

SCHOOL SELF-EVALUATION SUMMARY SHEET

SCHOOL	Queensway Primary School	Date: September 2018
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CONTEXT (September 2018)

Number on roll	Free School Meals	Eligible for deprivation pupil premium	eligible for EYPPG	Eligible for adopted from care pupil premium	Eligible for looked after pupil premium	Special Educational Needs	Educational Health Care Plan	English as an Additional Language	Black and Minority Ethnicity	20% most deprived	Females	Males
231	55	75	8	2	8	39	6	17	28	-	117	114

There has been significant change of Headship, with a new Headteacher starting in June 2018 following the previous Headteacher departing December 2017 and the AHT Acting in the role. January – July 2018 saw significantly reduced leadership capacity due to Headteacher recruitment and other matters resulting in SENCO being required in class 0.4 in unplanned context. The school received a ‘Good’ inspection grading from Ofsted in May 2017.

The school will receive **£96,360** Pupil Premium funding for 2018-19 plus an additional **£9,510** for CLA pupils and **£4,600** for adopted from care.

The overall attendance for 2017-18 was 94.7%.

17 Pupils received additional funding. The school received **£71,934** FFI for 2017-18 plus an additional **£56,991** ‘top-up’ allocation.

There was 1 exclusion in May 2018 and 0 incidents reported through the HATE Monitoring procedure.

The Children's Centre was opened in 2008 after the area was identified as being within the 30% deprivation band and worked closely with the school to support identified families prior to their child's entry into the Foundation Stage. The centre has now merged with Guiseley Children's Centre to form Aireborough Children's Centre and received a ‘Good’ grading from OFSTED in January 2015.

School also accommodates a pre-school provision for 2 year olds (Kangaroo Kids), also judged by OFSTED to be a ‘Good’ Early Years provision.

In January 2014, the school became a member of the Aireborough Learning Partnership, adopting Co-operative Trust Status and working in close partnership with eight other primary schools and two secondary schools.

The school received a very positive Safeguarding Audit report by Children Leeds in January 2016. In a recent questionnaire, almost all of parents said their child felt both happy and safe.

SECTIONS	SUMMARY EVALUATION	
AREAS FOR WHOLE SCHOOL DEVELOPMENT	Ensure teacher assessments are supported by transparent evidence and staff have the tools to identify improvement priorities and groups.	Raise attainment and progress to expected standards in reading, writing and maths combined.
	Develop staff capacity to take ownership of subject leadership.	Develop greater depth mathematical learning across the curriculum.

OVERALL EFFECTIVENESS **School judgement 2 (Good)**

Strengths	Areas for Development
Through identifying and addressing barriers to learning, we are increasing opportunities for pupils succeed.	Too few disadvantaged pupils are reaching age related expectations in RWM combined
Well-being and a focus on children's mental health is a key strength of the school.	A higher proportion of children need to reach and exceed expected standards in reading
Pupils say they feel safe and parents agree. Systems to support vulnerable children are robust. Staff know what to do if they have any concerns and leaders follow up quickly. Record keeping is detailed. As a result of strong safeguarding procedures and practices, pupils are kept safe.	Rates of attendance for disadvantaged pupils and for those who have special educational needs and/or disabilities are below the national average.
Progress and teaching quality in both Foundation Stage and Key Stage 1 are consistently strong.	Ensure the most able children receive additional opportunities in line with the least able.
A strength of the school is the leadership of special educational needs which ensures the high numbers of pupils with identified additional needs receive excellent support.	Improve attendance as a matter of urgency to consistently above 95% across school.

OUTCOMES FOR PUPILS		School judgement 3 (Requires Improvement)
Strengths	Areas for Development	
Whilst GLD was only 53%, progress from Baseline to July 2018 was rapid and accelerated in Foundation Stage.	GLD is below national and local averages and disadvantaged pupils' GLD is 25% lower than non-disadvantaged.	
Attainment at the end of Key Stage 1 is judged as broadly in-line with national averages.	KS1-2 progress is below floor targets in all areas using 2018 SAT results data.	
Pupils in Year 2 demonstrated strong progress from the end of Foundation Stage.	Children achieving the national expected Year 6 standard in reading, writing and maths combined is below the national & local trend as well as floor targets.	

QUALITY OF TEACHING, LEARNING & ASSESSMENT		School judgement 3 (Requires Improvement)
Strengths	Areas for Development	
Teaching is good in all year groups (June 2018 observed sessions). Outdoor learning and a high standard of teacher questioning contribute to high standards of learning delivery.	Improve profile of challenge for the most able pupils across school to accelerate progress.	
Teaching consistently deepens pupils' knowledge and understanding and allows them to develop a range of skills, including communication, reading and writing and mathematics, across the curriculum.	Develop greater depth and reasoning teaching and evidence in maths across school.	
Disadvantaged pupils and those who have special educational needs are well-provided for within school.	Develop teacher understanding of progress data over time with additional yet accessible systems of long-term tracking for all pupils as well as key vulnerable groups.	
The school has an exceptional programme of provision for less able children throughout all cohorts.	Teacher assessments in core subjects are not supported by pupils' individual assessment task performances and this is a consistent factor throughout Key Stage 2, particularly in maths.	

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE		School judgement 1 (Outstanding)
Strengths	Areas for Development	
Good safeguarding procedures are in place and school is a safe place for children. The children are calm, orderly and considerate when moving round school. The children feel safe in school.	Undertake LEA Safeguarding Audit in January 2019 to ensure standards from January 2016 have remained consistent or improved following the appointment of our Family Support Manager.	
School completed a successful LEA led Safeguarding audit in January 2016, receiving significant praise for the quality of its procedures.	School needs to continue to help parents to support their child's personal development, behaviour and welfare at home.	
The children mostly demonstrate positive attitudes to learning and behave in a way that enables them to make good progress in accordance with school rules. There is a culture of 'Learning to learn'	Rates of attendance for disadvantaged pupils and for those who have special educational needs and/or disabilities must continue to improve to be in line with the school's expectation of 95% +	
Family Support Manager provides consistently excellent pastoral support to pupils and families and is proactive in seeking out support opportunities.	Introduce 'Moomok' worry monsters in all classes to engage children who are unable to approach adults in school personally but need urgent pastoral care (CE ref: self-harming disclosure).	

LEADERSHIP & MANAGEMENT		School judgement 2 (Good)
Strengths	Areas for Development	
The Leadership team, led by the new Headteacher, and the recently-revamped governing body are committed to school improvement within a culture of trust, transparency and accountability.	Middle leadership staff to be developed professionally throughout 2018-19 (KS1 & KS2 Leaders) and Headteacher to undertake local authority and paid induction CPD throughout 2018-19.	
Assistant Headteacher will no longer be Acting HT and can now be tasked with developing cross-curricular maths & English as well as greater depth maths during two days of non-teaching time per week.	Develop capacity in teaching staff so that subject leadership is not overseen by too few members of SLT. Create subject leadership teams for major subjects representing all Key Stages.	
SENCO is of the highest quality and is now tasked with developing CFMA pupils across school in 2018-19 to demonstrate the school's commitment to G&T pupils equals that of less-able children.	Improve procedures for recording long-term data tracking and staff performance management across school, including classroom support staff.	
Partnership work through the Aireborough Learning Partnership Trust with other schools and the School Improvement Team is effective in improving quality of learning and access to inter-school enrichment events.	Ensure a new Chair Of Governors is selected to support the Headteacher's effort to improve school.	