

# **St. Peter's C of E School**

## **SELF-EVALUATION**



**Pupil Outcomes**

## Pupil Outcomes

<b>Inspectors should:</b>	
<i>Evaluate</i>	<ul style="list-style-type: none"> <li>⇒ Inspectors will take account of current standards and progress, including the school's own performance information,</li> <li>⇒ Make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:               <ul style="list-style-type: none"> <li>○ progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum</li> <li>○ attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs.</li> </ul> </li> <li>⇒ To judge outcomes, inspectors will evaluate pupils' academic and vocational achievement.</li> <li>⇒ In judging achievement, inspectors will give most weight to pupils' progress.</li> </ul>
<i>Take into account</i>	<ul style="list-style-type: none"> <li>⇒ They will take account of pupils' starting points in terms of their prior attainment and age when evaluating progress.</li> <li>⇒ Within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts, where relevant.</li> <li>⇒ Inspectors will consider the progress of pupils in <b>all</b> year groups, not just those who have taken or are about to take examinations or national tests.</li> <li>⇒ As part of pupils' progress, inspectors will consider the growth in pupils' security, breadth and depth of knowledge, understanding and skills.</li> <li>⇒ Inspectors will recognise that published data for very small groups of children should be treated with caution. For example, it will not be possible to draw conclusions about trends in relation to very small groups. Equally, it will be misleading to compare national rates of progress and attainment with progress and attainment rates for very small groups or for groups that have high proportions of pupils with special educational needs arising from their low cognitive abilities.</li> <li>⇒ When considering the school's records for the progress of current pupils, inspectors will recognise that schools are at different points in their move towards adopting a system of assessment without national curriculum levels.</li> <li>⇒ In scrutinising pupils' work, inspectors will consider how well:               <ul style="list-style-type: none"> <li>○ pupils are on track to meet or exceed the attainment expected for their age as set out by the school's own curriculum and assessment system and the national curriculum</li> <li>○ all pupils are set aspirational targets, given their starting points, and are on track to meet or exceed these</li> <li>○ the most able pupils do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.</li> </ul> </li> </ul> <p><b>Disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>⇒ Inspectors will take particular account of the progress made by disadvantaged pupils by the end of the key stage compared with that made nationally by other pupils with similar starting points and the extent to which any gaps in this progress, and consequently in attainment, are closing.</li> <li>⇒ Inspectors will first consider the progress and attainment of disadvantaged pupils compared with the national figures for non-disadvantaged pupils and how much any gaps are closing.</li> <li>⇒ They will then also consider any in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the other pupils in the school and how much these gaps are closing.</li> <li>⇒ Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.</li> <li>⇒ Where in-school gaps are narrowing, inspectors will check that this is because the progress and attainment of disadvantaged pupils are rising and not because the progress or attainment of non-disadvantaged pupils is falling.</li> <li>⇒ Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils nationally, but non-disadvantaged pupils in the school attain even more highly. A school should not be penalised in these circumstances.</li> </ul> <p><b>The most able</b></p> <ul style="list-style-type: none"> <li>⇒ Inspectors will pay particular attention to whether the most able pupils are making progress towards attaining the highest standards and achieving as well as they should.</li> <li>⇒ They will also consider whether they are receiving the support they need to reach their full potential.</li> <li>⇒ Inspectors will consider the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they reach standards expected for their age.</li> <li>⇒ Inspectors will also consider the impact of provision on raising the attainment of other pupils who have fallen behind so that they attain as well as they should.</li> <li>⇒ <i>In evaluating progress in literacy and mathematics, inspectors will take into account the progress of those for whom the Year 7 literacy and numeracy catch-up premium provides support.(KS3)</i></li> </ul>

## Pupil Outcomes

	<p><b>Disabled pupils and those with special educational needs</b></p> <ul style="list-style-type: none"> <li>⇒ Inspectors will consider the progress of disabled pupils and those with special educational needs in relation to the progress of pupils nationally with similar starting points.</li> <li>⇒ Inspectors will examine the impact of funded support for them on closing any gaps in progress and attainment. The expectation is that the identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress.</li> <li>⇒ Inspectors will consider whether any differences exist between the progress and attainment of pupils in resource-based provision and those with similar starting points who are disabled or have special educational needs in the main school. Inspectors will report on any differences and the reasons.</li> <li>⇒ When considering any whole-school published data on progress and attainment, inspectors will take into account the impact that a large number of pupils in resource-based provision might have on these figures.</li> <li>⇒ For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of their attainment compared with that of all other pupils.</li> </ul> <p><b>Incomplete key stages</b> When evaluating pupil progress, inspectors will take into account where pupils started a key stage elsewhere or have not completed their current key stage. This could include middle schools and newly opened schools, or where pupil mobility is high. For maintained nursery schools with children aged three and four years who move to primary school before any nationally comparable assessments are made, inspectors will evaluate the children's learning and progress relative to their age and draw on evidence of their starting points. When evaluating pupil progress between Key Stages 2 and 4, inspectors will take into account where pupils start at age 14.</p> <p><b>Off-site provision</b> Inspectors must consider the progress of pupils who attend off-site alternative provision for all or part of the week and the school's own records of these pupils' progress.</p>
<i>Guidance</i>	<p><b>Incomplete key stages</b></p> <ul style="list-style-type: none"> <li>⇒ When evaluating pupil progress, inspectors will take into account where pupils started a key stage elsewhere or have not completed their current key stage. This could include middle schools and newly opened schools, or where pupil mobility is high.</li> <li>⇒ For maintained nursery schools with children aged three and four years who move to primary school before any nationally comparable assessments are made, inspectors will evaluate the children's learning and progress relative to their age and draw on evidence of their starting points.</li> <li>⇒ When evaluating pupil progress between Key Stages 2 and 4, inspectors will take into account where pupils start at age 14.</li> </ul> <p><b>Off-site provision</b> Inspectors must consider the progress of pupils who attend off-site alternative provision for all or part of the week and the school's own records of these pupils' progress.</p>

## Pupil Outcomes

EVIDENCE BASE	
Source	Consider
<ul style="list-style-type: none"> <li>• observations in lessons</li> <li>• discussions with pupils about their understanding of things they have been learning about</li> <li>• scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their work, not exclusively that in their books</li> <li>• Other information e.g analysis of attainment and progress, ensuring the quality and rigour of the assessment on which it is based.</li> <li>• School's comparison with Partnership, LA and national scores for EYFS, KS1 &amp; KS2 (<i>LA data, Raiseonline</i>)</li> <li>• This year's results with previous years' for each phase including vulnerable groups. (<i>LA data, Raiseonline, internal data</i>)</li> <li>• Standards of learners' current work across the curriculum (<i>teacher assessments, mid year reviews</i>)</li> <li>• Progress and attainment for English &amp; maths KS2 to use as a reference</li> <li>• Anything highlighted in RAISE as sig+/-</li> <li>• Comparison with similar schools</li> <li>• LA data and internal data including pupils' records and teacher assessments</li> <li>• The comparison of progress from year to year (YR – Y1, Y1 – Y2 etc.) in all subject areas.</li> <li>• Progress of groups of pupils</li> <li>• External evaluations since last OFSTED</li> <li>• The progress made by individual groups of pupils:               <ul style="list-style-type: none"> <li>• SEN</li> <li>• G&amp;T</li> <li>• FSME</li> <li>• LSC</li> <li>• EAL</li> <li>• Disabled pupils</li> <li>• Gender</li> </ul> </li> </ul> <p>Raiseonline (only for 2015 – 2016):</p> <ul style="list-style-type: none"> <li>• Progress Measures - VA KS1 to 2 Overall by pupil groups</li> <li>• VA KS1 to 2 - 3 year average</li> <li>• Attainment APS at KS1 Overall and by subject by pupil groups</li> <li>• Attainment at KS1 overall by pupil groups               <ul style="list-style-type: none"> <li>• Raiseonline</li> <li>• FSP</li> </ul> </li> </ul> <p><b>Internal data</b></p> <ul style="list-style-type: none"> <li>• Progress across Year Bands: Steps of all pupils</li> <li>• Differences in groups of pupils e.g. language, cultural and social</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Significant differences - If any areas are better/worse</i></li> <li>• <i>If trends are upwards or down</i></li> <li>• <i>If trends are the same for LA and national averages</i></li> <li>• <i>Whether attainment is above/below LA and national averages</i></li> <li>• <i>If the trends are upwards or down</i></li> <li>• <i>Significant differences between past and current work</i></li> <li>• <i>Pupil progress against targets/prior assessment.</i></li> <li>• <i>Current year groups' progress</i></li> <li>• <i>Whether there are any significant changes over the years</i></li> <li>• <i>Any significant differences in the progress of <b>all</b> groups of learners</i></li> <li>• <i>The extent of the school's success in closing any gaps in attainment</i></li> <li>• <i>If some minority groups under achieve (e.g. persistent absentees) filter them out to show what the main cohort achieves.</i></li> <li>• <i>Any significant differences between groups of pupils and cohorts</i></li> <li>• <i>The judgements made on progress in subjects by either LA or OFSTED subject inspection</i></li> <li>• <i>Evidence to support attitudes to learning</i></li> <li>• <i>Compare the progress of learners with SEND to other groups</i></li> <li>• <i>Whether any groups make greater of less than expected progress</i></li> <li>• <i>Whether learners' additional support needs are accurately assessed early on</i></li> <li>• <i>If these needs are addressed rapidly and sensitively</i></li> <li>• <i>Whether activities are matched closely to learners' needs</i></li> <li>• <i>How the needs of individual learners are met and where appropriate if outside agencies are used to support learning.</i></li> <li>• <i>If the curriculum:</i> <ul style="list-style-type: none"> <li>• <i>Is inclusive, by ensuring equality of access and opportunity for all pupils</i></li> <li>• <i>Provides access for pupils with disabilities</i></li> <li>• <i>Responds to the needs of any pupils identified in The School's Context – e.g. if you have said that on entry pupils have poor language skills what actions has the school taken to address this?</i></li> </ul> </li> <li>• <i>The level of attainment of all pupils and groups of pupils</i></li> <li>• <i>Pupils' attainment relative to their starting points and capabilities</i></li> <li>• <i>Comparisons with other schools in similar circumstances</i></li> <li>• <i>The evidence that shows the progress that pupils are making</i></li> <li>• <i>If applicable comment on the progress of late starters.</i></li> <li>• <i>Whether progress varies between particular areas</i></li> <li>• <i>Evidence to support pupils' commitment to learning</i></li> </ul>

## Pupil Outcomes

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<b>Outcomes of Pupils</b>	<ul style="list-style-type: none"> <li>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</li> <li>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</li> <li>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</li> <li>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.</li> <li>For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.</li> <li>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.</li> <li>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</li> <li>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</li> </ul>	<ul style="list-style-type: none"> <li>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points.</li> <li>In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.</li> <li>Pupils read widely and often, with fluency and comprehension appropriate to their age. The vast majority of children in Year 1 achieve the expected standard in the national phonics check.</li> <li>Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving.</li> <li>From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</li> <li>Where attainment overall is low, it shows consistent improvement.</li> <li>Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes are not yet good.</li> </ul>	<p><b>Outcomes are likely to be inadequate if one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>Progress in any key subject or key stage indicates that pupils are underachieving considerably.</li> <li>From their different starting points, the proportions of pupils in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.</li> <li>For disadvantaged pupils, the proportions making or exceeding expected progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.</li> <li>There are wide gaps in the progress and/or attainment of different groups and these are not improving.</li> <li>The school's performance regularly falls below the floor standards. Any improvement is insufficient, fragile or inconsistent.</li> <li>Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.</li> <li>Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.</li> </ul>

## Pupil Outcomes

JUDGEMENT				Statements to support the judgement made <i>including</i> where evidence can be found
1	2	3	4	
	✓			

Statements	Evidence																																																																																															
<p><b>ATTAINMENT</b></p> <ul style="list-style-type: none"> <li>When basing judgements on data it should be remembered that with the small size of the cohorts one pupil generally represents 7% or more and therefore the statistical data can be misleading and should be interpreted alongside other evidence.</li> <li>All teaching staff are involved in monitoring, tracking and evaluating the progress of individual pupils, as well as identified groups of pupils and in moderating assessment judgements. This means that where pupils are at risk of not making expected rates of progress intervention strategies can be employed.</li> </ul> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li><b>Attainment at end of EYFS July 2016 : Cohort 14</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>EYFS</th> <th>No. of Pupils</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td style="text-align: center;">15</td> <td style="text-align: center;">66.7%</td> </tr> <tr> <td>2014</td> <td style="text-align: center;">15</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>2015</td> <td style="text-align: center;">15</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>2016</td> <td style="text-align: center;">14</td> <td style="text-align: center;">71.4%</td> </tr> </tbody> </table> <p><b>KEY STAGE 1</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2">Year 1 phonics</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td style="text-align: center;">80%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Attainment at end of KS1 July 2016 : Cohort 15</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Subject</th> <th>Below</th> <th>PPG (2)</th> <th>At expected</th> <th>PPG</th> <th>Greater depth</th> <th>PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">20%</td> <td></td> <td style="text-align: center;">80%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">20%</td> <td></td> <td style="text-align: center;">80%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">33.3%</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">20%</td> <td></td> <td style="text-align: center;">80%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">26.7</td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>KEY STAGE 2</b></p> <ul style="list-style-type: none"> <li><b>Attainment at end of KS2 July 2016 (test results where applicable): Cohort 15</b></li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Subject</th> <th>Below</th> <th>PPG (2)</th> <th>At expected</th> <th>PPG</th> <th>Greater depth</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">60%</td> <td></td> <td style="text-align: center;">13.3%</td> <td></td> </tr> <tr> <td>GPS</td> <td style="text-align: center;">6.7%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">13.3%</td> <td style="text-align: center;">0</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>Science</td> <td style="text-align: center;">13.3%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">86.7</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">33.3%</td> <td></td> </tr> </tbody> </table>		EYFS	No. of Pupils	GLD	2013	15	66.7%	2014	15	73%	2015	15	73%	2016	14	71.4%	Year 1 phonics		2016	80%	Subject	Below	PPG (2)	At expected	PPG	Greater depth	PPG	PPG	Reading	20%		80%	100%	40%	50%		Writing	20%		80%	100%	33.3%			Maths	20%		80%	100%	26.7			Science	0		100%	100%				Subject	Below	PPG (2)	At expected	PPG	Greater depth	PPG	Reading	33.3%	100%	60%		13.3%		GPS	6.7%	50%	80%	50%	40%		Maths	13.3%	0	80%	100%	20%		Science	13.3%	50%	86.7	50%	33.3%		
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Latest data <https://www.compare-school-performance.service.gov.uk/school/115202>

## Pupil Outcomes

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<i>Summative Judgements</i>		
<b>Prompt</b>	⇒ Consider the judgements and statements you have made ⇒ Using the OFSTED criteria consider areas for development e.g. if you have judged the school to be good (2) what is needed to make it outstanding (1). ⇒ What actions need to be taken to achieve this?	<b>Statement of actions to be taken to raise the overall effectiveness for outcomes of learners' following the judgements made.</b>
<b>Actions to be taken to raise outcomes for all learners</b>	<p><b>Consider the questions below to identify areas for further improvement:</b></p> <ul style="list-style-type: none"> <li>• Are there key areas that are repeated in more than one phase?</li> <li>• Are there specific groups of pupils who are not progressing as expected or underachieving?</li> <li>• Is any area/subject lower than others at a particular Key Stage or across the school?</li> <li>• Are there any variations in trends over time between subjects, phases?</li> <li>• In each case you need to consider strategies/actions that could be put in place to support the improvement of either pupil progress or the subject delivery.</li> <li>• <b>These key priorities will also need to be reflected in the School Improvement Plan as it is essential that clear links can be seen between the self-evaluation of a school and the action that a school then intends to make as a result of the self-evaluation.</b></li> </ul>	<p style="color: red;"><b>See School Improvement Plan April 2016 – April 2017</b></p>
	<p><b>REMEMBER</b> Identify → Improvement → Impact            = SEF → School Improvement Plan → Pupil Progress</p>	