

# School Self-Evaluation Summary Sheet

<b>SCHOOL</b>	<b>St Michael at Bowes School</b>	Date: September 2016 updated May 2017
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	SECTIONS	SUMMARY EVALUATION			
<b>1</b>	<b>INTRODUCTION</b> School context-key features from RAISE	<ul style="list-style-type: none"> <li>Inspite of the regular and typical rates of challenging mobility our pupils make good progress.</li> <li>Casual admissions– 22 children joined and 20 left between September 2015 and July 2016</li> <li>High deprivation factor – top 20% (school 43% and National 24%)</li> <li>High EAL 74%</li> <li>44 languages spoken predominantly Turkish and Polish</li> <li>13% of children are supported at school action for SEN compared to NA 12.1%</li> <li>1.4% of children are supported by school action plus or with a statement, NA 1.3%</li> <li>There are currently 5 children on roll with a Statement of Special Educational Needs/EHP.</li> <li>30% of children are Pupil Premium. Of which 13% of them currently receiving free school meals compared to NA 25.2%.</li> </ul>			
<b>2</b>	<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b> Key priorities identified through school performance review & evaluation.	<p><b>Reading and Writing</b> : To sustain and develop writing across the school</p> <p><b>Reasoning</b> : To improve children’s reasoning skills, verbally and in writing</p> <p><b>Science</b> : To raise the profile of science across the school with a particular focus on scientific enquiry and use of vocabulary when explaining orally and in writing:</p> <p>To build on the developing ethos of a Christian and Rights Respecting school, so that children understand the importance of learning for achievement, of learning how to develop positive relationships and for seeing themselves as active citizens of the world.</p>			
<b>3</b>	<b>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</b> Areas for development identified at the previous Ofsted inspection addressed	<b>Key Issue</b>	<b>Previous inspection June 2014</b>	<b>• 2</b>	<b>Progress</b>
		‘Improve teaching by ensuring that: the most able pupils are always given work that challenges them and enables them to make the best possible progress teachers set work in lessons to engage the interest of all pupils and stimulates their thinking teachers carefully check the pupils’ learning and understanding of the work they are doing and adjust their teaching accordingly’.			<ul style="list-style-type: none"> <li>Teachers plan lessons and series of lessons with clear purposeful outcomes</li> <li>The IPC curriculum has been further strengthened to provide an enriched curriculum</li> <li>NQTs and post-NQTs have received intensive support to develop their teaching skills through coaching and mentoring from the Lead Coach</li> <li>All other teachers have had individualised support programmes ranging from light touch to intensive coaching weeks by AHT/DHT</li> <li>The quality of marking is consistent across the school. The large majority of children respond to marking appropriately and the quality of responses has significantly improved. There is more child response (purple pen) and improvement balanced with less teacher input</li> </ul>
<b>4</b>	<b>OUTCOMES FOR PUPILS</b> Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum	<b>Strengths</b>	<b>• 2</b>	<b>Areas for Development</b>	
		<ul style="list-style-type: none"> <li>School data shows that taking account of their starting points the proportion of pupils making expected progress compare favourably with national figures for Writing and Maths.</li> </ul>		<ul style="list-style-type: none"> <li>Maintaining and build on current attainment levels and continue to increase percentage of Age Related Expectations through earlier identification and provision</li> </ul>	
		<ul style="list-style-type: none"> <li>In 2016 attainment in Writing, Maths and Grammar, punctuation and spelling was in line or above their national peers</li> </ul>		<ul style="list-style-type: none"> <li>Reading comprehension across the school</li> </ul>	
		<ul style="list-style-type: none"> <li>The school achieved sufficient progress scores. Reading -2, Writing -2.9 and Maths 1.0.</li> <li>Average scaled scores were in line with national, except in Reading</li> </ul>		<ul style="list-style-type: none"> <li>Improve the attainment of all children in reading</li> </ul>	

5	<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b> Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.	<b>Strengths</b>	• 2	<b>Areas for Development</b>	
		<ul style="list-style-type: none"> <li>The quality of teaching in the school has been consistently good over the last four years. A rigorous monitoring process is embedded in school. 100% of teaching is consistently good or better.</li> </ul>		<ul style="list-style-type: none"> <li>To increase the proportion of outstanding teaching</li> <li>To empower teachers to lead their own professional development through auditing current practice and partnering for performance</li> </ul>	
		<ul style="list-style-type: none"> <li>High expectation, clear modelling of language and good quality marking and effective feedback</li> <li>Accuracy of assessment is robust and regularly peer and externally validated</li> </ul>		<ul style="list-style-type: none"> <li>To improve provision and level of challenge for all groups of pupils with a particular focus on the most able pupils within and across lessons</li> <li>To further improve teachers' ability to assess attainment in writing and plan to diminish the difference and accelerate progress.</li> </ul>	
	<b>Reading and literacy skills</b>	<ul style="list-style-type: none"> <li>phonic programmes</li> </ul>			
6	<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	<b>Behaviour Judgement</b>	• 1	<b>Safety Judgement</b>	• 1
		Overall Strengths: The Christian school ethos is reflected in the behaviour of the pupils, with staff providing good role models re: inclusivity, respect and care for one another. Significant reduction of exclusions and behaviour incidents. Behaviour across the school is outstanding with little or no disruption in class or at play. The school is working towards becoming a 'Rights and respecting' school. Pupils show a strong sense of respect for others' values and faiths as demonstrated in collective worship, lesson observations and work. *On track for 96.5%+ attendance this year – improvement year on year. <b>Areas for development:</b> To develop and embed self-confidence, self-awareness and pupils' understanding of how to be a successful learner. To develop and embed a whole school strategy to improve pupils' understanding of how to keep themselves safe from risk (e.g. extremism and abuse), including when using the internet and social media.			
7	<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b> How well leaders - demonstrate ambition vision, high expectations improve teaching & learning, dev. staff, sustain improvement. Accuracy of SSE, appropriate curriculum, equal opp, Parental engagement, safeguarding	<b>Strengths</b>	• 2	<b>Areas for Development</b>	
		<ul style="list-style-type: none"> <li>Clear direction and vision from experienced core SLT and middle leaders are well supported in developing their role</li> <li>The Headship team are committed to working in partnership with other local schools to share good practice and expertise to constantly drive improvements Teaching and Learning is always top priority therefore the quality of teaching continues to improve with 100% of teaching good or better</li> <li>High expectations by all SLT and governors by setting challenging targets</li> <li>Clear and accurate understanding of data</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop middle leaders to be able to hold teachers to account for strategies they implement</li> <li>Middle leaders and class teachers effective using data to ensure progress</li> <li>Strengthen the systems for quality assurance across the school</li> <li>To strengthen networks with other schools and develop creative future strategic plans to deal with significant reductions in school budgets and changing educational landscape</li> </ul>	
		<ul style="list-style-type: none"> <li>Strong focus on standards and achievement, clear systems - teachers held to account through pupil progress meetings, monitoring cycle and teaching and learning summaries</li> <li>Support for NQTs and new class teachers</li> <li>Constantly striving to develop teachers by engaging them in professional programmes (Middle Leader Course, 'Let's Think') and supporting their career development</li> </ul>		<ul style="list-style-type: none"> <li>On-going development of curriculum in line with National Curriculum and RRS ethos. Introduce the new curriculum</li> <li>To increase the proportion of outstanding teaching outstanding</li> </ul>	
8	<b>PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>High levels of care, guidance and support ensure that every child is nurtured and supported irrespective of background or circumstance. This is a strength and recognised as outstanding by the LDBS</li> <li>Achieved the RRS award level 1, we will ensure that all pupils develop the skills, knowledge and understanding they need to become global citizens of the future, as stated in our school vision.</li> <li>Gained Gold for the RE quality mark, sum. 2016</li> </ul>		<ul style="list-style-type: none"> <li>The school community encompasses a wide variety of cultures, ethnicity and faiths. To continue to support children so they can exercise their tolerance and respect for others in context, underpinned by a school ethos that celebrates their cultural heritage and identifies and promotes understanding of wider concept of social and religious belief.</li> </ul>	
9	<b>OVERALL EFFECTIVENESS</b> Including promotion of SMSC	Strong capacity to improve. Strong RRS Council, pupil teams. High expectations in all areas of school life and of all stakeholders. Deliberate and effective action is taken to create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. A positive climate for learning exists and pupils and groups of pupils have highly positive experiences at school so that they are well prepared for the next stage in their education, training or employment.			