



School Self-Evaluation Form 2016-17 (01/06/17)

Overall effectiveness: GOOD

Evidence: This is an improving school.

Leadership and management, teaching, learning and assessment and the effectiveness of Early Years are all good. Personal development, behaviour and welfare are also good. We value the education of the whole child and consider our nurturing approach to be a real strength. Our spiritual and moral development is outstanding.

The progress children make in the Early Years is good, based on a very low entry level.

Our Key Stage 2 outcomes for pupils demonstrate improvement. 2016 was our most successful year yet and maths (an Ofsted improvement requirement) well above national average. However, we recognise relative underachievement in Key Stage 1, particularly phonics, which is now the focus of school improvement with considerable strength and expertise now present in the Key Stage 2 teaching team.

Our academy is a real family community where every child is valued and celebrated. We take great pride in our school and our learners.

Areas for Improvement:

- To improve the attainment of children by the end of Key Stage 1.
- To improve our year 1 provision, developing a responsive curriculum to the interests of our children.
- To raise the phonics screening outcome to at least national average.
- To improve pupil outcomes in writing throughout the school by establishing Talk for Writing and monitoring its impact closely.
- To close the gaps, especially in Early Years and Key Stage 1, to ensure all disadvantaged pupils make similar progress as their peers.

Context

Description of school

- St Mary's Academy is a C of E, VA, primary school located in rural Suffolk adjacent to 2 large American airbases.
- The school converted to Single Academy status in September 2011 and expanded from First to Primary in 2012, resulting in a protracted period of pupil number growth and staff turnover.
- There are 419 on roll in 14 classes (EY - 60, KS1 - 120, KS2 - 238) (NOR 420).
- The school is a mix of old and new buildings. Grounds include a field, kitchen and quiet gardens, separate EY playground and a variety of play areas.

Pupil Characteristics

- Each year our EY baseline test identify significant numbers of children who enter school below expectations.
- Children are predominately White/British. There are 21 pupils with EAL, 10 LAC/Post LAC, 2 traveller and 20 Service children (US Forces).
- We have 4 children with EHCP, 25 (7%) on the SEN register with a further 30 (6%) receiving additional support. 23 pupils receive Speech and Language support.
- 101 (24%) of pupils are in receipt of Pupil Premium and we have 41 (9%) FSM.
- 30 vulnerable children (including 4 TAC, 3 CIN, 8 LAC)
- School deprivation indicator is below national at 0.12 (national average 0.21) (RAISEonline 2016 p.59)

Staffing Overview:

- 1 Principal, 1 Deputy Principal, SENCo
- 17 teachers – 14 full time and 3 part time. In 2015-16 we recruited 6 NQTs who all passed their induction year. One left to relocate, so we currently have 5 RQTs and one NQT in Year 1.
- In Year 2 we have a teacher undertaking the Straight to Teaching programme from November 2016. She is being supported by an experienced and highly skilled teaching team.

Historically, recruitment in the Mildenhall area has been challenging and the school has suffered from high levels of staff turnover. For example, 75% of the teachers who have taught the current Y6 cohort since Early Years have left. The school began the 2015 academic year with 8 new teachers, 6 of whom were NQTs, 1 experienced and one 1 long term supply in one Year 2 class (this class made weak progress as a result and are currently a concern). Compared to other schools locally, we are fortunate to be fully staffed, predominantly due to our relationship with the Faculty of Education, Cambridge.

Effectiveness of Leadership and Management: GOOD

Strengths:

A feature of St Mary's is our focus on developing leadership capacity in all our teachers. Leadership opportunities are nurtured and encouraged which has led to a development of staff strengths and shared expertise across the school.

The senior leadership team works with the principal effectively and is driving improvement (Ofsted 2015). HMI (2016) stated that our capable leadership team have done much to continue to improve the school having prioritised specific areas for focused improvement. The implementation of an additional Teaching and Learning Group has added capacity to this drive towards good outcomes for all pupils. This group, composed of key phase and subject leaders, focuses on the Academy Development Plan and subject action plans which are then refined and prioritised for rapid school improvement.

In 2015-16 we had a high proportion of NQTs (6 in total). We prioritised CPD for all, and implemented an NQT support programme through a new link with CASSA (local teaching alliance). This year, CASSA are providing a specific RQT programme to continue supporting and developing these teachers. Teacher mobility continues to challenge the school however, turnover has reduced and is managed effectively, including generating teachers from own staff.

CPD is available for anyone who wishes to improve their subject knowledge. This is not just reserved for English and Maths. For example, quality CPD has been provided to develop science, PE, RE, and music.

Our curriculum is enquiry led, engaging, relevant, thought provoking and regularly reviewed. This year, with 5 RQTS, developing subject leadership is a high priority.

Ofsted (2015) identified attainment in maths and reading at the end of KS2 as requiring improvement. As a result, the capacity of the maths team was enhanced through the addition of an outstanding RQT. In addition there has been greater investment in maths CPD this year which has resulted in Key Stage 2 attainment in maths being 10% above National Average. KS2 reading is also above national average. We have developed a partnership with Sharing Parenting to develop reading support to parents through Reading Cafes.

The school promotes staff professional development and CPD opportunities are available for all staff. In house training is tailored to meet the school priorities. We have qualified in-house trainers for safeguarding, school-safe and e-safety. A coaching culture is currently being developed so all can learn from each other. To increase the amount of outstanding practice, teachers observe outstanding colleagues and colleagues with an area of strength or expertise. One teacher is completing the Outstanding Teacher Programme, the Deputy NPQH, Phase leader middle management training, Maths lead MaST and the Early Years leader is completing the inspired to Lead National Leadership Programme.

We monitor progress half termly and ensure any pupils at risk of falling behind receive additional support. SLT communicate with the Governing Body where pupil progress reports are shared and senior leaders challenged and held to account, through the Standards and Curriculum Committee and full Governing Body meetings. This has led to Governors having a full understanding of the quality of education taking place throughout the school, particularly for different groups. Governor monitoring weeks with a focus on pupil voice have also fed into this increased understanding. Safeguarding is effective with annual audit completed Feb 17. Pastoral support is provided through our highly skilled Family Support Team.

SMSC development is a real strength – we are a SIAMS rated outstanding Church school. Our current Deputy is working with the ConnectED teaching school alliance to use her expertise to develop SMSC themed lesson packs to be used across Suffolk.

The Governing Body continue to explore MAT options with the Diocese and local schools.

Prudent fiscal policies and careful budget monitoring ensures the Academy is financially viable, well administered and the learning environment well maintained.

Points for improvement from last inspection	Action and Impact
<i>Subject leaders check more carefully on the progress made by different groups of pupils</i>	All groups tracked rigorously by subject leaders. Reports to SLT and Governors.
<i>Leaders encourage teachers to demonstrate that they have met their personal targets to improve the impact their teaching has on pupils' achievement</i>	Performance management cycle includes frequent feedback from line managers. Coaching cycle enables all to work on personal targets and learn from each other. CPP tracked
<i>Parents are helped to understand in detail how well their child is doing in the key areas of learning.</i>	A variety of progress reports shared with parents throughout the last academic year. Parents invited into classrooms through 'open classes' regularly.

Areas for Improvement:

- Continue to monitor RQTs throughout the year and provide focussed CPD
- Develop further the role of subject leaders
- Explore Multi Academy Trust options and further links with Teaching Schools
- Maintain staff recruitment to ensure the school is able to rise to future recruitment challenges and plan for succession

The quality of teaching, learning and assessment: GOOD

Strengths: The school has a comprehensive and rigorous monitoring programme. Support and evaluation of teaching and learning happens through regular classroom drop ins, observations, discussions with children (Time for Talk) and monitoring of books and pupil outcomes. To ensure teachers maintain a high standard of teaching, teachers follow the detailed and ambitious non-negotiables established by SLT regularly monitored by SLT, governors and external improvement partners. Teachers plan inspiring activities that harness the enthusiasm of pupils so that they want to learn. Teachers demonstrate good subject knowledge which challenges and supports pupils ensuring they make progress in lessons as evidenced in the quality of work and progress in books.

Lesson observations indicate that teachers question effectively. This questioning enables teachers to check pupil's understanding but encourages 'deeper thinking'. Teachers pitch questions effectively to raise the thinking challenge, target specific students or groups within the class. This keeps our learning active and allows time for children to think, share their ideas and learn from each other. Children are taught how to ask their own questions and will frequently use 'I wonder...'. The school teaches through planned 'inspirations.' These inspirations are based on the enquiry cycle, are question led, and are planned to include SMSC development.

The school uses bar modelling and Singapore based Maths No Problem (Y4 and 6) as a method of teaching mathematical skills by encouraging problem solving in a visual way. To raise standards in writing, the 'Talk for Writing' approach has been adopted. Plans are in place to embed 'Talk for Writing' in maths and across all areas of the curriculum. Each pupils progress in writing is displayed on classroom writing walls and in pupil writing journals. Early Years and Key Stage 1 use the 'Read Write Inc. Phonics Programme' for teaching reading, writing and spelling. This year has been more rigorous with teachers using highly skilled teaching assistants to deliver one to one interventions and additional support in the afternoon as an immediate response to difficulties identified in morning RWI sessions.

Rigorous assessment procedures are embedded in school practice and impact positively on outcomes for pupils. The school has revised its feedback and marking policy in response to research from the Education Endowment Foundation - EEF. As a result, immediate feedback has been identified as having the highest impact and teachers now prioritise this in lessons where they can be seen circulating round working the room to ensure all pupils are given high quality feedback at the point of learning. Verbal feedback promotes deeper thinking and swiftly addresses any misconceptions during lesson time. Pupils are trained to improve their work. They respond positively to feedback and appropriate time is given for them to reflect on, edit and adapt their work. Marking is meaningful, manageable and motivating. We believe in doing less, but doing it better. A Growth Mindset approach has been fostered throughout the school to help learners think about their own learning more explicitly. This was recommended by the EEF as a self-regulation approach with high impact, especially amongst low achieving pupils whose attitudes in some year groups were identified as a barrier to learning. As a result the vast majority of our pupils are not afraid to make mistakes; they see them as a useful and necessary way to learn. The school's aim is to build the growth mindset of all pupils to avoid the fixed mindset which results in them falling short of their potential. We aim for all our children to understand the power of the word 'yet,' which is celebrated in collective worship and supported by displays across the school.

The school is committed to ensuring that teaching assistants have high impact on the progress of all pupils. This is the focus of the Deputy's NPQH in school project. Currently a full programme of support and challenge is in place to increase the percentage of teaching assistants working at a high level of involvement through the school day.

Our high quality classroom and corridor displays are a real strength of our school environment. They demonstrate our ambition for every child; they encourage children to value and be proud of their work and achievements. Our displays inform, celebrate and enhance learning. Visitors comment on the outstanding quality of the displays that help to create a stimulating, vibrant and thought provoking learning environment. Teachers set home learning in line with the school's policy. Parents/careers are informed on the progress of their child on a termly basis through parents evenings, open classes and sent home reports. Current targets are shared and advice given on how they can support learning at home. We are currently engaging parents with reading through the development of a 'reading café' in partnership with other local schools and a local parenting support organisation (Sharing Parenting).

Points for improvement from last inspection

Teachers do not always check on how well pupils are doing part way through the lesson and help those making slower progress to develop their skills more effectively.

Misconceptions or gaps in pupils' knowledge are not always sorted out successfully and so a few pupils are not ready for the next lesson

Action and Impact

Feedback Policy revised. Teachers 'work the room' to identify errors and misconceptions which are immediately addressed through mini plenaries or one to one support.

In house CPD has focussed on identifying misconceptions. Teaching Assistants deployed to close gaps in pupils' knowledge in the afternoon as an immediate feedback response.

Areas for Improvement:

To increase the amount of outstanding practice across the school through further development of a coaching culture and optional staff tutorials

To improve the teaching of reading, particularly in Key Stage 1, including phonics and writing by fully embedding Talk for Writing across the school

Personal development, behaviour and welfare: GOOD

Strengths: The 2015 outstanding SIAMS report stated that St Mary's is a nurturing and inclusive family community which is rooted in Christian values and supportive of all, regardless of faith background. We are committed to going 'the extra mile' for our children and each other and have developed expertise through our SMSC focus and nurture support work to support our vulnerable children and families. The additional support we provide through our Family Support Practitioners, and full time SENCO is also evidence of this commitment.

We recognise that behaviour management in the local area is challenging and the school is taking a community lead in behaviour management. The school hosted a cluster behaviour management conference, works with the local police (particularly on internet safety) and invested in staff training (e-safety, schoolSafe and safeguarding as well as social media and associated parent internet workshops). The behaviour policy centred on the Christian values of forgiveness, compassion and restoration is embedded into daily school life. Pupils are clear about the definition of unacceptable behaviour and its consequences. Behaviour routines and expectations are established through the school: high expectations are evident throughout lessons. Rewards and opportunities for celebrations are exploited thoroughly. The behaviour policy includes detailed consequences for unacceptable behaviour, with children given reflection time and opportunities to make amends for any poor choices or mistakes. Incidences of poor behaviour are logged in the incident log and pupils reflect on their actions and guaranteed a fresh start. However, where necessary appropriate consequences are followed through and the school has undertaken one permanent exclusion this academic year. Staff have undergone extensive schoolsafe and behavioural training this academic year.

Leaders have identified strategies to promote good attendance with children and families. The Academy works closely with the local EWO to follow up cases of low attendance. 2015-16 attendance was around the national figure at 95.67%. SEN attendance is good at 96.04% and LAC at 97.5%. Our aim is for 96% overall attendance this academic year.

Children are encouraged to take pride in their appearance and be proud when wearing the St Mary's logo. Year 6 pupils have the opportunity to wear their own year group black sweatshirts to make them feel special and encourage them to set an example to the rest of the school through their mature attitude to school and learning.

The entire school community gathers for collective worship three times a week with key stage and class assemblies taking place on the remaining days. Assemblies are themed to promote the academy's core values and celebrate achievements together. A group of year 5 pupils form the Collective Worship Team, positions for which they applied in writing at the end of year 4. These children lead assemblies across the school, and work through a Collective Worship Leadership Programme with many SMSC opportunities to choose and explore throughout. At the end of year 5, children have the opportunity to nominate themselves for the position of Head Boy and Girl and run an election campaign across the school community culminating in an election day. These pupils are expected to set an example for the children and lead school council meetings. They also act as representatives of the academy in the community, for example at Remembrance service and the yearly Cathedral Schools Service.

Colour team groups provide opportunities for all pupils to feel part of a family within the school. Children can earn colour team points as rewards for outstanding behaviour and colour teams also provide an opportunity for collaborative learning within their own year group, and across the school. This contributes to our strong family atmosphere. Year 6 pupils support EY at lunchtimes as play partners. Pupils have the opportunity to represent the school outside of the community through sporting fixtures and regular trips and visits. We have a link with Mildenhall Lodge Retirement home who we invite in for a Christmas celebration alongside other members of the local community who frequently commend the excellent, polite behaviour of our pupils. From Autumn Term 2016, a growth mindset to learning has been fostered throughout the academy, with children receiving specific lessons with a focus on learning how to learn to encourage them to become more resilient and independent in their thinking.

Vulnerable pupils and families benefit from our skilled and committed Family Support Practitioner who runs Rainbows Family Support Programme, Positive Parenting Classes (including a 'dad's matter' parenting course), Young Carers, Sunbeams and supports our vulnerable families in partnership with the local Baptist Church. The school employs a specialist art teacher, who runs art therapy classes for vulnerable children such as those experiencing family breakdown, or low self-esteem. The nurture support network's principles of nurture underpin our whole school ethos and we are currently working towards the nurture school award. Teachers have had CPD on nurture work and strategies for mindfulness are starting to gain a profile in the school.

The school complies with statutory guidelines for healthy eating: pupils eating school dinners use the salad bar; there are group interventions for identified pupils organised by our Family Support Practitioner such as One Life Suffolk; we provide parental information on healthy packed lunches. Children enjoy attending a wide variety of clubs and in-school interventions which include sport, home learning support as well as an early morning club.

Points for improvement from last inspection	Action and Impact
n/a	

Areas for Improvement:

To further develop pupil playground leaders.

To meet the 96% attendance target for this academic year.

To strengthen behaviour management strategies across the school community.

To achieve the Nurture Network Nurture mark

Outcomes for pupils: Requires Improvement (clear elements of good outcomes in KS2 2016 results)

Evidence:

The majority of children enter reception with attainment below or significantly below what is expected. However, progress in the reception year is good.

The Key Stage 2 SATs results in 2016 were significantly above average for maths, average for reading, and significantly below average for writing. Compared to results in 2015 this showed an improvement in maths from below average to significantly above which reflects our teaching focus. Reading has risen from significantly below average to average and writing has remained an area for improvement. The 2016 cohort began and finished early years below average, continued to be below average in maths and writing at the end of KS1. The significant improvement in attainment by the end of KS2 reflected the renewed focus on standards over the last 3 years and the improvement in the quality of teaching and learning. In 2016 we met the floor standard and exceeded national progress scores, and KS2 results have improved year on year.

Attainment in Key Stage 1 has been variable and therefore requires improvement. 2016 results were below average in maths, reading and writing. However, KS1 attainment of greater depth in all subject reached or exceeded the national average. This cohort are particularly challenging and were low attaining on starting the reception year and below average at the end of Early Years in most areas. Phonics screening was also below average. A restructuring within Key Stage 1 took place as a result and much improved results are predicted this year across all cohorts.

Our Key Stage 2 disadvantaged pupils are doing well. In 2016, disadvantaged pupils outperformed the non-disadvantaged in both writing and GPS. Maths attainment was also broadly in line. Over 3 years, the gap between these pupils and the non-disadvantaged has closed significantly. Our current Y6 cohort are on track to close any gaps in reading and math and the current Y5 on track to close gaps or outperform in all areas. In Year 3 and Year 4 we are focusing on the underachieving disadvantaged children who are the focus of additional support and careful, rigorous tracking. In Key Stage 1 we are concerned about the gap which still remains between disadvantaged pupils and non-disadvantaged pupils. In Early Years, the gap has closed year on year.

In the 2016 KS2 results nearly 40% of SEN cohort achieved expected standard in maths. This is more than ever before. Our current Y6, SEN are working below ARE, making average progress in math and writing but outstanding progress in reading. In Y5, all SEN are working below ARE in math and writing, but progress of SEN is good and in some cases outstanding. The progress of our current Y3 and Y4 SEN children is of concern, but a better picture of progress is appearing in our current Key Stage 1 cohort.

Our current cohorts are all making progress. At the end of last year, progress in maths was the strongest. Internal tracking showed more rapid progress in Key Stage 2, particularly the Upper KS2 classes, than in years 1 and 2. Lesson monitoring and other triangulation activities support this picture. Progress in year 2 and year 3 is now our focus and with the return of an experienced teacher from maternity in year 2 and an experienced team now in place in year 3, we have no doubt that these pupils will make accelerated progress in the near future.

Points for improvement from last inspection

Not enough pupils make good progress and so attainment is below average in mathematics and it is slightly lower than last year in reading by end of Year 6.

Not enough is done to help disabled pupils and those with special educational needs to catch up with their classmates.

Action and Impact

2016 Key Stage 2 results indicate sig + for maths. This is the result of Primary Advantage maths, Maths no problem, considerably investment and CPD and the personal drive and expertise of the maths subject leader

Renewed focus on SEN children. Some success seen in Maths 2016 KS2 results. Some good levels of progress in some year groups, others still of concern.

Areas for Improvement:

- To increase the percentage of children working at age related expectation at the end of Key Stage 2 in writing to at least in line with national average
- To rapidly improve end of Keystage 1 results, to include phonics, to at least in line with national average
- To close the gap in reading KS2 for disadvantaged pupils
- To increase the progress and attainment of SEN pupils

Effectiveness of Early Years (EY) provision

Evidence:

Children enter the EYFS with attainment below average in all areas with **significantly below average** in reading and writing with 93.4% entering below in reading and 91% entering below in writing. Historically on entry data is significantly below national averages. 13 feeder nurseries are linked to our school. Our largest feeder nursery was judged as RI by Ofsted 2014 and closed by Ofsted in the summer of 2016. Baseline procedure on entry is in depth, thorough and moderated externally and with cluster schools. EY staff regularly lead formal cluster moderation. Pupils make good and often outstanding progress in EYFS. 2016 data shows that by the end of EYFS 91% are reading at or above age expectation. 93% at or above age expectation in Maths. 68% at or above age expectation in Writing.

2016 GLD was 63% (broadly in-line with national average). **Historically GLD has increased year on year in a climate where on-entry attainment has decreased.** A gap remains between disadvantaged children and the rest however this is rapidly decreasing over time with the gap for writing closing by 27% and that for reading by 24%. 2017 prediction is 75% GLD. Quality of teaching in both Early Years classes is outstanding, leading to rapid rates of progress. The quality of teaching is recognised by the Faculty of Education at Cambridge University as outstanding, and all Early Years PGCE trainees spend a full day with us and we provide a Part Two teaching placement for the Faculty. Quality of teaching is also endorsed by Suffolk & Norfolk SCITT (we have been successfully mentoring students for three years). In addition we support a student studying for her BA Hons Early Childhood Studies (UAE), Teaching Assistants and Apprentices working towards NVQ Level in Early Childhood Studies. We pride ourselves on sharing expertise and working with well-informed professional colleagues.

Observational based assessments are personalised and accurate. Next steps are shared with children in the moment and adults act upon their observations on a daily basis. A range of high quality adult guided activities link to children leading their own learning. High adult ratios ensure learning is meaningful, challenging, personalised and enjoyable. Our EYFS adults are constantly engaged in professional discussion of children and their learning. All adults contribute to Sustained Shared Thinking sessions and 'Planning in the Moment' learning stories. Children at risk of not reaching GLD are assigned a key worker and that adult is responsible for liaising with parents and 1:1 learning. This targeted approach is ensuring that our GLD % is improving dramatically. Child level of involvement is judged daily and observations show that children consistently work at a high level of involvement. Adults are observed and receive feedback to also ensure they are demonstrating high levels of involvement.

Well-being is a priority and PSED is fostered and encouraged. Growth mind-set sessions and mindfulness lessons are part of our daily curriculum to ensure that our children are resilient to challenges and have a rich understanding of our school values. Our teaching team have published articles in RE Today and in published books on child development. Children learn in a stimulating learning environment with resources that promote problem solving and new experiences. The outside learning environment is well maintained and stimulating with opportunities for uninterrupted free-flow indoor and outdoor learning. The outdoor provision is continually being reviewed and developed to suit our learner's needs. To support our disadvantaged pupils we seek inspiring trips and visits, these support the development of Prime areas. Outside visitors included story tellers Hart Beeps music. Children take regular trips to the woods to enjoy forest school based activities. Parents are encouraged to join our learning and contribute to our on line learning journey Tapestry. Good links with our local environment enable us to enhance our curriculum by making many visits to the church, vets, post office and parks. Our curriculum ensures that Talk for Writing and phonics take a high priority in our curriculum to rapidly improve our poor on-entry communication skills and writing. Staff are well trained in ELKLAN to support our disadvantaged and EAL pupils. We take pride in our communication rich learning environment.

Leaderships in EYs is at least good, with the EYs leader's skill and ability being highly commended previously. Our EY leader is a key practitioner for the county who models outstanding practice and supports visitors and teachers from other schools throughout the year. Our EY Lead promotes continuous self-evaluation and development of team members, including CPD opportunities and mentoring SCITT students (the previous two students are now employed in the school.) EY relevant training is provided for teaching assistants, most recently Anna Ephgrave training as well as partnering up with local schools for visits and attending outside learning training.

Points for improvement from last inspection

Individual pupil targets shared with parents, including children's targets in the early years do not always make it clear how pupils could reach the next stage of development in their work.

Action and Impact

Planning in the moment practice has been adopted to ensure that quality interactions happen with all adults and children and next steps are instantly planned and achieved.
We track Development Matters Statements on Target Tracker on a weekly basis and gaps in learning are planned for.
Our reporting to parent's format has been adapted to make clear the targets that children need to reach in all areas of learning.
Children that are at risk of not achieving GLD are tracked daily. This has enabled us to ensure that small stages of development are continually made.

Areas for Improvement:

- To further close the gap between disadvantaged and non-disadvantaged pupils
- To raise attainment in writing and reading
- To further develop outside continuous provision