



Larkrise Primary School

Self Evaluation 2016/17

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



Self Evaluation 2015/16

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.

The Headteacher, Deputy Headteacher, EYFS leader, Maths Co-ordinator, SENCO and School Business Manager form the Senior Leadership Team. The Home School Worker is the Designated Safeguarding Lead and attends SLT to ensure all SLT members are updated thoroughly on Safeguarding concerns. The Headteacher is trained to designated Lead level and ensure the Safeguarding policy becomes a reality in the school by challenging staff to ensure everyone believes it could happen here. Two members of the SLT are also trained. Two roles of Phase Group Leader were created in July 2015 allowing for closer communication and coordination for Year Group teams.

The school employs 13 full time and 10 part-time teachers, 1 Headteacher and 1 Deputy Headteacher. 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.

There are 439 pupils on roll, 216 boys and 223 girls (September 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 Two currently has three children on the register while Year Six has fifteen. A feature of last three years at Larkrise has been an increase in the number of children with Autistic Spectrum Condition and children entering the school midyear from other local schools on the point of permanent exclusion.

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 good teaching and learning through its well embedded 'Story-telling Curriculum', this innovative approach has been a vehicle for historic 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 Sainsbury youth Olympic Games 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.

Year 6 maths, reading, SPaG and combined were above national the national average in 2016. 73% of Foundation children achieved a good level of development in foundation Stage and 92% of children in Year 1 passed their phonic screening test. Writing and Spelling, grammar and punctuation are behind maths and reading throughout the school and action is being taken to bring them up to the same standard. The School Improvement Plan, regular assessment and pupil progress meetings keep this at the top of the agenda. The SLT is determined that children from disadvantage backgrounds can excel at Larkrise Primary.



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).
- In 2016, at the end of KS1 80% achieved the expected standard in reading, 63% in writing, 74% in Maths and 59% in SPaG. At the end of KS2 results were above national figures in reading 68% compared to 66% national, maths 73% compared to 70% national, SPaG 75% compared to 72% national and 57% combined compared to 53% national. Writing was 5% below national at 68%..
- The Foundation stage achieved 72% of Early learning goals compared to 62% in 2015 and 72% Good level of development compared to 63% in 2015. The phonic screening result has increased to 92%, compared to 65% in 2015 and the Year 2 resits have increased from 59% in 2015 to 78% in 2016.
- 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 95.1%) SP 4
- Further develop core SLT roles to ensure impact on key areas of improvement., accountability and improved outcomes for children SP 3
- Ensure that assessment is used to effectively benchmark attainment and progress against year group expectations. Develop assessment across the curriculum 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.
- Pupils are aware of their 'next steps' and confident that teachers will design learning sequences to help them achieve their next steps.
- 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 progressing and what their child needs to do to improve.

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

- Ensure a robust and effective writing system is implemented to support children with a low entry level to make accelerated progress SIP 2
- The teaching of SPaG in Years 2, 3, 4 and 5 must be robust and skills must be transferred to independent writing. SP2
- Use IRIS connect to enhance a coaching model which incorporates greater professional dialogue and a greater level of teacher self evaluation of areas for development. SP 2
- Ensure that most able pupils are effectively challenged. and provided with a curriculum for mastery 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 (Y2 Exceeding) in KS1 and to address the 'dipping' trend for writing in KS2. SP 3
- All learning to be consistently challenging, engaging and effective in Foundation Stage ISP2



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, Sunshine Friends helpers and buddy readers/dancers.
- 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 peer on peer abuse, human trafficking, safe use of social media, 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.
- A broad range of visits, visitors links to international schools and school events such as our International evening ensure Spiritual, moral, social and cultural

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
- To develop comprehensive plan for children in Year 3 and Year 6 who have transferred to the school at the point of permanent exclusion to reach their full potential. 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 and these are used to develop the curriculum
- 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.
- Staff organize their time to ensure individual support, group teaching, whole class and facilitate the children Learning independently in preparation for Year1.

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. Contact underperforming children's parents in November
- Ensure pupil premium children meet National Expectations and that children with low entry points are the focus of

Pupil Progress Summary/ Outcomes for children

Early Years Foundation Stage

In 2016 73% of children left EYFS having reached 'Good Level of Development'. This continues a rising trend (47.1% in 2014, 62.7% 2015) and puts the school above the 2015 national average of 66.3%

Phonics Screening Check

In 2016 90% of Year One pupils passed the Phonics Screening Check. By the end of Key Stage 1, 90% of pupils had reached the expected standard in phonics. Actions taken to impact on the results included instructing Year 1 teachers to teach 5 discrete phonic lessons per week, using the test format to familiarise the children with expectations, running additional parent briefings and targeting interventions with specific children and families.

End of Key Stage One

Of 58 children in Year Two, 56 were able to access the tests, the two remaining having significant special educational needs preventing them from accessing the tests.

In 2016:

81% achieved the expected standard in Reading. (74% nationally)

64% achieved the expected standard in Writing. (65% nationally)

73% achieved the expected standard in Maths. (73% nationally)

32% achieved the expected standard in Grammar, Punctuation and Spelling.

End of Key Stage Two

The combined score for Reading, Writing and Maths was 55%, in line with the national average of 53%.

In Reading 68% of pupils achieved the expected level, above the national average of 66%.

In Maths 73% of pupils achieved the expected level, above the national average of 70%.

In GPS 75% of children achieved the expected level, above the national average of 72%

In Writing 68% of children achieved the expected level, below the national average 74% - this becomes the focus for Yr 6 in 2016/17.

Average Scaled score in Reading, Maths and GPS was 104.

Disadvantaged children.

The 2016 Yr 6 class had 19 children on Pupil Premium. Of these six children (32%) achieved a combined 'expected' in Reading, Writing and Maths. This is significantly down from 70% achieving combined level 4 in 2015 however the scores are not directly comparable and it is hard to draw any clear conclusion from this. A significant proportion of those children also had special educational needs and/or English as an additional language. Of 19 pupils in receipt of pupil premium, 11 reached the expected level in GPS, 12 in Maths, 9 in Reading and 9 in Writing.

KS1 to KS2 Value added Scores

'Value added' scores will be released and this document will be updated to include them in October.

Progress

Larkrise is in the top 10% nationally for progress in Reading and in the top 15% for maths.

Attendance

In the school Year 2015/16 Attendance improved to 95.1% reversing the previous year's downward trend. Analysis of absence indicated illness, unauthorised holidays and medical appointments needed to be addressed. Groups were identified and specific communications targeted. This work will continue in 2016/17. Attendance has improved in autumn 1 from 94.2% to 95.5% in Autumn 2.



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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