



Larkrise Primary School

Self Evaluation 2015/16

In our evaluation:

Larkrise is a **Good** school with aspects of **Outstanding** practice embedded throughout and with clear capacity to be **Outstanding** overall within the next two to three years. This document celebrates our strengths and identifies the areas of practice which need to improve, and some of the actions which need to be taken, to take us to **Outstanding**. Further details on this journey can be found in our **Strategic Plan** and **School Improvement Plan (SIP)**.

Strategic Priorities

Strategic Priority 1 (SP1)	A curriculum which engages and excites through creativity
Strategic Priority 2 (SP2)	Develop motivated, independent, self -reflective learners through excellent teaching and learning
Strategic Priority 3 (SP3)	Every child's Larkrise experience will provide a platform to build self-esteem, confidence and the skills to succeed in life
Strategic Priority 4 (SP4)	Children, parents, teachers, governors, other schools and the Larkrise community working together to constantly improve outcomes for children

Caring

Confident

Curious

Creative

Celebrating



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School Context

Larkrise Primary School is a larger than average sized primary school situated in a residential area of East Oxford. The area, and the school community, show a high level of diversity in social and ethnic terms. The school is very popular, and the reception class is always over-subscribed. Other Year groups are largely full but the school has historically had a level of mobility due to a number of issues including but not limited to; university professionals associated with Oxford University and Oxford Brookes University on short contracts, recent immigrants moving away from Oxford to be closer to home country communities, changes in social housing status and needs.

Larkrise is at the heart of the area affected by the 'Bullfinch' Child Sexual Exploitation investigation. Safeguarding is of the highest priority to the school.

The school promotes positive attitudes and responsible behaviour, with emphasis on providing a secure and welcoming inclusive environment. The school delivers teaching and learning through its well embedded 'Storytelling Curriculum', this innovative approach has been a vehicle for progress particularly in writing and helps to define the school's very particular ethos. The school is well known in the wider community particularly through the school Samba Band which regularly performs at community events- -recently including the Olympic Torch procession and the annual 'Cowley Road Carnival'. The school's behaviour was rated as 'Outstanding' at the 2013 Ofsted in which the school was rated 'Good' overall. Prior to 2013 Larkrise had received 'Satisfactory' in previous Ofsted Inspections.

The school achieves very good results in writing in which it is in the top 5% nationally for value added. Reading and Maths are behind writing throughout the school and action is being taken to bring them up to the same high standard. Regular assessment and pupil progress meetings keep this at the top of the agenda.

The school employs 14 full time and 8 part-time teachers, 1 Headteacher and 1 Deputy Headteacher. The Headteacher of more than 20 years retired in April 2014.

The school employs the following support staff: 21 Teaching Assistants, 2 HLTA's, 5 Early Years Practitioners, 1 Nursery Nurse, 1 Home School Link Worker, 5 lunchtime supervisors and 1 cleaner—others being contracted through an agency.

The Headteacher, Deputy Headteacher, EYFS leader and SENCO form the Senior Leadership Team. The Senior Leadership Team meet fortnightly and feed back to staff through weekly Staff Meetings to aid communication in our large school. The current Headteacher was appointed in April 2014, having been deputy for six years previously. The current Acting Deputy Headteacher took up the post in January 2016 serving while the existing deputy is on maternity leave, this was a temporary internal promotion. Two roles of Phase Group Leader were created in July 2015 allowing for closer communication and coordination for Year Group teams. The SENCO, appointed July 2015, worked as a teacher and Maths Coordinator at the school for eight years before taking up the role.

There are 454 pupils on roll, 221 boys and 233 girls (Feb 2016). In addition we have a 52 place Nursery where children attend either a morning or afternoon session. At present we have 26 children attending the morning session and 26 children attending in the afternoon.

In school 63 children (13.8% against 15.4% nationally) are currently on the special educational needs register and 8 pupils have a Statement of Special Educational Need. Children on the SEN register are not evenly spread through the school; for example Year One currently has three children on the register while Year Five has fifteen. A feature of the last three years at Larkrise has been an increase in the number of children with Autistic Spectrum Condition.



Self Evaluation 2015/16 SUMMARY

The effectiveness of **leadership and management** is judged to be **Good**

- Larkrise has a culture of high expectation which has enabled pupils at the school to excel. In 2015, at the end of KS1 42% of pupils achieved L3 in Reading (national 32%) Writing 26% (National 18%) and Maths 39% (national 26%). At end of KS2 48% of pupils achieved L5 in Writing (36% national).
- The school maintains a rich and balanced curriculum and sustains best practice in every aspect of its provision.
- A thorough timetable for professional development is implemented for both Class Teachers and Teaching Assistants which addresses common areas of development and reflecting a focus on effective teaching and learning.
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body.
- As a result of regular and visible celebrations of the diversity of the school community alongside the implemented PSE curriculum and high profile 'Larkrise Circles', pupils are well prepared for life in modern Britain.
- Safeguarding procedures are robust with effective action and record keeping.

To move to Outstanding the following issues need to be addressed:

- Staff absence and sickness levels to improve. SP 4
- Children's attendance to improve (currently 94.8%) SP 4
- Induct and develop core SLT roles to ensure impact on key areas of improvement. SP 3
- Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations. SP 2
- Develop capacity at middle leadership to support effective provision planning. SP 4
- Continue to develop Governance so that Governors systematically self evaluate effectiveness and demonstrate deep knowledge of the context and challenges including provision for vulnerable groups. SP 4

The effectiveness of **teaching, learning and assessment** is judged to be **Good**

- Teachers have high expectations for pupil outcomes and presentation is improving. All teaching is judged 'good' with 40% of teaching judged as 'excellent'.
- Following our focus on metacognition and 'DIRT' (Dedicated Improvement Reflection Time), children are able to discuss how they learn best and can reflect on how they can improve their own work and the work of their peers.
- The move from National Curriculum Levels has been well managed ensuring teaching staff are well supported, pupils are aware of their 'next steps' and parents feel they have the information they need.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupil's needs are quickly identified.
- At end of KS2 disadvantaged pupils achieve better than the national average both in terms of attainment and development from EYFS. Showing good progress on 'closing the gap'.
- Annual pupil reports and year group curriculum leaflets, workshops and reading sessions as well as termly meetings ensure that parents are well informed in how well their children are

To move to Outstanding the following issues need to be addressed:

- Ensure a robust and effective phonics system is implemented to support children with a low entry level to make accelerated progress. SIP 2
- Create and monitor SEN provision map. SIP 3
- Implement revised systems of monitoring feedback to a coaching model which incorporates greater professional dialogue and a greater level of teacher self evaluation of areas for development. SP 2
- To develop powerful professional dialogue and effective Assessment for Learning to ensure that most able pupils are effectively challenged. SP 2
- Coaching Triangles to focus on targeting underperforming groups and individuals and embedding skills of metacognition and 'DIRT'. SP 2
- Use data to focus on maintaining and building the trend for achievement of L3 equivalent (Y2 Exceeding) in KS1 and to address the 'dipping' trend for writing in KS2. SP 3
- In EYFS and Yr 1, address the falling trend in phonic attainment. SP2



Self Evaluation 2015/16 SUMMARY

Personal development, behaviour and welfare of pupils

is judged to be **Outstanding**

- Pupils' behaviour and the extent to which pupils feel safe at Larkrise is outstanding. They demonstrate thoughtful behaviour which creates a positive school ethos as well as being a significant factor in successful learning. Pupils are generally very supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Larkrise encourage each other to conduct themselves well and there are many embedded role models such as Larkrise Circles facilitators, lunchtime helpers and buddy readers.
- The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.
- All staff have received relevant, up to date training on FGM, radicalisation and child exploitation in addition to more general safeguarding training.
- The school has a robust anti bullying and behaviour policy.
- The teaching of the risks of cyber bullying and e-safety is high profile.
- Outdoor learning and forest school opportunities are high profile and are used for full year groups and for targeted individuals to promote resilience, self confidence and communication.
- 'Circles', assemblies and projects such as the model election explore and reinforce democracy, liberty and the rule of law.

To maintain Outstanding the following issues need to be addressed:

- Attendance to improve to bring the school into the third quintile nationally. SIP 3 SIP 4
- Staff training to enable staff to narrate the good work of the school in terms linking it explicitly to 'Spiritual, Moral, Social and Cultural' values and to 'Fundamental British Values'. SIP 3
- Training for all staff in e-safety and cyber-bullying to ensure all teachers and teaching assistants are confident to deliver teaching and that messages are consistent across the school. SIP 4
- Develop and embed a whole school scheme for the delivery of sex and relationship education such that all year groups from reception to 6 receive age appropriate training to keep themselves safe and confident. SIP 3
- Focus on good personal and learning behaviour with Years 3 and 5 with specific, personal plans for individual pupils where needed.

The effectiveness of the Early Years Foundation Stage is judged to be **Good**

- The quality of teaching is consistently good. A broad, interesting and rich curriculum is delivered across the 7 areas of learning. The provision is well planned and is based on children's interests and assessment information. Children benefit from regular visits to the nature reserve, trim trail, forest schools, the hall for dance and gym, the school library and ICT suite.
- Children are motivated and interested in their learning, they listen well and respond to adults and peers. The staff plan carefully to ensure that the school's ethos of the 5Cs become embedded from the start of at Larkrise.
- Successful strategies are in place to engage parents and carers from all groups in their child's learning. Parents and carers are welcomed and encouraged to speak about their child's learning by all staff, invited to 'stay and play' sessions, to specific learning workshops, and are asked to regularly contribute 'wow slips' and longer 'All about me' documents.
- Assessment is accurate and regular and includes high quality observations from all members of the unit. Staff are well aware of the different groups of learners and strive to ensure that individual needs are met. A robust system of early intervention is now being carried out in the Reception classes to ensure any gaps between the attainment of groups are identified and are closing.
- The evaluation of the teaching of phonics is ongoing in the Early Years and the school is participating in Oxfordshire County Council's project which focuses on raising standards in practice and provision in the EYFS and Y1 to support children's phonological development.

To move to Outstanding the following issues need to be addressed:

- Further CPD training for support staff in order to keep up to date with most current early years practices to ensure all make a significant impact on improving outcomes for all children.
- Continue to improve the environment and resources available- develop investigation areas, resources which encourage curiosity and development of the imagination.
- Further emphasis by all staff on the characteristics of effective learning so that children can talk about where they are on their learning journey.
- Develop children's understanding of managing risks and how to keep safe.
- Strive to identify and intervene as early as possible where children have special educational need. Ensure swift and clear communication with parents around SEN.
- Ensure pupil premium children meet National Expectations and that children with low entry points are the focus of dialogue at Pupil Progress meetings.

Pupil Progress Summary

Early Years Foundation Stage

A good level of development has increased 15.6% since 2014 to 62.7%. This is still below the national average. The EYFSP average point score has increased by 4.1 % in 2014 to 35.8% and above national average 25% of the 2015 to 2016 cohort are able to write a sentence.

Phonics Screening Check

The trend is unsatisfactory from 81% in 2013, to 75% in 2014, to 65% in 2015. However, in July 2015, 81% of these children were meeting age related expectations in reading. Staff changes have ensured the dip in phonics is rectified. Year 1 teachers have been instructed to teach 5 discrete phonic lessons per week and are using the test format to familiarise the children with expectations. Additional parent briefings have been held. Progress from September 2015 baseline indicates improved progress. The 2016 cohort have been tested using the 2015 materials and have made progress from September to February. We anticipate meeting national expectations.

End of Key Stage One

KS1 level 3 is on a rising trend reflecting our ambition for children

Reading increased by 11% from 2014 in to 42%. The national average was 32%

Writing maintained a steady progress, increased by 1% from 2014 to 26%. The national average is 18%

L3 Maths is on three year rising trend. In 2015 L3 was 39% compared to 26% nationally.

End of Key Stage Two

Writing has increased from 76% in 2013, to 91% in 2014 and 90% in 2015. The national average is 87% for 2015. L5 writing there is a rapidly rising three year trend to 48% in 2015 compared with 36% nationally

Maths attainment at L4+ is demonstrating a three year rising trend to 83% in 2015, but this is still below the national figure of 87%. 3 children in the 2015 cohort would have achieved L4+, two would have achieved L5+ but were absent on unauthorised absence and a medical emergency. Had they sat the test the percentage would increase to 88.3%, just above the national average.

Reading has progressed from 70% in 2013 to 85% in 2014 and declined to 83% in 2015. Two absent children would have achieved L4 and L5. This would have increased the percentage to 86%. The national figure is 89%.

KS2 Value added

Broadly average or above in all subjects

Reading: Better than expected progress (3 levels) above the national average at 35%

Writing: Better than expected progress (3 levels) above the national average at 33%

Maths: Better than expected progress (3 levels) above the national average at 35%

Disadvantaged children.

In 2013 37% of disadvantaged children achieved a level 4 in reading, writing and maths, this has increased to 70% of disadvantaged children in 2015.

Attendance

In 2015 the attendance figures were down by 0.6% to 94.8% from 95.4%. This places Larkrise Primary in the bottom 20% of all schools nationally. Analysis of absence indicates illness, unauthorised holidays and medical appointments need to be addressed. Groups have been identified and specific communications have been targeted.



Self Evaluation 2015/16 SUMMARY

Grade descriptors for overall effectiveness

Text in blue indicates the school's judgement of where we currently lie against Ofsted's descriptors for overall effectiveness.

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- **The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.**
- **Safeguarding is effective.**

Good (2)

- **The quality of teaching, learning and assessment is at least good.**
- **All other key judgements are likely to be good or outstanding.** In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

Requires Improvement (3)

- Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the schools' overall effectiveness will require improvement.
- There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding is effective.

Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

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