better judgements</p> <p>-Move 30-40% of teaching and learning judgements to outstanding</p> <p>-Continue to ensure there is no RI or inadequate teaching and learning at the school.</p> <p>-Ensure that new teachers to the school are inducted effectively so that they are aware of the high expectations to move rapidly to good and better(<i>From September 2 NQTS in place</i>)</p> <p>-Continuation of collaboration with other schools to support moderation..</p> <p>-Ensure that staff know what mastery in all subjects looks like and that they are teaching for mastery in all maths lessons.</p>		

The Quality of Teaching, Learning & Assessment	Current grade	2
	Last inspection grade	2

Profile for term 4 beginning the 7th of March 2016 (observations of 17 teachers)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Intervention
G+	G G+	G O	G O	G RI	G G+	G+ G	O G	O G

6% RI 53%Good Good+18% Outstanding23%

Term 6 2016 beginning 6th June (observations of 17 teachers)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Intervention
G	G O	G O	G O	G G	G O	G O	G O	O G

0% RI 59%Good 41%Outstanding

Term 2 beginning 13th November 2017 (Observations of 17 teachers)

Personal Development, Behaviour & Welfare	Current grade	2
	Last inspection grade	2
Main strengths	Why the behaviour and safety is not yet outstanding	
<ul style="list-style-type: none"> The behaviour of the pupils is good. Pupils show a pride in their school which helps them acquire attitudes that support their learning and personal development. The school has a positive behaviour policy and incidents of poor behaviour are low but are dealt with quickly and effectively. Attendance at the school has been steadily improving over the last three years and although still not at national this is as a result of the rigorous and robust approach the school has adopted to attendance. We fully expect this to improve again in 2017-18 “Leaders go the extra mile to ensure that pupils attend regularly.” (Ofsted November 2016) <u>SAFEGUARDING:</u> “The school’s work to promote pupils’ personal development and welfare is outstanding (Ofsted November 2016) School has Designated child protection officers with up to date training who ensure issues are dealt with effectively and quickly All staff members receive appropriate C P training which is regularly updated to ensure they can identify issues early Staff are aware and know the procedures to carry out safeguarding DCPCs attend updated training to ensure good leadership DBS and enhanced checks are carried out and register is up to date. Single Central record is checked regularly by the chair of governors and Executive Head Teacher Safer recruitment training is carried out with both governors and most FLT have all attended training to ensure interviews for new posts are conducted effectively E safety is a priority e.g. All pupils in term 1 computing lessons involve this. In every topic E-safety is embedded throughout Staff have received a basic briefing on Prevent 	<ul style="list-style-type: none"> Although steadily improving attendance is not yet consistently sustaining national expectation Cultural diversity and knowledge of other faith groups is not yet embedded in the curriculum planning. 	

Main priorities for improving safety and behaviour

- Externally provided CPD on CP and Safeguarding in term 1 2017 to ensure outstanding practice is sustained.
- Narrow the attendance gap for all groups of children

Attendance this academic year (2017-18)to date	97%
Attendance Disadvantaged pupils to date	96.4%
Attendance of boys to date	94%
Attendance of girls to date	95%
Target for Attendance (2016-17)	96%
Number of persistent absentees to date	3%
Number of fixed term exclusions (2015-16)	0
Number of permanent exclusion (2015-16)	0
Number and type of reported bullying incidents for this period	0
Number of safeguarding incidents for this period	0
Pupil Applications & Admissions	3 in 4 out

Outcomes for Pupils	Current grade	2
	Last inspection grade	2

Key Stage 2 attainment Trend and predictions

Reading	2016 school all	2016 School FSM	2016 national	2017 school all	2017 school FSM	2017 national
Expected	87	79.5	66	88	82.9	71
Greater depth	7	5.1	19	26	14.3	25
Writing						
Expected	80	74.4	74	81	80	76
Greater Depth	7	2.6	15	16	8.6	18
Maths						
Expected	90	87.2	70	91	94.3	75
Greater Depth	15	10.3	17	48	51.4	23
RW and M combined						
Expected	77	69.2	53	78	74.3	61
Greater Depth	5	2.6	5	12	5.7	9
SPAG						
Expected	88	82.1	73	91	91.4	77
Greater Depth	32	25.6	23	67	62.9	31
EXPECTED LEVELS OF PROGRESS scaled scores						
Reading	105	103.5	103	107	105.2	104
GPS	106	104.9	104	111	109.9	106
Maths	106	105	103	109	108.5	104

End Of KS1

<u>Levels</u>	<u>2016 school all</u>	<u>2016 school FSM</u>	<u>2016 national</u>	<u>2017 school all</u>	<u>2017 school FSM</u>	<u>2017 national</u>
<u>Expected</u>						
Reading	79.7	62.5	74	82	80.6	75.5
Writing	78	66.7	65	82	80.6	68.2
Maths	81.4	70.8	73	82	77.4	75.1
<u>Exceeding</u>						
Reading	20.3	4.2	24	26	25.8	25.2
Writing	11.9	4.2	13	15	9.7	15.6
Maths	8.5	0	18	23	22.6	20.5

Phonics Screening test:

<u>Years</u>	<u>school all</u>	<u>school FSM</u>	<u>national</u>
<u>2015</u>	78.3	62.5	76.8
<u>2016</u>	75	64.3	80.6

2017	79	76	81.2
2018			

EYFS Good Level of Development:

<u>YEAR</u>	<u>SCHOOL</u>	<u>NATIONAL</u>
2013	82	52
2014	83.3	60.4
2015	69.5	66.2
2016	81.4	69.3
2017	76	71