

SECTIONS

Calmore Junior School Summary Self evaluation



1 PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	<u>Key Issue</u> Improve the quality of teaching so that it is consistently good and hence raise the rates of progress by ensuring: pupils make consistently good progress in each year group	<u>Progress</u> <i>All teaching is good or better</i>
	those who are more able are fully challenged to achieve as best they can	Challenge in lessons is good 2015 SATS L5 Maths = National at 42% (In 2014 4% below National) L5 Writing = National at 36% (In 2014 13% -20% below National) L5 Read 38%- 10% below National (In 2014 13% below National)
	those who have special educational needs or disabilities have work set for them that is at the right level of difficulty in order to achieve well	Good provision seen in lesson observations SATs 2015 Maths L4+ 67% -3% above National (Same in 2014) Writing 50% L4+ -7% below National (In 2014-42% 13% below National) Reading 50% L4+-18% below National (11% below National)
	inconsistencies in the progress of those who are eligible for additional funding are tackled	2015 SATS Read PP 92% L4+ = Non PP at 92% Maths PP 4+ = Non PP at 92% Writing PP L4+ 77% Non PP 96% (Gap of 19%)
	marking and feedback by teachers clearly shows pupils the next steps so that they can improve their work.	Marking in books is good
3 PRIORITY FOR SCHOOL IMPROVEMENT 2016	<u>Effectiveness of Leadership & Management</u> <ul style="list-style-type: none"> • Ambitious vision for outcomes for all children with no child left behind especially disadvantaged children • Continued culture of vigilance in keeping children safe • Support, coach & provide quality training for new middle leaders • 100% of teaching is good or better & brings about good outcomes for children <u>Teaching Learning & Assessment</u> <ul style="list-style-type: none"> • Develop a culture of growth mindset • Develop rigorous moderation between local cluster schools • Children to keep up not catch up & children exceeding are provided with depth & breadth to deepen thinking • Continue triad peer coaching to best utilise expertise within current teaching & extend to TA's <u>Personal Development Behaviour & Welfare</u> <ul style="list-style-type: none"> • Further training for lunchtime staff • E-safety remains high priority • Ensure learning behaviours remain high profile <u>Outcomes</u> <ul style="list-style-type: none"> • 85% of children achieve reading, writing, GPS & maths at age expected at end of KS2 • 85% of children in each cohort achieve age related expectation 	

<p>5 ACHIEVEMENT Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils</p>	<p>Strengths:</p> <p>Attainment 2016 ARE+</p> <table border="1" data-bbox="300 208 986 992"> <thead> <tr> <th></th> <th><u>Reading</u></th> <th><u>Maths</u></th> <th><u>SPAG</u></th> <th><u>Writing</u></th> <th><u>RWM</u></th> </tr> </thead> <tbody> <tr> <td>Calmore</td> <td>73% (+7%)</td> <td>77% (+7%)</td> <td>84.3% (+12.3%)</td> <td>84% (+10%)</td> <td>59% (+6%)</td> </tr> <tr> <td>National Picture</td> <td>66%</td> <td>70%</td> <td>72%</td> <td>74%</td> <td>53%</td> </tr> <tr> <td>Hampshire</td> <td>70.8%</td> <td>71.4%</td> <td>74%</td> <td>79.9%</td> <td>58.7%</td> </tr> <tr> <td>Pupil Premium (18)</td> <td>67%</td> <td>67%</td> <td>78%</td> <td>72%</td> <td>50%</td> </tr> <tr> <td>Pupil Premium No SEN & Gap Non PP (10)</td> <td>77% (+1%)</td> <td>77% (+1%)</td> <td>100% (+22%)</td> <td>100% (+9%)</td> <td>50%</td> </tr> <tr> <td>SEN (8)</td> <td>50%</td> <td>50%</td> <td>25%</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>EAL (7)</td> <td>71%</td> <td>86%</td> <td>86%</td> <td>86%</td> <td>71%</td> </tr> <tr> <td>GRT (1)</td> <td>0</td> <td>0</td> <td>100%</td> <td>100%</td> <td>0</td> </tr> </tbody> </table>		<u>Reading</u>	<u>Maths</u>	<u>SPAG</u>	<u>Writing</u>	<u>RWM</u>	Calmore	73% (+7%)	77% (+7%)	84.3% (+12.3%)	84% (+10%)	59% (+6%)	National Picture	66%	70%	72%	74%	53%	Hampshire	70.8%	71.4%	74%	79.9%	58.7%	Pupil Premium (18)	67%	67%	78%	72%	50%	Pupil Premium No SEN & Gap Non PP (10)	77% (+1%)	77% (+1%)	100% (+22%)	100% (+9%)	50%	SEN (8)	50%	50%	25%	13%	13%	EAL (7)	71%	86%	86%	86%	71%	GRT (1)	0	0	100%	100%	0	<p>2</p>	<p>Action:</p> <p>85% of children will be at age related expectation by the end of the year. 85% of children will be at age related expectation in reading, writing and maths combined at end of KS2 Those exceeding age related age expectation will be in line with national expectations.</p>
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<p>6 TEACHING Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.</p>	<p>Strengths:</p> <p>Quality of T&L has been validated by county on 2016-all good or better</p> <p>Assessment for Learning</p> <p>Good relationships between adult & child</p> <p>Positive learning environments</p> <p>Behaviour in lessons & learning behaviours embedded</p>	<p>2</p>	<p>Action:</p> <p>Triad peer coaching to share staff expertise Embedding rigorous assessment procedures Rapid induction of new staff Children in all vulnerable groups keep up not catch up Pupil progress meetings focus on age related expectations and what is in place for those below & those above Standardisation of age related expectations within cluster & HCC training events Marking research project</p>																																																						
<p>7 BEHAVIOUR AND SAFETY Behaviour in lessons & around school, attendance, punctuality, attitudes, protection from bullying, views of pupils/parents</p>	<p>Strengths:</p> <p>Behaviour judged to be good by county on 2016</p> <p>Behaviour judged good by Ofsted 2014</p> <p>Behaviour good around school & in lessons</p> <p>Attendance is 96.5% & is above national</p> <p>Children Feel Safe-Questionnaire 2016</p>	<p>2</p>	<p>Action:</p> <p>British Values Day Growth Mindset Whole staff safeguarding training Sept 16 Lunchtime Behaviour Project Embedding Building Learning Powers E-safety remains high priority</p>																																																						

8	LEADERSHIP/MA NAGEMENT 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	Strengths: Leadership & Management judged good by Ofsted 2014 Procedures for safeguarding are rigorous Strong & effective Leadership Team-LLP 2016 Strong governing body Good Partnerships with local school, outside agencies,ETC Alliance Broad balanced Curriculum Ambitious outcomes for children Effective middle leaders	2	Action: A programme of triad peer coaching is in place to share expertise for both teachers and LSA's Ambitious vision where no child is left behind –keep up not catch up Support, coach & provide quality training for new middle leaders
9	OVERALL EFFECTIVENESS	<p>'As a result of effective action that the leadership of the school is taking the school is on track to achieve well at the end of KS2 2016 and secure a good judgement at its next inspection.' <i>LLP Visit Jan 16</i></p> <p>Behaviour is good. Pupils enjoy school and they feel safe. <i>Ofsted July 14</i></p> <p>Leadership and management are good. The school has detailed plans to make further improvements and hence raise pupils' achievement. <i>Ofsted July 14</i></p> <p>'Strong leadership has secured and embedded robust systems and processes that have clearly impacted on the consistency of high quality teaching & learning.' <i>LLP Visit November 15</i></p> <p>Effective use of performance management procedures are contributing towards improvements in teaching. <i>Ofsted July 14</i></p> <p>Governors bring a breath of experience to their roles and now challenge the school robustly about pupils' performance. <i>Ofsted July 14</i></p> <p>Quality of teaching & Learning is good-moderated by LLP Jan 15</p> <p>Safeguarding procedures and child protection arrangements meet statutory requirements. <i>Ofsted July 14</i></p> <p>The range of subjects the school teaches promotes pupils spiritual, moral, social and cultural development well. Pupils learn to live in a diverse world and celebrate different cultures. All have equality of opportunity to participate in the various activities and events run by the school. <i>Ofsted July 14</i></p> <p>The headteacher leads effectively and with passion in tandem with the deputy head, supported by the skilled leadership team. Leadership of the school is principled values-driven and evaluative. The governing body is very well led and as a consequence work well as a team providing a good balanced between support and challenge. <i>Stella Counsell Primary Phase Consultant May 2016</i></p>	2	