



SHACKLETON PRIMARY SCHOOL

Self Evaluation Form

(Summary)

Background/Context of School

- Group 3 primary school
- Pupils aged between 4 and 11 years
- 431 children on roll currently
- Stable roll
- Three term intake historically into Reception
- Moved to primary status - September 2013
- Moving towards academy status/joining multi academy trust
- 3 form entry from September 2016
- Vibrant multicultural community
- Strong collaboration across community and borough
- Strong Inclusive ethos. (Inclusion Quality Mark May 2013/re-accreditation June 2016)
- Feed from Cauldwell/Kingsbrook Wards (10% most deprived in England. Highest number of under 18 conceptions and highest proportion of low birth weights – IDACI)
- 29% of pupils attract Pupil Premium (Ever 6)
- 73.5% of our pupils are BME
- 63% of our pupils have EAL % - rising over the last 3 years due to the number of families from Eastern Europe moving into the area
- 30 languages spoken at school
- 27% - 115 pupils identified as having additional needs on SEND Code of Practice. All supported under Provision planning and/or Education Health Care Plans
- 6.25% mobility rate
- Strong Leadership Team – Deputy Headteacher/Assistant Headteacher/Phase leaders
- Strengthening governing body
- Mixture of rented/owned housing. A majority of families live in council/housing association properties.
- Almost all pupils are catchment. Some from outside – just over borderline (historically)
- Some issues with recruitment of or retention of teachers. Support staff reflect community

Progress on Areas for Development – Previous OFSTED

Standards are now rising rapidly in reading and mathematics, but the improvement is not yet so clear in writing. Older pupils do not write enough extended pieces of work. (Post Ofsted Action plan - POAP)

- More opportunities for extended writing
- Develop the role of the new Literacy Lead
- New RWInc Manager working across the school
- Implementation of RWInc across Key Stage 1 and introduced in KS2
- RWInc interventions across KS2 where needed
- Monitor extended writing especially in KS2 to ensure it happens every two weeks
- Carry out regular work analysis
- AfA consultant to coach staff in closing the gap
- Internal moderation completed with external AfA coach
- Cross cluster moderation
- Ensure Literacy support mats in place across the school
- Develop extended writing through creative curriculum where cross curricular links are made for writing
- All TAs to develop talk for writing when supporting children

Opportunities are not always taken for the youngest pupils to develop their speaking and listening skills. (POAP)

- Training for support staff in early Years (new staff in EYs now – training identified)
- Weekly staff meetings for EYs staff
- All teaching assistants have targets on appraisal to develop and extend children's talk
- Early Years support staff to have guidance on meaningful interventions in children's play
- Liaise with EYs Team to access support for new teaching assistants

The most-able pupils are not always fully challenged. (POAP)

- Ensure through tracking children identified as more able and talented are making good progress
- Differentiation to be seen in planning with extension activities/Lesson observations/Appraisal target
- More open ended tasks
- Opportunities for personalised learning within the creative curriculum
- Continue with cross school G&T events
- More able mathematicians in Y2 in small group experiencing level 3 numeracy

The new leaders responsible for looking after different year groups have not yet become fully involved in their new role. They do not give sufficient help to classroom teachers. (POAP)

- New leadership team established
- Weekly briefings and monthly meetings establish school priorities/keep all staff updated
- Phase leaders hold a responsibility for a core area or school development priority.
- Phase leaders have access to and understand whole school data
- Phase leaders to ensure standards in their year groups
- Phase leaders plan and organise visits, visitors and trips to support curriculum delivery
- Lines of communication are open to all staff in team
- Dedicated time to fulfil responsibilities of role

Strengths/Things the school does well:

Shackleton was judged to be a good school in 2013 and we strive for consistency and to develop further. We have:

- Strong leadership with a committed, dedicated staff
- Rigorous tracking/monitoring
- High expectations for all
- Strong "can do" ethos and team spirit
- Strong parental links and support

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- Outstanding pastoral care
- Strong commitment to Inclusion

External Accreditations

Basic Skills (Re-accreditation – 2014)
Healthy School (Re-accreditation – 2011)
Inclusion Quality Mark (Re-accreditation – June 2016)
International Schools Award (Re-accreditation -2016)
Eco Schools Silver Award (2012)
Sing Up Gold Award (2014)
Sainsbury's School Games Silver Award (2014)
Sainsbury's School Games Gold Award (2016)

PE Quality Mark – (Paperwork due in November 2016)

Achievement of Pupils

Achievement of pupils at Shackleton is Good.

Evidence that supports this judgement

EYFS

- 35% GLD (a rise from the 15% achieved in 2015 and the 11% of 2014)
- Stronger cohort of children from previous years, more girls, behaviour better, higher proportion of EAL
- Creation of two separate classrooms has meant that acoustics have improved, children are able to concentrate and speaking and listening skills are being developed at faster rate
- In September 2016 there will be a third classroom and this will also be separate
- Very focused work with 'Read, Write, Inc' (including 1:1 tuition linked to this scheme) and 'Maths Makes Sense' have provided a good structure to teaching the basic skills
- Reading *outcome* – 58.3% (56.7% in 2015 and 33.3% in 2014)
- Writing *outcome* – 55% (33.3% in 2015 and 23.3% in 2014)
- Mathematics – 41.7% (41.7% in 2015 and 33.3% in 2014)
- In mathematics, EAL pupils particularly have difficulty with concepts around 'one more and one less'
- Good improvement in numbers of children now working within the 40 -60 month band
- Shape, Space and Measures – 45% (50% in 2015 and 56.7% in 2014)
- Average progress for all children is 5.3 steps
- **Next steps** – EYFS Leader to look at developing a similar 1:1 support programme for mathematics, building on the success of this approach in literacy
- Numicon is being used to supplement the 'Maths Makes Sense' programme
- Area of 'Technology' is a stronger area for the children
- GLD brought down by 'Understanding' (48.3 points) and 'Language and Communication'

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(53.3%)

- Moderation of reception outcomes was a very positive experience, with assessor commenting on the good, thorough evidence base presented and assessments accurate
- From September 2016 there will be 3 reception classes with 90 pupils

Year 1

- Year 1 phonics outcome is 58% meeting the required level (a rise from the 55% achieved in 2015). Provisional National outcome is 81%.
- Significant number of pupils scored between 28 -31 points
- 60.5% boys gained the required level
- 54.5% girls gained the required level
- Phonics development is well tracked within the school
- Reading – 73.3% broadly in line with ARE, 33.3% securely working at ARE
- Writing – 45% broadly in line with ARE, 10% secure (33.3% of this cohort gained GLD in writing in reception outcome of 2015)
- Maths – 61.7% broadly in line with GLD, 23.3% secure (42% gained GLD in maths in 2015)
- Pupil Premium children – Reading – 60% broadly in line, 30% secure
Writing – 20% broadly in line, none secure
Mathematics – 40% broadly in line, 30% secure

Year 2

- 29 pupils retook the phonics test and 65.5% met the required level (Provisional National outcome is 68%)
- Reading 46.7% (Provisional National outcome is 74%)
- Writing 40% (23.3% gained GLD in writing in 2014) Provisional National outcome is 66%.
- Mathematics 40% (33.3% gained GLD in mathematics in 2014). Provisional National outcome is 73%.
- Combined outcome for reading, writing and maths is 35% (21 pupils). Provisional National outcome is 60%
- 19 Pupil Premium children – Reading 37%, Writing 21% and Mathematics 37%
- Greater level of development – Reading 11.7% (7 pupils), Writing 8.3% (5 pupils) and Mathematics 6.7% (4 pupils)
- Combined Reading, Writing and Mathematics is 33.3% (20 pupils)
- 4 pupils (6.7%) have a combined 'greater level of development'
- LA moderation at the end of Key Stage 1 showed that judgements were secure and that the evidence base was good

Year 3

- Reading 64.9% broadly in line, 36.8% secure
- Writing 49.1% broadly in line, 22.8% secure
- Mathematics 63.2% broadly in line, 31.6% secure
- 19 Pupil Premium children – Reading 68.4% broadly in line, 21.1% secure
Writing 36.8% broadly in line, 15.8% secure
Mathematics 68.4% broadly in line, 10.5% secure

Year 4

- Reading 59.3% broadly in line, 35.6% secure
- Writing 30.5% broadly in line, 11.9% secure
- Mathematics 39.0% broadly in line, 25.5% secure
- 22 Pupil Premium children Reading 54.5% broadly in line, 13.6% secure
Writing 9.1% broadly in line, 4.5% secure
Mathematics 22.5% broadly in line, 4.5% secure

Year 5

- Reading 49.2% broadly in line, 27.1% secure
- Writing 32.2% broadly in line, 16.9% secure
- Mathematics 55.9% broadly in line, 15.3% secure
- 27 Pupil Premium children – Reading 55.6% broadly in line, 22.2% secure
Writing 29.6% broadly in line, 3.7% secure
Mathematics 51.9% broadly in line, 11.1% secure

Year 6

KS2 SATS Results 2016 (57 Pupils)

(2016 Provisional National Results in brackets)

- **% at Expected standard:**
- Reading 41% (66%)
- Writing 11% (74%)
- Grammar, Punctuation and Spelling 57% (72%)
- Maths 45% (70%)
- Reading, Writing and Maths 9% (53%)

Scaled Reading score 96.7 - Value Added **-4.1**

Scaled Maths score 98 – Value Added **-3.6**

Scaled score grammar, punctuation and spelling 99.7 – Value Added **-2.3**

Value Added - Reading and Maths **-3.4**

Strategies put in place to address attainment gaps

Developed data knowledge of staff – SIMS

ReadWriteInc for Reception and KS1

RWInc Fresh Start

RWInc Spelling Programme

Maths Makes Sense across the school

Numicon intervention to support maths in KS1

SALT support

Fine Motor Control input to support early writing

Read Write Inc support groups KS2

Numeracy Basic Skills

Handwriting

Learning Mentor support – Social Skills, Self esteem,

Behaviour Support Learning Mentor

Lunchtime positive play activities and support

1-1 Tuition

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EAL Team/staff with community languages
Art Therapy
Bridge Counselling
Forest School
Resilience Project
Family Support Worker
Parent Partnership programme
Parent workshops
Before/After School Club

Why achievement is not the grade (above/below)

Achievement is not yet 'outstanding' as end of Key Stage 2 attainment needs to be in line with national expectations for both writing and mathematics and above national expectations for reading.

Gaps between free school meal pupils and the rest of the cohort are being addressed in order to ensure that the gap closes still further

Family Support is now offered and will have a positive effect on closing the gap further.

Quality of Teaching

Teaching at Shackleton is good and often outstanding. We monitor teaching termly through Leadership Team observations, Subject Leader observations and Pupil Voice. Our governors also visit the school and feed into this monitoring process. Feedback is given as soon as possible after the lesson and development points discussed. Leadership team discuss outcomes/areas for development including CPD and share with staff. (Data knowledge, Feedback and closing the gap comments).

The following have observed teaching/recorded outcomes of teaching:

- RWInc Consultant has observed teaching – positive comments and outcomes.
- Local authority advisor for Early Years
- Local authority moderation - Early Years and KS1
- Local authority audit of NQT provision
- Ofsted Inspector linked to The Pilgrim Partnership (ITT provider)

Teaching Audit 15/16 focussing on Literacy and in the creative curriculum, showed that 100% were good or above. Ofsted inspection – December 2013 supported this.

Strengths:

- High expectations
- Detailed planning with clear differentiation to meet pupil needs
- Pace is good
- Children are active in their learning
- Targets are referred to
- Support staff are always planned in and contribute well to all lessons, supporting and

developing learning

- ICT is used well
- Phonics is a strength across the school
- Whole school tracking system in place and reviewed regularly
- Staff confident in data knowledge
- Phase leaders more confident in their role

Teaching Assistants are skilled and make a major contribution to provision and support to pupils (IQM) Support staff are trained to deliver intervention programmes. Almost all support staff are RWInc, MMS trained which enhances the support given.

-CPD is matched to Appraisal targets and the school development plan

Development:

Continue to embed National Curriculum 2014

Continue to develop assessment through Herts for Learning

Develop higher order reading skills from an early age

Maintain quality opportunities to extend writing in KS2

Develop children's problem solving skills

Pupils' Behaviour and Safety

Our children's behaviour and safety is judged to be good

Evidence to support this

- Pupils make very good contribution to a safe, positive learning environment
- A school community that goes the extra mile to ensure all aspects of each child's needs are understood, acted upon and supported – children at the heart of all that is done (IQM)
- Safeguarding permeates daily practice - Everybody's Business. 2 x designated staff - training Autumn 2015, whole school training Autumn 2013; link governor training - Autumn 2013
- Polite courteous pupils who enjoy learning and respect one another, the staff and their Community (IQM)
- Pupil Voice is heard loudly at Shackleton (IQM)
- Systematic, consistent behaviour management strategies in place. Our Golden Rules are known by all children and staff and referred to.
- Focussed and effective work that has secured positive outcomes in terms of attendance and Behaviour (IQM)
- Positive partnerships with services delivered by the local authority, health and other agencies that Secures appropriate support for pupils and contributes to improved outcomes for children and their families. (IQM)
- Effective delivery of statutory responsibilities in relation to special educational needs and Safeguarding/child protection and behaviour support (IQM)

Attendance

Attendance 2015/16 – 95.39% consistent with previous year

No holidays are authorised in term time. Any extenuating circumstances are considered but only

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where attendance is above 95%.

Why achievement is not the grade (above/below)

Need to raise level of attendance which remains just below LA and National (both 96.1%)
School works hard with Education Welfare Service to this end

Development:

Develop role of Family Support Worker
Staff members working with families to support better attendance

Leadership and Management

Leadership and Management at Shackleton is judged to be good

Evidence to support this:

- Leadership Team and governors working with 3 other cluster schools to for a Multi Academy Trust
- A consistency of ambition and high expectations from all to achieve an excellent provision supporting good and better outcomes
- A consistent, persistent approach to children's achievement and wellbeing
- A strong focus on teaching and learning
- Accurate self evaluation and school development planning
- An appropriate, rich curriculum with embedded outstanding spiritual, moral, social and cultural development
- Outstanding engagement with parents/carers including those hard to reach
- Strong collaboration across the community cluster of schools and the borough
- A strength developing in the governing body - major changes in the last 2 years

Why achievement is not the grade (above/below)

Ongoing development of the Governing Body through training
GB Action Plan in place

Overall Effectiveness of the school:

Shackleton Primary School is a good school.

- Constantly seeking to improve outcomes for children and set high expectations for all
- Strong, passionate headteacher, leadership team and an enthusiastic staff committed to providing positive outcomes for all through creativity and innovation.
- The school promotes a highly effective child centred approach to teaching and learning with all staff aiming to develop a love of learning and for children to become independent learners (IQM)
- A culture and ethos of inclusion that permeates all aspects of school life (IQM)
- A real aspiration and ambition for all pupils and an assertive drive to secure the best for them both In learning and their wider development needs (IQM)
- Rigorous systems in place to track and assess pupils, identify and understand additional needs and provide a range of support
- A positive, dynamic and reflective learning environment that values all (IQM)

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-A governing body growing in strength

-Strong effective working partnerships with a range of external agencies (IQM)

-The evidence presented clearly demonstrate outstanding practice in place within the school and an ongoing commitment to Inclusion (IQM)

The last OFSTED judgement was “Good” (December 2013)

SMSC seen as an outstanding feature of the school. “Children enjoy learning”