

St. Peter's C of E School

SELF-EVALUATION



**The Quality of Teaching, Learning and
Assessment**

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Inspectors should:	
<i>Evaluate</i>	<ul style="list-style-type: none"> • The effectiveness of teaching, learning and assessment
<i>Take into account whether</i>	<ul style="list-style-type: none"> • the teachers' standards are being met • teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils • teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils • assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years • assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well • except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers • the school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve • equality of opportunity and recognition of diversity are promoted through teaching and learning • English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

EVIDENCE BASE	
Source	Consider
<p>Teaching & Learning</p> <ul style="list-style-type: none"> • Learning Observations • Lesson observations • Work scrutiny • Triangulations • External validations of Teaching and Learning • LA data • FSP • One Plans • Planning • Intervention timetables 	<ul style="list-style-type: none"> • <i>leaders' evaluations of teaching and its impact on learning</i> • <i>how information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and Key Stage 1 and between Key Stages 2 and 3</i> • <i>whether work in all year groups, particularly in Key Stage 3, is demanding enough for all pupils</i> • <i>pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time</i> • <i>information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff</i> • <i>parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching</i> • <i>scrutiny of pupils' work, with particular attention to:</i> • <i>pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum</i> • <i>the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy</i> • <i>how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should note the clarification points set out in Part 1 about pupils' work and marking.</i>
<p>Assessment</p> <ul style="list-style-type: none"> • One Plans • Teachers' records of assessment • Pupil Progress Meetings • Pupil targets • Marking and Assessment Policies • Planning • Provision Maps 	<ul style="list-style-type: none"> • <i>teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place.</i> • <i>assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum</i> • <i>teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.</i>
<p>Teaching of Literacy</p>	<ul style="list-style-type: none"> • <i>Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.</i> • <i>Inspectors will consider the impact of the teaching of literacy and the outcomes across the range of the school's provision. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving.</i> • <i>During the inspections of infant, junior, primary and middle schools, inspectors must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are equipped with the phonic strategies needed to tackle unfamiliar words. There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.</i> • <i>Inspectors should decide which pupils they will listen to read, taking into account the school's progress information and published data on reading and other information such as lesson observations. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books. When listening to younger children read, inspectors may use the national phonics check material to help them make their judgements about the impact of phonics teaching. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.</i>

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Source	Consider
<p>Teaching of Mathematics</p>	<p>⇒ <i>When evaluating the effectiveness of a school's work in mathematics through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work, inspectors will consider:</i></p> <p>⇒ <i>how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics in secondary schools</i></p> <p>⇒ <i>in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:</i></p> <p>⇒ <i>fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves</i></p> <p>⇒ <i>ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms</i></p> <p>⇒ <i>uses resources and approaches to enable pupils in the class to understand and master the mathematics they are learning</i></p> <p>⇒ <i>develops depth of understanding and readiness for the next stage – the national curriculum for mathematics at Key Stages 1 and 2 specifies the aims and then states, 'The expectation is that the majority of pupils will move through the programmes of study at the same pace'. At all key stages, the national curriculum states, 'Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on'</i></p> <ul style="list-style-type: none"> – <i>enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught</i> – <i>enables pupils to apply their mathematical knowledge and skills in other subjects in the curriculum, where appropriate.</i>
<p>Other</p> <ul style="list-style-type: none"> • Pupil discussion • Schemes of Work and, if used, links to the creative/skills based curriculum • Subject leader/middle leaders analysis of areas • Links with other providers including secondary schools, partnerships • Extra-curricular details • Team teaching • Pupil perception surveys (subject based) • Pupil Progress meetings-specific focus on groups of pupils therefore enhances the T&L • Promotion of British Values • SMSC evidence • Christian distinctiveness where appropriate 	<ul style="list-style-type: none"> • <i>The extent to which a broad and balanced curriculum is designed and modified to meet the needs of individuals and groups of pupils, including, for example, when provided through extended services and specialist school provision</i> • <i>How well the different aspects of the curriculum contribute to all outcomes for pupils</i> • <i>The extent to which the curriculum has been extended and improved through collaboration with other schools and organisations</i> • <i>The design, range and depth of the curriculum from the pupils' perspective</i> • <i>Long, medium and short-term curriculum planning and the extent to which the curriculum builds systematically upon pupils' prior experience and looks ahead to the next stage</i> • <i>The extent to which the school provides the curriculum to which pupils are entitled.</i>

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
The Quality of Teaching, Learning and Assessment	<ul style="list-style-type: none"> Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. 	<ul style="list-style-type: none"> Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. 	<ul style="list-style-type: none"> Teaching, learning and assessment are not yet good. 	<p>Teaching, learning and assessment are likely to be inadequate if one or more of the following applies:</p> <ul style="list-style-type: none"> Teaching is poorly planned. Weak assessment practice means that teaching fails to meet pupils' needs. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum. Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Prompt	OFSTED Judgements - Guidance			
	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
	<ul style="list-style-type: none"> For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience Pupils love the challenge of learning. 	<ul style="list-style-type: none"> Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. Teachers promote equality of opportunity and diversity in teaching and learning 		

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

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

Statements	Evidence
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ⇒ As a small school with mixed age and mixed key stage classes, we plan our curriculum carefully so that it meets the needs of all groups of learners. Staff know the pupils as individuals and are therefore able to take into account individuals' strengths and weaknesses as well as their particular learning styles and interests. This encourages progress, achievement and attainment. ⇒ Monitoring of lessons indicates that the majority of lessons across the school are good or better. There is regular formal and informal monitoring of teaching and learning by the Headteacher. ⇒ In case of teaching staff absence, all cover is provided by the Headteacher or the HLTA from that class in order to maintain consistency. ⇒ All classes are assigned their own teaching assistant who reinforces and supports learning. The teaching assistants are all experienced in the classes and year groups in which they work and they liaise closely with teachers; they make a significant contribution to pupils' learning. ⇒ The school works with a network of local schools to ensure that there is moderation of writing levels and shared training. This partnership was started in its current form and developed in 2015-16 with the focus on raising standards. ⇒ 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- pupil progress meetings. ⇒ The Headteacher meets with an external advisor each term to set targets and monitor progress. ⇒ The Headteacher works closely with the Diocesan advisor to monitor progress. She acts as a critical friend'/partner. ⇒ There is analysis of data and shared monitoring. From September 2016, the partnership is working with an external advisor from NET. ⇒ Subject co-ordinators across the 4 schools in the cluster support each other with data analysis, sharing of resources and training, subject knowledge updates and target setting. ⇒ There is a systematic timetable of non-contact time for subject leaders so that they can carry out monitoring, evaluating and reviewing activities and can meet with the Headteacher to assess the impact of actions and future developments-subject co-ordinator files ⇒ The SEND register is reviewed regularly at the pupil progress meetings. The class teachers and SENCO meet with parents of pupils on the SEN register termly, targets are reviewed and new targets are set. ⇒ Attendance at information events, curriculum workshops and school events is high-records. ⇒ The school ethos is underpinned by its strong vision and aims. Pupils' attitudes to work and behaviour are excellent. Staff are committed to the development of the whole child and positive attitudes are modelled, taught and reinforced as part of our everyday work. ⇒ Parents are involved in all aspects of their children's education through regular newsletters, information sessions, parenting support workshops, curriculum booklets, consultation evenings (100% attendance) and annual reports-newsletters/reply slips. 	<p><i>Governors/parents</i></p> <p><i>Monitoring file/triangulation</i> <i>Visit notes from SIP/diocesan advisor</i></p> <p><i>TA Progress files</i></p> <p><i>Minutes/LA</i> <i>See diary</i></p> <p><i>Target Tracker, Individual files</i></p> <p><i>IEPs/ one planning and 'plan, do, review' sheets in individual files</i></p> <p><i>Shared monitoring-teachers from partnership</i> <i>KS1 Writing monitored externally and judgements confirmed.</i></p> <p><i>IEP and SEND file</i></p> <p><i>Ofsted report 2013</i></p> <p><i>Newsletters on website</i> <i>Diary dates</i></p>
<p>Assessment for Learning</p> <ul style="list-style-type: none"> ⇒ The marking policy was developed by the teaching staff and it is followed by all staff. Feedback and next steps are identified. This ensures that common misconceptions are corrected and pupils have time to act upon the advice and ensure they are corrected. ⇒ Teachers understand that pupils need time to practice new skills and embed their learning. ⇒ Challenge is provided and teachers use higher level questioning to extend understanding. ⇒ Pupils who are not making the expected progress or have not understood a concept are identified and extra support is given immediately if possible. ⇒ Much feedback is given within the lesson time so that support can be given straight away. ⇒ The children's reading records and home learning dairies are also used as a link with home and act as an informal means of communication. 	<p><i>Marking policy</i></p> <p><i>Book look</i></p> <p><i>CPD training logs</i></p> <p><i>Staff meetings-progress meetings</i> <i>Intervention timetables</i></p> <p><i>home learning/reading dairies/learning habits.</i></p>
<p>Teaching of English</p> <ul style="list-style-type: none"> ⇒ Teachers have had CPD to extend their subject knowledge and to keep pace with the SPaG curriculum requirements. School now leads on spelling in our partnership. ⇒ Spelling homework is set each week and in LKS2 is marked by the Headteacher who uses it as a monitoring opportunity and it is monitored by HT in UKS2. ⇒ SPaG help has been offered to parents to assist them in supporting their children. ⇒ Parents evening planned to offer help with higher level questioning when hearing children read at home. 	<p><i>SPaG results-Raise/LA data</i> <i>Homework books</i></p> <p><i>Diary dates</i></p>

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

<ul style="list-style-type: none"> ⇒ Parent helpers hear children read to ensure that all children read 5 times a week. ⇒ Incentives are offered each week to those who have read to an adult 5 times in that week. ⇒ PPG funding has enabled us to run an afterschool club which supports reading and the learning of weekly spellings. ⇒ Extracurricular clubs support reading and encourage a love of books. ⇒ The school supports the Summer Read ⇒ In response to the new reading standards, a reading scheme has been introduced into KS2. ⇒ Pupils who are not at expected level for reading are identified and at the beginning of the academic year they are put into interventions specifically aimed at reading and comprehension. 	<p><i>Reading log. Parents/children</i></p> <p><i>Governor minutes</i></p> <p><i>Clubs timetables on newsletters</i></p> <p><i>Intervention timetables</i></p>
Teaching of Mathematics	
<ul style="list-style-type: none"> ⇒ Via tracking data system and discussions with teachers and TAs., the school identifies pupils who are underperforming and whenever possible puts the identified children into small groups to have extra support either during the lesson time or extra to that time. ⇒ The Headteacher takes a small group of 5 children each day who have been identified as not meeting the expected level. ⇒ The school uses a variety of support materials to help children understand and master the mathematics they are learning. ⇒ Pupils who grasp concepts rapidly are challenged through being questioned and given problems to solve which develops and deepens their understanding. ⇒ Pupils who are not fluent, consolidate their understanding through additional practice before moving on. This may take the form of a short time of intervention perhaps supported by some work to complete at home. Parents are informed if this is to take place. They sign to acknowledge their support. 	<p><i>Target tracker Intervention timetable</i></p> <p><i>Books</i></p> <p><i>Resources-classroom</i></p> <p><i>Data</i></p> <p><i>Intervention timetable</i></p>
<p>SMSC including British Values and Christian Distinctiveness where appropriate</p>	
<ul style="list-style-type: none"> ⇒ There is a wide variety of out of school hours activities covering sports, the arts and MFL. OSHL activities are well attended and pupils are involved in developing this provision. ⇒ Many of the children in school play an instrument and many are in the choir. Pupil Premium funding is used to ensure access to all. ⇒ Joint choir ventures with other local primary schools and a secondary school widens the children's horizons and eases transition into secondary school. ⇒ Children regularly visit the local churches for services in the school day. ⇒ The school 'worship committee' organises participation in a Sunday family service at the church once a term; this includes choosing hymns, readings, welcoming the congregation and joining with the church choir. They assist in assemblies and they organise some. ⇒ A school prayer book is kept in the hall so that children and their families can write prayer requests for friends and family. Children add prayers to our prayer wall in the hall. ⇒ Pupils treat collective worship as a special time for reverence and reflection and we are often joined by members of the local clergy. ⇒ In 2015 the children raised money to develop a Reflection garden (which was opened by Bishop Stephen in October 2015). It is a place of quiet and is respected as such by the children. The Year 6 leavers place a plaque in the garden with their favourite Bible quote/ verse from a hymn. ⇒ The school has clear expectation of behaviour which is promoted consistently throughout the school and is shared with parents. ⇒ Through school assemblies, pupils develop a sense of concern, compassion and empathy with others and are given specific time to explore emotions and how we deal with them. ⇒ Collective worship focuses on the development of a moral code based on our Christian values and links our behaviour with the teaching in the Bible. ⇒ Older pupils assist as monitors at lunchtimes, encouraging pupils to eat their dinners and show good manners and in the playground they instigate games with groups of pupils. Our core values are made explicit to all children and this is an opportunity to demonstrate them. ⇒ Children who show particular care for others are rewarded with 'Good Choice stickers in assemblies on Fridays. ⇒ The school proclaims its Christian status openly and proudly. The front of the school shows the school name with the cross to indicate our links with the Church. 	<p><i>Clubs timetables/parents/children</i></p> <p><i>Programmes from concerts Church diary Worship board in school Worship committee members</i></p> <p><i>Prayer books</i></p> <p><i>SIAS inspection report</i></p> <p><i>Pupils</i></p> <p><i>Assemblies</i></p> <p><i>Photos</i></p>

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

<i>Summative Judgements</i>		
Prompt	<p>⇒ Consider the judgements and statements you have made</p> <p>⇒ 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).</p> <p>⇒ What actions need to be taken to achieve this?</p>	<p>Statement of actions to be taken to raise the overall effectiveness for outcomes of learners' following the judgements made.</p>
Actions to be taken to raise outcomes for all learners	<p>Consider the questions below to identify areas for further improvement:</p> <ul style="list-style-type: none"> • Does any area of provision or the curriculum need further development at a particular Key Stage or across the school? • Are there specific areas of teaching which need improvement? • Does assessment highlight groups of pupils who are not progressing as expected or in need of additional support? • Are links with other partnerships/providers in need of development? • 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. • 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. 	<p>See School Improvement Plan April 2016 – April 2017</p>
	<p>REMEMBER Identify → Improvement → Impact = SEF → School Improvement Plan → Pupil Progress</p>	