

Chantry Community Primary School



Self-Evaluation 2016/17

Self Evaluation

We judge the overall effectiveness to be good

Context 2015/16

Chantry Community Primary School is a one-form entry primary school in the South East Coastal town of Bexhill-on-Sea, it is one of eight primary schools in the town. 95.5% of pupils are white British. The school is slightly smaller than the national average with 210 pupils on roll, although there are slight variations each year, currently approximately 45.9% of pupils are girls. We currently have one class where the cohort is made up of 22 boys and 8 girls. With the new calculation for Free Schools Meals that includes all those pupils who have been on the register during the last 6 years our FSM percentage is 23.9%, slightly below the national average of 25%. The numbers of minority ethnic children remain at 4.5%, significantly below the national average of 31.6%, with 1.1% of pupils whose first language is not English, again significantly below the national average of 20.1%.

The numbers of pupils on the SEN register supported either with a statement or EHC plan (Education Health Care) or in receipt of support is 6.7%, below the national average of 12.1%, our pupils with a Statement of Educational Need or an EHC Plan is 2.4%, almost double the national average of 1.3%, we currently have 5 pupils on an EHC plan. Although children do move in and out of the school in key stage two the stability factor is 92.7% which is above the national average (85.7%). However, the deprivation indicator is 0.23, which is above the national average of 0.21. (All figures have been updated in-line with 2016 Raiseonline)

Chantry is part of an Alliance of Schools in Bexhill, which is made-up of eight primaries, two secondaries and an independent special school, and forms part of a larger area group of 31 schools. Two of the primaries are part of a multi academy chain with Aurora and one is part of the TKAT group of academies. One secondary school is sponsored by the Atwood Academies Trust and the second secondary school is a National Teaching School and Maths Hub. Through the Alliance the primary schools have benefitted from a 'Power of Reading' programme last year and have all worked together to introduce quality texts in English. The training was provided by the CLPE locally and has been funded through the LA's original Alliance funding. Chantry has been pleased to have initiated and organised this project and to see the positive impact the use of quality texts has had in the classroom and on the quality of writing.

During 2014/15 year the Headteacher worked at another school in an Executive Headteacher role to support the leadership team to raise standards and to come out of special measures. This role provided opportunities for the Deputy to step-up into a Head of School role and the SENCo to become Assistant Head and take on more whole school responsibility. This was really successful, with all leaders benefitting from their new roles and being able to develop their leadership skills at a new level. During 2015/16 the support has been minimal from the Headteacher but has widened to include the Deputy and the Senco, both of whom have provided support to their counterparts in the other school. For the year 2016/17 the Deputy has been asked to provide support to the Headteacher in a school in challenging circumstances. It has been agreed by Governors to release for 3 days a week until at least December 2016.

Pupils feed into Chantry from a range of pre-school settings and although there are links with the Early Years team for any child who needs support for transition, children arrive with a range of skills and abilities. We have been analysing the EYFS transfer data from our feeder nurseries for a number of years but this year we decided to use the new baseline assessments as our on entry data. We chose the Early Excellence package and this gave us a very clear picture of where pupils were working at the expected standard and where the gaps were, giving us good starting points to work from. The downside was that it all had to be transferred to Target Tracker when we went online at the beginning of the Spring Term. Next year we will be using Target Tracker from September onwards.

Leadership and Management **Judgement: Good**

The leadership team have been driving through an ethos of mentoring and supportive practice; the SENCO has supported a Teaching Assistant in a mentoring role to a number of identified pupils. All teachers have been involved in a series of lesson studies to support each others' practice and have been sharing their good practice in professional development meetings. The feedback from these lesson studies has been extremely positive with teachers continuing to report positive outcomes from their new knowledge. The leadership team has also focused on developing the leadership of core subjects. The School Improvement Partner met with these subject leaders last year and follow-up with a second meeting in the Spring of this year (2016). She reported 'the subject leaders are beginning to demonstrate that they actively share the responsibility for the strategic direction of the school'. The deputy headteacher has been instrumental in developing subject leadership for the core subject leaders (English, maths and science) including computing. These leaders now have good subject knowledge and energy for their subject and supporting colleagues across the school has been a priority. The deputy head has also spent a significant amount of time supporting one teacher through joint planning and team teaching. This teacher has now moved onto another school where he will be supported by a larger team.

The senior leadership teams' focus has shifted towards work scrutiny, although classroom observations and learning walks are still considered important, look through books for progress, coverage and standards has had a higher profile. Book reviews with the teacher present has had a huge impact as feedback has been given immediately and clarifications can be made to avoid any confusion on expectations. The key stage two leader has been offered an assistant head's post at another school, he has been at Chantry since his NQT+1 year and has successfully taken on additional responsibility. This has provided us with an opportunity to shift the focus of the middle leaders away from phase leadership to be more focused on core subject leadership. We will then have the capacity to develop the leadership of the foundation subjects.

Support for others schools has been provided by the Headteacher, Deputy and Senco. All have supported the school the Head worked with in an Executive role last year. This has been good professional development to all involved. We have been approached by the LA to provide leadership support to a different local school next year, this will be the role of the Deputy to develop teaching and learning.

The leadership of behaviour, personal development and conduct is considered a large part of the senior leadership team's role. The Senco has worked with one particularly challenging class throughout the year as well as provide support for individual pupils wearing her Thriveftc hat. We

are all role models for the use of restorative practice with the way we approach challenging behaviour and have all developed our skills this year. During the course of the year it has been evident that our pupils are arriving at school with more needs with speech and language than in previous years and one of our concerns with the new standards in grammar is that our children do not speak grammatically correctly. Although speaking and listening is a focus in Foundation Stage and we support our pupils speech and language needs well, we now need to extend their language skills and correct their grammar at every opportunity.

Actions for School Development Plan

Continue developing the subject leaders to ensure:

- They have a clear picture of their subject across the school
- Accurate assessment is in place
- Progress is evident across the school

Whole school focus

- Whole school focus on language, vocabulary and grammar

Governors

All members of the senior leadership team have worked with a specified member of the Governing Body to develop their knowledge and skills. Each Governor has developed an action plan to guide them through the year and has either met with members of staff or come into school to observe. The Governors have really developed this year, they are challenging the leadership team appropriately and have asked questions in order to understand the new assessment procedures. One Governor has been into school for a series of days each term to understand how the curriculum works. In the Autumn Term she spent a whole morning in each class, observing English and mathematics. The Spring Term was spent with the Headteacher completing book reviews and comparing what has been taught to what is published on the website and during the Summer Term she went back into classrooms, spending an afternoon in each to see the wider curriculum in action. A review of Governance by the LA reported limited progress has been made, both the Head and the Chair of Governors did not agree with this assessment as we both feel significant progress has been made through the support provided. However, we do accept more support is needed and have organised for a training afternoon to take place on how to conduct a monitoring afternoon together including writing the report.

Actions for School Development Plan

- Organise training half day for Governor visits and report writing
- Continue with support for Governors to write action plans

Professional Development

The Headteacher completed the Local Leader of Education course she was attending through the LA and has been attending different presentations on academies and partnerships throughout the year.

The Deputy Head successfully completed her NPQH (National Professional Qualification for Headship) and has trained and worked as a Lead Moderator for the LA. This has proved extremely useful both in school and in the Alliance, providing additional moderation sessions to ensure all schools are updated as new assessment and standards information was rolled out.

The Senco has continued to update her skills in Thriveftc and has attended annual conferences for SEND and looked after children. She has also been asked to provide training in the completion of an EHC plan as it is considered her skills are highly effective.

The SBM has continued attending training on Health and Safety and Finance, she has also offered to be part of a liaison group between schools and the catering provider.

The Key Stage Two leader has attended a conference on developing British Values and has disseminated this information to the other teachers.

We continued our monthly training afternoon for support staff this year, the training has been provided by the Deputy and the SENCO and some of the areas this has focussed on include: behaviour, THRIVE, supporting SEND pupils, first aid, assessment and reading. This continued throughout the year. The sessions began by looking at the document on most effective Teaching Assistants, training on grammar, feedback & marking, communicate in print, supporting special needs both generically and specifically supporting a child with Tourette's Syndrome. The impact of this training has been an increase in ownership of their responsibilities in supporting children to make progress with their learning, an increase in professional dialogue and really positive feedback during a recent questionnaire and appraisal reviews. We will measure progress impact at the end of the year.

Three teachers have attended different professional development on grammar, one is attending a two year programme at the University of Sussex sourced through the local teaching school alliance. Opportunities have been given for these teachers to disseminate new information to all teachers and support staff.

Actions for School Development Plan

- Provide grammar training for newly appointed teachers
- Provide professional development for new teachers to ensure they use the systems now firmly embedded across the school, e.g. The Power of Reading, the focus on number in maths during the Autumn Term.

SMSC and British Values

We have looked at the inclusion of SMSC in our curriculum and have detailed how it might be included in different subjects on the medium term curriculum plans. Although we are a Community school we have strong links with our local church, each year we have a Carol Service and a Year Six Leavers' Service there and Years 1,2 and 6 visit the Church as part of their RE curriculum. We also visit the local Catholic Church to compare the similarities and differences and Year 4 visit the Buddhist Centre. Collective worship is an important part of our assemblies, as is our

school prayer. Our 'Proud Work' assembly has continued for each key stage, a few pupils from each year group have a turn to talk about work they are proud of and to share this with the rest of their key stage.

The teaching of morals, equality and fairness is embedded in our PHSE curriculum and is supported by our very strong behaviour policy. Our children have a very clear understanding of what is right or wrong. Our pupils' social skills are developed well through our curriculum, children have 'talk partners' in their class and these are used to develop learning across the curriculum. Our Reception and Year One classes have 'Talking Partner' groups when children need to develop their talking and listening skills and to extend their vocabulary, this then feeds into their ability to socialise. Weekly, children from key stage two join a younger class for paired reading, which helps them develop the skills to talk with younger children and to help them with their reading.

We develop children's cultural intellect partly through our music programme, all children learn an instrument during their school life; the recorder is started in Year Four by the Year Four class teacher and is continued in Year Five by the East Sussex Music Service. Many children have group lessons in guitar or violin and all pupils learning an instrument have opportunities during the year to perform in front of a range of audiences. We have close links with the De La Warr Pavilion and often take part in their workshops and we visit a number of local and London museums as part of our curriculum. Children have enjoyed some good cultural experiences this year, Year Five and Six have visited The Natural History Museum, Year One and Two visited Mallydams Woods this year, there were trips to and workshops at the De La Warr Pavilion, both St Peter's and St Richard's Churches, theatre trips and the usual Reception trip to Drusillas, where this year they were joined by Year Three during their animals and their habitats learning journey. The Deputy Headteacher has continued to develop the Arts in order to retain our Artsmark Gold award when the time comes this has led to an increase in extra-curricular opportunities and has developed and broadened teachers' planning to include a far wider range of arts based learning.

There has been a focus on Christian Values and British Values through our assemblies this year and we have also looked at the meaning of our School Prayer. Training for all teachers at the beginning of the year has enabled them to begin to thread British Values through their teaching and the PSHE subject leader had identified the British Values on the PSHE curriculum overview. Some classes have developed displays and all classes will have developed a class display by the end of the year.

We have continued to develop the skills of teachers to embed SMSC and British Values in the curriculum, the Key Stage Leader attended a training conference on British Values and disseminated some ideas across the school. We had an opportunity to involve the whole school in selecting a new development scheme for the local park. We decided to take a democratic approach to this with the School Council Representatives meeting with the playground developers. The School Council then spoke to all the classes and a vote was organised. Rother District Council loaned us a polling booth and voting box and all children voted for their choice of park development; we're now looking forward to the children's choice coming to fruition in the Autumn. We also invited our local MP into school on 23rd June (Brexit Day) to talk to Years 5 and 6 about the pros and cons of staying in or coming out of the European Union. He gave a very balanced view and the pupils went back to their classrooms to debate the subject further. The majority of children decided it would be best to stay in Europe!

School Improvement/Quality of Teaching **Judgement: Good**

We have continued to develop our Feedback for Learning session that takes place at the beginning of each day. This provides all pupils with an opportunity to respond to marking by correcting inaccuracies in maths or science or to edit and redraft English. The teacher spends the session with a different group of pupils looking at their targets and discussing the next steps they need to take in order to accelerate their progress. This session is proving to be very successful in engaging pupils in their achievements.

Due to the huge focus on assessment and the ever evolving standards we have balanced this with a focus on science. The year began with a science week where all year groups had the same question to investigate. This worked so well that we repeated it with a different question later in the year. Next year will also kick off with a science week but with a focus on the big ideas in science and drawing conclusions.

We have had a focus on developing talk and language skills this year, this has worked very well but will be taken to a new level next year with all adults correcting spoken grammar and expecting children to repeat sentences back to them. We have listened to our pupils and read their work and we realise that if they don't speak it correctly they are not able to write grammatically correct. We will begin in Reception by just repeating sentences back to children without expecting them to say them back and will gradually both through the school raising our expectations.

In mathematics we introduced a focus on core skills in the Autumn Term, this was highly effective in consolidating children's knowledge and making it much easier for teachers to move onto applying the skills across the maths curriculum for the Spring Term onwards. The evidence of the impact of this can be seen in the results of the arithmetic test in Year Six.

In English we introduced whole class reading sessions in key stage two, supported by guided reading groups where necessary. Although this did not have the impact we expected in the SATs we will continue with this approach but with closer monitoring and backed up with appropriate home learning.

Teaching has been steadily improving with only one lesson judged to require improvement in the Autumn Term and three lessons judged to be outstanding. Support was put in place for one teacher and a second observation took place with a judgement of good. All our judgements on teaching are triangulated with book reviews and data on progress. We had a second series of lesson studies in the Spring involving all full-time teachers. This was very successful with teachers gaining professional development from their peers through this process, along with opportunities to reflect on their practice. We returned to observations during the Summer Term and observed seven lessons, five of these were judged to be good and two outstanding. Our observations were supported by book reviews both with the teacher and just between the SLT, pupil progress meetings with each class teacher and curriculum overviews with a Governor. 100% of teaching was judged to be at least good but we did not make classroom observations of two teachers, both of whom were previously judged as good. We now have five teachers who have been judged as outstanding during the year, sadly two are not class based but it means we know the classes they cover each week receive outstanding provision. Also one of these outstanding practitioners leaves us this year to take-up an Assistant Head's post at another school.

Actions for School Development Plan

- Support teachers towards outstanding in the classroom

- Support teachers new to school with The Power of Reading
- Ensure the curriculum is engaging and employing higher order thinking skills
- Continue with lesson studies to move teaching & learning forward
- Continue to embed assessment without levels and the use of Target Tracker

Personal Development, Behaviour and Welfare Judgement: Outstanding

The number of pupils sent to the Thinking Time table has remained at a similar level to 2014/5; this year there were 108 incidents compared with 99 last year. We saw a slight increase in incidents from key stage one pupils during Terms 3 and 5 but these have now levelled off again and key stage two incidents have remained consistent at around 12 per term. Eight parents have been called in to discuss their child's behaviour as they have been involved in multiple incidents, we have found this very helpful in gaining parental support. Lunch Club continues to help us to ensure that our most difficult and vulnerable children have a positive lunchtime experience. One to one mentoring has also helped support the behaviour of some of our key stage two boys.

We saw a few incidents of extreme behaviour which were dealt with separately from everyday issues and there were three short-term exclusions this year of one pupil (two half days and a full day) and 16 internal exclusions; these involved four children. The excluded pupil (Year 6) worked with ESBAS (East Sussex Behaviour and Attendance Service) for much of the year and exhibited extreme behaviour particularly when his teacher was out for the day or part of the day. In February we took an additional pupil into Year 6 who had been permanently excluded and placed in the Pupil Referral Unit. Although he initially settled fairly well there was a major incident in June resulting in two days internal exclusion, after the incident he refused to attend school. We worked with the Family Keywork Service and ESBAS in order to support his transition back into regular attendance. There were several other incidents but we successfully managed his behaviour and supported the family with his transition to secondary school.

Attendance was 96.1% for the year, across the year we had four children with persistent absence. These children's attendance was followed up through letters and attendance meetings with the parents, although improvement was seen we continue to closely monitor their attendance.

Actions for School Development Plan

- Focus on conduct around school
- Continue with the mentoring program
- Further develop teachers' skills with Thrive in the classroom.
- Increase access to Play Therapy
- Embed restorative practice approach with TAs new to School
- Expand the use of Beach Schools' practitioner

Impact of Whole Class Thrive

Although challenges remain in the classes targeted for whole class Thrive support, there has been a considerable increase in Emotional Literacy. Thrive assessments show that this has raised between 16% and 19% over the targeted groups, with year four (the class with the highest need) benefitting the most. The children demonstrate more resilience, are able to look at problems as something to be solved rather than being insurmountable, and to try first and ask for help when needed. This has been supported by a strong focus on Growth Mind-set across the school. Incidents continue to occur, but restorative practice, an ability to name and take ownership of emotions and actions, and the development of empathy for others has positively impacted. During restorative practice children now talk more about how it made them feel rather than placing outright blame on other parties. This shows they have faith in the process, feel empowered by it, and know that any sanctions will be fair and contain some of their own input. They rarely deny what has happened, instead putting their version of events across. This is something they were unable to do at the beginning of the year. They have a greater range of strategies to manage their feelings and use them with far less adult direction. They calm and return to following instructions far quicker than before. Incidents are lower level and occur less often, particularly at unstructured times. We will continue to build on this in 2016 – 2017, building on consistency across the school.

We are experiencing greater trust from some of our more troubled children. They open up to staff about challenges more readily. Being empowered to approach the person they feel most safe with rather than being assigned an adult to talk to has fed into this, and is now a whole school approach to children who need this additional support from time to time, with adults including the admin staff, SLT, all teachers and TAs across the school.

The additional support offered by our mentor and our counsellor has created further opportunity for targeting children with a range of needs. This often works alongside the Thrive Approach, using assessments and action plans that closely target the individual.

The above work has involved working closely with parents and carers for many of these children. This has built a strong sense of team work and trust with the school. Parents feel able to come to us with any challenges without judgement, giving us a deeper picture of the child's life outside of school and therefore more pinpointed support when needed. This has been demonstrated by a high turnout for Structured Conversations and parents requesting meetings with the SENCO and other members of staff to ask for advice about behaviour at home and life challenges including separation and mental health, and to share information with the school that they feel may impact on their child's wellbeing in school. They trust that we will help both them and their child the best we can.

At the end of term 6 the Thrive Practitioner and mentor took a group of 5 Pupil Progress children on a trip to the beach. We were aware of challenges in these children's lives that were impacting on their confidence, their self-identity, their ability to interact with other children and their sense of joy in the world that all children should feel. The day was a huge success and we will be exploring ways we can continue this in the new academic year, with structures in place for measuring impact both personally and academically.

Achievement and Outcomes **Judgement: Good**

This has been a tough year for all the teaching staff to ensure they are constantly raising their expectations and adapting to the new information as it's published. We were disappointed with the outcomes of the reading test but not surprised, some of the boys found the test very difficult to access and became distressed during the test. However, they all managed to pick themselves up and tackle the challenges of the following tests with a very positive attitude. A full analysis of the outcomes will be available as soon as possible after they have been received.

The headline data for key stage two is as follows:

	All pupil			Gender			
	% per pupil	Cohort	Progress	Boys		Girls	
	3.3	30		6.3	16	7.1	14
	National %	School %		National %	School %	National %	School %
RWM - EXS (combined)	53.3%	56.7%		49.6%	37.5%	57.1%	78.6%
Reading – EXS	65.7%	63.3%	-0.3	61.9%	50%	69.7%	78.6%
Writing – EXS	74.1%	90%	-0.2	67.8%	81.3%	80.7%	100%
Maths – EXS	69.8%	80%	1.9	69.9%	68.8%	69.7%	92.9%
Writing - GDS	14.7%	3.3%		10.8%	0%	18.9%	7.1%

The data is very different to previous years, with pupils assessed to be working within the expected standard (EXS) and in writing they are also assessed to be writing at greater depth (GDS). It is very difficult to compare this to previous years, therefore I am leaving the two previous years data in this report for reference.

Green highlights are the results that are above the national by more than one pupil, **yellow** highlights indicate school performance is within one pupil of the national and **red** indicates school performance is below the national by more than one pupil. The outcomes show the boys were not working at the expected level in reading and this impacted on the boys combined achievement. They also show there were less pupils working at greater depth in writing than the national performance level. Further analysis of key stage 2 data shows the following:

- **A gender difference with girls significantly outperforming boys in reading and maths**
- **Non-disadvantaged pupils outperforming disadvantaged pupils in all areas, we have gone from closing the gap in 2014/15 to the gap widening again – we are aware this is very much a cohort issue and not a trend.**
- **Pupils working at greater depth in writing is below the national average.**

The headline data for key stage one is as follows:

	All pupil		Gender			
	% per pupil	Cohort	Boys		Girls	
	3.3	30	5.3	19	9.1	11
	National %	School %	National %	School %	National %	School %
Reading – EXS	74.1%	86.7%	70%	84.2%	79%	90.9%
Writing – EXS	65.5%	83.3%	58.6%	73.7%	72.8%	100%
Maths – EXS	72.6%	80%	71.7%	73.7%	73.6%	90.9%
Science - EXS	81.8%	90%	79.5%	84.2%	84.3%	100%
Reading - GDS	23.6%	23.3%	20%	26.3%	27%	18.2%
Writing - GDS	13.3%	20%	9.6%	21.1%	17.2%	18.2%
Maths - GDS	17.8%	16.7%	19.5%	26.3%	16%	0%

Keystage One outcomes are based on teacher assessment but are informed by the tests, as in keystage two writing all the assessments have been fully moderated both in school and externally. Working at greater depth is assessed in all subjects and it is concerning there are no girls working at greater depth in maths – this will be a focus for these pupils in Year Three. The key stage one outcomes are an improvement on last year when compared to national averages and we have recovered from the dip experienced last year.

Phonics outcomes and EYFS (Early Years Foundation Stage) have not changed from previous years and can be shown as a comparison.

The headline data for EYFS is as follows:

	All pupil		Gender			
	% per pupil	Cohort	Boys		Girls	
	3.3	30	10	10	5	20
	National %	School %	National %	School %	National %	School %
GLD – 2014	60%	66.7%	52%	63.2%	69%	72.7%
GLD – 2015	66.3%	76.7%	58.6%	68.8%	74.3%	85.7%
GLD - 2016	69.4%	76.7%	62.2%	60%	76.9%	85%
APS – 2014	33.8	35.6	32.6	34.7	35.1	37.3
APS - 2015	34.3	36.5	33.1	35.6	35.7	37.4
APS - 2016	34.5	37.2	33.3	34.4	35.7	38.6

We are very pleased with the outcomes in both the good level of development, this year's cohort has 15 summer born children with 8 born in August. At the beginning of the year we didn't feel they would all make their good level of development but with the strengths of our Foundation

Stage Teacher and her well trained team they have made very good progress this year. Although the percentage of pupils achieving a good level of development is the same as last year we have increased the average point score, which means more children are achieving higher scores.

The headline data for Phonics is as follows:

	All pupil		Gender			
	% per pupil	Cohort	Boys		Girls	
2016	3.3	30	6.3	16	7.1	14
	National %	School %	National %	School %	National %	School %
Year 1 2014	74%	66.7%	70.4%	61.1%	78.1%	75%
Year 1 2015	77%	86.7%	73%	89.5%	80.8%	81.8%
Year 1 2016	81%	96.7%	77%	93.8%	84.4%	100%
Year 2 2014	88%	100%	86.2%	100%	90.9%	100%
Year 2 2015	90%	93.3%	88%	88.9%	92.4%	100%
Year 2 2016	91%	100%	89%	100%	93%	100%

The outcomes in phonics reflect the very effective programme we have in place for the daily teaching of phonics and the regular six week assessments that ensure children are working at the correct level and are moving through the programme quickly.

Previous years' results for key stage one and two.

2015				2014			
Key Stage Two	L5+	L4+	L6	Key Stage Two	L5	L4+	L6
Reading	34.5%	93%		Reading	50%	90%	
Writing	31%	93%	7%	Writing	30%	80%	
SPAG	45%	82%	3.4%	SPAG	57%	70%	
Maths	38%	100%	7%	Maths	37%	83%	7%
R,W,M combined	17.2%	89.7%					
2 levels progress		More than expected progress		2 level progress		More than expected progress	
Reading	86%	24%		Reading	100%	56%	
Writing	96%	34%		Writing	100%	43%	
Maths	96%	31%		Maths	86%	33%	
Key Stage One	L2+	L2B+	L3	Key Stage One	L2+	L2B+	L3
Reading	93%	70%	27%	Speaking & Listening	100%		24%
Writing	87%	53%	7%	Reading	100%	96%	27.5%
Maths	90%	77%	20%	Writing	100%	82.5%	20.6%
				Maths	100%	93%	24%