



*West Melton  
Primary School*

School  
Evaluation  
Form  
2019-2020

Z Norris

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## West Melton Primary School Self Evaluation Form 2019-20

### Summary of previous judgments

<b>Date of previous inspection:</b>	30/31 <sup>st</sup> January 2019
Grading	
Overall effectiveness	Grade
Grade 1: Outstanding	
Grade 2: Good	
Grade 3: Requires improvement	3
Grade 4: Inadequate	
<p><b>Evidence:</b>            The school was judged Requires Improvement (RI) by Ofsted (Jan 19). We have strived to improve to good with the aim of becoming outstanding in the future.            Leadership and management, teaching, learning and assessment and outcomes were assessed RI with Early Years provision and personal development, behaviour and welfare judged 'good' (Ofsted Jan 19). The progress children make in the Early Years is good, based on a very low entry level.            Our outcomes for pupils (2018) demonstrate some improvement since the previous inspection in 2016 . In 2018 we had an overall upward attainment trend with GLD, KS1 and phonics all showing significant improvement on the previous year. KS2 results were more varied with improvement in writing, in some areas of greater depth and the combined outcomes but reading dipped. Maths, also dipped.            We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development has a very positive impact on the staff and children at the school. Our school is a real family community where every child is valued and celebrated. We take great pride in our school and our learners. Despite difficulties that have arisen, staff morale is high.</p>	
Details of any support received due to judgement	
Support from the Local Authority as part of the School of Concern Process. Strategic support from consultants Vicky Helliwell, Pam Ward and Karen Smith	

Key judgements	Grade
Quality of education	3
Behaviour and attitudes	3
Personal development (NB wasn't a separate judgement in the last inspection but was deemed good)	2
Leadership and management	3

Judgement of early years	Tick
Outstanding	
Good	2
Requires improvement	
Inadequate	



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### **Ofsted Priorities:**

Improve the quality of teaching, particularly in key stages 1 and 2 so that it is consistently good or better in order to raise pupils' attainment in reading and mathematics by:

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- Having high expectations of all pupils
- Planning mathematics lessons so that pupils' work is pitched at the right level of difficulty and provides appropriate challenge
- Ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills
- Checking that pupils are reading books at a suitable level to help them become fluent and confident readers
- Developing pupils' reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers
- Using assessment more effectively in the early years to identify what children need to learn next and plan more challenging activities.

### ***Improve the effectiveness of leadership and management by:***

- Swiftly addressing the weaknesses in teaching
- Developing the skills and expertise of leaders so they improve their areas of responsibility and accurately measure the impact of the actions they take
- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects

### ***Improve standards of behaviour for pupils by:***

- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that all pupils respect and follow the school's rules for acceptable conduct.



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### Context and our previous inspection

#### The context of our school

West Melton is a smaller than average primary school, however the number of pupils on roll has decreased since the last inspection due a lower intake in Foundation stage. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery .The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families (90%), there is a small proportion of pupils entering the school with English as an additional language, 10%.

On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support.

A large number (33%) are on the SEN register compared to the National average (14.6%). The school has high percentage of children with EHCP (12 with 5 more currently in process) Our Pupil Premium percentage is significantly higher than National percentages at 53%.

The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. Currently, we have 4 looked after children, 2 children previously LAC and 2 children under care orders.

There are a high number of vulnerable families – children requiring social care intervention through child protection conferences and Child in Need meetings. There are currently 10 children/ 8 families receiving support from social workers and a 8 vulnerable families (10 children) are accessing support from Early Help. In addition, there are 6 children are receiving counselling support from a bought in school counsellor, who also works with groups of children to provide pastoral support for 2 days a week. The school provides lunchtime and afternoon Nurture Group for vulnerable pupils in need of additional support. ELSA (Emotional Literacy Support assistant) also provides support for our referred vulnerable pupils to enable barriers to learning to be removed. All FS children are screened in speech and language by Bought in Speech and Language Therapist who also works once a week in school. We continue to work with consultants and specialists from the Local authority to quality assure teaching and learning, ensuring judgements are accurate. We also provide our families with a free breakfast club provision each day and after school and holiday activities by external providers, mainly funded from national lottery grant to provide different opportunities for our families and children.

#### Staffing Overview:

- 1 Head Teacher ,1 Deputy Head , 1 Assistant Headteacher
- 6 Teachers – 4 permanent and 2 on Long term supply. We currently have 1 UPS, 5 MPS.
- Historically, recruitment and retention has been challenging and the school has suffered from high levels of staff turnover.
- We are working collaboratively with the Local Authority to improve teaching and learning and continue to raise standards

#### Changes since the previous inspection

##### Staffing 2018-19

Following rigorous and highly appropriate challenge from senior leaders, there has been a significant turnover of staff since the last inspection. Five teachers and two support staff have left. Two new teachers have been recruited.

New Subject leaders have been in place since September 2019.



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### FS Action Taken

- Speech and language has been identified as a main barrier to learning. The school has a SALT who works on site identifying needs, developing programmes and leading staff training.
- The school have had Early Talk training and are implementing T4W from FS.
- Through RoSiS, the school have brokered the support of a SLE for FS (Sue Gregg). Meetings have already taken place to support assessment procedures and further meetings are planned to evaluate provision.
- A new member of staff has joined the team she will be attending new to FS training. She brings a strength in phonics.

### Y1/Phonics Actions Taken

- We are working with the English hub and have received and used funding to pride cpd and purchase further resources for RWInc
- DHT oversees the quality of RWINc delivery to address any inconsistency in teaching.
- Y1 teacher is on a support plan. She is being supported by a SLE. She is also being supported by DHT. There has been an improvement in the classroom environment as a result of this since September.
- Phonics rigorous tracking and better use of assessment throughout the year.
- DHT has responsibility for overseeing phonics screening in 2020.

### Reading Actions Taken

- We have implemented critical read through school.
- Fluency is a focus through RWINc and the school are part of the Herts. Fluency Project.
- Children have appropriate texts to go home with now which are linked to the RWI programme.
- Funding has been accessed from English hub for training and additional books and resources.
- Working with learners first Liz Kenny and Chloe Redfern English SLE to support reading.
- Lexile texts are used in Y6 and through school to ensure children are being exposed to age related texts.
- Ensuring that complete texts are used not just extracts
- Developing staff as reading teachers so that they can model good reading behaviours to the children.
- Promoting West Melton as a reading school ensuring that children have access to a range of high quality texts and that the school environment is adapted for this.

### Writing Actions Taken:

- Further staff CPD to reintroduce the Talk 4 Writing processes has been delivered and was being monitored by the DHT.
- Higher expectations of modelling writing in all classes.
- Development of vocab.
- Links to SPaG
- Higher expectations of presentation. HT has lead handwriting training based on Martin Harvey approach. Quality handwriting was visible around school.
- Greater focus on purpose and audience.
- Talk for Writing has been relaunched and teachers have been provided with a clear structure to follow to ensure consistency across all year groups.
- All teaching begins with a memorable 'Hook' before a high quality model text is shared. Teachers are now modelling the writing process and displaying these models on their class washing lines. Dedicated to the Talk for Writing process.
- A star writer award has been introduced and more recently a Handwriting Hero award for the pupil with best handwriting/presentation.
- New resources have been invested in such as whiteboards and flipcharts to support teaching and learning.
- Y4 and Y6 teachers accessing support for planning from a SLE (Caroline Fletcher). She will be involved in moderation.
- New Y6 teacher accessing a range of CPD through RoSiS.



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### Maths Action Taken

- A new West Melton lesson structure has been implemented and how to use materials.
- Teaching is now closely monitored by SLT.
- CPD subject knowledge training for new to Y6 and Y2 teachers has been arranged.
- New math subject leader in role
- Whole school focus on reasoning linked to developing a clearer understanding of the language of problem solving.
- Relaunch White Rose materials and ensured that there is a progressive and sequential sequence of learning.
- Subject knowledge training and support through school.
- Work started with Maths Hub on being mastery ready.
- New PIRA and PUMA standardised test materials have been purchased and introduced.

### Curriculum actions

- Curriculum subject leadership roles have been agreed.
- The Head teacher and Deputy Head teacher attended Chris Quigley training this was shared with staff in September
- CPD has been arranged for staff.
- Staff at different levels of leadership have additional CPD.
- The maths and science lead are new to post and would benefit from working alongside an experienced leader.
- Subject leaders are developing staff subject knowledge and for developing a progressive and sequential programme of learning.
- Staff are aware of the 3 I's as have received curriculum training through Focus Education.
- New Curriculum policy and drivers, planning and assessment trackers have been implemented.
- The school has created curriculum drivers of curiosity, creativity and broadening wider world opportunities.

### Behaviour actions.

- A new nurture provision has been introduced which is supporting the regulation of emotions for the most vulnerable and volatile children.
- Training has been provided from virtual school to establish and run the nurture provision.
- Run by highly experienced and passionate LSA with additional staff.
- Children attend, timetabled sessions, in the afternoon. They attend from lunchtime so that they can eat together with the staff.
- The children are supported in class during the mornings.
- Children identified through graduated response.
- Clear exit plan impact measured after 6 weeks
- Nurture provision setting clear ground rules meeting SEMH not a behaviour room for sanction.
- Less incidents feels like a more inclusive school
- AFJ Gold anti bullying award achieved
- Reviewed Positive Behaviour policy with staff learning ladder low- level behaviours positive regard aiming for extraordinary/ outstanding consistent through school. Very clear sanctions in school.
- Part of inclusion lead responsibility monitoring behavior on CPOMs
- Mental health award work started.
- Developing student council roles further around different curriculum areas.



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### Quality of education

Previous judgement:

3

#### Steps taken to improve

- Rigorous M & E plan implemented
- Individual teacher improvement/support plans implemented.
- RWINc and English Hub support in phonics ensuring good progress was made.
- Talk for writing training and materials invested in in order to develop more fluent, consistent and extended whitening
- New curriculum training and materials.
- Middle leader and subject knowledge training for staff.
- New assessment materials in core subject areas to track progress.
- A new assessment strategy for foundation stage subjects to measure attainment.
- Relaunch of Martin Harvey handwriting scheme.
- Maths Hub- mastery training implemented.
- New awards for writing/handwriting and reading.

#### Intent

At West Melton Primary, we want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities. With this in mind, we aim to provide our children with a range of experiences to provide enrichment opportunities during their time at West Melton.

Our curriculum drivers are:

*Curiosity - Creativity - Opportunity*

**Evidence taken from: DEP & planned CPD  
New curriculum policy  
Planning  
Monitoring & Evaluation both internal & external**

#### Curriculum Intent

Our staff understand that the vast majority of our children come from a white British family background a high level of deprivation and high level of disadvantaged and vulnerable families. We have a high percentage who start with low or significantly low speech and language and our SEND and number of children with an EHCP is higher than national. With these facts in mind, our curriculum needs to provide opportunities to embrace varying view points and beliefs, encourage debate and discussion, be based on the global dimension, provide children with a good basic skill and knowledge set and equip them for life and learning beyond West Melton. With this in mind, we encourage the 5 R's of Learning - teaching the children to be Resilient, Resourceful, Reasoned, Responsible and Reflective learners. We feel that these are important skills, as we want to teach our children 'HOW' to learn.

Our children need to be challenged in their schooling, learning from failures and celebrating successes. At West Melton, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals as well as learners from whatever their starting points may be. We intend to offer our pupils new experiences and opportunities through extra-curricular and enrichment activities that are designed to build resilience, confidence and self-esteem.

It is our school's policy to maximise the potential of all pupils including those identifiable as disadvantaged, EAL, SEND, summer born and more able/Gifted and talented. We aim to accelerate the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in progress and attainment between them and their peers. The curriculum also makes provision to enable pupils to work at greater depth within age related expectations.

Over the last 2 years, we have worked on our curriculum particularly around first hand experiences, hook days, immersive environments, home learning tasks and menus and curriculum showcase events for parents. Following the change in the National Curriculum we reviewed our provision. We plan for a variety of experiences that we want our children to have. These might be anything from baking, going on a woodland walk, staying away from home over night, going to the theatre, a trip to the coast. We recognised that in our community the children are often experience poor and so set about changing this. Staff then built the curriculum around these experiences. From this we developed hook days which might link to texts or special visitors and would be used to provide enjoyment and



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engagement from the wider curriculum. Staff invest huge amounts of time in creating immersive and creative areas for reading and /or role play in their classroom. These change when the topic changes and help to motivate the children and keep them curious about learning. To ensure that learning is for life and is non-threatening (an issue for some of our parents), we developed home learning menus where children and parents can work together to create something. These could have a DT, art, music, mathematical focus and are led by the family then celebrated in school.

### **Quality of Education- INTENT**

Since the inspection in January 2019 the Headteacher and Deputy Headteacher have rigorously challenged poor teaching, and commitment to the school and pupils, this has resulted in very significant staffing turnover. Two new permanent teachers have been recruited but due to further staff absences the current teaching profile is not fully stable. However, the education currently provided is of a better standard. Collectively the new staff are passionate about increasing the life chances of our children through achievement.

The three key drivers of the school (curiosity, creativity, opportunity) dictate the curriculum and ethos of the school.

In terms of basic skills, teachers assess, plan and teach lessons to address misconceptions and build basic skills. We recognise that children need these skills for life and so ensure that standards are maintained in other areas of learning. Intervention programmes are adopted and children are carefully monitored by class teachers and the SLT to ensure that no child is falling behind. We have a core set of non-negotiables for teaching and learning, which are our starting point for all staff to ensure consistency in approach and expectations. A creative approach is needed to deliver the basic skills and provide enjoyment of the curriculum. Staff work hard to create engaging and stimulating lessons that provide children with the skills, knowledge and understanding that they need. Care is taken within the curriculum to develop and deepen children's understanding of different topics. Such a cross curricular approach means that basic skills are applied to real life situations and children are required to problem solve. A recent initiative has been our immersive environments which encourage children and families to be more engaged and excited about topic areas.

Emotional literacy is at the heart of all that we do. Staff care for the children and understand the trauma and upset that some children have in their lives. Extensive CPD is given to staff to ensure that they are emotionally literate and provide the best possible care for our children. We recognise that without these needs being met children are unlikely to achieve their full potential. Children feel safe in our school and flourish here as it is a place of sanctuary. Additionally, pastoral support staff deliver bespoke nurture programmes with children to address emotional needs. The staff have undertaken extensive Emotional Literacy training and further colleagues will be trained in ELSA (Emotional Literacy Support Assistants).

Our community is important to us. We have an emphasis upon developing the whole child and equipping children with the skills required for later life. The school strives to support the local community by offering services ranging from 0 to 11 years. We offer wrap around care including Breakfast Club and various after school clubs and family learning opportunities.

### **Curriculum flexibility**

*Evidence taken from: DEP & planned CPD  
New curriculum policy  
Assessment and skills progression plans for subject areas  
Planning  
Monitoring & Evaluation both internal & external*



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As many of our pupils enter school with poor communication and speech, we have employed our own speech and language therapist who works with our pupils and staff once a week. On entry to school, all our pupils are screened in this area and provided with effective bespoke programmes of support that are delivered by both the therapist and our trained support staff. From EYFS to Y6 we have set, planned and devoted additional teaching time to raising attainment in English language and mathematics because high attainment in basic skills is crucial to building pupils' confidence as successful learners

As a school we have taken a sharp focus on ensuring that younger pupils gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning through a Read, Write Inc programme, which is timetabled to take place each day.

The other curriculum areas are planned on a weekly overview throughout the week to ensure that they are not missed but can be planned in more flexibly.

There is now a more established emphasis on breadth, balance, continuity and progression than on coherence, challenge and enjoyment, or relevance.

### Curriculum narrowing

*Evidence taken from: DEP & planned CPD  
New curriculum policy  
Assessment and skills progression plans for subject areas  
Planning  
Monitoring & Evaluation both internal & external*

The curriculum is good. It complies with the requirements of the National Curriculum. It is well structured from phase to phase and is carefully planned for. There is good breadth and coverage to our curriculum which is supported with focus days such as 'Mental Health awareness day' and theme weeks such as 'Parliament week'. A range of topics are planned for and incorporated in to all subjects, helping pupils to develop key learning skills and knowledge.

The topics and visits engage and interest pupils and offer many opportunities for writing. As from the last Summer term and this year, we have a set of planned key texts as a driver to the topics in order to develop children's knowledge of different language and a love for reading. These texts are also selected on their Lexile score in order to ensure they are age appropriate and provide good challenge and a variety of language. Whole school topics are based on humanities, science and current events. Pupils talk to staff about how they enjoy their topics and educational visits.

Since September, we have really focused on developing our children's understanding and use of vocabulary. We have both specific vocabulary lessons and have a focus on vocabulary when teaching other areas of the curriculum to ensure that our children experience a wide range of the more higher order vocabulary (tier 2 and 3 words).

The school curriculum is under constant review and this year we have new and enthusiastic subject leaders who are both undergoing and providing staff CPD and subject specialism in Maths and Science. Curriculum plans have been updated to ensure all humanities, science and creative arts are planned for alongside opportunities to apply basic skills and a knowledge based curriculum – e.g. cross curricular/creative writing, data handling in science etc. WAGOLs are used in all subject areas where possible to ensure that children have models of what a good quality outcome looks like.

High expectations for the quality of presentation is evident in other subject areas and stimulating displays. Children show much more pride in their work.

The primary PE grant is used to support staff CPD through the delivery by a specialist teacher. School takes part in sports festivals and competitions within the community such as cross country, basketball, football and gymnastics amongst others. The work in PE has contributed towards our achievement of the Gold PE/Games award.

***'The primary school physical education (PE) and sport premium funding is used effectively to provide greater opportunities for pupils to access a wide range of sports, enter competitions and develop teachers' skills. The Movement Club is particularly popular with pupils and is effective in encouraging pupils to adopt a healthy lifestyle' Ofsted 2019***

*Our KS2 classes have the opportunity to learn how to play a musical instrument (Ukulele) in their weekly music lessons by a music specialist teacher from the LA.*

*MFL lessons in KS2 follow a scheme of work to support teachers who have limited subject knowledge in this area. Our School Governor Mr Brent (ex- secondary language teacher, )has also been effectively supporting staff in this area.*

We have a range of extra- curricular afterschool clubs available and are now providing holiday clubs and family focused clubs due successfully being awarded of lottery funding.



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### Cultural capital

*Evidence taken from: DEP & planned CPD*  
*New curriculum policy*  
*Assessment and skills progression plans for subject areas*  
*Planning- text plans and vocab plans.*  
*Monitoring & Evaluation both internal & external*

Our curriculum meets the needs of the high % of disadvantaged pupils by being practical, creative and including opportunities for lots of discussion and visual stimulus. There are lots of trips and curriculum days/weeks to bring the curriculum to life and enrich learning. The curriculum is supported by a list of well planned for and engaging tests. All of these things help to improve the cultural capital of the pupils. Since September, we have really focused on developing our children's understanding and use of vocabulary planning for a set list of tier 2 and 3 vocabulary to be taught to the children specifically. Each class has a focussed word of the day and week, which they learn both orally, the word class this is, how to use it in context and the other similes for this word. The teaching of Phonics is improving. Both Teachers and teaching assistants have attended CPD in RWINc in order to develop their subject knowledge and approach further and because of this children in early years get off to a confident start in being able to blend and segment sounds. Our SEND pupils are served well by our curriculum because of the targeted support they receive.

### Implementation

*Evidence taken from: DEP & planned CPD*  
*New curriculum policy*  
*New non-negotiables*  
*Assessment and skills progression plans for subject areas*  
*Planning*  
*Monitoring & Evaluation both internal & external*  
*Displays*

The current teaching team have variable subject knowledge and some are new to the school. As a result, since September CPD and policies have been reviewed in core subject areas with staff. Y2 and Y6 teachers have attended statutory training provided by the LA. The teacher new to Y1 has been supported by a local Literacy SLE with her planning, teaching and implementation. All staff have received and participated in intensive training over the first half term in RWINc, Talk for writing and critical reading. Clear plans are in place for SLT and middle leaders to monitor the impact of this training.

Recent monitoring by the local authority observed that: Talk for Writing has been relaunched and teachers have been provided with a clear structure to follow to ensure consistency across all year groups.

All teaching begins with a memorable 'Hook' before a high quality model text is shared. Teachers are now modelling the writing process and displaying these models on their class washing lines. Dedicated to the Talk for Writing process. In each room visited there was evidence of T4W being modelled and the writing process being shared. In some classrooms visited there was evidenced of a language rich.

Outcomes are attractively displayed outside the classroom demonstrating to the children that their learning is valued and showcasing models of excellence for the children to aspire to.

Curriculum showcase class folders already show a variety of planned curriculum learning opportunities experienced since September.

### Developing understanding, not memorising disconnected facts

*Evidence taken from: DEP & planned CPD*  
*New curriculum policy*  
*Assessment and skills progression plans for subject areas*  
*Planning*  
*Knowledge/word/subject mats*

The plans for teaching and learning focus on the assimilation and retention of facts which children can then use across all areas of the curriculum, building links and securing in their long term memory. Lesson recaps, predictions and modelled discussion is use as the primary means of feedback, marking and assessment of learning. This also helps to build on prior knowledge.



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### Our use of assessment

**Evidence taken from: DEP & planned CPD**  
*New Assessment policy & M & F policy*  
*FFT target setting*  
*New curriculum trackers*  
*Assessment and skills progression plans for subject areas*  
*Planning linked to assessment outcomes*  
*Intervention plans and impact plans*  
*Pupil progress meeting information.*  
*Monitoring & Evaluation both internal & external*

The curriculum has been adapted to engage all children better and progress across the setting has accelerated.

There are now stimulating indoor and improving outdoor environments which provide challenge for pupils' different abilities and needs. Children can move freely between the indoor and outdoor areas and can choose from a wide range of engaging activities. Pupils become absorbed in their learning because activities motivate them. Planning is focused around children's interests and staff liaise with parents to gain this knowledge

The children enjoy coming to school. They quickly settle into the well-established routines and are soon working and playing happily together.

Staff place a strong emphasis on basic skills, and reading has a high priority; a significant training programme is in place to increase staff expertise even further. Staff are keen to establish good writing habits too. In Reception, children are challenged to form letters correctly.

Pupils make good progress from very low starting points

All staff are RWInc and Talk for Writing trained. They have attended the 'I Can Early Talk' training to embed a language rich curriculum. This has had a positive impact on the Pupil's confidence, speaking and listening and fine motor skills.

New assessment materials have been purchased for Reading and maths (PIRA and PUMA) in order to be able to use analysis effectively to inform planning and intervention plans. Curriculum assessment trackers against progression of skills and knowledge have also been implemented since September in order to provide clarity for next steps, raise staff expectations on what needs teaching in which year group and to help accurately assess abilities and set targets.

All pupils have aspirational and realistic targets set using FFT/previous Key stage outcomes.

### Impact

**Evidence taken from: New Assessment policy & M & F policy**  
**Outcomes**  
**Monitoring – internal & external**

The impact of the curriculum is evident in outcomes for all children and that children are happy, healthy, safe and enjoy their schooling at West Melton Primary. However, data outcomes in Summer 2019 still show significant improvements still need to continue:

Headline Data Summary (2019)  
 2019 data was analysed at the last SOC evaluator meeting  
 EYFS  
 67% of pupils in Reception attained a Good Level of Development against the Early Years framework. A 1.5% increase on attainment outcomes and an average of 2.2 progress points made compared to last year. This is just below the national average of 71.7% and closer to LA average at 70.3%. We were externally moderated this year. Previously we have been proud to achieve a 3-year trend of attainment above national averages. This year our cohort (33% SEN) has also worked extremely hard, making good progress. All children have made good progress from their baseline assessments. 33% of the cohort had SEND and were accessing support This year our cohort (33% SEN) has also worked extremely hard, making good progress. All children have made good progress from their baseline assessments. Attainment in all Specific areas have declined; there is a need to develop in all areas. With the return of the experienced EYFS lead this is being addressed

Year One Phonic Screening  
 75% of pupils in Year One attained the expected standard in the Phonic Screening test. Although this is lower than last year and lower than the national average (82%) and lower than the local authority average (79%), we are proud of



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the progress the children have made (+7.5 average point score better than last year) Only 19% were on track to pass in March. This cohort also has a higher than average level of needs (25% SEN). This shows positive impact from the RWINC training, monitoring and string leadership from the Deputy Headteacher in this area.

### Key Stage One

Reading school 54% National 75% (15.4% achieved Greater Depth –1.8% points rise compared to last year)  
 Writing School 50% National 67.7%( 11.5% achieved Greater Depth -11.5% points rise compared to last year)  
 Maths school 50% National 75.7% 15.4% 1.8% points rise since 2018 (% achieved Greater Depth -1.8% points rise compared to last year)  
 Combined School 30.5%

Staffing issues had a major impact on the 2019 outcomes.

- The children who did not pass the Y2 Phonics re-test are receiving bespoke interventions in Y3.

Analysis has shown that Fluency, pace of reading, inference and deduction are key priorities, these are the focus in Year 3.

### Key Stage Two

Subject areas	School outcomes Cohort of 23 pupils	National	Greater Depth
Reading	39%	73%	8.7%
Writing	50%	78%	4%
Maths	47.8%	79%	8.7%
Combined (R,W & M)	30%	65%	4%
SPAG	39%	78%	13%

Analysis of papers have shown that:

- Reading fluency and stamina were a barrier. The children just didn't complete the paper.
- Lack of understanding around the tier 2 vocab.
- The significant staffing issues already identified have impacted on outcomes across the school. Since that time poor teaching has been challenged and staff have left their post. New and experienced teachers are now in post.
- **In writing previously** - Limited productivity, no links to SPaG, limited number of pieces for in school moderation.
- In maths- Appropriate strategies were not taught, not following white rose. Elements planned but not secure reasoning and problem solving no evidence of children applying strategies need to be used.
- Our outcomes are disappointing and don't reflect the teacher assessments and tracking throughout the year. We are proud of the in year progress the children have made. The children that attended our Y6 boosters made good progress as a result

### Data

**Evidence taken from :IDSR information  
 OFSTED Report  
 Monitoring – internal & external**

See above for main Summer 2019 outcomes.

*All year groups were baselined in the first half term. Data was used to inform further planning and ability groups /support. impact data to follow from first round of pupil progress lessons.*



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### Self-judgement

#### Requires Improvement- 3

Although recent improvements have been made this term, teaching across the school is still inconsistent. Teaching is good in the early years, and there is some other high-quality teaching in the school; however, in key stages 1 and 2, the quality of teaching is inconsistent. Assessment is still needs to be used effectively to ensure that activities are well matched to what pupils need to learn. Often, pupils are not engaged in clearly focused tasks designed to improve their progress at a good rate. Teacher subject knowledge is varied and does not always have high enough expectations of what pupils could achieve. Frequent additional teaching in smaller groups is provided for pupils who are falling behind needs to be prioritised. Where this is happening, this is having a positive impact on improving the progress that disadvantaged pupils make. Changes to the teaching of phonics has been effective in ensuring that pupils grasp the basic sounds that letters represent. All adults delivering phonics now show a high level of expertise. Although pupils' reading gets off to a good start, once reading their own books, these are not always well matched to develop their fluency and confidence. Changes to the teaching of reading in key stage 2 mean that lessons are often focused on pupils' comprehension of a text. However, pupils generally have a limited vocabulary and this is often hindering their understanding of what they are reading. Individual reading books for these pupils are not well monitored and they have limited guidance on what they need to do to improve and develop as readers. There is now a clear focus and approach to the teaching of mathematics which is helping pupils make better progress. Apparatus is effectively used, particularly in the younger classes, to help pupils understand mathematical concepts. Previous weak teaching means some of the older pupils still have gaps in their knowledge and understanding. This is not always accurately identified by teachers to plan lessons which help these pupils catch up quickly. There is also too little challenge for some pupils who could achieve higher standards. The quality of teaching in writing across the school has resulted in improved outcomes for pupils in key stages 1 and 2. Effective questioning by the teacher and secure subject knowledge ensured that pupils grasped a good understanding of the technicalities of poetry writing. The teaching of other subjects such as science and some of the foundation subjects, is not thorough enough. Pupils' knowledge and understanding of science and geography are limited. Their enthusiasm for subjects such as art and history is reflected in the higher quality and amount of work in their books, but teachers' coverage of all curriculum subjects in some year groups is patchy. Pupils with SEND are well integrated into the life of the school because their needs are well met. In most classes, teaching support is well used when clearly directed by the teacher and work is planned effectively. This supports these pupils in making good progress.

Key priorities	Actions
To have high expectations of all pupils.	Clarity for all staff on what this looked like in different subject areas and staff modelling this. This to be a focus for SLT's monitoring.
planning mathematics lessons so that pupils' work is pitched at the right level of difficulty and provides appropriate challenge	Further CPD & training for all staff. Visits to schools where this is effective. Calculation policy revised. New assessment and analysis materials.
ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills	Text list implemented – appropriate Lexile and links to curriculum. New texts to be purchased. Further CPD & training for all staff. Planned vocabulary to be mapped out. Bedrock & Becks vocabulary training & materials. Develop a vocabulary rich environment.
checking that pupils are reading books at a suitable level to help them become fluent and confident readers – developing pupils' reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers	New books to be purchased. RWINC & critical read cpd and policy review. Visits to effective school Rigorous monitoring & evaluation.
using assessment more effectively in the early years to identify what children need to learn next and plan more challenging activities	Marking & Feedback & Assessment policy reviewed. New assessment system and materials implemented. More effective use of analysis to plan for next steps and/or interventions.
ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects	Curriculum training for SLT & staff INSET Review current curriculum. Purchase new resources. Update assessment & tracking systems for foundation stage subject areas. Implement progression trackers, skills and knowledge mats



## West Melton Primary School Self Evaluation Form 2019-20

### Behaviour and attitudes

<b>Previous judgement:</b>	3
<b>Steps taken to improve</b>	
<ul style="list-style-type: none"> <li>• Nurture provision setting clear ground rules meeting SEMH not a behaviour room for sanction.</li> <li>• Behaviour policy reviewed</li> <li>• Clarity around behaviour expectations and sanctions shared with parents.</li> <li>• Attendance &amp; punctuality systems reviewed.</li> <li>• Less incidents feels like a more inclusive school</li> <li>• AFJ Gold anti bullying award achieved</li> </ul>	
<b>Environment</b>	
<p><i>Evidence taken from: DEP &amp; planned CPD</i>  <b>Non negotiables</b>  <b>Behaviour Policy reviewed</b>  <b>Monitoring &amp; Evaluation both internal &amp; external</b></p>	
<p>We are proud of our school environment and encourage our pupils to look after it too. Pupils are appointed jobs are library monitors, cloakroom monitors, Playground equipment monitors. They take these seriously and do their best to ensure these areas are tidy and organised.</p> <p>Our Behaviour policy is used consistently and effectively by all staff to ensure that high expectations for behaviour and attitudes are in place. From EYFS up to y6 children follow clear routines which involve some movement to different groups in the mornings. This is done very smoothly.</p> <p>Low level disruption is rare and monitored by all staff using our class behaviour chart system. Children are encouraged and motivated to achieve a 'fabulous' and 'extraordinary' position on the chart.</p> <p>In our recent evaluation visit by the Local Authority our environment ' A calm culture for learning was felt all around school. In most classes visited the children displayed good learning behaviours' was reported.</p>	
<b>Expectations</b>	
<p><i>Evidence taken from: DEP &amp; planned CPD</i>  <b>Non negotiables</b>  <b>Behaviour Policy reviewed</b>  <b>Monitoring &amp; Evaluation both internal &amp; external</b></p>	
<p>Although this was in question during the recent Ofsted Inspection, much work has been done with staff and pupils since this to review policies, non-negotiables and expectations. This formed part of the rigorous monitoring undertaken by the SLT. Expectations for behaviour were revisited with the community too. Clearer sanctions were used to address the children who were observed to display ongoing behavioural concerns and the further rewards have been introduced to encourage higher expectations in reading and writing in school.</p> <p>Pupils take pride in their work and try their best. This is evidenced in their books and the displays around school. We have currently had a whole school push on handwriting and children are now keen to earn a pen licence.</p> <p>Our pupils are not afraid to ask questions in class and are very open, honest and friendly to visitors. They speak proudly about the school and what they have achieved and have confidently performed at other venues such as Wath comprehensive school festivals, choir performances in church, at the local residential home and arena too.</p> <p>Our Student council and Rights Respecting groups of students are often given the responsibility of speaking and interviewing visitors and candidates, which they always do with much confidence and honesty.</p> <p>After a new school logo was designed and voted for by the children, the presentation of pupils has significantly improved due to new uniform was introduced. Pupils are encouraged to wear the correct footwear, uniform and P.E kit by all staff. Current staff have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated, and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</p>	
<b>Pupils' attitudes</b>	
<p><i>Evidence taken from: DEP &amp; planned CPD</i>  <b>Non negotiables</b>  <b>Behaviour Policy reviewed</b>  <b>Monitoring &amp; Evaluation both internal &amp; external</b></p>	
<p>In class, pupils have excellent attitudes. They listen well and any disruption is extremely rare. They respond very well to opportunities to discuss work and they also work in groups. Teachers apply behaviour rewards very consistently and these are valued by pupils. Pupils enjoy collecting their dojo/proud points and spending them at the reward shop. Our whole school visual behaviour system also encourages this. Our pupils to demonstrate lovely manners around school and conduct themselves in a sensible way. At lunchtimes and after school, a variety of activities and equipment is accessed by the children. Lunchtime clubs such as choir, dance and football are also provided. We also have nurture provision for children during these times to ensure that</p>	



## West Melton Primary School Self Evaluation Form 2019-20

vulnerable children have pastoral support and avoid any triggers for negative behaviour. Learning behaviours throughout school are improving Good handwriting/presentation skills are improving throughout school. Displays in classrooms and around school display and celebrate a variety of children's learning and are good evidence of better quality presentation and quantity of learning. Displays have been commented on positively and identified as a strength by external visitors. LA Evaluation outcomes showed that at its best, learning is challenging, appropriate and meets the needs of most children, ensuring the children make progress within lessons and across time. Lessons were well sequenced and built learning upon learning using work already undertaken and opportunities to deepen understanding and build resilience. Adults in school clearly know the children very well and can talk about their individual circumstances whilst been able to demonstrate their response to pupil needs in the provision they are providing. Pupils are confident to ask and answer questions in class and they do this regularly. Pupils are proud of their work in books and on display. They talk enthusiastically about their learning and other aspects of school life which they enjoy

### Attendance and punctuality

**Evidence taken from: attendance data and tracker**  
**Punctuality records**  
**PA tracker**  
**Monitoring & Evaluation both internal & external**

Attendance is monitored daily and scrutinised thoroughly for patterns of absence. A new policy is now implemented which involves a more rigorous monitoring system and approach to tackling poor attendance. Attendance panels are held and lead by our Attendance Officer. A free Breakfast club is now provided for all children to support the aim to improve attendance. More children can access nurture provision during lunch times and assembly times – these children are much more positive, calm and ready to learn. There are Less incidents on the yard at lunchtimes. Pupils have roles as Playground leaders and rights respecting role models to ensure that they promote a happy and nurturing environment, respecting each other's right to be safe and healthy. An ELSA TA provides additional pastoral support identified for specific needs and pupils, removing barriers to learning.

### Behaviour and attendance policies

**Evidence taken from: DEP & planned CPD**  
**Non negotiables**  
**Behaviour Policy reviewed**  
**Monitoring & Evaluation both internal & external**  
**Exclusion data/cpoms info**

Behaviour is consistently good. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils. A strong inclusion lead, Katy Jackson is now supporting effectively in this area as many of our families who are presently absent have a safeguarding reason as to why this is the case. The Inclusion Lead is the line manager for the attendance officer

There are a currently a high number of vulnerable children and children with SEND in EYFS and the EYFS team work effectively and efficiently to ensure that all children are safe and happy, monitoring, recording and reporting any concerns that are efficiently and effectively addressed.

They all have a open and honest relationship with parents and carers.

We have had significantly less exclusions since the last inspection, and visitors and parents often comment on how good behaviour is. In class, pupils have excellent attitudes. They listen well and any disruption is rare. They respond very well to opportunities to discuss work and they also work in groups.

Teachers apply behaviour rewards (proud points) using the dojo online system, very consistently and these are valued by pupils and parents.

Effort Grades are also awarded and recorded in books towards effort displayed and achieved in class.

The majority of Parents are confident that their children are safe. They describe the school as having a great family atmosphere.

### Pupil and teachers' relationships

**Evidence taken from: pupil voice/questionnaires**  
**Monitoring & Evaluation both internal & external**  
**Exclusion data/cpoms info**

**'The school successfully places a strong emphasis on tolerance and respect for each other, which effectively develops pupils' spiritual, moral, social and cultural awareness.'** Ofsted Jan 2019

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.



## West Melton Primary School Self Evaluation Form 2019-20

Self-judgement	
<b>Requires Improvement 3</b>	
<p>The behaviour of pupils requires improvement. Although the school has worked hard to ensure that pupils attend school regularly, a small minority of pupils are persistently absent. Improved attendance rates have not been sustained and too many pupils turn up to school late. Pupils and parents have mixed views on the standards of behaviour in school and acknowledge that a small minority of pupils, especially in upper key stage 2, do not always comply with the school's expectations or manage their own behaviour effectively, particularly when unsupervised. Inspectors agreed. Teachers and staff manage pupils' behaviour well. Pupils know there are consequences to bad behaviour and are confident that where there are incidents, these are dealt with swiftly. As a result, the school presents a calm and ordered place to work. The great majority of pupils conduct themselves well in and around school and they are polite and use good manners. In lessons, pupils have good attitudes to learning. They are enthusiastic about their lessons and talk positively about their teachers.</p>	
Key priorities	Actions
<p>establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils</p>	<p>Continue to track, monitor and address attendance.            Promote Breakfast club provision to identified families.            Rigorous tracking and monitoring system in school            Implement new Early Help attendance letter system.            Early Help to support with home visits and attendance panels.</p>
<p>ensuring that all pupils respect and follow the school's rules for acceptable conduct</p>	<p>Behaviour policy to be reviewed with pupils and staff.</p>

### Personal development

<b>Previous judgement:</b>	3 (as a combined judgement with Behaviour)
Steps taken to improve	
<ul style="list-style-type: none"> <li>A new nurture provision has been introduced which is supporting the regulation of emotions for the most vulnerable and volatile children.</li> <li>Training has been provided from virtual school to establish and run the nurture provision.</li> <li>Run by highly experienced and passionate LSA with additional staff.</li> <li>Children attend, timetabled sessions, in the afternoon. They attend from lunchtime so that they can eat together with the staff.</li> <li>The children are supported in class during the mornings.</li> <li>Children identified through graduated response.</li> <li>Clear exit plan impact measured after 6 weeks Mental health award work started.</li> <li>Developing student council roles further around different curriculum areas.</li> <li>New SRE resources &amp; expectations implemented.</li> </ul>	
Developing pupils as good citizens	
<p><i>Evidence taken from: pupil voice/questionnaires</i>  <b>Assembly plans</b>  <b>PSHE plans</b>  <b>Monitoring &amp; Evaluation both internal &amp; external</b>  <b>Healthy schools award</b>  <b>Anti-bullying gold award</b>  <b>SMSC quality mark</b>  <b>Exclusion data/cpoms</b></p>	
<p>Our Pupils have a strong sense of what's right and wrong .They are fully aware and speak about their rights and how to respect them- led by our nominated 'Rights respecting ambassador pupils'. Observations at play time show that boys, girls and different age groups play extremely well together. We have had no racist incidents since the log was started. We record all bullying incidents, which are very rare.</p> <p>We have a new anti-bullying policy in place that was the result of a Friendship week where all classes focused on the acceptable use of language and actions with LA anti-bullying officer. Our work has contributed towards the achievement on an anti-bullying gold award. New leaflets of information were also sent out to Parents following this week. We have ran successful 'Diversity' weeks and planned with a Barnardo's ambassador to develop staff awareness on LGBT through a series of INSETS.</p>	



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Through their work in assemblies, curriculum topics such as 'Friendship week', PSHE and visits such as 'Crucial Crew', pupils develop a strong awareness of different types of bullying. Our school also works with parents to provide guidance on social media. Work with the police, fire service and cycling proficiency, help pupils know how to keep themselves safe and learn to recognise potential hazards both in and out of school.

### Breadth of the curriculum

*Evidence taken from: pupil voice/questionnaires*  
**Planning**  
**Extra- curricular clubs**

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

The school encourages pupils to be involved in making decisions and contributing to school policy. For example, pupils have a student council with different learning leaders, a rights respecting citizens group, a reading ambassadors group and a group of pupils trained as anti-bullying/LGBTQ ambassadors. This is part of underlying respect for children that underpins the school philosophy. Pupils enjoy a wide range of experiences through curriculum days/weeks, trips, visitors. Enabling enterprise, clubs, sports and music. Our extra-curricular offer is good. We develop pupil's character by providing experiences which are challenges and thought provoking and look to develop talents and interests.

### Promoting equality

*Evidence taken from: pupil voice/questionnaires*  
**Assembly plans**  
**PSHE plans**  
**Monitoring & Evaluation both internal & external**  
**Anti-bullying gold award**  
**SMSC quality mark**

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. In our achievement of the Silver SMSC quality mark it was reported that 'The BEAM team (Banardo's Equality Ambassadors). The children are very clear about the importance of their role to celebrate diversity, especially for those who identify as LGBT+. They are conscious of the need to promote inclusion and through the Public Sector Equality Duty (even if the pupils do not refer to this) they bring to life and action the British Values of; the rule of law; individual liberty; mutual respect and the tolerance of different faiths and beliefs'.

### Pupils' attitudes

*Evidence taken from: pupil voice/questionnaires*  
**PSHE plans**  
**Monitoring & Evaluation both internal & external**  
**Anti-bullying gold award**  
**SMSC quality mark**  
**Exclusion data/cpoms**

Since the last inspection there has been a significant improvement in learning behaviours throughout school. Handwriting/presentation skills are improving throughout school. Pupils are proud of their work in books and on display. They talk enthusiastically about their learning and other aspects of school life which they enjoy. Displays have been commented on positively and identified as a strength by external visitors. SMSC silver quality mark status was successfully awarded. T & L reviews outcomes showed that at its best, learning is challenging, appropriate and meets the needs of most children, ensuring the children make progress within lessons and across time. Adults in school clearly know the children very well and can talk about their individual circumstances whilst been able to demonstrate their response to pupil needs in the provision they are providing. Pupils are confident to ask and answer questions in class and they do this regularly. Celebration assemblies are held each week recognising the achievements of our children. Talents of individual children are celebrated within class and at school assemblies and in school productions and school representation at competitions and events. The awarding of class Dojo points also encourages children to do their best both in their school work and in their effort to learning and in their behaviour towards others. Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

### Pupils' future

*Evidence taken from: Long term curriculum plans*  
**PSHE plans**  
**Monitoring & Evaluation both internal & external**  
**Pupil roles and ambassadors in school**  
**Assembly plans**



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The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. Within the long term plans, both explicit and implicit career opportunities are planned for each half term within each new topic – for example, a visiting recycling company in Y2, a trip to Crucial crew presented by different emergency services in Y6.

### Keeping healthy

*Evidence taken from: pupil voice/questionnaires*

*PSHE plans*

*Healthy schools award*

*PE sports mark gold*

*Monitoring & Evaluation both internal & external*

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. There is a good sporting provision through extracurricular clubs and local competitions and tournaments. Football, Judo, gymnastics, dance, taekwondo, cricket and trampoline club have been provided over the last year as extra-curricular opportunities for our children. We provide a breakfast club free of charge to support our families in ensuring that the children have a healthy breakfast to start the day. Children show a good awareness of healthy eating and the importance of healthy eating, which is reinforced through school dinners and interactive science lessons. Our lunch time nurture group also supports individual children further with this, supporting them with personalised programmes of preparing a healthy meal, table etiquette and being responsible for tidying up afterwards. Our sporting efforts and achievements have also contributed towards our Gold Sports Mark award. An increasing amount of pupils with SEMH needs have been identified from our cpoms analysis last year and as a result we have appointed a children's counsellor who works with 6 children 1 to 1 and groups of children with various needs 2 days a week. She is currently working with children on self-regulation and recognising emotions. We are currently working towards a mental health award.

### Online and offline risks

*Evidence taken from: ICT plans*

*PSHE plans*

*E safety week*

*Assemblies*

*Family learning*

*Monitoring & Evaluation both internal & external*

Understanding of safety and risk is developed extremely well through the curriculum. Internet safety and cyberbullying are discussed in personal, social and health education (PSHE). Pupils demonstrate a very clear understanding of safety through their play, including in reception. The same is true of older pupils in their project work, such as on road safety. Pupils develop their understanding of right and wrong and their consequences through their work in class and PSHE lessons. Y6 take part in Crucial Crew events organised by South Yorkshire Police and focussed on making the right choices and the consequences of the wrong choices. School prepares pupils to be young citizens. Health and wellbeing is a focus throughout school – all children have access to external sports provision and we have also received a good practice award for our whole school 'daily mile' initiative which encourages the children and staff to exercise on a daily basis.

### Life in modern Britain

*Evidence taken from: Long term curriculum plans*

*PSHE plans*

*Monitoring & Evaluation both internal & external*

*Pupil roles and ambassadors in school*

*Assembly plans*



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The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. These are planned for and delivered through whole school assemblies and specifically in different topics and subject areas. Our SMSC curriculum and our Rights Respecting Curriculum also prepare our children are prepared for life in modern Britain. We take part in Parliament week, learning about the history of democracy and how they can be involved today.

### Relationships and sex education

*Evidence taken from: Long term curriculum plans  
Assembly plans  
PSHE & SRE plans and policies  
Monitoring & Evaluation both internal & external*

SRE lessons are planned and taught progressively and sensitively to ensure that our children have an age-appropriate understanding of healthy relationships. This is complemented by lessons in PSHE and in assemblies around the development of personal attributes including kindness, integrity, generosity, and honesty. There are plans in place to ensure that the new statutory guidance around this subject area is fully implemented after staff training.

### Spiritual, moral, social and cultural development

*Evidence taken from: Long term curriculum plans  
Assembly plans  
PSHE & SRE plans and policies  
Monitoring & Evaluation both internal & external  
SMSC Silver mark  
Anti-bullying award-gold*

A variety of faiths and cultures are represented in our school. Assemblies each week are based around cultural, spiritual and religious themes. We work closely with the local church who also provide 'open the book' bible assemblies which are acted out for the children each week. As a rights respecting school, our assemblies also have a focus on global and local news, raising further awareness for the children. Our children are encouraged to consider others, through assemblies and charity events. Pupils have help to raise funds for children in Syria taking part in the 'Rights to Change' Unicef campaign, comic relief, Barnados, Children in Need, Macmillan Christmas jumper appeal, collected food banks for local families, taken part in the 'Christmas toy appeal' and we have also held a successful 'Race for Life' events and a 'Mental Health awareness' day. Our children have developed their own class charters with their teachers based on the articles of the Rights framework. Our work in the curriculum and additional provision to support our high level of vulnerable pupils has led to our recent achievement of our SMSC silver Quality mark. A wide range of opportunities are created through our creative curriculum and daily school life for pupils to reflect upon their own beliefs and build up their knowledge and understanding of their lives and those of others. As a school, we promote enjoyment and fascination in learning and pupils are interested in learning about themselves and the world around them. Children understand that they should respect all religions and beliefs, even when these differ to their own.

Regular assemblies celebrate religious festivals; include the learning of hymns and sharing of relevant prayers. The local preacher takes some of these assemblies and invites us to visit church at times of Christian celebration. All year groups follow the locally agreed syllabus for RE which covers the range of world religions.

There are planned RE sessions in all year groups that cover the range of world religions and we promote first hand learning opportunities – local church for Harvest, Christmas and Easter, attendance at the Cenotaph for Remembrance, festivals from around the world, Diwali, Chinese New Year. Our creative curriculum promotes critical thinking about world affairs, delivered in an empathetic way.

### Evaluation of spiritual education

*Evidence taken from: Long term curriculum plans  
Assembly plans  
PSHE & SRE plans and policies  
Monitoring & Evaluation both internal & external*

The school places a strong emphasis on developing fundamental British values as part of pupils' spiritual, moral, social and cultural (SMSC) development. Pupils visit the local church as part of their work on different faiths. They also work with the local police to understand the importance of the rule of law. Pupil voice is high on our agenda as a school; Children have many opportunities for their voices to be heard. We have a student council and the pupils all complete questionnaires on their lessons, the environment and anything they want to change. We also have a 'Rights Respecting Citizens' group, who meet to discuss how they can promote and ensure that all the rights of the children are understood, respected and promoted by both children and staff in school. They are also working on developing more of an 'Ambassador for Rights' role, by supporting other children's rights in the local community and in other countries. They have helped to raise money to help children in Syria receive education packs, and have collected food banks to support local children in need. All children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.



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Both groups of pupils are democratically elected annually having shared their manifesto with the whole school and regular meetings also follow a democratic decision making process. Democracy is explained and children are given many opportunities to debate the issues currently being addressed in the news. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. They are both specifically and discretely taught about all the rights, in both lessons and assemblies and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. The whole staff have accessed a range of LGBT training, awarded to the school and funded by Barnardos in order to raise further awareness and raise this in the community. We have been praised for the Transgender policy that is in place. Celebration events and curriculum presentations provide the parents with the opportunity to see a variety of learning by each class. Last year a diversity event and an art gallery were very well attended. Staff are also trained by Barnardos advocate in LGBTQ and as result of this training, we have a policy implemented which is used as good practice I schools by Barnardos. We have staff and parent LGBTQ ambassadors in place. We have worked with Ann-Foxley Johnson anti-bullying officer to train staff and 'BEAM' team of pupils who work hard to ensure that pupils feel safe and happy in school. This term we are proud to achieve an Anti-Bullying Gold practise award and Silver SMSC Quality mark I recognition for the work we do as a school for the wellbeing of our pupils.

### Evaluation of moral education

The moral, social and cultural development of our children is good through a host of ongoing planned activities across the year.

- Pupils have a strong sense of right or wrong which is promoted in assemblies, through our reward systems, our behaviour policy, the West Melton Way and the 5 R's of Learning.
- E-Safety week and anti-bullying day promote and ensure that pupils have an awareness of the risks and dangers of inappropriate use of technology and social networking.
- The BEAM team encourage positive relationships at playtimes.
- We support charities each year – local, national and international which give the children a chance to help and understand the circumstances of those less fortunate.
- Our Rights Respecting Ambassadors ensure that class and school charters ensure that children respect the right to an education through making right choices and encouraging others to do this too.

### Evaluation of social education

- Our 'West Melton Way' posters identify ways that our learners have a sense of identity and belonging.
- A class dojo award allows children to feel connected and to support each other. There is a healthy sense of competition.
- Inter school competitions and festivals help children to get involved in local activities with other schools.
- Our pastoral support involves the effective use of our ELSA trained staff member who promote respect for learning, support individual children to make progress with their social, emotional and mental health needs through a programme of intervention.

### Evaluation of cultural education

- Our creative and global curriculum looks at other communities in our world and societies in the past.
- We promote internationalism and encourage children to be global citizens.
- Trips, visits and curriculum days allow children to experience the wider world.
- British values are embedded in assemblies and special event days/weeks and displays.
- Concerts and shows celebrate a variety of cultures.
- French is taught in KS2

### Self-judgement

**2- Good**



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- This is an inclusive and caring school. There are good procedures to ensure the safety and well-being of pupils.
  - Pupils feel safe in school.
  - The school's work to promote pupils' personal development and welfare is good.
  - The school places great emphasis on pupils' physical and mental well-being.
  - The support the school provides, particularly in pastoral care through its nurture group and use of counselling services, ensures that pupils' mental health is a priority. This ensures that they can make the most of their time in school and are receptive to the teaching they receive. Pupils are keen to engage in physical exercise.
  - They complete a 'daily mile' in the school grounds and the sports leader ensures that the most vulnerable pupils have access to extra-curricular sporting clubs.
  - The school's ethos promotes effective reflection on faith, culture and personal choices. Pupils are well informed about how people might choose to lead different lifestyles.
  - Pupils have a good understanding of British values and are accepting and welcoming of people's differences. These attributes prepare them well to be good citizens in modern Britain.
  - Pupils have a good understanding of bullying, including bullying related to race and gender.
  - They value the importance of friendship.
  - Pupils showed a good insight into welcoming new pupils into school and making them 'feel comfortable'.
- All reported in our Ofsted Inspection 2019

Key priorities	Actions
Engagement of Parents and Carers, and appropriate members of the wider school community to support the children's social, emotional and physical learning and SMSC development still further.	Development & implementation of a new Parental engagement action plan. More effective use of Early Help to engage with more families.
Consolidation of the PSHE provision, especially through assessment and monitoring, in the context of the (soon to be) statutory 'new subjects' of Relationships Education and Health Education;	Development and implementation of PSHE assessment trackers. Review of SRE Policy
Continued use of the self-evaluation tool to identify ways to ensure even greater SMSC development	SMSC audit tool to continue to be used.

### Leadership and management

<b>Previous judgement:</b>	3
<b>Steps taken to improve</b>	
<ul style="list-style-type: none"> <li>- Further development and clarity of Roles and responsibilities of the SLT team</li> <li>- New Inclusion team, vision and plan implemented</li> <li>- Rigorous monitoring and evaluation to address weak and inconsistent teaching.</li> <li>- Recruitment of new teachers</li> <li>- New Middle leader roles implemented.</li> <li>- New curriculum planned, implemented</li> <li>- New SEF/DEP in line with new Ofsted framework developed.</li> <li>- All staff have had appraisals and appraisal reviews.</li> </ul>	



## West Melton Primary School Self Evaluation Form 2019-20

### Leaders' vision for education

*Evidence taken from: DEP*

*M & E plans*

*Leadership job descriptions*

*Appraisal targets*

*Monitoring & Evaluation both internal & external (LA & Ofsted)*

Ofsted 2019 stated:

'The Headteacher and her staff are totally committed to ensuring that pupils achieve higher standards and all recognise that the school still requires improvement'

A Recent evaluation visit by the Local authority has reported that:

'The head teacher is passionate about improving the life chances of the children at West Melton. She has shown and continues to show great personal resilience dealing with very difficult staffing situations. There is a genuine desire to do the best for every child as the school recognises how 'getting it right' can make a significant difference to the future aspirations of the children.'

'Leaders have successfully addressed some of the points for improvement following the last inspection. The teaching of phonics is now securely good and standards of attainment in writing have improved. Recent changes to the teaching of mathematics are beginning to have a positive impact but have yet to be reflected in outcomes at the end of each key stage.'

Since the last inspection the SLT team has become more stable. The new Deputy Headteacher role was secured and the Assistant Headteacher has returned from maternity Leave. Both leaders are strong and experienced and have made effective steps towards the achievement of our school vision. They both support the other middle leaders and teachers on a daily basis.

The safeguarding Lead and attendance officer who were appointed after the inspection are also making a positive impact in these areas. A recent evaluation reported that their leadership was 'strong' and 'very knowledgeable about the vulnerable families and individual children's needs and attendance'

New Teachers and middle leaders have been recruited. New middle leaders are making an effective start in developing their new roles and responsibilities within school. There has been a marked improvement in the quality of teaching, with most being judged as good, and a small proportion of teaching still inconsistent. This is being supported regularly. The staff are motivated and determined that all children succeed and this

Focus has been placed upon

- Learning Intentions and success criteria to frame all learning
- 'WAGOLLS' to model good examples, including style and vocabulary
- WAGOLLS produced now include the SPAG being taught in that week and reflect high expectations.
- TA support is planned for on weekly overviews.
- Teaching of SPAG terminology, identification in writing and pupil's use of terms are good.
- Children use reciprocal reading strategies to clarify and predict new vocabulary in WAGOLLS provided.
- Structured mentoring, including weekly support for planning, from SLT
- Weekly monitoring with clear expectations and actions as a result
- Pupil progress meetings to ensure no child is falling behind
- Same day interventions
- The impact of teaching assistants and developing their skills to provide good quality marking and feedback
- Improved marking and feedback – recognition of strengths, areas for development and time for pupils to respond and improve their learning (see purple pen)
- Stimulating learning environments which support independent learning and engagement
- Whole-school reading strategies, including Read, Write, Inc and Reciprocal Reading. Impact of RWI can be seen in the improved phonics outcomes.
- Impact of teaching on outcomes through the appraisal process and pay progression.

Since September, staff and leaders in EYFS have continued to build on the 'good outcome achieved in the previous inspection. The EYFS leader has a good understanding of the strengths and weaknesses in provision. Tracking of pupils' progress is accurate and secure.

The leadership of SEND is effective. The pupils identified as requiring additional support are well catered for and this is clearly outlined in their individual learning plans. The funding for pupils with SEND is used effectively to ensure that this group of pupils receive good support for their welfare and learning needs.



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### Professional development opportunities

*Evidence taken from: DEP*

*M & E plans*

*CPD plans*

*Leadership job descriptions*

*Appraisal targets*

*Monitoring & Evaluation both internal & external (LA & Ofsted)*

CPD has been arranged for staff through a variety of relevant training from the LA (RoSiS) and Learners First. This is all closely linked to the priorities on the DEP and individual targets set in appraisal meetings. Staff at different levels of leadership have additional CPD planned. There is a clear expectation for this training to be disseminated to the other staff, monitored and evaluated to measure the impact that this has had on the quality of teaching and learning.

Teachers have satisfactory and often good subject knowledge and, where it is weaker, they draw on ideas from colleagues and external subject specialist teachers e.g. new teachers to both school and the year groups are accessing support on the Talk for Writing strategy from Local SLE Caroline Fisher due to her strong knowledge as identified by LA consultants. Teachers plan a good range of activities. All are now encouraging spoken language and peer and group discussion, use of WAGOLLS and support scaffolds as part of our drive to raise writing standards. We are now seeking to provide children with further opportunities in specific subject areas to ensure progression and consistency across the curriculum. PE and Music specialist teachers provide pupils with high quality teaching and learning and staff with effective CPD opportunities in these subject areas too.

Teaching has many strengths that promote pupils progress. In particular, teachers and teaching assistants constantly model the use of full sentences through questions and responses, and use of technical and topic related language to promote the use of subject-specific language and improve literacy skills throughout school

A focus has been placed on the teaching of mathematics skills through the introduction of the white Rose programme and maths mastery cpd provided by the subject leader– this has led to improved calculation skills and a further focus on the development of reasoning and problem solving.

However, where teaching is not yet consistently good in all classes ,it is where teachers do not always provide enough challenge for the more able.

### Completion of pupils' studies

Homework has been review and adapted to provide a variety of opportunities for creativity and parental involvement. Termly projects linked to class topics have been fabulous and proudly presented in class and in assemblies. Homework is now presented as a menu of activities with the option of a different way of presenting it – leaflets, posters, models etc. Reading homework, spellings and number/timetables homework are set on a weekly basis.

Parents are provided with a class narrative of what the children will be learning at the start of each term in order to inform them of how they can help at home too.

Homework clubs are offered to KS1 and 2 classes, and booster classes are also offered for Y2 and Y6 . There is a wide range of extra-curricular activities taken up by pupils. They thrive on challenge and engage positively with school events and competitions. The homework set by staff helps pupils to develop and consolidate skills and knowledge from each weeks learning and also provides opportunities for pupils to complete longer term projects. Pupils thrive in these projects, producing fantastic and innovative ways to show their learning. These are displayed in exhibitions of pupils work for parents and pupils to admire

### Leaders engaging with pupils

All leaders on the Senior Leadership team engage with pupils on a regular basis through direct support, teaching and modelling lessons to indirect support, working with staff to focus on individual pupils, their learning and how best to support them to ensure further progress is made.

We have designed a broad and balanced curriculum which is adapted to give pupils meaningful experiences, such as music provision, enabling children to perform at different concerts.

Pupils with special educational needs and/or disabilities are well supported. We work closely with external agencies to meet pupils' needs in particular for pupils who have social and emotional needs.

### Leaders engaging with staff

Leaders engage effectively with staff by holding regular meetings, listening to staff opinions and ideas and also teaching regularly in class so that leaders have a realistic perspective of school and are willing to make change in order to make effective progress in all areas. We respond to workload issues by listening to staff views, being flexible in our approach and scrutinising systems to monitor impact so that we do not keep unnecessary procedures for the sake of it. We focus our engagement with stakeholders so that it impacts on improving learning for our children.



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### Leaders engaging with parents and the community

We focus our engagement with stakeholders so that it impacts on improving learning for our children. Parent and pupil information sessions are held 3 times throughout the year. Parents are invited to attend with their children to discuss what they are learning, learn what their targets are and how they can help at home. Parent workshops –e.g. phonics/RWINc sessions, e-safety learning, and curriculum celebration mornings are held each term. These are well attended by parents. Parents are informed visually through Dojo about any achievement their child has made. New weekly newsletters give tips to parents in all classes for how they can support their children’s learning that week.

### Protecting staff

Safeguarding is effective and there is a strong culture of safeguarding. Arrangements fully meet statutory requirements. There are rigorous checks, systems, records and routines to keep pupils safe. All staff undertake a full programme of regular training from e-safety to safeguarding practices. Staff understand their responsibilities and recognise that safeguarding is everyone’s responsibility. We manage any allegations against staff professionally and swiftly with due regard for the correct procedure and always make staff appointments with regard to safer recruitment.

### Strategic governance

Leaders and governors have high expectations for the school and understand our vision for the school. There is an established culture of high expectations and targets demonstrate challenge towards securing increased rates of progress for all children. Governors are aware of the school’s strengths and areas for development. They scrutinise the information about pupils’ progress and question senior staff carefully.

### Effective governance

*Evidence taken from: DEP*  
*Governor mtg minutes*  
*Governor CPD*  
*Structure*  
*Governor Visit reports*  
*Reports both internal & external (LA & Ofsted)*

Ofsted 2019 stated:  
 New governors bring to the governing body a sharper focus and commitment in addressing weaknesses than has been the case in the past. Governors have a good understanding of their roles and responsibilities in holding the school to account. They have recently commissioned a pupil premium review and have arranged a review of the school’s provision for pupils with SEND. The chair of the governing body regularly carries out monitoring visits to see the work of the school for himself. Governors have an overview of the quality of teaching and learning and understand that standards of attainment are not yet good enough. Governors are prepared to challenge the Headteacher but have not so far been fully effective in speeding up the rate of improvements in the quality of teaching so that pupils achieve as well as they should. There is a high proportion of disadvantaged pupils in the school, many who have additional needs. Governors have directed funding to provide extensive support, with additional teaching in smaller teaching groups and/or specialist provision, including pastoral care. Overall, this has had a positive impact on the progress of these particular pupils. Governors are currently reviewing the expenditure of this grant to ensure that this level of support is sustainable. Governors are fully conversant with their legal duties for safeguarding, ensuring that staff are recruited with careful consideration.

### Safeguarding

*Evidence taken from: DEP*  
*Safeguarding audit*  
*Governor safeguarding reports*  
*Policy & CPD*  
*Inclusion register*  
*Reports both internal & external (LA & Ofsted)*



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The arrangements for safeguarding are effective, and leaders have prioritised the need to ensure that staff are fully informed about how to identify and support pupils who may be at risk of harm. The electronic recording system that supports safeguarding is well understood. Where safeguarding concerns have been identified, leaders have taken prompt and tenacious action to ensure that appropriate support from external agencies has been sought and provided. Ofsted 2019 have stated:

“The arrangements for safeguarding are effective. The school places great emphasis on safeguarding its pupils. The school has had to take robust action to protect some of its most vulnerable pupils and involve external agencies. It is vigilant in checking up that procedures are implemented to protect pupils. As a result, the school has created a culture of safety. Pupils inspectors spoke to, as well as those completing the online survey, said they feel safe in school. Staff and pupils understand their obligations for safeguarding. This is emphasised throughout the school’s work, as well as in lessons. how the work they had done in class on e-safety helped them understand how to stay safe online. All members of staff are checked for their suitability to work with children. The school ensures that all training for safeguarding and keeping pupils safe is accurate and up to date. Records of these checks are accurate and meticulously maintained.” Safeguarding is included in weekly briefings for staff. Safeguarding policies and audits are completed and reviewed annually by senior leaders and governors. Cpoms is used as an individual record of any incident of behaviour, health, attendance and safeguarding record. Reports/graphs are now being used from Cpoms to analyse behaviour and specific categories and address these more effectively, for example a number of incident around behaviour/name calling and lead to the organisation and planning of a friendship week in school with anti-bullying workshops in all year groups by an external provider. More children can access nurture provision during lunch times and assembly times – these children are much more positive, calm and ready to learn. There are Less incidents on the yard at lunchtimes. Pupils have roles as Playground leaders and rights respecting role models to ensure that they promote a happy and nurturing environment, respecting each other’s right to be safe and healthy.

Children and adults were warm, welcoming and there was a pleasant and safe working atmosphere within school. The characteristics of effective learning build from an excellent foundation including; independence, co-operation, peer to peer support, resilience and a positive behaviour.

A positive behaviour policy has been reviewed with new staff, which includes a focus on improving low-level class behaviour. SEMH needs have risen so as a result the school now employ a counsellor one day a week. School staff are trained in emotion coaching and team teach in order to support the high level of SEMH needs of the pupils. There is a nurture provision for referred pupils to access afternoon bespoke support on their Boxall profiles with the aim to make improvements and be ready to access full classroom provision.

The school internal environment is clean, tidy and secure. Security fencing has been installed to segregate the car park from the pedestrian routes, and as a result access is being more safely managed. An internal fob system has been put in place so doors to school and staff areas can only be accessed by staff.

### Pupil premium

*Evidence taken from: DEP*

*Pupil premium review report  
Governor HT reports  
Policy & plans  
Impact reports*

Ofsted 19:

“Pupil premium funding has been used to provide additional teaching for the disadvantaged pupils, as well as specialist support for the many who also have SEND. For these pupils, intervention is well matched to ensure that they make good progress. In addition, this funding also ensures that these pupils have equal opportunities to access extra-curricular provision, including the school’s breakfast club.”

“There is a high proportion of disadvantaged pupils in the school, many who have additional needs. Governors have directed funding to provide extensive support, with additional teaching in smaller teaching groups and/or specialist provision, including pastoral care. Overall, this has had a positive impact on the progress of these particular pupils”

Pupil premium review in Jan 19 identified the following strengths:

- The HT has documented PP children across school, and has a clear understanding of how the PP children are distributed across school.
- PP children have vulnerable learner trackers that include contextualised and environmental information. These are used to case study progress and intervention for the PP children.
- Additional teacher employed using PP funding (2 days) to target SEND/LPA PP children have targeted support.
- Additional TA staff appointed and targeted to the class with the highest % of PP children (Year 5 – 73%)
- Learning mentor is in place, although still relatively new to post, he has a specific role to address barriers to learning for PP children.
- A speech and language therapist is bought in for 1 day / week – their role focuses initially on screening of FS children and training for staff to support in the delivery of interventions.
- A counsellor is employed for 1 day / week to enable children to share their voice with a trained practitioner.



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- Focused involvement from external specialist teachers to raise skill and knowledge base. E.g. speech therapy
- Gap analyses are conducted to plan for and target specific needs across cohorts.
- Leaders have confidence in teachers ability to analyse their own data effectively.
- There is an increase in the % of PP children achieving in line with NPP children
- Increase in the % of PP children achieving the expected standards in writing at KS1. (61.5PP compared to 66.7% NPP)
- Outcomes in KS1 for PP children in reading, writing and combined are above LA %. Combined is also above NA for PP children at the end of KS1.
- The PP policy is visible on the school website and within date. It outlines aims, rationale, provision and reporting processes.
- The school has a detailed SEF and is currently judging themselves as RI – leaders of the school are accessing consultant head support in this area.
- Both the maths and EYFS lead are relatively new to their roles. They were able to articulate the areas they had identified for improvement. The EYFS leader provided evidence of the progress in spoken language from September, broken down into PP and NPP. She has a systematic half termly assessment process in place to identify children who may require additional support.
- At the end of KS2 in reading and GPS, PP children achieved better than NPP at EXS. PP and NPP performed in line with each other in maths.
- EMAG is used to track pupil data on a half termly basis to tie in with half termly pupil progress meetings.
- Presentation in books shows consistency as seen in maths books and in the new English books.
- Children, in the main, show care and consideration to their handwriting.
- Additional teacher employed using PP funding (2 days) to target SEND/LPA PP children have targeted support.
- Additional TA staff appointed and targeted to the class with the highest % of PP children (Year 5 – 73%)
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- A speech and language therapist is bought in for 1 day / week – their role focuses initially on screening of FS children and training for staff to support in the delivery of interventions.
- A counsellor is employed for 1 day / week to enable children to share their voice with a trained practitioner.
- Focused involvement from external specialist teachers to raise skill and knowledge base. E.g. speech therapy

### The impact of support

#### **Support provided by LA Consultant V Helliwell and more recently consultant P Ward and Executive Leader K Smith**

Bespoke CPD provided for both whole staff and individual staff based on priorities which has resulted in consistency and raised standards in the school environment, books and outcomes (EYFS moderation)  
 Support with future staffing structure and school budget plans.

### Self-judgement

3- requires improvement

Although there is a more stable SLT, and an improving and strengthening Governing body in place now, our new middle leaders need further development and cpd to be judged effective and have good impact. Rigorous M & E actions are still ongoing but the teaching profile is currently unstable as long term absences are still covered by temporary supply teachers.

**Key priorities**

**Actions**



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<p style="text-align: center;">swiftly addressing the weaknesses in teaching</p>	<p style="text-align: center;">A rigorous M &amp; E plan to be implemented. Support plans and clear targets for all teachers External monitoring by the LA half termly. Bespoke CPD to support staff.</p>
<p style="text-align: center;">developing the skills and expertise of leaders so they improve their areas of responsibility and accurately measure the impact of the actions they take</p>	<p style="text-align: center;">CPD for new Middle leaders. Implement new leadership handbook for staff. Share new roles/responsibilities Appraisal targets.</p>

#### EYFS

**Evidence taken from: DEP  
LA Moderation  
Monitoring & Evaluation both internal & external (LA & Ofsted)**

Ofsted 2019 stated:

- Most children enter the early years with skills and knowledge which are below those typical for their age, particularly in speaking and language skills.
- Nursery and Reception children happily work together and are happy, motivated and ready to learn. Children have good relationships with adults as well as with each other.
- Over time, the large majority of children leaving the Reception Year have achieved a good level of development and are adequately prepared for key stage 1. Last year, a large proportion of children had additional needs and, while they made good progress from low starting points, a below average proportion of children reached a good level of development.
- The leader of the early years are passionate and knowledgeable about this stage of children’s learning. A strong emphasis is placed on developing children’s language skills.
- The teaching of phonics is good.
- Children learn the basic skills of reading and apply the sounds they have learned to their spelling. Children use these skills to write a simple description of Burglar Bill or a make a list, for example when taking orders in the café or writing recipes in the mud kitchen outside.
- The teaching of mathematics is focused on acquiring early number skills and children use things that they can touch and move around, known as ‘concrete apparatus’, to demonstrate groupings and simple calculations. However, children’s records and books show that their progress is slow in moving on from using concrete apparatus to simple recording.
- Teachers use assessment well and accurately measure children’s progress and record what they can do. Activities planned for children to choose are not always sharply focused on moving learning on from these starting points. As a result, some children do not reach their full potential.
- Learning in the classroom is taken outside, where there are good opportunities to read and write or develop their physical ability by practising their basketball skills. Children behave well in both the classroom and the outside area. Children cooperate with each other, for example when building outside with the construction bricks or when comparing their results when painting on the playground surface.
- Transition arrangements are good.
- Effective work with the various pre-schools ensures that children are well prepared for their start in school.
- Leaders ensure the welfare and safety of children

Key priorities	Actions
<ul style="list-style-type: none"> <li>• further promote literacy across her indoor and outdoor learning environments.</li> </ul>	<p>Visit other settings Work with EYFS SLE EYFS network meetings/conference Vocab development within the whole environment. Role model/support and scaffold development in continuous provision. Reading area development – visually and independent use of.</p>



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### Self-evaluation summary of judgements

Key judgements	Grade
Quality of education	3
Behaviour and attitudes	3
Personal development	2
Leadership and management	3
Overall effectiveness	3

Early years	
Overall effectiveness	2