

Holbrook CE Primary School

Self-Evaluation

Context

- We are a voluntary controlled Church of England school situated in a village setting with mixed housing and a strong sense of community. The school became part of the Derby Diocesan Academy Trust on 1st October 2016.
- We currently have 137 children on roll.
- The school is divided into four mixed age groups across the primary phase whilst Year 6 pupils are taught as a discrete class.
- The school has a strong family ethos and is a very caring community.
- A new school hall & kitchen was completed in December 2012, 4 ½ years after the funding was secured. The hall is used for PE, dining, collective worship & school plays. The project also included a new hard play area which is considerably larger than the old one.
- The percentage of children who are eligible for free school meals is well below national average (8%)
- There are no children whose first language is not English.
- The number of children with SEN who are supported by school is below national average but children who are supported at school and outside agencies as well as with EHCP is only just below national averages (currently 3 children, two are in Year 2 and one in Year 3).
- Attainment of entry is broadly average but there is a wide range of abilities within the group.
- The pupil population is stable and there has been a little movement recently.
- Staff mobility has been unusually high during the last 18 months.
 - In April 2016, a long-standing teacher left the school & the profession. Following a long-term supply teacher, she was replaced in September 2016. However, her replacement left in November 2017. We filled the role temporarily from November 2017 and then permanently from July 2018, the temporary teacher accepted the permanent role.
 - In July 2017 two longstanding teachers left, one for a senior leadership role and the other for a part time post. They were both replaced for September 2017.
 - In December 2017, a longstanding member of the senior leadership left to teach in another part of the UK. He was replaced temporarily and a new member of staff was appointed from September 2018.
- Our current establishment is head plus 5
- In our most recent inspection by the Diocese of Derby we were judged to be a good Church School. We have particularly close links to Holbrook St. Michael's Church and the children regularly visit church, where the annual Harvest festival, Christmas Nativity, Easter service and leavers' service are held. The church has also held a number of services on our school field. The school choir perform regularly at Sunday services in church.
- From September 2013 Holbrook pre-school have been based on the school site. Their previous accommodation, in the village hall, was completely unsuitable They operate as an independent group but they work closely with school on a number of areas including the teaching of phonics. There are plans for the pre-school to become part of the school.
- While we are in the catchment area for Belper School, our children go to a number of local secondary schools including Local Authority controlled, academies and independent.
- In relation to the size of the school and the number of staff, we offer a variety of extra-curricular activities, in particular sport, and a large number of children take part.
- There are two annual residential trips, one a spiritual retreat to Castleton Youth Hostel for year 4 children, and the second to an activity centre for the year 5 and 6 children.
- We have a calm and caring atmosphere and the teachers are available in the mornings and after school for parents to discuss minor issues. When an issue is more detailed this can be discussed at pre-arranged appointments.
- The children enjoy coming to school and enter willingly and without apprehension. Any difficulties with attendance are handled swiftly and professionally, seeking advice where necessary.

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Progress from Previous Inspection

Improve the quality of teaching and the rate of learning and progress so that a greater proportion of lessons are outstanding

- *Staff Training and development around what makes outstanding teaching.*
- *The work of teaching assistants was identified as a strength in all lessons observed.*
- *An extended series of training sessions by an outside agency for staff and children re handwriting and presentation.*
- *Agreed handwriting and presentation policy.*
- *Introduction of additional spelling, punctuation and grammar sessions.*
- *Book scrutiny would indicate that all classes are following the agreed presentation & handwriting policy and using the cursive method of handwriting.*
- *The vast majority of children achieve well in their spelling assessments and use their phonetic knowledge effectively in writing activities.*
- *Introduction of target ladders in Literacy, Numeracy as well as other foundation subjects, provide clear lesson objectives and opportunities for self, peer and teacher assessment.*
- *Book Scrutiny and lesson observations would indicate that children respond well to their target ladders and talk confidently about the teachers' expectations and how they can improve their work.*
- *Teachers marking provides opportunities for the children to consolidate, correct and challenge.*
- *The introduction of dedicated times for pupils to respond to teachers marking. (Checking, Responding, Improving & Completing-CRIC time)*
- *Improved tracking procedures of all pupils and specific groups lead to good progress of all children*

Improve further the quality of provision in the Reception class:

- *Resources have been organised and can be retrieved and stored easily depending on the activities and curriculum.*
- *During learning walks and lesson observation the resources have been used effectively and safely stored.*
- *The opportunities, purpose and objectives for outdoor play are clearly identified in the teacher's planning.*
- *The provision of phonics and teacher pronunciation has been corrected and has been closely monitored.*
- *Lesson observations and feedback from children indicates that the children use their phonics accurately.*
- *The learning environment has distinct areas of learning for Numeracy.*
- *An LA advisor recently carried out a survey of the Early Years environment, learning walks indicate that all suggestions have been acted upon.*

Improve the rigour with which the governing body monitors and evaluates policies and procedures for safeguarding to ensure that any areas in need of development are recognised.

- *Policies and procedures are placed on the website prior to meetings so Governors can check and areas of development can be discussed.*
- *There is a published timetable for the review of all safeguarding policies*
- *Safeguarding is an agenda item for every full governors' meeting. The HT reports any safeguarding issues and the appropriate responses are discussed and agreed.*

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Areas for whole school improvement 2018/2019	<p>To improve the teaching, learning & assessment of Writing in the whole school.</p> <p>To improve the teaching and learning in EYFS particularly the classroom environment & outdoors.</p> <p>To improve the teaching and Learning in Computing;</p> <p>To develop the role of middle Leaders and so improve their impact on attainment & progress.</p>
Overall Effectiveness	
2 Good	
Strengths	<p>The high expectations of all stakeholders.</p> <p>Teaching is at least good and so learning/progress is good.</p> <p>All Children make at least good progress from a wide range of starting points because of the effective teaching.</p> <p>A robust monitoring and self-evaluation system appropriate to the school's context.</p> <p>Children enjoy school and their behaviour is good.</p> <p>Children are confident and feel safe.</p> <p>The safeguarding procedures are effective.</p> <p>Early Years provision is good</p>
Development	The progress of some children in some cohorts could be improved.
Leadership & Management	
2 Good	
Strengths	<p>A well planned and resourced programme of self-evaluation throughout the school year involving senior leaders, middle leaders and Governors resulting in well-chosen key priorities.</p> <p>A broad & balanced school curriculum.</p> <p>Well established procedures and expectation for teaching and learning.</p> <p>Formative assessment is used diagnostically to identify gaps in learning while summative assessment is used to identify slow moving groups and pupils and informs future teaching.</p> <p>Pupil Premium funding is used effectively to support key pupils.</p> <p>Sports funding is used to provide a variety of activities, which are sustainable.</p> <p>Safeguarding is effective</p>
Development	Outcomes are not outstanding in all areas
Quality of Teaching, Learning & Assessment	
2 Good	
Strengths	<p>Challenging with high expectations.</p> <p>Teachers marking is used to promote progress for both individual and groups of pupils.</p> <p>Pupils know how to improve their work.</p> <p>Misconceptions are quickly identified and addressed.</p> <p>The use of teaching assistants to support all pupils.</p> <p>Working with parents & carers to support their child at home.</p>

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Development	The provision of support and programmes for SEND pupils needs to be more sharply focused to ensure <u>all</u> pupils make good progress. More children should be working at higher levels in Numeracy.
Personal Development, Behaviour & Welfare	
2 Good	
Strengths	Confident pupils who have an excellent attitude to learning and demonstrate pride in their work and school. High attendance and effective procedures to identify poor attendance. The behaviour management of the all staff in school The pupil's ability to resolve their own issues.
Development	There are a small number of minor incident where pupils do not work or play together well.
Pupil Outcomes	
2 Good	
Strengths	<u>2018 data</u> Attainment and progress in Year 1, 3, 4 & 5 is good. Attainment in the phonics check is good with the vast majority (95%) achieving the required level by the end of Year 2. The Year 1 cohort include two children with EHCP's who are working well below age related expectations. The end of Key Stage 1 results indicate that attainment is close to or above national average in all subjects for all groups. Attainment at KS2 is at or above national average for age related expectations in most subjects. The attainment at Greater was above average in Reading & EGPS which was a result of well-planned teaching activities and well directed intervention programmes. Attainment at greater depth in Maths is close to national average and improving. The end of key stage 2 outcomes for 2018 reflect the cohort that included two pupils with EHCP's who did not sit the SATs tests
Development	Progress in Numeracy i.e. the number of pupils achieving greater depth in the Key Stage 2 SATs
EYFS	
2 Good	
Strengths	Accurate self-evaluation & monitoring by senior leaders & Governors in consultation with our Academy Trust. Effective safeguarding procedures. Attainment has been well above national average over the last three years for all groups from all starting points. Progress is good form all starting points. Children are engaged with their own learning, they enjoy school because they feel safe and confident.

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	<p>Strong induction processes which allow smooth transition of children into school as well as the transfer of information from parents/carers and previous settings.</p> <p>A well-planned and stimulating curriculum that is appropriate to the school.</p>
Development	<p>The progress of all groups in EYFS, especially the more able, could be improved.</p> <p>The learning environment needs further attention in order that all children to fulfil their potential.</p>