



# Deanshanger Primary School Self Evaluation

Self-evaluation is supported by recent school data, an assessment of teaching and learning, governor learning walks, book looks, the learning environment, feedback from parents/carers, external visits including the local authority and HMI and other school leaders.

Area	Effectiveness of Leadership & Management	Quality of Teaching, Learning & Assessment	Personal Development Behaviour & Welfare	Outcomes for Children	Early Years Provision																																																							
Grade	Good	Good	Good	Good for EYFS and KSI RI for KS2 data	Good to Outstanding																																																							
Statement	<p>SLT take appropriate actions to secure and sustain improvements to teaching, learning and assessment and this is clearly evidenced to demonstrate impact within a capped time frame.</p> <p>Governors hold the HT and SLT to account for all areas of school improvement. Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is</p>	<p>With feedback from Ofsted, HMI and other sources (including from SLT), there has been a full review of all areas of teaching and learning to ensure that the expectations for Deanshanger's model of quality first teaching is known and consistently followed and built upon.</p> <p>We are a reflective, passionate and committed team and actively encourage opportunities to improve our practice further. With recent feedback in our practice,</p>	<p>Children across the school are polite, respectful and generally follow the school's values. Behaviour for learning is regularly commented upon as a positive by external experts. (See HMI, SEEM Reports and Gov. LW notes)</p>	<table border="1"> <thead> <tr> <th>KS2</th> <th>School Exp/GD</th> <th>National Exp/GD</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66/20</td> <td>75/28</td> <td>-2.04</td> </tr> <tr> <td>Writing</td> <td>75/10</td> <td>78/20</td> <td>-1.21</td> </tr> <tr> <td>SPaG</td> <td>65/12</td> <td>78/34</td> <td></td> </tr> <tr> <td>Maths</td> <td>60/15</td> <td>76/24</td> <td>-2.54</td> </tr> <tr> <td>KSI</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>89/26</td> <td>75/26</td> <td></td> </tr> <tr> <td>Writing</td> <td>80/26</td> <td>70/16</td> <td></td> </tr> <tr> <td>Maths</td> <td>83/24</td> <td>76/22</td> <td></td> </tr> <tr> <td>Y1 Phonics</td> <td>89%</td> <td>EYFS GLD</td> <td>75%</td> </tr> </tbody> </table> <p>Overall progress score over 3 years Nationally and at DPS</p> <table border="1"> <thead> <tr> <th></th> <th>National</th> <th>DPS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.03</td> <td>1.18</td> </tr> <tr> <td>Writing</td> <td>0.03</td> <td>-0.71</td> </tr> <tr> <td>SPaG</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>0.03</td> <td>0.28</td> </tr> </tbody> </table>	KS2	School Exp/GD	National Exp/GD	Progress	Reading	66/20	75/28	-2.04	Writing	75/10	78/20	-1.21	SPaG	65/12	78/34		Maths	60/15	76/24	-2.54	KSI				Reading	89/26	75/26		Writing	80/26	70/16		Maths	83/24	76/22		Y1 Phonics	89%	EYFS GLD	75%		National	DPS	Reading	0.03	1.18	Writing	0.03	-0.71	SPaG			Maths	0.03	0.28	<p>Our previous Ofsted grading for EYFS was good. Since Nov 2016, staff have developed practice further through questioning, focusing on the characteristics of effective learning, committing to weekly CPD, visiting other settings and working closely with parents.</p> <p>Consistently strong practice that positively impacts on children's well-being and preparation for the learning journey ahead.</p>
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	<p>recognised as vitally important.</p>	<p>100% of teaching of learning is good with outstanding features regularly demonstrated.</p> <p>The schools' assessment expectations have been refined to ensure that materials used are well matched and that moderation is regular.</p>		<p>Pupils make good progress from their starting points in EYFS to the end of EYFS and through to the end of KS1.</p> <p>In KS1, we exceeded National results in all areas. 89% pupils reached the expected standard in reading (National 74%), 80% in writing (National 70%) and 83% in maths (National 76%)</p> <p>Pupil attainment and progress in KS2 improved in 2017 but results in 2018 were below national.</p>	<p>An inspiring, ever changing nurturing environment, External visits to our provision are regular.</p>
<p>Evidence</p>	<p>Following Ofsted Nov 2016 -Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress. This has further reviewed recently to ensure that information is clearly accessible for all groups of learners. Additionally, Arbor reports are commissioned to demonstrate trends over time</p>	<p>SLT monitor teaching and learning and triangulate this with book looks and progress meetings on a monthly basis. Expectations for effective and regular checking on learning and shaping our teaching has been extended.</p> <p>Learning walks are planned with governors, external experts and the LA in order to impact on the quality of teaching and learning. Feedback leads to reflective</p>	<p>Good/outstanding behaviours evidenced in all external reports.</p> <p>The Behaviour Policy has been recently reviewed by a staff working party to impact further on consistency across the school. School values are embedded in teaching and learning and for rewarding positive behaviours.</p> <p>Pupil voice is very strong in the school. We have a school council, prefects. A BNTO committee (Be Nice to</p>	<p>The KS2 results show that did not meet national standards in all areas in 2017-18. This is obviously a priority area for the academic year 2018-19 in all areas. However, as above, the % pupils achieving the expected standard or higher for reading, writing and maths combined in 2016 and 2017 was above the Northants and national averages.</p> <p>The school's improvement priorities for 2018/19 build upon a full analysis of teaching and learning, what quality first teaching looks like, moderations techniques, monitoring processes and reflecting on strong practice in other settings.</p>	<p>Children are highly motivated and very eager to join in. Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education and strong</p>

	<p>and progress compared to national</p> <p>The make-up of the Governing body was considered and focussed on the level of challenge that they needed to be providing. There was a full review of governance from every angle. Governors meet up with their link subject leader to review the action plan and get an up to date lead on this aspect of the curriculum. Governors are visible in the school and regularly come in for learning walks and book scrutinies. The level of challenge has extended.</p> <p>SLT are working with all stakeholders, the LA and a lead schools in order to reflect upon all areas to positively impact on outcomes for children, particularly in KS2 following weak data (Summer 2018).</p>	<p>discussions and rapid improvement.</p> <p>Staff (and governors) have high expectations for children's learning in all classes. Ambitious targets are set. All staff are now actively involved in target setting and analysing data.</p> <p>External visits now demonstrate a consistent approach to planning, differentiation, additional support, behaviour for learning and presentation.</p> <p>LSAs now attend weekly staff meetings in order to share good practice from the outset and improve communication and support.</p>	<p>Others - formerly called Anti-bullying committee) and Eco Warriors. We have been recognised as a model school for healthy lifestyles with our food provider, additional fitness opportunities and a breadth of creative experiences, including Forest School to support mental health and well-being.</p> <p>There is an open relationship with parents/carers. We have just started working towards the Leading Parent Partnership Award in order to build upon this further with the intended outcome of engaging parents further in their child's learning.</p> <p>The school values are consistently shared and modelled.</p>	<p>In EYFS, GLD is 74% which is above national. The school is above LA outcomes in both Prime and Specific areas. The school has been above national for the last 3 years.</p> <p>Phonic outcomes in year 1 remain above national and have been for the last 4 years. Outcomes in year 2 are also broadly in line with national.</p> <p>KSI data is high -</p> <p>The majority of outcomes are in line with or above the FFT20 benchmark for the cohort and some are above or close to FFT 5.</p> <p>RWM combined at the end of 2018 is also 74% and many of the outcomes in individual areas, (reading, writing and maths) at expected+ at KSI, exceed that GLD percentage from 2016.</p>	<p>transition links are forged with year 1 to support this.</p> <p>The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period</p> <p>Staff are committed to CPD to positively impact on all areas of their practice and as a result, child development in EYFS is very reflective and constantly evolving</p>
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