

# Mill Lane Primary School

*Learning through hard work, friendship and fun.*



## Self Evaluation Form

September 2016

## The overall effectiveness of the school

### Is good because:

- **Leadership and management** is good because a culture of mutual respect exists within which high expectations are embedded. Self evaluation and monitoring is in place to enhance and progress learning through a comprehensive school development plan. Pupil's spiritual, moral, social and cultural development is at the heart of everything we do.
- **The quality of teaching, learning and assessment** is good because teachers know their pupils very well, identify then meet their needs on an individual basis. Pupils are actively encouraged, through an effective marking and feedback policy, to engage with and take responsibility for their own learning.
- **Personal development, behaviour and welfare** are good because the school recognises the needs of its own population and actively promotes the positive values that build a strong community. Behaviour is generally good and pupils who fall below the expected standards of behaviour are supported to enable them to manage their own feelings.
- **Outcomes for pupils** are good because pupils are well prepared for the next stage of their lives. Throughout their time at Mill Lane most pupils make good progress to such an extent that, from a very low starting point, the majority of pupils make at least expected progress and achieve in line with the national average in reading, writing and maths.

# School Context

Type of School	Primary
Category	Community
Age Range of pupils	3-11
Number on roll	174
Chair of Governing body	Hava Farooq
Headteacher	Christine Barlow
Date of previous OFSTED inspection	May 2012

Characteristics (Taken from RAISE October 2015)	School Value	National
Percentage Girls	52	49
% of pupils known to be eligible for free school meals	25.3	26
% of pupils from minority ethnic Groups	60.8	30.7
% of pupils first language not/believed not English	42.9	19.5
% Stability	84.9	85.9
School deprivation Indicator	0.24	0.24

## Our School

Mill Lane Primary School is a smaller than average school on the edge of Batley town centre.

The school has changed in its socio demographic profile as the make up of the local community has changed and continues to change. An increase in the availability of affordable social housing coupled with an increase in immigrants from eastern Europe has widened the ethnic make up of the school.

Mobility continues to be high as families move in and out of the area. This can have an adverse impact on attendance as families remain on roll after they have moved house and left the school.

Relatively high levels of mobility can also impact upon learning and behaviour which we effectively address on an ongoing basis; the impact of high mobility is exacerbated by being a small school. In a typical class up to 6 pupils may arrive or leave within the school year.

Developing spoken English remains a high priority for the school. Those for whom English is spoken as an additional language make up a large proportion of the school community and the challenges increase as the variety of languages changes over time.

Many children enter school with impoverished language and poor social skills again, reinforcing the need for developing appropriate spoken language.

The school places great emphasis on developing social and emotional skills in a nurturing and warm environment to enable children to develop as well rounded and empathetic members of society.

Small class sizes coupled with a growing school population mean we have had to organise some of our children into larger mixed age group classes. This can bring with it the challenge of broken friendship groups which we manage carefully and actively support.

Small cohort sizes can lead to significant variability in academic results. The challenge here is to identify areas of focus based on results over time rather than reacting to what may be a cohort specific issue.

## The overall effectiveness of the school is good

### The effectiveness of leadership and management

#### Is good because:

- Leaders set high expectations of pupils and staff. All groups of pupils are invested in and one of the benefits of being a small school is that each pupil can have their specific needs met on a daily basis.
- Very positive relationships between all members of the school community encourage, model and celebrate respect.
- Effective self evaluation and improvement planning enable judicious allocation of our limited resources to maximise pupil outcomes.
- Outcomes for pupils are good even though there exists fluctuations between cohorts.
- Governors hold senior leaders to account through effective questioning of the head teacher at governing body meetings and committee meetings.
- The curriculum is broad, balanced and reflects the local needs of the school population. Much emphasis has been placed upon widening pupils' experiences to help develop their understanding of the wider world and developing their personal resilience.
- Continuing professional development is focused and effective and linked to the needs of both individuals and the school - all staff have access to weekly training to address immediate training needs.
- The spiritual, moral, social and cultural development of pupils is embedded within everyday practice and the school's culture. However, a concerted effort is being made to improve this further through the use of focused assembly time and whole class circle time and PHSCE. Fundamental British values are also well embedded within school life but, again, a focus is being placed upon this through effective curriculum planning.
- Safeguarding is very effective. An advantage of being a small school is that information can and is shared quickly and effectively. Concerns are reported as soon as they are felt and dealt with in a timely manner. 93% of parents said their child felt safe at school (Parent View).

#### To become Outstanding

- Enable new staff to share the vision of excellence which is embedded with more established staff.
- Develop the role of governors, including those new to the role, so that they feel more confident and able in challenging senior leaders and identify how that challenge will be managed within school.
- Enhance pupils spiritual, moral, social and cultural experiences through assembly time and effective curriculum planning.

#### SDP for 2016-2017

- To further develop internal assessment to ensure rigour and consistency exist throughout school.

## The overall effectiveness of the school is good

### The quality of teaching, learning and assessment

#### Is good because:

- All inadequate teaching has been eradicated. Teaching that requires improvement is dealt with immediately through challenge and support.
- The school invests to ensure pupils develop functional literacy skills as quickly as possible in order to support them in becoming independent learners.
- Pupils who fall behind are identified swiftly and their needs met in a variety of ways - in class by the teacher, through written feedback in books, through appropriate and specific targets and through the use of targeted interventions.
- Pupils learn in a positive yet challenging environment. Expectations are high but pupils know that it is safe to make mistakes.
- Marking and feedback are good. Teachers mark work with the specific intent of enabling pupils to improve. Pupils respond to marking in a way that furthers their learning.
- All teachers have performance management targets linked to whole school development, pupil progress and personal CPD—this is in line with Career Stage Expectations. Leaders have targets linked to their responsibilities. Teaching assistants are beginning to take responsibility for their own career and professional development through a process that is mutually supportive.
- CPD for all staff is linked to their own self improvement and supports whole school development; this can be personal CPD or whole school..
- 96% of parents said they believed their children were making good progress (Parent View).
- Extensive internal and external moderation, including LA moderation, takes place to both ratify data and improve skills of staff to use Assessment for Learning to inform planning and close gaps for pupils.
- We buy in expertise as needed to enhance the provision for pupils and contribute to CPD for staff.
- Restorative Practice is fundamental to all aspects of school life and equips pupils with the skills to work with positive attitudes, have little fear of failure and support their peers in their learning.

#### To become Outstanding

- Teachers new to Mill Lane need to be supported and trained in applying the marking and feedback policy.
- Further develop the extent to which pupils apply literacy and numeracy skills across the curriculum.

#### SDP for 2016-2017

- To further develop internal assessment to ensure rigour and consistency exist throughout school.
- To identify opportunities for teaching reading across the curriculum and develop ways in which to identify assessment opportunities and record evidence to support teacher judgement.
- To enable pupils to be more effective learners by developing their personal resilience.
- To increase the percentage of pupils reaching age related expectations in writing and maths throughout school and by the end of key stage two.

## The overall effectiveness of the school is good

### Personal development, behaviour and welfare

#### Is good because:

- The majority of pupils are confident and enthusiastic learners who are proud of their achievements and willing to support their peers.
- The widespread use of Restorative Practices within school enables pupils to resolve their differences between themselves in an objective and mature fashion—this is achieved through the use of peer mediators but also through a shared culture and understanding.
- Pupils readily engage with the wider world and understand the ways they may fit into it in the future—they are able to recognise the role their education plays in this future.
- Where pupils are identified as struggling to maintain the usually high standards of behaviour, support is put in place to enable them to develop resilience and emotional intelligence.
- The school has a very open culture where negative behaviour and language is challenged on an ongoing basis.
- Personal health and safety are regularly discussed as part of the curriculum and through assemblies—pupils know how to stay safe in life and on line as is appropriate to their age.
- External audits of both safeguarding and health and safety have shown the school to have safe and effective practices.
- The most recent pupil survey shows that 100% of pupils from years R to 6 feel safe at school and 98% said the adults in school cared about them.
- Incidences of bullying are rare and are dealt with swiftly and effectively.
- The majority of pupils arrive at school on time and ready to learn enabling them to have a positive start to the school day.
- The majority of pupils attend school regularly—attendance from September 2015 to 22nd April 2016 is at 96.84% for all pupils; 97% for those pupils in receipt of pupil premium and 96.8% for pupils not in receipt of pupil premium.

#### To become Outstanding

- To improve punctuality to maximise learning for all pupils.
- To continue to support pupils whose behaviour falls below the desired standard to enable them to manage their own feelings and so behave in a socially appropriate manner.
- To improve attendance for the minority of pupils whose attendance falls below 96%.

#### SDP for 2016-2017

- To enable pupils to be more effective learners by developing their personal resilience.

## Key Stage 1 Results for 2015-2016

<b>Key Stage 1 Results 2016</b>			
<b>% of pupils achieving age related expectations*</b>			
		2015	2016
Reading	School	74	59
	National	82	
	Difference	-8	
Writing	School	61	50
	National	72	
	Difference	-11	
Maths	School	70	50
	National	82	
	Difference	-12	
Spelling, Punctuation & Grammar	School	Not assessed until 2016	55
	National		
	Difference		

Data for year 2015 relates to assessment using levels. Although a direct comparison cannot be made due to changes in the national curriculum and assessment methods the data has been included for interest.

Age related expectations for 2015 has been taken as children achieving a level 2b or above.

For 2016 the government's guidance has been used to assess whether a child is at the expected standard for their age.

<b>Key Stage 1 Phonic Results 2015 (%)</b>				
		2014	2015	2016
Reading	School	85	76	67
	National	74	77	
	Difference	+11	-1	

# Key Stage 2 Results for 2015-2016

ATTAINMENT – WHERE CHILDREN ENDED UP		
	Mill Lane % pupils achieving ARE*	% Pupils nationally achieving ARE*
<b>Reading</b>	82	66
<b>Writing</b>	47	74
<b>Maths</b>	76	70
<b>Combined R,W &amp; M</b>	47	53
<b>SPAG**</b>	82	72

\*ARE – Age Related Expectations

\*\*SPAG – Spelling, Punctuation & Grammar

## Scaled Scores

SCALED SCORES		
	Mill Lane pupils	Pupils nationally
<b>Reading</b>	107	103
<b>Writing</b>	No data as tests not taken for writing.	
<b>Maths</b>	106	103
<b>SPAG</b>	111	104

All year 6 pupils sat tests in reading, maths and grammar, spelling & punctuation. Each score was converted to a “scaled score” which means that 100 was average and above 100 was above average and below 100 was below average. Any child achieving a scaled score of above 110 was deemed to have achieved a “high score”. The table below shows the average scaled score for Mill Lane when compared to the rest of the country.

## Progress

ACHIEVEMENT/PROGRESS		
	Mill Lane pupils	Floor Standard (all 3 needed)
<b>Reading</b>	+4.3	More than -5
<b>Writing</b>	-3.7	More than -7
<b>Maths</b>	+2.8	More than -5

This table shows that in reading and maths Mill Lane pupils made better progress than their peers (who had been assessed at similar levels in year 2) and, in our case, the positive difference is significant. In writing we made less good progress than similar pupils but the progress we made was good enough for us to meet floor standards (see below).

### Floor Standard

There are two ways a school can be above floor standard; if 65% or above of the cohort achieve the expected standard in reading, writing and maths OR if progress scores are at least -5 (reading), -5 (maths) and -7 (writing).



## The overall effectiveness of the school is good

### Outcomes for pupils

#### Is good because:

- Pupils in EYFS make good progress from their low starting points - current year 1 entered nursery with only 26% of pupils being assessed as being at age related expectations (ARE); 52% of the same cohort achieved a good level of development (GLD) on exit from reception.
- Pupils make good progress during their time in key stage 1. Although the demands of the national curriculum have changed and assessment is no longer a “best fit” approach Mill Lane still achieved good results: 59% achieving ARE in reading, 55% achieving ARE in SPAG and 50% achieving ARE in writing and maths.
- Key stage 2 results again show good progress over time. Data for 2015-2016 is affected by changes to both the national curriculum and assessment methods but school is pleased with both attainment and achievement. Floor standard was exceeded based on progress and we strive to improve performance in achievement.
- Scaled scores show that pupils at Mill Lane performed better than their peers nationally.
- Comparison between this year’s results and last year’s would not be prudent due to the changes outlined above.
- Comparison of groups is unwise in such a small cohort (16 pupils) where each child accounts for 6.25% (1 pupil has been excluded from internal data due to them being new to the UK and not appearing in finalised data).
- It is worthy of note that all pupils who achieved ARE in year 2 (taken as 2b+) maintained that in year 6.
- In writing 2 pupils were assessed as being at ARE in year 2 but not so 6.
- Progress from year 2 to year 6 was above floor standard and significantly so in reading and maths - we strive to improve this picture for writing.
- Progress for disadvantaged pupils in 2016 was good. There were only 3 pupils in this groups so maintaining confidentiality is crucial but 2/3 achieved ARE in reading, maths and SPAG. In year 2 only one child achieved ARE in maths and no children in this group achieved ARE in any other subject. Significant external factors affected the performance of this group.
- Local high schools report that pupils from Mill Lane arrive ready for the next stage of their learning with a positive and resilient attitude.

#### To become Outstanding

- Implement the school development plan in full to ensure ALL pupils achieve their potential and progress throughout school is consistent and strong.

## The overall effectiveness of the school is good

### Effectiveness of the early years provision

#### Is good because:

- Recent and effective self evaluation has enabled a thorough review of provision and practice leading to the separation of nursery and reception—this will enable better targeted provision and assessment leading to improvement in outcomes.
- Pupils needs are identified through effective and early assessment with appropriate provision being put in place at either whole class, small group or individual level.
- The Early Years is a safe environment with risk being assessed on an ongoing basis.
- Teaching is at least good throughout Early Years with much evidence of outstanding practice.
- All staff in Early Years, regardless of job role, are involved in planning meetings and are involved in action planning for the future.
- CPD is integral to the development of both reception and nursery as it is informed by the needs of the pupils and, therefore, the required provisions.
- Parents are becoming increasingly involved in the Early Years through initial assessment of new children via home visits, regular contact with staff each morning and the use of email to send images of pupils at home into school.
- Many children enter Early Years working at levels below that expected for their age, Despite this staff still have very high expectations and ensure provision within the each class moves children towards where they should be.
- On entry many children do not exhibit appropriate social and emotional skills which can lead to behaviour below the standard we would accept. Through an ongoing programme of modelling and talking (based on restorative practices) behaviour improves over the time children are in the unit.
- Alongside the need for developing socially appropriate behaviour in the Early Years there exists the need for developing appropriate language—appropriate to age and environment. Many children enter the unit with little or impoverished language and so this forms the basis of much provision within the unit.
- The curriculum is broad and balanced and excites the children - this can be seen every day in the unit. To improve outcomes for all learners in nursery and reception by developing highly targeted learning opportunities To improve outcomes for all learners in nursery and reception by developing highly targeted learning opportunities

#### To become Outstanding

- Continue to evaluate provision and practice leading to the creation and implementation of an action plan to improve outcomes for pupils.
- Develop a curriculum that widens pupils knowledge and is based on their own interests.
- Ensure available data is used to inform all decision making where appropriate and relevant.

#### SDP for 2016-2017

- To improve outcomes for all learners in nursery and reception by developing highly targeted learning opportunities