



St. Gabriel's CE Primary

Self-Evaluation

2019/20





Progress in key Issues of Previous Inspection

Key issues	Progress
<p><u>Improve the quality of teaching so that more is outstanding and progress throughout the school is above national in all subjects by making sure:</u></p>	
<ul style="list-style-type: none"> ○ The advice given to learners in their books is more precise and tells them clearly what they have to do to improve ○ Learners move on swiftly with their tasks as soon as they are ready ○ Questioning is used consistently well to draw out learners' understanding and to deepen their knowledge. 	<p>During monitoring the overwhelming majority of teaching seen is good with an increasing amount of outstanding. Those staff who need support to raise their teaching have been targeted for appropriate support and intervention.</p> <p>A re-visit to the policy and sharing current practice followed by showcasing outstanding practice has improved the consistency in this area. Book dips have shown consistent excellent practice with increasing engagement of learners. We are trialling a new approach to certain aspects of marking in order to encourage reengagement of the children.</p> <p>After speaking to staff one of the issues seems to be that: When being observed they talk for longer to ensure the children to know what to do whereas if they were not being monitored teacher talk would be less. However use of lesson observation, showcasing outstanding practice and out of school observations has facilitated progress in this area.</p> <p>We have carried out training and peer observations in this area. This is now consistently good with some outstanding across the school.</p>
<p><u>Increase the impact of leaders and managers by ensuring that:</u></p>	
<ul style="list-style-type: none"> ○ There is more rigorous checking of the standards learners are reaching in English grammar, punctuation and spelling ○ Existing outstanding practice is shared more widely across the school. 	<p>Focused work in this area has led to raised and improving standards.</p> <p>KS2 Results 2016 school 75% reaching expected with National at 72% so 3%.above national. <u>8% higher standard</u> 2017 school 93% reaching expected with National at 77% so 16% above national. <u>30% higher standard.</u>(national 31%) 2018 school 93% reaching expected with national at 77.7% so 15.3% above national. <u>41% higher standard(national 34%)</u> 2019 school 82%reaching expected with National at 78% so 4% above National. <u>42.9% reaching higher standard(National 36%)</u></p> <p>From 2016 we have worked hard to improve our higher level attainment and this gave us a <u>3 year upwards trend and above national for the last 2 years.</u></p> <p>We have run a rolling programme of release for all teachers within the school to observe practice both within the school and across the cluster of Middleton schools. The amount of good or better teaching has increased as shown by our results.</p>



The context of St. Gabriel's C.E. Primary School

Context: data shows

- We are a smaller than average school with approximately 210 learners plus nursery.
- The Multiple Deprivation Index shows that our catchment falls in the bottom 10% of areas nationally for deprivation.
- The school has a high proportion of learners benefitting from free school meals, higher than schools nationally
- The school has 5% EAL. However this small percentage covers 11 different languages.
- In school the SEN is 14% (26 children) which is higher than the national average of 13%.
- Attendance is broadly in line with government guidelines at 95.6%. We have a persistent absence figure of 4.4% and an improving trend over time. We have had 1 child on a ½ day exclusion in the last 3 years.

Learners' stage of development

On entry into school:

- Learners development on entry in to school is below the expectation for their age for many learners when assessed using the expectations set out in 'EYFS Development Matters' and our own baseline assessments.
- Due to the excellent quality of foundation stage provision, most children make good progress with the development of their knowledge skills and understanding but a minority are still below the expectation for their age when they enter KS1.

Development on entry to KS1

- By the time they enter KS1 most learners have made at least good progress.
- Despite the effective teaching and learning and good progress in the Foundation Stage some learners are still below the expected development for their age.
- There are still levels of delay in many areas compared with the development expected for learners' age (EYFS Development Matters Scales).
- GLD 2019 is broadly in line with National at 69% (Nat 71.8%) and APS is **above national** at 35.3 (Nat 34.6)

Development at end of KS2

- School data shows a clear pattern of improvement over time.
- We are **above national** attainment in reading (school 75% Nat 73%) and maths (school 82% Nat 79%)
- We are in line with national for writing, and improving. (school 79% Nat 79%)
- Our combined score for reading writing and maths is **above national** (school 71% Nat 65%)
- Our 3 year average scaled scores for reading and maths and GPS are **above national**
- **Our progress score in reading and maths has been above national for 3 years**
- **Improvements in writing have enabled us to be above national this year for progress and on national for achievement.**



Suggested grade: Good (2)

Evidence that supports this judgement

- Strong and effective leadership is focused sharply on continuous improvement.
- All learners benefit from teaching that is at least good and a growing amount that is outstanding and this reflects the high expectations of staff and high aspirations for learners including those with individual and special needs.
- This effective teaching and learning contributes to very good growth in students' knowledge, promotes very positive attitudes to learning and ensures that learners are achieving well for their abilities. Best practice is identified, shared and built upon.
- All learners benefit from a rich and relevant curriculum that contributes to excellent learning and achievement and to significant growth in learners' knowledge alongside very good attitudes to learning.
- Achievement is very good with increasing evidence of outstanding across many areas of the curriculum.
- The overwhelming majority of learners and particular groups of learners have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education.
- There is excellent practice across the school that ensures that all learners have solid levels of literacy and mathematical knowledge, understanding and skills appropriate to their age. (KS2 2019 APS writing 0.9 and maths 2.1 in 2019)
- Learners' progress is promoted well by their consistently improving ability to read accurately and fluently. (KS2 2019 APS 2019 in reading 2.0)
- Any learners who have fallen behind in any area are quickly identified and being helped to make progress across all subjects.(and tracked separately)
- The school takes effective action by differentiating teaching and learning to enable the majority learners, including those in receipt of pupil premium and those with special educational needs, to reach their potential.

- **KS1 2019**

- **FSM**

- Reading 3 year upward trend 2019 on national @60%
 - Writing 3 year upward trend and 2019 above national @60% (Nat 53%)
 - Maths on national @ 60% (Nat 61%)
 - R/W/M combined 2019 well above national @ 60% (Nat 49%)

- **SEN support**

- Writing 3 year upward trend and 2019 significantly above national @40% (Nat 24%)
 - Maths 3 year upward trend and 2019 significantly above national @60% (Nat 36%)
 - R/W/M combined 3 year upward trend and on national @ 20% (Nat 21%)



- The number of children achieving in phonics screening is above national in Y1
- Learners, including those in the Early Years Foundation Stage, acquire knowledge well and develop their understanding well in a wide range of different subjects across the curriculum thanks to the high quality curriculum we provide.
- In Early Years Foundation Stage and both key stages almost all learners tackle challenging problems with high levels of confidence and they work with concentration and perseverance.
- By the end of KS1 teachers' assessments show that the vast majority of learners have made good progress from a very low starting point and many attain in line with the average for their age.
- The standards of attainment in reading of many learners by the age of six is good as it is broadly in line with national at Y2 and the children often begin school below or even substantially below expected.
- From their very low starting point, the proportions of learners reaching the expected standard in **reading and in writing** by the end of KS1 have shown a 3 year upward trend
 - **Reading 50%/72%/56%**
 - **Writing 53.3%/65%/63%**
- **Although R/W/M combined is still below national it shows a clear 3 year upward trend**
 - **R/W/M combined 46.7%/51.7%/52%**
- **KS2 2019**
 - **FSM**
 - R/W/M combined 2019 significantly above National @ 86% (Nat 47%)
 - **SEN support**
 - Reading above national 2019 @ 50% (Nat 40%)
 - Writing - 3 year upward trend above Rochdale average.
 - Maths on national 2019 @ 33% (Nat 34%)
 - R/W/M combined 3 year upward trend and above national 2019 @33% (Nat 25%)
- The standards of attainment in the vast majority of significant groups of learners is **above the national for both reading and maths and in line with the national average for writing.**
- For disadvantaged learners for whom the pupil premium provides support, the attainment scores have been above national for at least 3 out of the last 4 years.
 - **Reading 57% / 67% / 67% / 86% above national for 4 years**
 - **Writing 71% / 33% / 67% / 86% above national for 3 out of 4 years**
 - **Maths 71% / 100% / 100% / 86% significantly above national for 3 out of 4 years**
 - **R/W/M 43%/17%/67%/86% above national for 3 out of 4 years.**
 - **AND combined this year was 86% and national was 47%. As we had 46.4% disadvantaged in this cohort I think this is a real achievement.**



- Learners develop and apply a wide range of skills to good effect in reading, writing, communication and mathematics.
- Almost all learners, for whom English is not their home language, including refugee children, make good progress as their understanding and confidence in English increases as a result of good teaching.
- By the end of KS2 the attainment of almost all learners is good or better. The % school attainment in reading, writing and maths is either equal to or **better than schools nationally.**
- Data analysis and test results confirm that almost all learners as a whole make better progress than their national counterparts. The school is very successful in diminishing the difference in achievement between those entitled to funding under Pupil Premium and the rest.
- The school has successfully created an excellent and positive ethos for learning by giving the children the skills and knowledge to understand that good behaviour and attitudes are central to learning. When this is understood alongside a healthy respect for others through our Rights Respecting Schools work, our positive learning environment thrives.
- The school thoughtfully and effectively promotes learners' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community
- The progress of groups of learners, including those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is overall good or better.
- Where standards of attainment or progress of any group of learners are below those of all learners nationally the difference is diminishing.(or there are specific issues underlying this)
- Learners are well prepared for the next stage in their education.

Why the school's quality of education is not the grade above

- The school believes that it is on the borderline of being outstanding because of the sustained progress it has made but recognises that there is still further room to build on its success



Behaviour and Attitudes

Suggested grade: Outstanding(1)

Evidence that supports this judgement.

- All groups of learners are safe and feel safe in school and at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.
- The overwhelming majority of all learners' behaviour is outstanding and it is a great strength of the school that makes an exceptional contribution to the excellent ethos for learning.
- Learners' excellent behaviour makes a very positive contribution to this well ordered, safe school. Their outstanding behaviour in independent, group and whole class work have a very strong impact on their progress in lessons and the quality of learning.
- Learners' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.
- Parents, staff and learners are unreservedly positive about both behaviour and safety.
- Learners are keenly aware how good attitudes and behaviour contribute to school life, adult life and work. Their behaviour outside lessons is almost always impeccable.
- Learners' pride in the school is shown by their excellent conduct, manners and improving punctuality / attendance.
- They are polite, helpful, kind and caring in their attitudes to all.
- Learners are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.
- In this school there is zero tolerance of any form of harassment, homophobia, racism and bullying and the school is vigilant to ensure that there is no place for radicalism or extremism.
- The introduction of CPOMS across the school has allowed us to ensure our 'robust' (Ofsted 2014) safeguarding procedure and practice has allowed us to ensure learners health, wellbeing and safety is monitored and actioned even more effectively.
- Any rare bullying, including cyberbullying, prejudice-based bullying and derogatory or aggressive language in all their forms are dealt with immediately and highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.
- Learners understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.
- Older learners take very good care of the younger ones and those learners that have been given responsibility carry out their role sensibly and make a good contribution to the school community.(as seen in the playground pals roles our upper KS2 children carry out on the infant yard and the way our Y6 children interact with the people who come from the sheltered housing for their dinner once a month)
- There have been no incidents of ongoing bullying or harassment that we are aware of, since the last inspection.

Why Behaviour and attitudes are Outstanding.

- Behaviour and attitudes are given the highest priority and they are outstanding strengths of the school. They are better than good



Personal development



Suggested grade: Good (2)

Evidence that supports this judgement

- Moral values underpin our ethos
- *'The emphasis on respect also ensures children feel safe in school and they explain that 'because we feel safe we can learn'. Respect, trust, friendship and forgiveness provide the foundation for the excellent relationships and behaviour demonstrated throughout the school family.'* (SIAMS Report)
- We celebrate the uniqueness of all in our community
- Children engage in daily collective worship and celebration of each other's talents and achievements at our weekly family assembly.
- Children engage in a wide variety of learning that develops and values creative, artistic, musical cultural and sporting abilities
- Our rich and varied curriculum is enhanced by a wide and varied number of clubs and extra-curricular activities
- The school takes part in many competitive inter-school competitions across a number of sports covering a variety of year groups.
- *' Children are proud of how they planned and designed playground toys and activities so that playtimes are happy and positive social experiences. They recognise that they develop understanding of the lives and difficulties experienced by others through the events they hold in support of local, national and international charities such as Macmillan Coffee Morning and Red Nose Day. The topic 'Water' focussed on how water is used in religion and on the problems in parts of the world where water is scarce or unclean. This increased understanding led to learners raising money for the charity Water Aid.'* (SIAMS report)
- Staff are provided with up to date information and training in respect of the Prevent agenda
The school takes its Prevent duty ie the need to prevent people from being drawn into terrorism, very seriously.
- Learners' cultural awareness, use of restorative practises, strong sense of right and wrong and having respect for each other impacts very positively on standards of behaviour and positive attitudes to learning.
- We are at the early stages of developing links with the Manchester chamber to enhance children's skills, knowledge and understanding of democracy and raise aspirations.
- The elected school / eco council have had input into school improvements such as the playground and refurbishment of the toilets.
- Across the school SMSC and British values are firmly rooted in the curriculum. For example via the Rights Respecting Schools agenda which underpin all of the topics taught.
- We encourage children to develop a positive sense of themselves and the community in which they live including mutual respect and tolerance towards all including those with different or no faith.
- Our 'Outstanding' judgement from the diocese reflected quite clearly the vision of the Head, Governors and Senior Managers as well as the dedication of the staff to ensure SMSC was given the highest priority within our school.
- A number of off-site visits, visitors and extra-curricular activities are provided to broaden the skills and life experiences of our children.
- Rights Respecting Schools agenda is embedded in the school and is the basis for much of our successful PSHE /SMSC programme which permeates through the whole school.
- Children access a Relationships and Sex education programme.



- The curriculum promotes strong collaboration and group working. Children work extremely well together and are supportive of each other.

Why personal development is not the grade above

- Although the teaching is mainly good with a growing amount being outstanding. There is room for more teaching in some subjects to be outstanding even though proportion of outstanding teaching has increased significantly since the last inspection.



Suggested grade: Good (2)

Evidence that supports this judgement

- The ethos of the school is characterised by high expectations and aspirations for all learners
- The Headteachers and leadership team are committed to achieving high standards in all activities and this is demonstrated by a highly successful drive to improve, the highest levels of achievement and personal development for all learners.
- The Headteachers and all leaders and managers, including those responsible for governance, have a clear vision, are highly ambitious for the school and lead by example.
- One Headteacher is a Local Leader of Education (LLE).
- The Headteachers and leaders at all levels base their actions on a deep and accurate understanding of the school's performance, and of staff and learners' skills and attributes.
- Leadership capacity has been strengthened through the introduction of 2 Assistant Headteachers who have responsibility for the continuing improvement of teaching and learning. They have made a huge impact in developing a professional learning community that shares challenges and moves forward together.
- Investment in middle leadership has resulted in the Subject Leaders being more knowledgeable about developments needed in their subjects and in whole school standards. They have been involved in a range of monitoring and support activities across school collaborative and local authority that have led to in-depth action plans for which they are accountable.
- 2 staff currently awaiting the application stage for specialist leaders in education status. 1 already achieved.
- As a result, the quality of teaching and learners' achievement has improved and previous good performance in these areas has been consolidated.
- Excellent policies have been put into place to underpin practice that ensures that learners have good levels of English, and/or learners are making excellent progress in English within a carefully structured broad and balanced curriculum, where key skills are taught well and transferred and applied across the wider curriculum.
- The Headteachers and leaders at all levels focus clearly on improving teaching and learning across the curriculum and provide appropriate professional development for all staff focussing on the schools need as identified in the school development plan and the need to keep abreast of change.
- Performance management encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is consistently good with increasing amounts of outstanding.
- The school's self-evaluation policy and strategy, put into place by the senior leadership team is thorough and accurately identify the strengths and areas for development.
- *'Effective, systematic self-evaluation by school leaders, governors and learners recognises the many strengths of St Gabriel's as a church school and results in effective action planning and strategies for improvement. Governors visit school regularly and have excellent knowledge and understanding of how well the school is doing. The Chair of Governors provides highly valued and significant support to school leaders. The involvement of the Chair in the local governors' forum is of mutual benefit to the school and local community'* (SIAMS report)
- The Headteachers and senior leaders in the school use an effective Development Plan to promote improvement across the wider system
- Governors, hold senior leaders to account for all aspects of the school's performance and provide both challenge and support for the Headteacher.
- Governors have a clear picture of the strengths and weaknesses of all aspects of the school's work.



- The school's knowledge rich, ambitious, expert led curriculum based on the International Primary Curriculum framework (IPC) encourages a thirst for knowledge and a love of learning.
- The curriculum meets and often exceeds all statutory requirements including the National Curriculum and it covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.
- The curriculum contributes well to learners' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes outstanding behaviour and understanding of safety matters.
- The school's actions have secured exceptional improvement in achievement for disadvantaged learners including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of learners, including those who find engaging with the school difficult, in order to achieve positive benefits for learners.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school. (Nursery teacher is a Specialist Leader Of Education)
- The school is effective in identifying any child at risk of harm and engages with other agencies to respond appropriately.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for learners and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of learners.
- Leaders have ensured that early years' provision is of a very high standard.
- The school's arrangements for safeguarding learners are very effective and robust.

Why leadership and management are not the grade above.

The school believes that its leadership is good with many outstanding features. It is close to being judged outstanding but the school thought to be cautious in its judgement as the Headteachers and governors believe that there is always room for improvement.



Suggested Grade Good (2)

Evidence that supports this judgement:

- In this school children make consistently good rates of progress in relation to their starting points,(37.9% OF FSU children classed as disadvantaged)
- They are well prepared for the next stage of their education.
- Almost all learners in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to consistent achievement. (69% GLD overall with 63.6 GLD for our disadvantaged children – National 56%)
- Due to solidly good provision, gaps between the attainments of groups of children are closing, as are gaps between areas of learning.
- An excellent environment for learning and teaching and well planned and appropriate educational programmes provide rich, varied and imaginative experiences that meet the needs of all children exceedingly well.
- The quality of teaching over time is always good with a substantial amount of outstanding and it is highly responsive to children's needs.
- Well planned, careful and thorough assessment and observation gives an accurate picture of learners' development, learning and progress.
- All areas of learning are well planned and evidence of children's achievement is used well to ensure that every child is challenged.
- All children are highly motivated, very eager to join in and they enjoy learning.
- All have high levels of curiosity, imagination and concentration.
- They listen well and are highly responsive to adults and each other.
- They do not distract others or become distracted themselves.
- All children are learning how to keep themselves safe and manage risks and challenges.
- All learners demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Children's health, safety and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice.
- Strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home are in place and showing increasing success.
- Leaders and staff are committed to improving achievement,
- The training and development of staff is given high priority and impacts on the quality of the provision.

Why achievement is not the grade above:

We believe that our current EYFS provision is very good with evidence to show substantial areas of outstanding.