

Self-Evaluation Statement

School name	Blackburn St Thomas' Church of England Primary School
School type	Voluntary Controlled
Address	Newton Street, Blackburn, BB1 1NE
Telephone	01254 54706
Email	office@stthomasce.blackburn.sch.uk
Website	www.stthomasblackburn.org.uk
DFE No.	8893002
Ofsted URN	119355
Number on roll	Nursery – Year 6: 473
Headteacher	Carolyn Morris
LA	Blackburn with Darwen
Religious character	Church of England
Last inspection	September 2013
Overall grading	Good

Contextual details

St Thomas' is much larger than average, with a 58 place nursery, serving a predominantly Muslim community in a highly deprived area of Blackburn with Darwen. The school sits in the district of East Blackburn. This locality includes four areas (Lower Super Output Areas or LSOAs) amongst the one percent of most deprived LSOAs in the country. Audley has four of its LSOAs amongst the most deprived 5% nationally and two amongst the most deprived 10%. Fuel Poverty is also higher overall in the East Locality (16%) than for the Borough (14%) and England (10%) with above-average fuel costs taking almost one in six households below the poverty line. This is particularly intense in central Audley and Queen's Park where almost three in ten households (30%) can be described as being in fuel poverty. However, the uptake of free school meals is below national average (11% compared with 15% nationally). The school has a strong commitment to developing the Christian ethos of the school and this is shared by members of the school staff. The school is welcoming and encourages pupils to develop a sense of belonging, confidence and independence. The school promotes spiritual development within a context of Christian beliefs, values and worship and provides pupils with opportunities to explore the Christian faith, develop a relationship with God and develop their own spirituality.

Because most children come from deprived families and attainment on entry is very low therefore school provides a rich curriculum, rigorous teaching and excellent learning opportunities so that every child achieves their full potential. Since the last inspection there have been a number of changes to the Governing Body: new Chair and Vice Chair, 2 new parent governors, a co-opted governor and a new foundation governor appointed by the diocese. In June 2017, we appointed another 2 co-opted governors giving us a full complement. The school requested an external review of governance which took place in July 2017.

There has also been change to the SLT as the Deputy Headteacher and Assessment lead have both moved onto promoted posts. We have appointed two NQTs to the vacant positions. St. Thomas' also has 4 Specialist Leaders in Education (SLE). In October 2015, St. Thomas' became a Regional Training Centre for Apple Technology (RTC); in February 2017 became an INSPIRE Maths advocate school and in September 2017 the Primary Science Quality Mark Silver Award was gained.

Data tells us that:

- 96.4% ethnic minority and 63% EAL (both well above average), changing from predominantly Indian in the past to predominantly Pakistani.

- Percentage of pupils with SEN support is well above average (25% where the national is 12.2%) and the percentage of pupils with a statement or EHCP is also above national (3.1% compared to 1.3%).
- The school population has been relatively stable, however, unusually there has been mobility for 2017 and an increase in admissions via fair access protocols.

Summary Evaluation

Outcomes for pupils are good because....	The quality of teaching, learning and assessment are good because.....	Personal Development, behaviour and welfare of pupils are outstanding because....	Effectiveness of Leadership and management are good because....
<ul style="list-style-type: none"> ○ In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is better than that of other pupils with the same starting points. ○ Pupils read widely and often, with fluency and comprehension appropriate to their age. ○ Pupils' progress is at least average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is at least average. ○ 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 very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. ○ 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. 	<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 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"> ○ Pupils are confident and self-assured. They take pride in their work, their school and their appearance. ○ Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. ○ Pupils show respect for others' ideas and views. ○ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. ○ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. ○ Pupils conduct themselves well throughout the day, including at lunchtimes. ○ The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. ○ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. ○ Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. 	<ul style="list-style-type: none"> ○ Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. ○ The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. ○ Leaders and governors are ambitious for all pupils and promote improvement effectively. ○ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. ○ Teaching is consistently strong across the school or, where it is not, it is improving rapidly. ○ The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. ○ Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. ○ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. ○ Safeguarding is effective.
To be outstanding we need to...	To be outstanding we need to...	To remain outstanding we need to...	To be outstanding we need to...
<ul style="list-style-type: none"> ○ Ensure all groups of pupils, including disadvantaged pupils, make rapid progress especially in reading to the end of key stage 2 in test conditions. ○ Maintain outcomes in phonics. 	<ul style="list-style-type: none"> ○ Ensure that our assessment systems effectively enhance pupils' learning through accurate identification of both pupils' attainment and their learning needs. 	<ul style="list-style-type: none"> ○ We need to ensure that pupils' learning behaviours have a greater impact on their outcomes in lessons, resulting in higher levels of achievement over time. 	<ul style="list-style-type: none"> ○ Provide opportunities for children to explore statements at a greater depth. Ensure learning is deep before moving children on. ○ The leadership team is aware of the need to move standards to a position of being

consistently above national average in reading.

Overall effectiveness

- We believe this is a **GOOD** school because we evaluate all the areas above as being at least good. The provision for EY is **OUTSTANDING**. The SMSC development of our pupils and their awareness of both Christian and British values are a strength of our work.

OUTCOMES for PUPILS

Outcomes for Pupils are good because...

To be outstanding we need to...

Attainment and Progress

Attainment – Year 6

	EYFS entry	EYFS exit	Yr 2 – 2c +	Yr2 – L3	Year 6 exp +	GD
Reading	6%	CLLD – 35%	75%	7%	60%	5.3%
Maths	2%	NUM - 73%	75%	18%	75%	10%
Writing	12%	CLLD – 35%	75%	5%	81%	10%

- The evidence suggests that our children make good overall progress from entry to exit. Cohorts of children come into school below national expectations and leave at the end of Year 6 being in line or above the national average. This remains the same for 2017, however there has been a dip in test results in reading.

KS1 to KS2 Progress Scores 2017	
Reading	-2.4
Writing	+6.0
Mathematics	-0.4

- We need to ensure all groups of pupils, including disadvantaged pupils, make rapid progress especially in reading to the end of key stage 2 in test conditions.

Attainment - Year 2

	EYFS entry (taken from Nursery exit)	EYFS exit	Yr 2- EXP+	Yr2 GD
Reading	52%	68%	81%	14%
Maths	42%	71%	75%	25%
Writing	59%	68%	72%	14%

- Our attainment by the end of KS1 in 2017 was 65% achieving the expected standard in RWM. From starting points we believe this is strong progress and indicative of at least Good progress to the end of this key stage.
- Every cohort in the school is tracked using target tracker (introduced September 2016) very carefully against year group expectations .Our new tracking system accommodates the changes within the National Curriculum outcomes for each year group and allows us to close the gaps in learning and plan accordingly.
- Outcomes show us that:
 - This supports our judgement of good progress, but shows that progress in reading is an area to improve.
 - The 2017 inspection dashboard, ASP, FFT aspire dashboard and the Local Authority Data Profile will enable us to evaluate progress in more detail.

Standards

Key Stage 2

- From entry data, 6% of children were at age related expectations for reading; 12% for writing and 2% for maths.
- In reading the percentage of pupils reaching the expected standard for reading in 2017 (60%) was below the emerging national average of 71%. 9% of children narrowly missed age related expectation. 5.3% of pupils achieved the higher standard in reading. This shows that reading is a key focus for development. The average scale score was also lowest for compared to other subjects at 100. However, teacher assessments demonstrated that 72% of pupils were working at age related expectations.

Key Stage 2

- The percentages of pupils attaining the expected standard is close to emerging national. Reading was not as strong however there has been an improvement on the previous year. We therefore need to ensure more pupils are working at the expected standard in test conditions and at greater depth in

- In writing the proportion of pupils achieving the expected standard for writing in 2017 was 81%. This was higher than the emerging national average of 76%. The percentage of children reaching the higher standard in writing (10%) was lower than the emerging national average of 17.7%, however this is a 3.2% increase on the 2016 result. This supports our judgement of Good attainment in this subject, and we acknowledge that we need a greater proportion working at greater depth in current cohorts.
- In maths 75% of pupils achieved the expected standard in 2017. This was in line with the emerging national average of 75%. The proportion of pupils achieving the higher standard in maths was 9%. The average scaled score was 102.
- For GPS 72% of pupils achieved the expected standard in 2017. This was close to the emerging national average of 77%. The proportion of pupils achieving the higher standard in GPS was 16%. The average scaled score was 103.

- Our predictions for current cohorts:

2017-18 Year 6 Predictions

Reading 75% Expected +
 Writing 85% Expected +
 Maths 80% Expected +
 Reading/Writing/Maths – 70%

We have a range of evidence to show that these predictions are realistic and will be underpinned by the improvement to the teaching, learning and assessment implemented during this academic year to raise standards in reading in particular. (Specifically test technique and stamina, quantity of reading and precision of answers.)

Key Stage 1

- The KS1 standards have compared favourably with the national average for the past three years showing good progress from starting points. In 2017 teacher assessments for writing (72%) and for reading (81%) were still above emerging national. In maths it was 75% at expected or GDS.
- In 2017 the percentages working at GDS were 14% in reading, 25% maths and 14% in writing. We need to improve the proportion working at GDS in future years in reading.
- The proportion attaining RWM combined was 65% and is a proportion we will work to improve.

2017-18 Year 2 Predictions

Reading 80% Expected +
 Writing 74% Expected +
 Maths 76% Expected +

current cohorts by the time they finish KS2.

Key Stage 1

- We need to ensure that an even higher % of pupils are working at the expected standard combined and also increase the proportions working at greater depth by the end of KS1 in reading.

Key Stage 1 Phonics check

- We need to maintain the very high standards met in 2017 for current cohorts.

Reading/Writing/Maths – 67%

Year 1 Phonics Check

- In 2015 only 47% of our pupils met the expected standard, 30% below national. However, in 2016 we had improved standards considerably, resulting in 94.9% of pupils meeting the standard. This shows a rapid improvement from the previous year. This has been sustained in 2017 by achieving 90%, which is well above the emerging national.
- In 2017, the percentage of Year 1 girls achieving the expected level was 12.2% above the emerging national average, with boys 7.4% above. This shows girls out performing boys, however it was very strong for both groups.
- In 2017, 89% (8/9) of disadvantaged pupils met the standard. Showing the positive impact of Pupil Premium grants and outcomes for this cohort.

2017 -18 Phonics Predictions

Phonics 92%

External Moderations

- Successful Local Authority Moderations took place during the summer term for Key Stage 2 writing and the Foundation Stage.

Groups

- For KS2 overall our FSM pupils, Pupil Premium, Girls (especially Pakistani girls) achieved expected or above in Reading, Writing and Maths combined.
- SEN support achieved close to the emerging national.
- Pakistani boys will be a key focus as they did not perform as well. In light of this, Urdu speaking parental workshops have been organised.
- Progress was strongest for FSM pupils in maths and particularly strong in GPS. This shows PPG had an impact on progress but we still have to improve attainment.
- In reading there was an attainment gap between Disadvantaged Pupils and other pupils of 14.0 percentage points with 45.5% of Disadvantaged Pupils reaching the expected standard compared with 59.5% for other Pupils. Any similar gap needs to be addressed in current cohorts.
- In writing, boys also performed better than girls in achieving the expected standard for writing in 2016 by a margin of 8 percentage points with 86% of girls reaching the standard compared to 94% of boys.

- We need to improve attainment for specific groups of pupils in both key stages to ensure we meet emerging national overall from 2017.
- There are some gaps in attainment between disadvantaged pupils and other pupils that we need to address.

Awaiting publication
of data

<ul style="list-style-type: none"> • In writing a lower percentage of Disadvantaged Pupils (90.9%) reached the expected standard compared to other pupils (97.3%). This shows PPG has not been as effective for these pupils and is an aspect we need to monitor carefully in current cohorts. • In GPS, girls performed within 1% of the boys in achieving the expected standard for GPS in 2016 with 80.65% of girls reaching the standard compared to 81.08% of boys showing no gap between the groups as a result of effective teaching for both groups. • In GPS a lower percentage of Disadvantaged Pupils (68.2%) reached the expected standard compared to other pupils (81.1%). This shows PPG has not been as effective as we hoped for these pupils. • In maths a higher percentage of boys (73%) reached the expected standard when compared to girls (65%). We need to address this gap where it exists in current cohorts • In maths, attainment 77.3% of disadvantaged Pupils met the expected standard and was below that of other pupils (81.1%). This is a gap is comparatively small but still needs to be addressed in current cohorts. <p>We believe that this information supports our judgement of Good overall for outcomes for groups, but we need to successfully address the differences seen above between respective groups before judging ourselves outstanding in this area.</p>	
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THE QUALITY OF TEACHING, LEARNING and ASSESSMENT	
Teaching, Learning and Assessment are good because...	To be outstanding we need to.....
Teaching over time	
<ul style="list-style-type: none"> • Analysis of pupils' books tells us that teaching is having a positive impact on the short and long term progress being made by pupils. The quality of pupils' workbooks shows improvement over a short and long term and this has been the case over the past few years which gives us confidence in knowing that teaching is having a positive impact. Children's books are well presented and reflect a good level of challenge. • Greater knowledge of year group expectations, as set out in the National Curriculum, has helped teachers appreciate what pupils need to be able to do before the end of each academic year. The use of Target Tracker has ensured that teachers are able to effectively plan lessons in order to move 	<ul style="list-style-type: none"> • Quality first teaching needs to be embedded so there is clear evidence of the impact on pupil outcomes, raising attainment and focusing on narrowing any attainment gaps between identified groups (e.g. gender).

<p>learning forward. Teachers regularly check pupils understanding within lessons, giving clear and timely support.</p> <ul style="list-style-type: none"> • Regular scrutiny of work, in a targeted way, has helped to raise staff awareness about the new expectations in relation to teaching judgements. This has really helped to focus staff attention on ensuring books are well presented and that pupils are able to talk about what they have done recently to improve their learning. Pupils are given feedback and are able to use this effectively. • Classroom organisation is good and lessons run smoothly enabling children to learn well. There are positive working relationships between learners and staff that contribute to the high quality of learning. Additional adults in the classroom are used well. They are well briefed and support pupils effectively, including disabled pupils and those who have special educational needs. Pupils who benefit from the pupil premium funding are also well supported in different ways to promote good progress. • Observation shows that as a result of the good or better teaching children are active and independent learners. They are highly engaged in stimulating learning activities and are eager to identify ways of improving their work. Children demonstrate resilience, concentration and determination in lessons and beyond. 	
Teaching Standards	
<ul style="list-style-type: none"> • The teaching standards are being met by all staff. This is central to the school's consideration when assessing the quality of teaching and during performance management of staff. • In the academic year 2016/2017 the quality of teaching and learning was at least good but was closer to the outstanding grade descriptor. Outstanding – 59% Good – 41% • We have eradicated inadequate teaching. • For 2017, we have appointed two NQTs for vacant posts and we recognise the need for effective mentoring. We also acknowledge that this may change the profile of teaching in the short term. 	
High Expectations	
<ul style="list-style-type: none"> • Teacher expectations are extremely high and lead to children's high expectations of themselves. Peer assessment, children's feedback and conferencing are well established and reinforce children's active learning habits. • Teachers for each age group are confident with the national expectations for the year group they teach and that all objectives can be traced back to link directly to year group expectations. • There is evidence that the teachers are moving towards the principle of 'teaching to the top' as outlined in the National Curriculum's recommendations, especially in mathematics. 	

<ul style="list-style-type: none"> • Tasks undertaken helps individuals to improve their knowledge, skills and understanding, linked directly to the National Curriculum and to their specific age group. • The pace of learning is clearly demanding and ensures that learners will have met the year group objectives before the end of the year. • Expectations are high with learners knowing what they are expected to have achieved by the end of the lesson. Teachers have a good understanding of the context of the learners and have made adjustments to the learning accordingly. • Teachers use effective strategies that match most pupils' individual needs so they learn well across the curriculum. 	
Subject Knowledge – relevant for the age group taught	
<ul style="list-style-type: none"> • Teachers have a secure knowledge of the subjects they teach which was effective in delivering the curriculum in line with the National Curriculum. Teachers in most subjects and key stages use their well-developed subject knowledge and their accurate assessment of pupils prior skills, knowledge and understanding to plan effectively and set challenging tasks. • Teachers demonstrate a good degree of subject knowledge when framing and answering questions. • Teaching assistants are deployed well and provide excellent support for all learners. Pupils with SEN are well supported, resulting in their progress being good. • Teachers use effective resources to stimulate excitement about the subject and are able to move away from the planned lesson to deepen the understanding of all learners. • Teaching methods are varied to capture the interest of individual learners. • The balance between practise and consolidation and providing opportunities for deep learning, especially for more able pupils, is more evident and providing a platform for developing scholastic excellence. 	
Assessment – On Going	
<ul style="list-style-type: none"> • The school's processes for assessment of learning are robust with internal moderation of teacher assessment informing pupil attainment which is tracked and analysed to identify any underachievement in reading, writing and mathematics. This informs the intervention provision map. • Assessment for learning procedures are being consistently applied in all lessons leading to this area being one of the school's strengths. All staff are aware of the need to share learning intentions and this is something that is done consistently. • Teachers' planning shows clear learning objectives, assessment for learning and identifies support for learning of different groups of pupils. As a result all groups of pupils make good progress from their starting points. As a result of the wide variety of interventions throughout the school and quality of input, pupils' rates of progress are accelerated and underachievement addressed. 	<ul style="list-style-type: none"> • Teachers need to become more secure in the use of Target tracker in the foundation subjects (phase 2) as a formative assessment tool to inform next steps in planning. • Ensure that our assessment systems effectively enhance pupils' learning through accurate identification of both

<ul style="list-style-type: none"> • Teachers identify and address misconceptions during the lesson and use them positively as a learning opportunity for all. • Assessment information is being used well to inform planning. Learners can describe what they need to do next in order to improve. • In 2017 we have introduced termly aged standardized testing materials (PIRA/GPS/PUMA tests) • From this, the data will be analyzed so that children and vulnerable groups that are not on track to make age related expectations are identified and targeted appropriately. 	<p>pupils' attainment and their learning needs.</p> <ul style="list-style-type: none"> • Through the development of moderation groups across local schools and within school teachers will increase their knowledge of the achievements of their children.
Assessment – for planning appropriately	
<ul style="list-style-type: none"> • Assessment systems are secure and are used effectively by teachers to target learning activities. • As a result of development of the school's data systems teachers access and use pupil level data to refine pupil targets and challenges. • Senior leaders hold teachers accountable for pupil progress through regular pupil progress meetings and through the teacher appraisal process. • As a result teachers have a sophisticated and well-evidenced understanding of their classes. They use secure assessments and measures of progress to target underachieving groups within their classes. The school's rich data set is used effectively to drive learning. Teachers use this information to target interventions for children of all abilities. • Pupil progress data are used to determine and evaluate timely and time-limited deployment of additional staff support through well-targeted interventions. Teaching assistants are very well trained and are highly effective in improving learning for children. • Teachers ensure that learners acquire new knowledge and can talk about it with others. In addition, teachers make sure that pupils make very good use of their literacy, numeracy and ICT skills to improve their learning in other subjects. • Teachers expect that pupils can explain what they have learnt, what they need to learn next and why. • Pupils are helped to understand that problems might have alternative outcomes and can explain to others what these might be. There is an expectation that they begin to recognise which skills they need to develop in order to be more successful. • Pupils are also helped to understand that skills can be transferred to other situations and are beginning to do this. 	<ul style="list-style-type: none"> • We need to evaluate the procedures we use for planning to ensure that we meet the end of key stage expectations in by the end of key stages.
Feedback and Questioning	
<ul style="list-style-type: none"> • Teachers know their children well, use questioning effectively and tell learners clearly how well they have done and what they need to do next to improve. All teaching is successfully centred on meeting the needs of learners as individuals. 	<ul style="list-style-type: none"> • We need to secure consistently good and outstanding practice in our

<ul style="list-style-type: none"> • Teachers demonstrate effective subject knowledge to deliver the content of the curriculum and challenge children. Questioning is effective in developing pupils' understanding across a range of subjects. • Feedback expectations are increasingly well embedded, with time and effort invested by teachers. • Learners make good use of the feedback they receive to help them work on the next area of learning, resulting in their progress being good. Information from assessment is used well to set tasks that are matched to groups of pupils' prior attainment. • Teachers demonstrate a good degree of subject knowledge when framing and answering questions. • Questions tease out most pupils' understanding, so that the teacher is aware of the degree at which most pupils are secure. 	<p>feedback, ensuring all staff follow school policy at all times.</p> <ul style="list-style-type: none"> • Pupils use this feedback well and know what to do to improve and make gains in their learning across subjects.
Basic skills – English, mathematics and being an active member of British Society	
<ul style="list-style-type: none"> • Teachers consider the level of pupils' basic skills, giving attention to the changes within the National Curriculum, where pupils are expected to improve their skill levels on a year-by-year basis. • Learners have confidence in communicating their understanding when it is related to English or mathematical activities. • Spoken language activities underpin writing activities which complement the development of reading. • Children make thoughtful and responsible comments as a result of being introduced to a range of moral dilemmas through the JIGSAW programme, within the curriculum and during collective worship. • Balanced arguments reflect the fact that learners can set out different viewpoints before coming to a personal conclusion. This is demonstrated clearly by Public Speaking classes and the debate team. • There are many opportunities provided for learners to follow their own lines of enquiry. • British values underpin much of our work and tolerance and respect are taught throughout the curriculum. Pupils are reflective about their own beliefs and considerate to the beliefs of others which enable them to participate fully and positively in a multicultural, democratic society. 	
Motivation and Enthusiasm of Pupils	
<ul style="list-style-type: none"> • The children know that in order to succeed they need to work hard, and they know in specific terms which areas of the curriculum they need to improve in. This is due to the school working tirelessly to raise the aspirations of all of its children and it succeeds in doing this. • Teachers and pupils are provided with a wide range of quality resources which are culturally relevant. • As the cultural lives of most of the children are minimal, the school provides a wide range of resources which enhances the pupil's appreciation of the arts through, theatre visits, art galleries, professionals in school, concerts etc. 	<ul style="list-style-type: none"> • We need to ensure that all our learners consistently have a thirst for knowledge and a love of learning. • We need to ensure that our pupils are taking more responsibility for their learning across all subjects.

- An extensive range of enrichment activities are provided for pupils to enhance learning, raise aspirations and meet the needs of all learners. The school ensures that no child's learning is compromised through the lack of access to resources. We provide a homework club, internet access club, Easter school etc.
- As a result of good teaching and well-targeted resources children are engaged, resilient and successful learners.

“All children are encouraged to succeed. Teachers and pupils all take risks to step out of their comfort zones. All children show great perseverance skills. A great school to work in. You should all be extremely proud!”

Paul Simpson (Little Big Mouth Production- CPD)

Engagement with Parents

- Parents and carers support Church events and other celebrations in school by attending and contributing.
- The school's engagement with parents is a key strength of our work, particularly with the hard to reach parents. This has developed through the use of electronic newsletters, text messaging service, Twitter feed, Facebook page, school website, parent workshops, drop-in sessions, teachers on the playground before school and the library being open after school.
- Over 90% attendance at parents' evening (non-attenders caught up afterwards resulting in 100%)
- Easter school, which is every well attended by our pupils through the constant support from our parents.
- The Pupil Well-being coordinator (PWBC) engages well with parents resulting in them feeling comfortable and seeking advice.
- Between 20-30 parents attend Friday's Golden Worship every week.
- Parent and toddler group is well supported with over 15 parents and their children attending each week.
- The weekly parent groups (Urdu speaking group and parenting group) are well attended.
- Parent workshops, led by a specialist community support officer, also take place termly with a focus on maths and reading.
- All charity events are strongly supported by parents.
- The 'Big Dig' was very well attended by a group of gardening parents.
- As a result of a comprehensive programme of parents workshops parents are now confident to engage with school through volunteering and working in classrooms which has resulted in their children benefitting from their increased knowledge of teaching and learning.

- We need to maintain existing good practice and continue to look for new ways of further engaging parents, especially the effective work we already have for those who are hard to reach.

<ul style="list-style-type: none"> • The school is well regarded by its parents and enjoys a well-deserved reputation locally. • The school places a high priority on seeking the views of learners, parents/carers and other stakeholders. • Parents concerns are treated seriously and dealt with sensitively in order to resolve the issue. Meetings are held with appropriate staff, including the Headteacher, until the matter is dealt with to everyone's satisfaction. The Headteacher is available and around school to listen to parents' views. • Parents are made aware of the sex education policy and have the opportunity to comment on the way in which the whole process of sex education is taught by the school. The school plans to run a safety week in January 2017 and address many issues with parents, children and staff around Hate Crime, homophobia, sexual abuse and grooming, internet safety and work with local services such as fire and police. 	
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PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE	
Personal Development, Behaviour and Welfare are outstanding because...	To remain outstanding we need to...
Attitudes	
<ul style="list-style-type: none"> • Pupils are extremely confident and have positive attitudes to learning. They respond enthusiastically to efforts made by staff to make the delivery of the curriculum interesting and stimulating. They overwhelmingly enjoy coming to school. A quote from the recent parent questionnaires was, "This school has such dedicated teachers and staff. My child has so many opportunities to learn and extend himself. All of my children attended this school and they all thrive from the excellent work here. The school has helped us understand the constant changes in the curriculum." Feb 2016 • The school has high expectations of courtesy and manners and pupils take a pride in themselves and their school. Pupils have impeccable conduct. Adults model courtesy and consistently expect children to respond politely. • The school is a harmonious, multicultural Christian community where people get on well together, care for one and other and learn well to respect other faiths and cultures. The success in this aspect of the school's work has ensured that learners have a strong understanding of their rights and responsibilities and of those of others. • The behaviour of pupils is outstanding. Typically, pupils are polite, friendly and very considerate of each other. They are well motivated, settle to work quickly and enjoy all the school has to offer. Pupils discuss and debate issues and show respect for others points of views. 	<ul style="list-style-type: none"> • We need to ensure that pupils' learning behaviours have a greater impact on their outcomes in lessons, resulting in higher levels of achievement over time.

- Pupils are very proud of their school. Pupils pride in the school is shown by their excellent manners, conduct and punctuality. They play an active role in the school and relish the opportunities to take on new roles and responsibilities.
- Relationships throughout the school are secure and effective. Pupils are kind and courteous to adults and each other. The playground is a safe, harmonious place because pupils have plenty to do, with a wide range of activities and play equipment.
- Observations of pupils around school show that most are trustworthy and polite. The vast majority of children know what outstanding behaviour is. They pride themselves in knowing what is and what is not acceptable.
- There is a strong emphasis on good manners throughout the school. All pupils understand the behaviour expected and the way to achieve this.
- Older pupils take very good care of the younger ones and those pupils that have been given responsibility carry out their role sensibly.
- The school takes swift and effective action in the case of discrimination and reports such matters formally to the local authority. There are very few such incidents.
- Pupils have an excellent understanding of online safety and the dangers of inappropriate use of mobile technology and social networking.
- All pupils to consistently display a thirst for knowledge and a love of learning.

“Excellent staff, my older kids miss it and younger one loves it.”

Shazia Abbas (parent)

Behaviour Management

- Behaviour in lessons is very good. Children know and understand the consequences of their actions. There is a scaled approach to sanctions and the children know and understand this and respond positively to it. The children were involved in making decisions about the behaviour policy. Learning time is never lost as a result of poor behaviour.
- Around the school behaviour is also very good. The school has gone to considerable lengths to provide activities at lunchtime. The expectations of the children are very high in terms of behaviour and the children respond very positively to this.
- The children behave particularly well towards visitors and there are very many positive comments to support this.
- The school has clear rules and codes of conduct, the need for which children understand which results in a very low level of formal sanctions and very well behaved children.

- Continue to develop strategies to improve all pupils' learning behaviours so this impacts on progress across the curriculum.

- The school deals effectively with a small number of pupils with behavioural or emotional difficulties, and the incidents of poor behaviour are few.
- Pupils are very appreciative and are keen to attend the myriad of clubs on offer which supports the development of their confidence and self-esteem.
- The school successfully helps pupils to become active and responsible members of the school community.
- Social and interpersonal skills are taught well in Foundation Stage and across the school. Good opportunities are provided for learners to work and collaborate with others.
- The school employs a full time Emotional Literacy Support Assistant who under the supervision of the CAMHS team, works with children on a one to one basis or in small groups.

Bullying

- There is zero tolerance towards racism and bullying resulting in learners showing high levels of respect for one another with staff acting as good role models. Children demonstrate care for each other and are compassionate to those who are hurt or upset. All of this is reflected in the very positive ethos of the school, which is a strength.
- As a result of the consistent approach to the school's anti-bullying policy and the involvement in activities such as anti-bullying week, the children feel that issues will be dealt with quickly and effectively and have confidence in the school. School strives to prevent all forms of bullying. Records show that incidences of bullying are low and are dealt with effectively.
- The school has 'Zero Tolerance' of racial abuse. Such issues are always tackled immediately with a view to changing attitudes rather than in terms of punitive responses.
- Pupils are clear that bullying is rare, although they are knowledgeable about the forms this can take, such as cyber-bullying or prejudicial name calling.
- They have clear strategies for combating any minor problems and have confidence in the adults to help them where necessary. Bullying in all its forms are rare and are dealt with highly effectively.
- Our pupils tell us that they know which adult at school they can turn to if they feel scared or in trouble and they know they will be listened to.
- The school takes any reports of bullying seriously and responds swiftly. Parents are kept fully informed at all times.

"This school deals with any cases of bullying effectively. (Bullying includes persistent name-calling persistent name calling, cyber, racist and homophobic bullying)."

150 out of 162 parents/Carers strongly agree or agree.
(Parent/Carers Questionnaire Responses)

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and parents agree.

"My child feels safe at this school."

160 out of 162 parents/Carers strongly agree or agree.

(Parent/Carers Questionnaire Responses.)

- The children are very aware of Online Safety matters and there are low incidences of cyber bullying as a result of the school's Online Safety Policy and the contract between the school and parents and pupils. Online Safety is incorporated into the computing scheme of work and all policy documents.
- The only concerns about safety expressed by parents have been concerning the parking at the end of the day. In general the parents feel that the school provides a safe and secure environment.
- The school ensures that the children know and understand unsafe situations outside of school. The Fire Brigade and Police Service works closely with the school.
- The JIGSAW curriculum promotes many topics to promote safety such as Healthy Me.
- The children recently won the Bechell Award for Safety out of 44 schools nationally (Feb 2016).
- All staff receive regular 'Prevent' training and this is implemented across the curriculum.
- The school takes part in Online Safety day each year and Online Safety workshops are well attended by parents. Children take part in regular Online Safety lessons.
- Designated children hold the title of E-Cadets and wear a badge to identify them to other children around school. Their role is to offer support around Online Safety and pass concerns to class teachers if necessary. This is in addition to teachers taking overall responsibility for Online Safety.

<ul style="list-style-type: none"> As a result, pupils feel safe at school and understand how to keep themselves safe. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. We are confident that children, age related, would be able to point out any potential hazard within the school grounds and also in their immediate environment. In addition, they would know how to behave appropriately in different areas. 	
Attendance and Punctuality	
<ul style="list-style-type: none"> Pupils enjoy coming to school, as reflected in the improvement in attendance, which is broadly in line with national average at 95.7%. School leaders work hard to encourage regular attendance and reduce any unnecessary absences. The school makes use of positive strategies and enforces sanctions when necessary. Walking bus and breakfast club is offered to low attenders or late comers. The number of extended holidays have diminished particularly in the light of the enforcement of the local authority policy. Punctuality and attendance continues to improve as a result of 'TimeBeaters' and the 'Attendance' award. As a result of effective behaviour management, permanent and fixed term exclusions are rare and early intervention from outside agencies or the pupil well-being coordinator, ELSA (emotional literacy support assistant) ensure that pupils feel listened and recurrence is rare, if at all. The school is compliant with all LA procedures for requests for leave of absence and implements the GB policy of nil absences. The school conducts comprehensive home visits to address any attendance issues. Attendance of any pupils who have previously had high rates of absence are showing marked and sustained improvement. The school works closely with the LA EWO and holds half termly meetings. When required, the Pupil well-being Coordinator and Assistant Headteacher conduct home visits. 	

EFFECTIVENESS of LEADERSHIP AND MANAGEMENT

Effectiveness of Leadership and Management is good because...	To be outstanding we need to...
Vision and Ambition – Culture of High Expectation	
<ul style="list-style-type: none"> Leaders and Governors are committed to consistently improve outcomes for all pupils and have implemented robust systems to ensure that all pupils can make substantial and sustained progress. 	<ul style="list-style-type: none"> The leadership team is aware of the need to move standards to a position of being

<ul style="list-style-type: none"> • Leadership and management is good because it leads to secure, happy, thriving children that attain at least national expectations and make good progress across school. Their spiritual and moral development is at least good. Contribution to the wider community by pupils is extensive and positive. "Ethos in school, pupil attitudes, behaviour and improved attendance alongside improving results suggest that pupils achieve well and enjoy learning." • There is a clear vision for improvement that is rooted in a fine analysis of the strengths and weaknesses of the school, and this is shared with the staff. Members of staff are very knowledgeable of the vision and strategies for improvement and are involved in robust self-evaluation. Subject Leaders evaluate effectively and plan improvements in the light of the overall vision for improvement. Budgets are closely linked with priorities for development. • The school has adopted an internal consistencies booklet which ensures a consistent approach to teaching and learning policies across school. As a result of these policies such as the marking and feedback is well embedded across school. In addition school is in the early stages of linking all data and tracking information to target tracker. • School leaders have tackled inconsistencies and have made good progress which is demonstrated in the improved profile of teaching over time. • There is clarity of vision shared by the SLT and governors together with a strong commitment to high standards from all staff. • As a result of dynamic leadership, the school has proudly gained the Regional Apple Training Centre accreditation and is an Inspire Advocate school. • The school is fully involved in the Teaching School Alliance and leads on CPD and currently has four Specialist Leaders of Education. These teachers support other schools in the local authority and also are involved in Initial Teacher Training. 	<p>consistently above national average in reading.</p>
<p>Self Evaluation</p>	
<ul style="list-style-type: none"> • Robust self-evaluation results in the school's constant drive to improve outcomes for pupils and never accepting less than best. Consequently, staff are responsive to the challenges of the school and approach improvement in a positive spirit. • Leaders at all levels have improved the quality of teaching and learning through completing joint observations, planning with colleagues and modelling lessons. Rigorous monitoring, especially related to pupils' outcomes on both a long and short term, has resulted in improved teaching, learning and assessment being used effectively to provide appropriate learning for all. • The headteacher, governors and leadership team have a secure overview of the school strengths and areas for development, based on an effective strategy for self-evaluation and they ensure that these are incorporated in the School Improvement Plan. • There is an effective focus on raising standards within the improvement plan, giving particular attention to different groups of pupils, especially those deemed to be vulnerable. 	<ul style="list-style-type: none"> • We need to ensure that we are consistent in our use of self-evaluation and have sound knowledge of using the new Ofsted Common Inspection Framework and supporting documentation to help us make judgements.

<ul style="list-style-type: none"> • Any underperformance identified in the schools self-evaluation strategy is addressed appropriately. • Staff reflect on their practice and debate how they teach in their team meetings. They are involved in their own professional development and are willing to take risks to improve their skills as a teacher. • School has had a comprehensive programme of CPD. 	
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Impact on Teaching, Learning and Assessment

<ul style="list-style-type: none"> • Leaders have a monitoring timetable which is used to thoroughly evaluate teaching and learning and the quality of pupils' experiences which leads to actions and timely intervention which improves outcomes for pupils. • As a result of rigorous teacher appraisal, areas for development are identified and linked to improving outcomes for children. In addition, professional development is closely linked to school improvement. • Governors are committed to an extensive, well-focused CPD programme resulting in highly skilled staff that improve outcomes for pupils. • Planning, teaching and learning are monitored and evaluated robustly. There is scrutiny of pupils' work, data analysis, pupil discussion and lesson observations with feedback given to staff and as a result teaching and learning are becoming increasingly well managed however we are aware that there is variation in the school. The SLT have a key practical role in moving these standards upwards through the monitoring, coaching and mentoring in which they engage in order to establish change and improvement and they are having a positive impact. • Teachers have clear and challenging targets for improving their performance, which focus on pupils' achievement and teachers' wider responsibilities across the school. They know what constitutes good teaching practice and how their pay progresses only when their targets are met. • Pupils' learning experiences across a range of subjects are varied and memorable, particularly in the arts, public speaking, iPad work and sports. The school provides a wide array of enrichment activities. • Equality of opportunity is promoted at all times and any discrimination is tackled well. The school tailors carefully and effectively the support for those pupils who benefit from additional funding in order to raise their achievement. • The school has good plans in place and is using the primary school sport funding effectively. Staff are able to develop their skills alongside sports specialists to help sustain new activities. • The leadership team has a very accurate view of children's backgrounds and knows how best to meet the needs of the groups of children in its care. • Pupil premium is focused on closing the gaps across school via an additional teacher; support staff as well as additional resources such as a homework club. 	<ul style="list-style-type: none"> • We need to sustain the level of challenge is right for pupils, taking full account of the issues of deep learning. • Provide opportunities for children to explore statements at a greater depth. Ensure learning is deep before moving children on.
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Governance

<ul style="list-style-type: none"> • Governors use their skills, knowledge and experience to hold senior leaders to account for the quality of teaching and pupils' progress and have an accurate understanding of these aspects. Governors undertake training to enhance the skills relevant to their responsibilities. They are provided with a wealth of data about the school's performance to inform themselves of pupils' standards and progress achieved. They are thorough in ensuring that promotion up the salary scale is justified by staff performance and results. Members of the governing body consider carefully how best to use the pupil premium funding. They check regularly that use of this extra spending is justified by the results arising from the work of the additional staff employed with this money, and that eligible pupils are making the progress intended. • Governors have a knowledge of the strengths and areas for development in the quality of teaching based on first hand visits to school and comprehensive and clear information provided to them. They understand the School Improvement priorities. • As a result of governors constant drive to improve their leadership and challenge to the school they have engaged the services of a financial advisor and a school improvement service to support their work. This has resulted in governors having a wider understanding of school performance. • The governing body meets regularly and carries out its statutory duties efficiently. School holds certification of Financial Management of Systems in Schools (FMSIS). • Governors take advantage of training opportunities provided and the training log is updated. • The school has had a review of governance in July 2017. 	<ul style="list-style-type: none"> • Implement the action plan from the governance review
Curricular impact, including SMSCD	
<ul style="list-style-type: none"> • The curriculum is broad and balanced and meets all the National Curriculum requirements. • The school's curriculum is well organised, imaginative and provides good opportunities for learning for all groups of pupils. • The curriculum provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development. The principles of British values are inherent in what we do. The religious nature of our school helps in this respect but do give a great deal of attention to aspects of fairness; tolerance, especially of others' views and show pride and respect for being part of British society. • Throughout the school there are effective opportunities for all children, including those with SEN, to be taught skills related to each subject. • School leaders ensure the curriculum is well managed and tailored to meet pupils' needs. Key literacy and numeracy skills are developed across the whole curriculum. Pupils have opportunities to discuss national and international events from a moral and social viewpoint and to learn about different traditions and cultures. These opportunities add much to the pupils' spiritual, moral social and cultural development and awareness. 	

<ul style="list-style-type: none"> The role of subject leaders is well developed and results in clear self-evaluation and identification of next steps. Some subject leaders have taken part in leadership programmes and have gone on to more senior roles. The curriculum supports the pupils' acquisition of basic skills, therefore improving standards in reading, writing and maths by the end of all key stages. 	
Safeguarding	
<ul style="list-style-type: none"> The school's arrangements for safeguarding pupils are highly effective. Leaders have created vigilance where pupils' welfare is actively noted. Safer practice in recruitment is reflected at every stage of the recruitment process, vetting checks on intended new appointees, particularly identity and qualification checks, DBS checks and right to work in England checks. The staff is trained to ensure that they provide high quality support for all pupils. Any learners at risk are identified early and effective arrangements put in place to keep them engaged. The school has policies and procedures to ensure pupil safeguarding. These are known to all staff and there is clear management responsibility in relation to child protection, including relevant designated staff. The single central record is in place and regularly monitored and updated. Records of any racist, sexist and homophobic incidents are kept and reported to governors. The school leadership is rigorous in ensuring that the well-being of pupils is central to its thinking. We keep abreast of new procedures and requirements related to safeguarding issues. <p><i>"It was great to work with children and staff who were so up for everything. Credit to you, they had more knowledge that some of the school children and staff we see and it was obvious that you take Safeguarding very seriously."</i></p> <p style="text-align: right;"><i>Jan and Janice (Child line)</i></p>	<ul style="list-style-type: none"> Continuously review and evaluate existing practice to ensure consistency and effectiveness. Ensure any new staff or governors are fully aware of policies and practice.

EARLY YEARS PROVISION

EARLY YEARS PROVISION	
The effectiveness of the Early Years provision is outstanding because:	To remain outstanding...
Progress	
<ul style="list-style-type: none"> Our early assessments on entry show the majority of pupils are attaining well below expected level for their age. From starting points, most children in early years make considerably strong progress. The percentage of children achieving a good level of development was 59% in 2015 and this rose to 73% in 2016 which reflects the high quality teaching and provision in our setting. This was above 	<ul style="list-style-type: none"> Continue to maintain and develop the % of children achieving a GLD to continuously compare favorably with and exceed national.

<p>national for the first time and shows improvement over time in standards by the end of EY, despite consistently low starting points for children. In 2017 GLD has shown a slight decrease at 67%.</p> <ul style="list-style-type: none"> • 67% of SEN children (4/6) gained GLD in 2017. • PSE and maths had the highest percentage expected or exceeding and we still need to improve other areas to continue to compare favourably or exceed national, particularly art and design. • At the end of Reception we aim for all children other than those with cognitive developmental delay to attain a Good Level of Development. Socio-economic challenges faced by pupils can often impact on progress. • All adults have high expectations of pupils based on accurate assessment of pupil's skills, knowledge and understanding when they join the school. • Moderation in July 2017, showed that all areas of the EYFS were verified. <p><i>“Debra Welsby, is an excellent leader and very passionate about her roles and responsibilities.”</i> <i>Glyns Lees (SEO and Educational Consultant)</i></p>	
Groups	
<ul style="list-style-type: none"> • Assessment of pupils is accurate and based on high quality observations. We constantly track the progress of all our children against key statements of the Prime and Specific areas of learning. • In addition, the learning journals aid our analysis of the progress being made. • Pupil groupings remain fluid and are reviewed and adapted where required. • The class teacher identifies groups of children in danger of not achieving the ELG and designs a programme of study to support and facilitate pupil progress. • Early Years staff hold weekly meetings to evaluate the provision offered and to discuss pupil progress and identify changes needed to close the gaps in learning. • Provision for all areas of learning is effectively planned based on sharply focused assessments of children's prior achievements. 	<ul style="list-style-type: none"> • Pupils need to continue to receive quality adult interactions in order to challenge them even more.
Curriculum and Environment	
<ul style="list-style-type: none"> • Planning is thorough and is child centered and takes account of the wide range of abilities across the setting. Highly challenging activities are provided from which children can choose free flow between the inside and outside learning environments. • Our children benefit from varied and imaginative experiences that meet their needs exceedingly well. As each new experience is introduced, the teachers model, alongside other adults, the language, play and learning they expect. 	<ul style="list-style-type: none"> • Continue develop our highly stimulating environment and strong curriculum which provides rich, varies and imaginative experiences.

<ul style="list-style-type: none"> This is so that expectations are as high when the children are accessing continuous provision and teaching groups with the support staff. Each area of continuous provision has guidance for all adults in terms of questions and vocabulary that will challenge each ability level. 	
Teaching	
<ul style="list-style-type: none"> The quality of interactions between adults and children are of a consistent quality. This supports accelerated learning. Teaching is consistently of a very high quality and is highly responsive to the needs of the children. 	
Assessment	
<ul style="list-style-type: none"> Learning opportunities are well planned and based on accurate assessments and observations carried out by all our staff. 	<ul style="list-style-type: none"> Ensure practitioners continue to use regular and precise assessments of pupil's learning and development (through the new system of Target Tracker) to plan activities that are suitably challenging for all pupils.
Learning	
<ul style="list-style-type: none"> The relationships between staff and pupils and pupil to pupil is strong. There is both a real warmth and buzz to our Early Years setting. Children are encouraged to develop their learning through adult directed activities, child directed activities and independent learning opportunities. Activities are challenging and stimulating and there a variety of opportunities for varied, rich and imaginative learning evident within the setting. 	
Behaviour	
<ul style="list-style-type: none"> Children settle quickly into the routines of school and display positive attitudes at work and play. We are extremely successful in quickly fostering high levels of self-control, co-operation and respect so that the unit is harmonious and incidents of inappropriate behaviour are rare. We use the outdoor area well to allow the children to make safe choices with support e.g. how to lift, carry and build with large objects. 	
Safety	
<ul style="list-style-type: none"> In addition to aspects outlined in the rest of the SES: 	

<ul style="list-style-type: none"> • Our child protection procedures are robust and rigorously followed so that children thrive in our EY setting. We work with other professionals to keep them safe. • All adults working in the Early Years area are rigorously scrutinised through DBS checks. • All medicines that we handle are done within the guidance set out by the DFE and our own LA. • All aspects related to Online Safety are carefully monitored and adjustments are also made to support Online Safety in general. • Children are only released to nominated adults at the end of the school day. 	
Parents and Carers	
<ul style="list-style-type: none"> • We know that for most of our families, formal and informal communication is effective and even the 'hard to reach' parents are engaged. 100% attendance at a recent reading meeting is evidence of this. (Those who didn't attend the first meeting were contacted and strongly encouraged to attend a second meeting with the incentive of their child's reading book being available to collect resulted in this excellent attendance.) 	