



# **School Self-Evaluation**

*A summary*

2019

SECTIONS	SUMMARY EVALUATION	
<p><b>INTRODUCTION</b> School context - key features</p>	<ul style="list-style-type: none"> <li>We are a highly regarded 3-form entry junior school with a good reputation in the local area</li> <li>We have 381 children on roll split into 12 classes</li> <li>Portway Infant is the main feeder school with additional pupils coming from other local schools</li> <li>Parents of the school are very supportive with 100% saying they would recommend the school to other parents. Our pupils also speak highly of the school and are proud to be a part of it.</li> <li>We pride ourselves on having a friendly and welcoming approach and visitors often comment on this.</li> <li>We are proud of our inclusivity and are one of the first schools in Hampshire to create an Inclusion Team who work across both Portway Infant and Junior schools. This team supports a range of pupils and their families and includes our own Family Support Worker, Inclusion Support Worker and award winning nurture group.</li> <li>We are a larger than average school with a lower than average number of pupils entitled to Free School meals and slightly higher than average number of pupils with SEN.</li> <li>We have 43 (11%) pupils on the SEN register, including 3 children with EHCPs.</li> <li>In line with other schools locally, we have a less than average number of pupils from other ethnic backgrounds whose first language is not English.</li> <li>Parental engagement is good with the vast majority of parents attending parents' evenings, Challenge Evenings and Start the Year meetings etc. Parents are also supportive through volunteering in school and on school trips and encouraging their children to become resilient.</li> </ul>	
<p><b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b> Key priorities identified through school evaluation.</p>	<ul style="list-style-type: none"> <li>To continue to improve the quality of teaching and learning so that all groups of pupils achieve well</li> <li>To continue to improve the personal development, behaviour and welfare.</li> <li>To continue to develop the leadership and management of the school.</li> <li>To improve pupils' outcomes by raising standards and improving progress.</li> <li>To continue to develop the learning environment to support and inspire learning.</li> </ul>	
<p><b>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</b> Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed</p> <p>Previous Inspection date: March 2015</p> <p>Overall Judgement: 2</p>	<p><b>Key Issue</b></p> <p>To improve teaching so that more pupils achieve results at the higher levels &amp; make better progress in writing by:</p> <ul style="list-style-type: none"> <li>Ensuring teachers' expectations of pupils' writing are as high in other subjects as they are in English.</li> <li>Making sure that teachers consistently give pupils advice about how to improve their spelling, grammar &amp; punctuation.</li> </ul>	<p><b>Progress since 2015 OfSTED</b></p> <ul style="list-style-type: none"> <li>Tracking of progress – working with the English manager within school as well as with outside agencies.</li> <li>Moderation – regular moderation of writing across the school &amp; with infant &amp; secondary schools, as well as other junior schools to ensure accurate transition. Staff member trained as a County Moderator. Our own statutory county moderation took place in 2017 &amp; agreed with our judgements.</li> <li>Marking – identifies targets, focuses on 'next steps' &amp; involves pupils in the process.</li> <li>Expectations – of progress within a year &amp; across the Key Stage are clear &amp; all staff are aware of the end of KS2 criteria.</li> <li>Training – for LSAs in grammar, spelling, phonics &amp; questioning, enabling them to support groups effectively.</li> <li>There has been particular impact on GDS writing.</li> </ul>
<p><i>OfSTED criteria</i></p>	<p><b>Previous Ofsted judgement: 2</b></p>	<p><b>Our judgement: 2</b></p>
<p><b>LEADERSHIP AND MANAGEMENT</b> How well leaders demonstrate ambition, vision, high expectations, improve teaching &amp; learning, progress &amp; attainment, curriculum, extracurricular activities, CPD, sustain improvement. Effectiveness of governors &amp; commitment to their own development, promoting equality, effectiveness of safeguarding. How well pupils are prepared for life in modern Britain, SMSC, sports funding &amp; Pupil Premium use.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Strong leadership and very good relationships throughout the school. All leaders are united in the sole aim of raising expectations. Evident in the emerging clear leadership in each year group &amp; innovative teaching ideas implemented, as well as a wider accountability for standards &amp; progress. LLP reports give detail of this. The quality of teaching has improved and staff have been enabled to develop this through formal feedback &amp; supportive professional relationships.</li> <li>Pupils have opportunities to learn through a cross-curricular approach; making links between subjects &amp; applying skills to all areas of learning.</li> <li>The governing body is increasingly confident in challenging the leadership team to achieve more. They are highly committed, supportive and regularly scrutinise school targets, effective financial management, best value and aspirational performance management for the Headteacher. A named governor has responsibility for safeguarding, carrying out a termly check on the Single Central Record. A named governor has responsibility for carrying out half-termly health and safety inspections. Both work with a member of the SLT.</li> <li>Safeguarding is rigorous &amp; training is held regularly – there are 3 DSLs on staff. The CPOMS system is used effectively &amp; communicates important &amp; sensitive information to all. Staff new to the school during the academic year receive safeguarding training as part of their induction process.</li> <li>Good relationships with parents &amp; carers with all in the school committed to open communication based on mutual respect.</li> <li>The school is a significant partner in the local community – strong links with industry (Stannah, The Lights); the Headteacher is the Chair of the Andover Area Partnership for Learning. The school has close relationships with the local SCITT for whom we provide training in maths, science &amp; behaviour management. The recent SCITT OfSTED rated provision as 'good'. The report made specific mention of the quality of the maths training we provide and its impact on students.</li> <li>Pupil Premium spending is effective and its impact is closely linked to the school's strategic plan.</li> <li>Use of the sports premium is strong with the previous OfSTED inspection noting that pupils are successfully engaged in a wide variety of sports &amp; competitive events. There are close relationships with the local secondary school to provide this.</li> <li>Performance management is rigorous at all levels &amp; targets are a mixture of whole school priorities &amp; individual professional development.</li> <li>2015 OfSTED was very positive about promotion of British Values &amp; SMSC &amp; the Prevent Strategy is shared. The last LA Health &amp; Safety inspection was very positive.</li> </ul>	<p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>To ensure all leaders are having an impact on pupils' attainment and progress across the curriculum.</li> <li>To ensure the links between the strategic plan, self-evaluation and assessment calendar are improved.</li> <li>Staff demonstrate a healthy work-life balance &amp; positive well-being.</li> <li>Governors continue to be better equipped to keep the school to account.</li> <li>Continue to review the budget and staffing to ensure best value.</li> </ul>
	<p><b>Results from 2018 Parent Survey</b></p>	
	<ul style="list-style-type: none"> <li>100% agree/strongly agree (78% strongly agreed) with the statement 'the school ensures my child is well looked after.'</li> <li>100% agree/strongly agree (81% strongly agree) with the statement 'The school is led and managed well.'</li> <li>100% agree/strongly agree (83% strongly agree) with the statement 'I/we would recommend the school to another parent.'</li> </ul>	

<p><i>OfSTED criteria</i></p> <p><b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b> High expectations of pupils esp. disadvantaged &amp; the most able. Staff have secure understanding &amp; communicate detailed curriculum knowledge. Assessment info is used to plan appropriately, enable good progress &amp; identify pupils falling behind. Parental engagement. Equal opportunity &amp; diversity recognised. English &amp; maths &amp; necessary skills to be an economically active citizen are promoted through T&amp;L</p>	<p><b>Previous Ofsted judgement: 2</b></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Quality of teaching has significantly improved. &amp; the teaching of writing continues to be good. The 2015 OfSTED &amp; 2017, 2018 &amp; 2019 LLP reports support this view. Regular moderation in school &amp; with other schools indicates we are making progress with this.</li> <li>Effective feedback strategies have improved pupils' learning &amp; have reduced written feedback in favour of immediate verbal feedback 'in the moment'. This means that the large majority of pupils understand what they need to do in order to improve. Developing a robust assessment &amp; tracking system to identify &amp; support all pupils, esp. key vulnerable groups &amp; those who fall behind. Regular pupil progress meetings discuss all pupils' progress but also identify the disadvantaged, SEND, most able &amp; how any barriers to learning can be overcome.</li> <li>Teaching is enriched through off-site visits, residential visits &amp; a wide range of visitors. The community &amp; local environment are used to promote learning &amp; real-life contexts. ArtsMark Silver has been achieved &amp; work towards ArtsMark Gold has begun.</li> <li>Flexible approaches to teaching &amp; AfL are explored in order to meet the needs of individual pupils. The role of the LSA is included in this to support &amp; extend pupils in maths &amp; English. Impact of this is reported in the 2019 LLP report.</li> <li>Provision for SEND pupils has been reviewed &amp; developed by the new SENDCo. E.g. termly review meetings with parents, class teacher &amp; SENDCo, the 'plan, do, review' approach to interventions &amp; improved tracking &amp; monitoring of SEND pupils.</li> <li>Improving teaching &amp; learning for disadvantaged pupils &amp; includes the DHT meeting each disadvantaged pupil for a termly review. We are also exploring coaching support for disadvantaged pupils through TLG (Transforming Lives for Good).</li> <li>SMSC is good &amp; is seen in pupils' supportive attitudes &amp; through the work of the School Council, Eco Group, Sports Captains &amp; Playleaders. The School Council make a significant contribution to the school, have &amp; were instrumental in writing the vision statement.</li> <li>Little evidence of discrimination &amp; a range of diverse cultures are shared in assemblies &amp; learning opportunities. Reports of bullying are rare &amp;, any that arise, are dealt with swiftly &amp; investigated fully.</li> </ul>	<p><b>Our judgement: 2</b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>Continue to ensure that teacher's feedback to and questioning of pupils impacts on pupils' learning.</li> <li>Teaching and learning is more flexible &amp; responsive to the needs of pupils &amp; impacts positively on achievement.</li> <li>Ensure the new tracking system is easy to use &amp; has an impact on pupils' progress.</li> </ul> <p><b>Results from 2018 Parent Survey</b></p> <ul style="list-style-type: none"> <li>99% agree/strongly agree (68% strongly agreed) with the statement 'my child is making good progress.'</li> </ul>
<p><i>OfSTED criteria</i></p> <p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> Including behaviour in lessons &amp; around the school, attendance &amp; punctuality, persistent absence, rates of &amp; reasons for exclusions. Case studies of individuals referred to the LA incl. pupils with SEND, LAC &amp; medical needs. Pupils' attitudes towards each other, how well protected from bullying, views of pupils/parents</p>	<p><b>Previous Ofsted judgement: 2</b></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Pupils enjoy coming to school and show a positive attitude towards their learning &amp; understand well the need to be resilient &amp; kind.</li> <li>The Family Support &amp; Inclusion Support Workers, employed between the infant and junior schools, are strengths of the schools &amp; identify &amp; meets pupils' needs successfully. The impact of the FSW is seen in improved attendance rates, incl. disadvantaged pupils &amp; she has excellent relationships with a range of families. Impact of the ISW role is seen in reduced exclusion rates &amp; provision of specialised support for pupils with social communication difficulties.</li> <li>Tortuga – the nurture group – caters effectively for pupils' well-being &amp; enables pupils with social communication difficulties to integrate fully in school life. In 2017 Tortuga achieved the Nurture Group Quality Award for its very strong work. Our work in Forest Schools means that pupils with social communication difficulties are able to apply key skills in a nature setting &amp; consider their own behaviours in terms of risk-benefit.</li> <li>The behaviour of the vast majority of pupils is consistently good &amp; the 2015 OFSTED &amp; LLP reports evidence this through pupils' thoughtful &amp; respectful treatment of each other, staff &amp; visitors to the school.</li> <li>The clear behaviour system is consistent &amp; effective for the vast majority of pupils. However there are a small number of pupils who demonstrate very challenging behaviour &amp; some temporary exclusions were made. Since then, close work with parents, Hampshire Behaviour Support Team, Educational Psychology as well as employing Play &amp; Occupational Therapists has supported these pupils well. Formal supervision has also been provided for closely involved staff. As a result of these actions, there have been no exclusions since March '18.</li> </ul>	<p><b>Our judgement: 2</b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>There are fewer instances of challenging behaviour &amp; fewer exclusions.</li> <li>Pupils continue to be resilient when facing challenges, both personal &amp; academic.</li> <li>All pupils have access to activities that are designed to promote positive well-being.</li> <li>The School Council lead &amp; complete a fundraising project; the school's Vision Statement is reviewed &amp; updated.</li> <li>Pupils recognize their role as part of the school &amp; its wider community.</li> </ul> <p><b>Results from 2018 Parent Survey</b></p> <ul style="list-style-type: none"> <li>99% agree/strongly agree (70% strongly) with the statement 'My child feels safe in school.'</li> <li>98% agree/strongly agree (74% strongly) with the statement 'The school ensures pupils are well behaved.'</li> <li>97% agree/strongly agree (61% strongly) with the statement 'The school deals effectively with bullying when it happens.'</li> </ul>
<p><i>OfSTED criteria</i></p> <p><b>OUTCOMES</b> Attainment, progress and the quality of learning for individuals, different groups, from different starting points. Particularly SEN, disadvantaged &amp; most able pupils. Key skills development across curriculum</p>	<p><b>Previous Ofsted judgement: 2</b></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Attainment is better than the national average for reading, writing &amp; maths combined (66% at EXS &amp; 14% at GDS) &amp; has been the case for the last 3 years. In 2018 pupils also achieved better than all pupils nationally at GDS in all subjects combined.</li> <li>School calculations from prior attainment, show progress in reading &amp; maths to be average &amp; progress in writing to be below average. In reading &amp; maths the average scaled score was above national average &amp;, despite the writing assessment being lower than national, more pupils attained greater depth in their writing. Writing results are not comparable to those of previous years.</li> <li>SEND pupils made significantly less progress than all other pupils in the school. 74% of these had middle or high prior attainment from KS1 despite being on the SEN register for learning needs. 63% had specific or moderate learning difficulties, compared to only 33% nationally.</li> <li>Disadvantaged pupils made less progress but 56% also had significant SEND needs. Disadvantaged pupils without SEND needs achieved better than all other pupils in the school. It is unusual to have so many disadvantaged children with SEND needs.</li> </ul>	<p><b>Our judgement: 2</b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>The attainment gap between SEND pupils and non-SEND pupils is narrowed.</li> <li>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is narrowed.</li> <li>Termly data drops for reading, writing &amp; maths show that an increasing number of pupils, in each year group, are working at ARE &amp;, where appropriate, GDS.</li> <li>Reviewed curriculum plans make pupils' learning &amp; progress clear; topics are exciting &amp; motivate pupils to learn.</li> <li>Achieve ArtsMark Gold</li> </ul> <p><b>Results from 2018 Parent Survey</b></p> <ul style="list-style-type: none"> <li>99% agree/strongly agree (68% strongly agreed) with the statement 'my child is making good progress.'</li> </ul>

<p><i>OfSTED criteria</i></p> <p><b>OVERALL EFFECTIVENESS</b> Including promotion of SMSC &amp; British Values. Educational provision that meets the needs of the range of pupils incl. SEN &amp; pupils with disabilities. What is it like to be a pupil in our school?</p>	<p><b>Previous Ofsted judgement: 2</b></p> <ul style="list-style-type: none"> <li>The quality of teaching, learning and assessment is good</li> <li>Personal development, behaviour and welfare in the school is good with elements of outstanding</li> <li>Outcomes for pupils are good overall</li> <li>The quality of leadership and management is good.</li> </ul> <p>There is effective provision for pupils' spiritual, moral, social and cultural development:</p> <ul style="list-style-type: none"> <li>Through assemblies and the PSHE and RE curriculums, pupils are encouraged to be reflective about their own beliefs and show respect for different people's faiths, cultures, feelings &amp; values.</li> <li>The curriculum is designed to be inspirational &amp; creative &amp; make the best use of themed days, visits and visitors &amp; traditional &amp; current issues such as the General Election, Remembrance Day &amp; Guy Fawkes Night.</li> <li>Through assemblies, P4C sessions &amp; consistent expectations to make good behaviour choices, pupils are encouraged to reflect on the consequences of their actions &amp; improve the choices they make.</li> <li>The values of a democratic society &amp; the concept of 'fair play' are promoted through School Council &amp; Sports Captains elections &amp; sporting competitions which take place in a range of local &amp; county facilities.</li> <li>A wide range of artistic, musical and sporting experiences are offered through the curriculum and through after-school activities, which include friendly competitions &amp; both formal &amp; informal performances.</li> <li>Pupils engage in and take responsibility for a wide range of fund-raising activities for school, local, national &amp; international charities.</li> </ul>	<p><b>Our judgement: 2</b></p>
--	---	--------------------------------

**Curriculum:** Using the National Curriculum as a basis, we believe in providing opportunities for pupils to learn through a cross-curricular approach; making links between subjects & applying skills to all areas of learning. We want our pupils to become confident, independent, & resilient life-long learners & offer a curriculum that is planned to inspire, challenge & engage pupils of all abilities. We have high expectations & our curriculum is designed to:

- Provide first-hand experiences & creative opportunities
- Develop key skills such as speaking & listening, resilience, empathy, collaboration, critical thinking, research & enquiry, computing & the ability to make good choices.
- Build on pupils' prior learning, prepare them for the next stage of learning & for the diverse & technological work in which they will be living & working.
- Promote the importance of good health, exercise & well-being.

Termly year group leaflets & Knowledge Organisers are sent home throughout the year to inform parents of the term's learning. These can be accessed from the school's website.

### Teacher's Performance Management



Alongside colleagues across the school, reflect on teaching and learning and explore opportunities for a more flexible approach to learning. This will include:

**1**

- Using AfL to determine appropriate pitch and challenge for all pupils, including the vulnerable. (The right stuff for the right kids at the right time.)
- High expectations for all – a 'no excuses' culture.
- Developing the role of all adults in the classroom
- Ensuring that no child is overlooked or left behind, especially those with SEND

To have a clear understanding of age-related expectations for pupils in maths, reading and writing. This will include:

**2**

- Identifying pupils who are meeting these expectations
- Identifying pupils who are not on track to meet these expectations and provide support to work towards age-related expectations by the end of the year.
- Increase the % of pupils in class/group who achieve ARE (when compared to previous year.)

A third target for all, linked to a subject / aspect / phase management.

**3**



### Portway Junior School – Strategic Plan Priorities 2018-2020



What are we working on?

1 To develop the leadership and management of the school.	→	1.1 Develop quality of leadership and management across the school	1.2 Embed robust systems for self-evaluation & improvement planning	1.3 Explore opportunities to promote staff wellbeing	1.4 Continue to develop high levels of governance to provide appropriate support & challenge.	1.5 Continue to review budget & staffing to ensure best value.
2 To improve the quality of teaching, learning and assessment.	→	2.1 Improve the teaching of and provision for SEN pupils.	2.2 Improve the teaching of and provision for disadvantaged pupils.	2.3 Continue to improve the effectiveness of feedback and questioning	2.4 Further explore flexible teaching and learning strategies.	2.5 Develop the effectiveness of assessment and tracking to ensure impact on pupils.
3 To improve the personal development, behaviour and welfare of pupils.	→	3.1 Evaluate and further develop behaviour strategies throughout the school.	3.2 Continue to develop growth mindset & P4C to further develop pupils' resilience	3.3 Explore ways to promote and boost pupil wellbeing	3.4 Challenge the school council to review the school's vision statement and plan for school fundraising Project playground	3.5 Raise the profile of SMSC to encourage pupils to become caring & active citizens in school & society.
4 To improve pupils' outcomes by raising standards & improving progress.	→	4.1 Improve standards of attainment and rates of progress in writing.	4.2 Improve standards of attainment and rates of progress in reading.	4.3 Improve standards of attainment and rates of progress in maths.	4.4 Improve teaching & learning in the humanities subjects across the school.	4.5 Continue Artsmark application and raise the profile of the arts.
5 To continue to develop the learning environment to support and inspire learning.	→	5.1 Improve and enhance the facilities available in the playground	5.2 Ensure the condition of school building is maintained.	5.3 Continue to ensure that health and safety remains a high priority.	5.4 Develop and improve the school libraries to further inspire reading.	5.5 Consider how facilities for the arts can be further improved.