

RIVACRE VALLEY PRIMARY SCHOOL

SELF EVALUATION FORM 2018

Leadership and Management: Good

The effectiveness of Leadership and management at Rivacre Valley Primary School is consistently good. As a school, we constantly review our staffing structure to ensure it is fit for purpose and as a result have created a new post to lead KS1 and drive the necessary improvements.

Vision and ambition for the school:

Leaders and Governors have created a culture that enables children and staff to excel. Our school vision is aspirational and is committed to high expectations for achievement and behaviour for all stakeholders. There is genuine respect and courtesy between staff and children.

Ofsted (February 2017) stated: "You have a clear vision for the school and are accurate in your choice of priorities to drive improvements"

We work hard to promote equality of opportunity and diversity and as a result incidences of intolerance, discriminatory behaviour or prejudiced behaviour are very rare.

Self evaluation and development planning

Rigorous and extensive monitoring, searching analysis and self-challenge enable the school, together with its significant partners, to devise exceptionally well-focused plans. The impact of this has been uncompromising clarity of focus which has resulted in a highly successful drive to improve outcomes for all groups of children (Analyse School Performance (ASP) / school tracking / Inspection Data Summary Report (IDSR)) and diminish the difference in attainment. This remains our key focus area along with writing and raising attainment outcomes in KS1, especially in maths (See SDP).

Tracking and monitoring the school's effectiveness is fully embedded, continually evolves and has led to all stakeholders having a deep and accurate understanding of the schools performance.

Actions taken by the school are highly ambitious with all stakeholders leading by example and implementing actions with precision. As a result, the quality of teaching is at least good and leaders and managers at all levels are taking highly effective steps to drive up the quality of teaching still further. Consequently the vast majority of groups make at least good progress

At Rivacre Valley there is a strong sense of team work. Everyone shares the school vision and ethos and the stable staffing structure facilitates this.

The performance management and appraisal process is rigorous and robust. It enables us to identify the high quality resource we have within our staffing and the areas for further development. The process is aligned to the National Standards for teachers and the National Standards of Excellence for Headteachers.

A comprehensive training package is accessed by all staff and supports the school's areas of focus as well as individual staff members areas for development.

A system of peer coaching, observation and support enables staff to model and share excellent practice and inspire team members, therefore enhancing skills across the workforce and impacting on pupil engagement and progress. Staff truly value this opportunity to reflect upon their teaching and drive their own professional development forward. They are motivated, innovative in their thinking and show high levels of trust.

The school is also an active member of Ignite Teaching School Alliance and plays a significant part in their school to school support offer (HT is a LLE, 1 teacher is a SLE). The HT has also led Pupil Premium Reviews in other schools as part of the S2S support offer from IGNITE TSA and is currently a Disadvantaged Lead in the LA SSIF programme.

Impact of the curriculum:

At Rivacre Valley, staff work hard to ensure that the curriculum offer is engaging and provides opportunities for highly memorable activities. Children are inspired by the learning opportunities provided and acquire skills, understanding and knowledge across all aspects of their education. Staff tailor their planning and delivery to ensure it is relevant and builds on prior skills and knowledge. Close attention is paid to individual learning styles and children with additional needs have personalised programmes.

At Rivacre Valley we are proud to be part of the United Kingdom and all staff promote fundamental British Values as part of their curriculum offer and through specific sessions and activities.

We place a high value on ensuring that our curriculum offer develops the whole child, not just the academic subjects and as a result we believe the children leaving Rivacre Valley are prepared for the next steps in their life.

The curriculum is enriched with a wide diversity of extra curricular opportunities and educational visits.

Additional funding from the primary PE and sport premium is used to provide specialist teaching for all year groups, thus providing opportunities for staff to have weekly professional development alongside the children receiving specialist teaching.

Improving T, L & Outcomes:

The leadership and management team works closely with the Governing Board to examine outcomes and progress for all year groups and sets challenging targets. This has resulted in all leaders having a clear understanding of performance data and how to use it comparatively to identify aspects of our provision that needs additional focus. Consequently, the delivery of writing throughout the school has been reviewed and amended and progress / attainment is beginning to show sustained signs of improvement (tracking files / ASP)

L&M

The school has a highly positive relationship with our parents and carers. We listen to their views and ideas and this provides the school with a clear picture of the information and type of activities and support that families actually want. These views then inform strategic priorities for development and are being used to evolve the working practices of the school (The use of Earwig, an electronic reporting tool has been exceptionally well received by our parents in Key Stage 1 and 2) .

The effectiveness of safeguarding procedures:

The positive attitudes towards learning has facilitated pupil engagement, contributed to pupils' spiritual, moral, social and cultural development and led to there being very few incidences of poor behaviour. This can be evidenced in the improving outcomes for all and the rarity of incidences of poor behaviour / exclusions (no temporary, fixed or permanent exclusions in over 13 years).

The health, safety and well-being of all staff and children is considered each term by the Governing Board. Consequently, the school has undergone a wide reaching programme of capital works to enhance provision, most recently with a significant expansion by enlargement programme. Close attention to the indoor and outdoor environment has led to lower levels of absence in both staff and pupils (however, this still remains an area for improvement for pupils) and improved safeguarding, which meets all statutory requirements and causes no concern and as a result has contributed towards raised standards and a sense of wellbeing.

The GB have recognised the need for Safeguarding to be high profile within the school structure and are pleased to be able to maintain within our staffing structure an Assistant Headteacher with the remit of Inclusion and safeguarding.

Leaders understand how to protect children from radicalisation and extremism. They know how to identify vulnerable children and the actions they would need to take in order to keep them safe.

Governors:

Governors make a strong contribution to the work and direction of the school.

Through being part of a leadership team and working alongside senior management and staff at meetings, which focus strategically on self-evaluation and development, they effectively shape the vision and direction of the school.

Governors know the strengths and weaknesses of the school and challenge and support leaders in order to ensure progression and improving outcomes for children. This is evident in Governor minutes and their commitment to CPD and attendance of meetings.

Quality of Teaching: Good

Standards in teaching are good or outstanding. This has been achieved through a combination of continued professional development, peer coaching, performance management and rigorous lesson observations based upon the teaching standards. The strong school vision and general ethos promotes high quality practice which results in good to outstanding progress (black files – individual level data / Data booklet – whole school level data / case studies). “Leaders are clear about priorities.” OFSTED 2017

Teachers clearly communicate high expectations to all children. All children are aware of their next steps and what they need to do to move onto the next level. Aspirational targets are set for all children, progress and attainment are monitored regularly by key stage teams, leadership teams and the SMT (book / planning scrutinies, whole school data booklet, black files). In cases where progress is not as expected, feedback and support is provided to staff to identify areas for development and ways to improve practice and outcomes for children. If it is felt that a child may require additional support, teachers will liaise with the school SENCo to formulate appropriate SMART targets and implement any interventions. Targets and interventions are reviewed on a half termly basis to ensure the best possible progress and outcomes.

A consistent whole school approach to marking is systematically applied in all year groups and is effective at informing children of next steps (book scrutiny, feedbacks and marking policy). A progressive marking approach begins in EYFS with a "wish for" their next step. The children in KS1 use the Basic Skills stamper and a wish stamp for English and 2 Stars and a Wish in maths. 2 Stars and a Wish are also used across KS2. Focused marking targeted towards the editing practices of the children also takes place in both KS1 and KS2. The children follow a structure introduced in Y1 which is built upon in subsequent years.

Self and peer assessments are used to enable children to become more active in identifying where next to take their learning in order to improve outcomes. This is evidenced by MAGs / tracking file / case studies / EARWIG/ EYFS learning journeys through tapestry and EYFS case study approach. Homework is used to reinforce and contribute to this learning. All children are provided with support and challenge to reach their potential. Teaching at Rivacre provides opportunities for children to develop independent skills, individually or working alongside others in co-operative learning groups on open-ended challenges where there is endless potential for learning.

The school is committed to continuous professional development. All staff frequently attend relevant and up to date courses. Our creative, skills based curriculum enables teachers to plan tailored, personalised learning opportunities specific to their cohort to meet the demands of the 2014 National Curriculum. Planning is also informed by children's questions following immersion days and opportunities to identify areas of interest. Enthusiastic delivery of themes has led to motivated learners who understand what is being taught and want to find out more.

Assessment information is gathered continuously through teachers' highly effective questioning, observations, quality marking, verbal feedback from both adults (including parents where appropriate) and children. Learning is monitored throughout lessons and on occasions the need to reshape the task becomes apparent in order to maximise learning opportunities and staff are skilled at doing this. This assessment is used to inform daily and weekly planning. A high ratio of staff enhances targeted planning, enabling identified groups of pupils to be supported / extended as necessary. This can be done in a variety of ways including focus groups, supported interventions and 1:1 working.

At the end of the summer term children spend a week in their new class. Teachers share specific assessment information and gather evidence to shape planning for September. Teachers also use assessment from other settings to inform a baseline. Links with local High Schools enable children to spend a period of time during the Summer Term of Year 6 at their chosen High School, so enabling a smoother transition.

Every effort is made to fully engage parents in their child's learning and inform them of their next steps. Parents' evenings happen every term and EARWIG is used across KS1 and KS2 to record each individual child's learning journey across the whole curriculum. Parents have immediate access to their child's timeline throughout the school year. Assessments are also provided through EARWIG at the end of the year. The school website includes information about the medium term plan for each class and the National Curriculum expectations for core subjects. Each class web page is updated when the class Topic is changed to inform parents and to give them the opportunity to research the topic with their children. Occasional parent workshops further inform parents' awareness. Within the Foundation Stage, parents are encouraged to communicate through 'Tapestry'. Homework is set throughout school to provide further opportunities for parents to engage with their children's learning. Additionally, teachers are available on an informal basis in accordance with our open-door policy.

English, maths and skills necessary to function as an economically active member of British society are actively promoted through T&L in all phases of the school. Older children have the opportunity to work with mentors from a local university in order to promote further and higher education. Links have recently been made with the local Further Education setting enabling Year 6 children to experience the Vocational Training they have on offer.

Behaviour: Outstanding

Behaviour at Rivacre Valley is outstanding.

At Rivacre Valley we have a shared vision and school ethos where care, guidance and support is central to all that we do. Pupils make an exceptional contribution to a safe, positive learning environment demonstrating high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. This is a direct result of systematic, consistently applied approaches to behaviour management:

- Traffic light system where all children aim to stay on green – whole school
- Reward systems appropriate to age groups/star of the day
- Certificates - sports and clubs
- Celebration assembly include luntime award / certificates
- Star of the Week
- Lunchtime rewards - for reluctant eaters and for daily good playing
- Golden time
- Verbal praise
- Written praise in marking – 2 star and a wish
- Personalised Focused marking
- Showing other classes/head teacher pieces of work. Prizes from class boxes
- possible Hot Choc Friday - a positive role model from each class to share a drink/biscuit in the staff room with KD?

As a result of these measures, children's positive attitudes to learning have meant consistently improving end of key stage results.

Positive work ethics and an understanding of the stages in their education is embedded in the ethos of the school. The children have the opportunity to grow and advance to the next stage by taking part in:

- Class swap week
- Y6 chester uni
- Reading mentors chester uni
- Open evenings
- Transition days
- Teachers from high school
- Maths challenge
- Merging of nursery and reception
- Taking on more responsibility
- Let's bike
- Primary College
- School council – During Golden time
- Democratic process
- Citizenship Project (with School Council and other local schools)

The impact of our creative curriculum, cooperative learning, and SEAL is evident in the children's consistently thoughtful behaviour and factors in both their successful learning and promoting their respect for themselves and others.

- Kagan techniques
- friendship Buddies
- Prefects
- Class roles
- School council
- Reading buddies
- Young Ambassadors
- Safety Officers
- Eco group
- School Gardeners
- Peer Praise
- Conduct on external trips
- Makaton (signing) - need refresher training
- Library Team
- Assembly team
- Fundraising through the School Council
- British values –promoting respect and democracy
- Mixed age sports events

Therefore incidences of disruptive behaviour are infrequent resulting in uninterrupted lessons and a calm and orderly place where all children thrive in the atmosphere of respect and dignity.

Pupils are safe and feel safe at all times. Our School has an open culture where the children know they can confide with any member of Staff they feel comfortable with, if and when necessary. The high staff to pupil ratio enables all classes to have access to a TA to “mentor” vulnerable children. They then trust staff to take rapid and appropriate action to resolve concerns. This is evident in that there have been no recorded incidents of bullying. There have been no temporary or permanent exclusions, but designated members of staff are aware of the procedures that should be followed in these cases.

This culture of openness and trust is supported through:

- Sex and Relationship lessons across all age groups and age appropriate
- Anti bullying week
- E safety week - Barclays
- Prevent (anti-radicalisation awareness for Upper key Stage 2)
- First aid training - St Johns ambulance for year 6
- Nspcc training/visits
- Childline visit
- PCSO-safety awareness which helps to make pupils acutely aware of different forms of bullying and actively try to prevent it from occurring
- Fire Service / Police Service
- Attachment Friendly Quality Mark

Safety is outstanding and can be evidenced through responses such as an annual safety questionnaire which is sent out to parents during the autumn term. Safety is taken very seriously by all staff and visitors to the school – all staff and Governors wear name badges, all visitors and staff complete an electronic entry system on arrival and are required to sign out on exit, CCTV covers all areas of the school site and the school gates are locked once the children are in school and are not

unlocked until the end of the school day. Previously concern was raised over safety issues with regards to the school drive, therefore a risk assessment was carried out and an action plan was completed by the GB resulting in an electronic entrance barrier being installed on the school drive to prevent unauthorised access and fencing along the pathway. Additional lighting has been added to the lower driveway for safety. (Fundraising to have a passing point at the bottom of the drive to avoid any altercations - sourcing donation from local building company who has used school field recently!)

Welfare

Children know how to keep themselves healthy and are actively encouraged to make informed choices about healthy eating, fitness and emotional and mental well-being. Understanding and teaching is age appropriate and provided through:

- Sports clubs - tournaments
- Visiting groups – Fit for Life, Cheshire Phoenix, s4yc, Young Ambassadors, Street dance, Gym, Dance – all of which have or have had waiting lists due to their popularity
- Lunches – healthy options, menus provided in advance so that discussions can be had with parents/carers
- Fruit/milk snack in KS1
- Healthy snack in KS2
- Nut free school
- Promote healthy lunch box
- Daily mile
- Active brain breaks
- ELSA for specific children
- Water in classes and water fountains around school
- Gym equipment for the playground - fundraised by FORV + Active / healthy schools grant
- Free toothbrushes and paste for all children
- Provide opportunities for parents to help with their learning - through outside agencies
- Teeth, Healthy Eating, Looking after the Human Body all covered by the National Curriculum for Science
- Signs – hand washing etc
- Sex and relationship education
- Anti bullying week
- E safety week
- Prevent awareness (Upper key Stage 2)
- First aid training
- Nspcc workshop
- Childline workshop

Attendance

Attendance is demonstrating an improving trend and is now moving towards National Levels. This is as a result of a consistent whole school approach (SIMS). Parents of pupils with persistent absence are invited to attend Attendance Panels to discuss support. Whole school, class and individual initiatives (school mini bus, school car, Early Start Club, S4YC paid breakfast club, weekly class attendance race, 100% personal attendance prize each week, half termly class winner for a bike) have successfully reduced absence and lateness significantly. There is a very small minority of families who struggle to ensure that their child attends on time.

Parents are welcomed at Rivacre Valley. We continue to work hard to overcome historic barriers between school and home. The Friends of Rivacre Valley Primary actively work to secure links between home and school and half termly Celebration Assemblies will be linked to individual class achievement performances. We will also introduce a share the learning session - once per class per half term)

Outcomes for children and learners: Good

Rivacre Valley enables all groups of children to make good progress given their low starting point.

The typical picture for attainment on entry to Rivacre Valley is significantly below age related levels in all 7 areas of learning and we continue to see a gender gap, particularly in reading and writing. However, this year the baseline data for the 2018 cohort is indicating that; Prime areas: Listening and attention 67%, Understanding 73%, Speaking 76%, Moving and handling 64%, Health and Self Care 97%, Self-Confidence and self-Awareness 67%, Managing Feelings and Behaviour 70% and Making Relationships 70%. Specific areas: Reading 42%, Writing 48%, Number 61%, Shae Space and Measure 52%, People and Communities 61%, The World 55%, Technology 100%, Exploring using Media and Materials 64% and Being Imaginative 67%.

This data does not follow the usual on entry trend. Progress throughout EYFS is good with children making expected levels of progress in Nursery and 58% achieving a good level of development by the end of Reception (2018). RVPS continues to be below National (71%) and LA (71%) and experienced a decline in the % GLD this year, however this does not demonstrate the high levels of progress made by the children (expected progress: Reading = 88%, writing = 79%, maths 75% / more than expected progress: Reading = 34%, writing = 42%, maths 21%)

Our baseline into KS1 indicates a picture of approximately 40% working below ARE and still requiring an EYFS based offer of provision

Phonics saw a continued rise in outcomes (78%) which has placed the school in line with LA levels (80%) and just slightly below National levels (83%).

The phonics screen Y2 retakes also shows a promising picture (97%) which is above LA levels (93%)

Y2 attainment (Summer 2018):

	School	LA	National
Reading	61.5%	74.2%	75.5 %
Writing	56.4%	67.9%	69.9%
Maths	66.7%	74.5%	76.1%

School continues to be below LA and National in KS1 in all areas. Maths is the only area which has demonstrated an improving trend over the past 3 years.

The predictions for next academic year are much more positive and should see the school achieving outcomes at least in line with National. KS1 will remain an area of focus for the SLT and we expect the change of leadership to have a positive impact on outcomes over the coming years. The Governing Board recognises this challenge and has provided additional teaching resource for the remainder of the academic year. Our SIP will continue to offer support and advice so the pace of change and improvement continues.

KS2 outcomes:

	School	National
Reading	73.3%	75.0%
Writing	63.3%	78.2%
Spag.	80.0%	78.0%
Maths	66.7%	76.0%

Reading outcomes have been very positive and have reflected the hard work of the KS2 team over the past 4 years. Our progress measure continues to be positive and our scaled scores demonstrate a 3 year improving trend.

Writing: outcomes have remained broadly in line with last year, as has our progress measure. (We need to be mindful that despite having 29 children only 25 were counted towards our progress measure so this does not necessarily demonstrate a true reflection of the progress measure for the whole cohort). Outcomes remain below LA and national. Writing will continue to be an area we monitor closely

GPS has seen a decline this year but this was inevitable as the outcomes in 2017 were so high. The school continues to be above the LA and National at both expected and higher standard. Really pleased with these outcomes, which demonstrates the hard work the KS2 team have put into place to ensure spelling strategies are robust and grammar and punctuation embedded and fully understood.

Maths outcomes have improved from last year but are still below 2016. Progress measures have also declined, however, our scaled scores have remained similar.

Overall we continue to be below LA and national and our % achieving the higher standard is significantly below.

This is a concern for the school so we have opted to join the North West Maths Hub which is a year long project led by the St Helens TSA and NCETM. The key focus will be on developing an understanding and awareness of mastery.

A maths specialist will work alongside 2 lead teachers in school (SC and TS). They will provide training, advice, support, materials, demonstration lessons etc which the Lead teachers will then share with the staff. There is also match funding from the DFE for text books

We have continued to make changes to our approach to the teaching of writing, main areas of change are:- Key skills in ability groups / writing and reading comprehension based on a text or theme / writing targets high profile / Babcock spelling system / systematic approach to phonics in EYFS, KS1 and lower KS2 / focus marking / editing / self and peer assessment / handwriting raised profile / precision teaching/ learner response system across KS2 / staff CPD / use of narrative immersion and elements of the Talk 4 Writing approach.

In addition, skills continue to be taught systematically and rigorously throughout the school and as a result core skills, such as spelling, punctuation and grammar have shown a rapid improvement. As part of our marking policy children are expected to review their next steps in writing and this provides a clear personalised target for each individual. Editing will continue to take a greater role in this process. English writing skills are taught in sets and are linked to a text from the key stage topic. This provides children with a real context for writing. Bespoke interventions are taught across KS1 and KS2 using a range of materials to ensure the specific needs of individual children are being met. These include: rapid writing, letters and sounds and GFW materials to challenge the more able writers in KS2. Daily phonics groups operate in KS1 along with focussed reading groups and where necessary in KS2. Also in KS2 are differentiated spelling/grammar sets. Precision teaching is also used across the whole school to really focus on specific misconceptions and gaps in knowledge and understanding.

Regular lesson observations are carried out by the Headteacher and SLT with a clear focus on gains in pupils' learning. This is further validated through regular book scrutinies carried out by SLT and SIP. The children are actively involved in the marking process - they understand the 2 stars and 1 wish system and within KS2 are able to use this system when peer marking. Focus marking is now fully embedded in KS2 and is developing in KS1 for English, providing opportunities for the children to work 1-1 with an adult and discuss and address next steps/targets. Editing is also used to raise children's awareness of the aspects they need to review in order to improve their writing. Editing is closely linked to the child's individual targets, phonic phase and the expected outcomes for the end of the year.

There is comprehensive, rigorous and robust evidence of pupil tracking for all Year groups and individual pupils. Pupil targets are set annually and reviewed on a termly basis. Each teacher holds a comprehensive file of data which tracks all pupils' progress and is utilised on a daily basis to inform targets and development. Case studies are used across the whole school to demonstrate small steps in progress and achievement. Teachers also link evidence to the assessment statements electronically on Earwig and Tapestry. This system enables parents to be kept informed of how their child is progressing against the assessment framework and what the next steps are. This is added to on an ongoing basis.

Informal pupil progress meetings and Key Stage reviews are held at least fortnightly and these inform the school on the progress of interventions, adaptations, support groups, resources, SEN provision etc.

There is a whole school focus on diminishing the difference for all children, including the following vulnerable groups; FSM/ PPG, SEND, Looked After Children, travellers, Higher ability (including those entitled to FSM). SEND progress is significant compared to their progress group from KS1. For disadvantaged pupils, attainment has now seen an improvement from 101.5 to 103.4. However, we mirror the national trend for progress with a slight decline.

Progress and attainment is evidenced through our whole school tracking system where the progress of each set / intervention is analysed to judge its effectiveness. This analysis provides greater detail which supplements the cohort-specific and individual level data. Assessment in the early years is compiled through observations. These are collected using photographs, annotations, videos and actual pieces of work by adults in the setting and parents at home. Each child has their own online learning journey called Tapestry. Each child will also have 1 long observation as part of baseline assessment and this will continue termly until they reach at least a Leuven scale of three across both areas. Internal moderation happens on an ongoing basis to ensure accurate assessments are made.

Small groups and the high ratio of adult to child enables high levels of differentiation and support. The GB maintains its commitment to ensuring a high level of support staff in school. Ongoing staff training is critical to developing the skills of staff and enabling provision to meet the needs of individual learners and priority has been given to this aspect when budget setting and deploying staff. As a direct result we now have an identified member of staff leading KS1, a floating FTE teacher in KS1 and KS2. We have also added a further 0.6 teacher into Y6 to boost.