

## SCHOOL SELF-EVALUATION SUMMARY SHEET

<b>SCHOOL</b>	Worcesters Primary School	<b>Date: September 2017</b>
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**Judgements      1= Outstanding    2= Good    3 = Requires Improvement**

Sections	SUMMARY EVALUATION							
<b>1</b>	<b>Introduction</b>	<p>Worcesters is a larger than average primary school which is currently expanding to provide 3 forms of entry to be able to meet the growing demand for primary school places. In March 2013 Worcesters was judged by Ofsted to be an 'Outstanding' school in every area. A recent review from the Local Authority continues to judge the school as 'Outstanding'. Worcesters also achieved 'Science Quality Mark Silver' 2014, 'PE Quality Mark Gold with distinction' March 2015 'Healthy School London Gold Award' June 2015. September 2016 Part of the Governments 'Parliamentary Review'</p>						
<b>2</b>	<b>Areas for Whole School Development</b>	<p>To diminish the difference between pupil premium and non-pupil premium pupils</p> <p>To continue to improve reading outcomes for all pupils</p> <p>Continue to ensure the pitch of the lesson is appropriate to challenge more able learners</p> <p>Continue to ensure that pupils understand how to keep themselves safe online</p>						
<b>3</b>	<b>Progress in Previous Inspection Key Issues</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9ead3;"> <th style="width: 50%;">Key Issue</th> <th style="width: 50%;">Progress</th> </tr> </thead> <tbody> <tr> <td> <p>Raise attainment further by maintaining the drive for improving progress by:</p> <p>Applying the rigorous marking policy to the pupil's topic work so that they achieve the same high standards as in English and in maths</p> </td> <td> <ul style="list-style-type: none"> <li>Judgements for grading the quality of teachers marking have been reviewed – providing support with what is effective and not effective marking</li> <li>Marking policy reviewed Sept 2017 to ensure marking moves learning on – focus on quality not quantity</li> <li>Staff CPD remains a focus</li> </ul> </td> </tr> </tbody> </table>	Key Issue	Progress	<p>Raise attainment further by maintaining the drive for improving progress by:</p> <p>Applying the rigorous marking policy to the pupil's topic work so that they achieve the same high standards as in English and in maths</p>	<ul style="list-style-type: none"> <li>Judgements for grading the quality of teachers marking have been reviewed – providing support with what is effective and not effective marking</li> <li>Marking policy reviewed Sept 2017 to ensure marking moves learning on – focus on quality not quantity</li> <li>Staff CPD remains a focus</li> </ul>		
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<b>4</b>	<b>Outcomes for Children and Learners</b> Attainment, progress and the quality of learning, for all pupils <b>Judgement 1</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff2cc;"> <th style="width: 50%;">Strengths</th> <th style="width: 50%;">Areas for Development</th> </tr> </thead> <tbody> <tr> <td>Year 6 combined score for reading, writing and maths continues to be above the national</td> <td rowspan="3"> <ul style="list-style-type: none"> <li>Ensure year 1 pupils maintain GLD outcomes achieved in EYFS</li> <li>Tracking progress in foundation subjects</li> <li>PP pupils remain a focus to diminish all differences</li> <li>Continue to focus on reading outcomes</li> <li>Continue to improve outcomes for those pupils re-taking the phonics screening test</li> </ul> </td> </tr> <tr> <td>In a vast majority of year groups pupil premium children achieve as well as non pupil premium.</td> </tr> <tr> <td>Pupils in EYFS and KS1 achieve in line with national outcomes – particular strength is maths</td> </tr> </tbody> </table>	Strengths	Areas for Development	Year 6 combined score for reading, writing and maths continues to be above the national	<ul style="list-style-type: none"> <li>Ensure year 1 pupils maintain GLD outcomes achieved in EYFS</li> <li>Tracking progress in foundation subjects</li> <li>PP pupils remain a focus to diminish all differences</li> <li>Continue to focus on reading outcomes</li> <li>Continue to improve outcomes for those pupils re-taking the phonics screening test</li> </ul>	In a vast majority of year groups pupil premium children achieve as well as non pupil premium.	Pupils in EYFS and KS1 achieve in line with national outcomes – particular strength is maths
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	protected from bullying, views of pupils/parents  <b>Judgement 1</b>	<p>the local community</p> <ul style="list-style-type: none"> <li>• Opportunities for pupils to broaden their social, moral, spiritual and cultural experience s</li> <li>• Keeping safe online</li> <li>• Continuing to promote the mental health and welfare of all pupils</li> <li>• Increase punctuality</li> </ul>	
<b>7</b>	<b>Effectiveness of Leadership and Management</b> How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, e.opp, safeguarding, and partnerships  <b>Judgement 1</b>	<b>Strengths</b> <p>The Senior Leaders in the school continue to relentlessly focus on improving outcomes for all pupils</p> <p>Governors effectively carry out their responsibilities to improve teaching and raise achievement. They offer challenge to support the school to improve.</p> <p>Leadership at all levels is a strength. The Leadership of the school continues to develop the school self-evaluation process to ensure our judgements are accurate. The Head of Middle Leaders plays a crucial role in ensuring middle leaders focus on improving outcomes through challenge and support.</p>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>• Monitoring the implementation of the revised marking and feedback policy (Sept 2017) to ensure that marking moves pupils learning on</li> <li>• Continue to monitor the teaching of reading to ensure outcomes are improving</li> <li>• Academy status – GB to meet to discuss consultation outcomes</li> <li>• Governors continue to link with Middle Leaders to challenge evidence from the school by completing a self-evaluation document</li> <li>• Review evidence presented through the information collected on the self-evaluation document</li> <li>• Middle Leaders to use new assessment report to track key outcomes for groups, gender, SEN and PP</li> <li>• Continue to support Middle Leaders to be effective leaders of their subjects – (as some are new to the role)</li> <li>• Developing staff expertise in the teaching of foundation subjects to ensure progression across the key stages</li> </ul>
<b>8</b>	<b>Overall Effectiveness</b>	<b>O.E. Judgement</b>	
		<b>1</b>	