

# Dane Ghyll Community Primary School Self Evaluation Form 2017- 2018

A learning community: achieving the best for all.

School name	Dane Ghyll Community Primary School
School type	Community
Address	Skelwith Drive
Telephone	01229 830201
Email	office@daneghyll.cumbria.sch.uk
Website	www.daneghyll.cumbria.sch.uk
DFE No.	9092521
Ofsted URN	112213
Number on roll	201
Headteacher	Mr P Mills
L.A	Cumbria
Last Ofsted Inspection grade	Requires Improvement
Last Ofsted inspection date	October 2017

## Context

Dane Ghyll Community School is an average size one-form entry primary school situated in a residential area of Barrow-in-Furness. It traditionally serves an area of higher socio-economic advantage than most of Barrow, more recently 50+% of children are from outside the catchment area with an increasing number of parents with family and social issues choosing Dane Ghyll. (Most recent Analyse School Performance)

- 201 pupils on roll
- 3.9% of pupils are eligible for free school meals/Ever 6 (25.2% national average).
- 53.2% of pupils are female (49% national average)
- 10% of pupils with SEN support (12.1% national average).
- 8.4% of pupils have English as an additional language (20.1% national average).
- 10.7% of pupils are from minority ethnic groups (31.6 national average)
- 1.5% of pupils with statement or EHCP (1.3% national average).
- 87% of stability of pupils in the school (85.7%national average).
- School deprivation indicator 0.13% (0.21% national average)
- The school enrolls children from a number of different pre-school nursery providers (up to 9 on some intakes). With approximately 50% of our reception intake coming from the Dane Ghyll pre-school , which is an independent facility opposite the school premise.
- The school has a stable roll, which is just under capacity (218). The current roll is 201.
- There is a waiting list for some classes.
- The school has a stable teaching staff with very little mobility. The school has a new Headteacher, with the previous long serving joint Headteachers retiring in July 2017.
- The last inspection of the school took place in October 2017.

<p style="text-align: center;">Outcomes</p> <table border="0"> <tr> <td>Overall effectiveness</td> <td>Requires Improvement</td> </tr> <tr> <td>Achievement of Pupils</td> <td>Requires Improvement</td> </tr> <tr> <td>Quality of Teaching</td> <td>Requires Improvement</td> </tr> <tr> <td>Behaviour and Safety of Pupils</td> <td>Good</td> </tr> <tr> <td>Leadership and Management</td> <td>Requires Improvement</td> </tr> </table>	Overall effectiveness	Requires Improvement	Achievement of Pupils	Requires Improvement	Quality of Teaching	Requires Improvement	Behaviour and Safety of Pupils	Good	Leadership and Management	Requires Improvement	
Overall effectiveness	Requires Improvement										
Achievement of Pupils	Requires Improvement										
Quality of Teaching	Requires Improvement										
Behaviour and Safety of Pupils	Good										
Leadership and Management	Requires Improvement										
<p><b>Leadership and Management</b></p>											
<p>Leadership and Management is graded as ‘Requires Improvement’</p> <ul style="list-style-type: none"> <li>• The New Headteacher has refocused the school vision ‘A learning Community: achieving the best for all’. The school sets high and ambitious standards for quality and performance. There is a clear moral purpose and a passionate, shared belief that the school can impact on the life chances of the pupils.</li> <li>• Clear policies ensure we have a safe and secure learning environment and these are regularly reviewed/updated as necessary in a rolling schedule.</li> <li>• The views of staff, parents and pupils all feed into the SEF/SIDP.</li> <li>• All staff are beginning to work together as a team modelling high expectations and mutual respect. The staff are beginning to support each other in sharing good practice.</li> <li>• Parent and pupil perception surveys (analysis Spring 1) are regularly sought and information is collated and where relevant, acted upon.</li> <li>• The school values its relationship with Parents and Carers and recognises that they have a vital role to play in their children’s education. Parents and Carers are regularly encouraged to come into school, and there is a constant dialogue between school and home.</li> <li>• Members of the senior leadership team regularly meet with the PTA, supporting this group to organise fun and exciting activities for children, parents and local community as well as raise funds which link with</li> </ul>	<p>Leadership and Management is not yet good.</p> <p>because....</p> <ul style="list-style-type: none"> <li>• The newly appointed Headteacher (September 17) has not yet had time to implement sufficient change.</li> <li>• There is a new deputy (September 16), and newly appointed Chair and Vice Chair of Governors (Sept 16). Their joint strategic vision has not yet had time to be delivered in full and subsequently be measured</li> </ul>										

school priorities.

- SLT and subject leaders have non-contact time to plan, monitor and refine actions to improve all key aspects of the schools work.
- SLT meet weekly to ensure each member has a current understanding of the actions and impact.
- All teachers have subject leadership responsibility and are now beginning to monitor their subject accordingly. Maths and English are now reported to Governors annually. Other subjects are reported to Governors on a rolling programme.
- Maths and English progress is reported each half term. Pupil Progress Meetings are regular and thorough and link to staff performance management.
- Support where appropriate has been sort to develop the role of Middle Leaders in the form of (SLE and LLE)
- All children, including our vulnerable groups are tracked and actions/interventions agreed and expectations set.
- All data is analysed half termly and this is reported to Governors.
- We have a performance management system in place for all staff which is led by the Headteacher.
- Teachers' performance is monitored against the Teachers' Standards and the progress of their class is used to determine their progression up the pay scale.
- Specific CPD is organised to improve individual and whole school practice and is linked to performance management.
- Governor minutes now demonstrate that the Governing Body provide challenge and hold senior leaders to account.
- Governors are beginning to play an effective strategic role and take a keen interest in the school.
- A record of Governor visits can be seen in the school office.
- There are half termly full Governing body meetings
- A Pupil Premium/Sport Premium Governor monitors how the funding is spent.
- Governors monitor budget spending and have a clear view of spending priorities, including building improvements. Specific Governors attend Budget review meetings with the accountant and the Headteacher.

for impact.

- There is not sufficient development of middle leaders

<ul style="list-style-type: none"> <li>• All staff are aware of how British Values and SMSC can be promoted within all subjects. British Values are promoted within the school and across the curriculum. Children are given opportunities to engage in positive discussion about the diversity of our country and local community.</li> <li>• Within our school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are given the freedom to make their own choices. Year 6 carry out additional duties to support the younger children demonstrating responsibility.</li> <li>• Safeguarding procedures regularly monitored by the named governor. All staff are aware of the designated lead for child protection and make referrals when required.</li> <li>• All staff and some volunteers have received the PREVENT training. Staff are vigilant and regularly encourage debates around a wide range of issues. We have a thorough signing in procedure for all visitors on the school site.</li> </ul>	
<p><b>Teaching, Learning and Assessment</b></p>	
<p>Teaching Learning and Assessment is graded as ‘Requires Improvement’.</p> <ul style="list-style-type: none"> <li>• Teaching is ‘Requires Improvement’ with some lessons judged as Good.</li> <li>• The whole school community is beginning to have high expectations of all pupils.</li> <li>• Behaviour management across the school is good.</li> <li>• The last round of monitoring indicated that all teaching was Requires Improvement with some Good.</li> <li>• Teachers are being trained to make use of tracking and assessment systems that allow them to pinpoint what the children need to do next to move their learning on.</li> <li>• Regular book scrutinies ensure children are making at least expected progress and expectations are consistent across the school.</li> <li>• Pupil progress meetings happen every half term where senior leaders deconstruct data with class teachers and each child is tracked with actions implemented.</li> <li>• Additional support is put in place when and where necessary e.g. intervention strategies, SEN support, Nurture groups, 1:1 teaching.</li> <li>• During lesson observations it is evident that teaching challenges pupils to think through questions for themselves by working collaboratively.</li> </ul>	<p>Teaching, Learning and Assessment is not yet good...</p> <ul style="list-style-type: none"> <li>• The marking policy has yet to be embedded.</li> <li>• It is too early to measure the impact of book scrutinies.</li> <li>• The school library and class libraries are to be banded to encourage at least good progress is made in reading.</li> <li>• The new headteacher has not had time to review all the teaching practices and embed improvements where required.</li> </ul>

- Our focus is to promote high quality independent learning skills within every classroom. There are displays in every classroom promoting these.
- There is a newly implemented marking policy throughout the school that enables consistency and allows every pupil to understand their next steps for learning.
- Pupils are eager to learn and use feedback effectively.
- Pupils love their school, and are becoming resilient learners.
- There are many extracurricular clubs which have an extremely high uptake across the whole school.
- We value the extra-curricular learning activities including off site visits, residential and clubs creating memorable and engaging learning for our children. The children receive many opportunities to enhance their learning and develop their key skills through: focus weeks.
- Parents receive timely information on their child's progress and their progress in comparison to national expectations. Parents are given guidance about how to support their child to improve.
- Teachers have the opportunity to observe each other and share practice.
- Teachers have the opportunity to view teachers in other educational settings.
- Teachers receive relevant CPD and report findings in staff meetings.
- SEN pupil's needs are met and support is fluid and enables pupils to achieve to the best of their ability.

#### **Assessment**

- Rigorous procedures are in place to track children's attainment and progress.
- Data is shared with all teachers.
- Intervention groups are run by the SEN teacher. Groups are fluid to ensure all children's needs are met.
- The progress and effectiveness of these groups are closely monitored and tracked during half termly pupil progress meetings.
- Pupil progress meetings are held half termly and teachers are held accountable.
- Teachers attend regular moderation meetings with cluster schools.

Personal Development, Behaviour and Welfare	
<p>The Personal Development, Behaviour and Welfare is graded as 'good'.</p> <ul style="list-style-type: none"> <li>• The safety and learning of everyone in our school is given the highest priority by the Headteacher, Senior Leadership Team, Governing Body and all staff.</li> <li>• The school is very successful in ensuring that pupils feel safe and that they have a good understanding of issues relating to safety.</li> <li>• Internet access procedures are in place to ensure that pupils and staff are safe.</li> <li>• We understand the responsibility to educate our pupils on e-safety issues: teaching them the appropriate behaviours and critical thinking skills to enable them to keep both safe and legal when using the internet and related technologies. This includes time tabled cyber-bullying and e-safety assemblies and events.</li> <li>• School Council and meet regularly to discuss issues within the school and meet with the Headteacher when they wish to discuss issues or raise development points.</li> <li>• The Senior Leadership team undertake regular Pupil Perception interviews to consider pupil's responses and understanding of a variety of topics e.g. safety and behaviour in school.</li> <li>• Year 5 undertake a 'Bikeability' cycling course</li> <li>• The school encourages pupils to walk, cycle or scooter to school, particularly during our annual 'Active Week'.</li> <li>• Our newly established House team system embeds a sense of belonging and collective responsibility amongst our children. This is evident through our House point system and team events e.g. gardening, music, various sports and general knowledge quiz.</li> <li>• Positive learning behaviours are rewarded through weekly certificates and exceptional behaviour/work is sent to the SLT.</li> <li>• Attendance 96.49% (2016 -2017)</li> <li>• There have been no exclusions.</li> <li>• We have a SERIS worker to support children with their social and emotional needs.</li> </ul>	<p>The Personal Development, Behaviour and Welfare is not yet outstanding....</p> <ul style="list-style-type: none"> <li>• The new house/DOJO system has not had chance to be embedded.</li> <li>• A values group is yet to be assigned.</li> <li>• SERIS is not yet affective at meeting all children's needs.</li> </ul>

<ul style="list-style-type: none"> <li>• We offer a wide range of extra-curriculum activities which are children excel at: recently we have been recognised for...</li> <li>• Investors in People -2015</li> <li>• Activemark Gold with Distinction</li> <li>• Artsmark Silver</li> <li>• Eco Schools Gold Award</li> <li>• National School Sports Award Gold (Sainsbury's)</li> <li>• National Garden Scheme Gold</li> <li>• Natwest Supergrounds Award</li> <li>• Cumbria in Bloom (winner 3 categories) Best Cumbrian School Garden 2012/13, 2013/14, 2014/15 ,2015/16 Sensory Garden County winners 2014, 2015 ,2016</li> <li>• Holker Garden Festival –Large Gold ( 1<sup>st</sup> ever awarded)</li> <li>• Barrow in Bloom awards 2015, 2016, 2017 winner</li> <li>• Borough in Bloom Winner 2017</li> </ul>	
<p><b>Outcomes for Pupils</b></p>	
<p>Outcomes for pupils are graded as 'Requires Improvement'.</p> <p><b>EYFS 2016</b></p> <ul style="list-style-type: none"> <li>• 74% of children achieved at or above expected level on entry (%national average)</li> <li>• 65% of children achieved a good level of development (69.3% national average)</li> <li>• 64% of girls achieved a good level of development (76.8%national average)</li> <li>• 67% of boys achieved a good level of development (62.1%national average)</li> <li>• 73% of the children achieved the expected standard in reading (77%national average)</li> <li>• 65% of the children achieved the expected standard in writing (73%national average)</li> <li>• 77% of the children achieved the expected standard in number (79% national average)</li> <li>• 88% of the children achieved the expected standard in SSM (82% national average)</li> </ul> <p><b>Phonics Screening 2016</b></p> <ul style="list-style-type: none"> <li>• 86% of children achieved expected standard (national average 81%)</li> </ul>	<p>Outcomes are not yet 'good' because...</p> <ul style="list-style-type: none"> <li>• Not all children are making 'good' or rapid progress.</li> <li>• Newly introduced SIP and cohort tracker have not had time to show impact</li> <li>• See subject action plans</li> </ul>



- Average mark 36 (national average 34)
- 85% Boys (national average 77%)
- 88% Girls (national average 84%)

### **End of Key Stage One 2016**

#### **Reading 2016**

- 80% of the children achieved the expected standard (national average 74%)
- 30% of children achieved at greater depth (national average 24%)
- 100% (PP)(1 pupil) achieved the expected standard (national average 78%)
- 71% of boys (national average 70%) and 88% of girls (national average 78%) achieved the expected standard
- 75% EAL pupils achieved the expected standard (national 74%) 25% of which achieved at greater depth (national average 24%)

#### **Writing 2016**

- 83% of the children achieved the expected standard (national average 65%)
- 17 % achieved at greater depth (national average 13%)
- 100% (1)(PP) met the expected standard (national average 70%)
- 71% of boys (national average 59%) 94% of girls (national average 71%) met the expected standard
- 75% of EAL pupils achieved the expected standard (national average 65%) of which 25% achieved at greater depth.

#### **Maths 2016**

- 80% of the children achieved the expected standard (national average 73%)
- 17% of children achieved at greater depth (national 18%)
- 100% (1) (PP) met the expected standard and achieved greater depth (national average exp 77% GD 20%)

- % of boys (national average 72%) and % of girls (national average 74%) met the expected standard

### **End of Key Stage Two 2016**

#### **R,W,M**

- 78% of children achieved expected level (national average 53%)
- 9% of children achieved a high scale score (national average 5%)
- 

#### **Reading 2016**

- 84% of children achieved the expected standard (national average 66%)
- 38% of children achieved a high scale score (national average 19%)
- 100% (PP) met the expected standard (national average 71%)
- 79% of boys (national average 62%) and 89% (national average) 70% of girls achieved the expected standard

#### **Writing 2016**

- 97% achieved the expected standard (national average 74%)
- 13% achieved at greater depth (national average 15%)
- 100% (PP) achieved the expected standard (national average 78%)
- 93% of boys (national average 68%) and 100% of girls (national average 81%) achieved the expected standard
- 100% of EAL (3 pupils) achieved the expected standard (national average 74%)
- 33% of EAL pupils achieved at greater depth (national average 15%)

#### **Spelling, Punctuation and Grammar: 2016**

- 97% achieved the expected standard (national average 72%)

- 38% achieved a high scaled score (national average 22%)
- 100% (PP) achieved the expected standard (national average 77%)
- 50% (PP) working at greater depth (national average 26%)
- 93% of boys (national average 67%) and 100% of girls(national average 78%) met the expected standard
- 100% of EAL (3 pupils)met the expected standard (national average 72%)
- 67% of EAL pupils achieved at greater depth (national average 22%)

#### **Maths 2016**

- 88% achieved the expected standard (national average 70%)
- 22% Children who achieved a high scale score (national average 17%)
- 100% (PP) met the expected standard (national average 75%)
- 93% of boys (national average 70%) and 83% (national 70%) of girls achieved the expected standard
- 100% of EAL pupils met expected progress (national 70%) of which 67% achieved a high scale score (national 17%)

#### **Phonics Screening 2017**

- 85% of children achieved expected standard (national average 81%)
- Average mark 35(national average 34)
- Boys 100% (78% national average )
- Girls 75% (85% national average )

#### **End of Key Stage One 2017**

#### **Reading 2017**

- 72% of the children achieved the expected standard (national average 76%)
- 34% of children achieved at greater depth (national average 25%)
- 77% of boys (national average 71%) and 69 % of girls (national average 80 %) achieved the expected standard

- There are no EAL pupils in this cohort

#### **Writing: 2017**

- 72% of the children achieved the expected standard (national average 68%)
- 24% achieved at greater depth (national average 16%)
- 77% of boys (national average 69%) 69% of girls (national average 75%) met the expected standard
- There are no EAL pupils in this cohort

#### **Maths 2017**

- 79% of the children achieved the expected standard (national average 75%)
- 17% of children achieved at greater depth (national 21%)
- 92% of boys (national average 74%) and 69% of girls (national average 76%) met the expected standard
- There are no EAL pupils in this cohort

#### **End of Key Stage Two 2017**

##### **R,W,M**

- 57% of children achieved expected level (national average 61%)
- 7% of children achieved a high scale score (national average 9%)

#### **Reading 2017**

- 71% of children achieved the expected standard (national average 71 %)
- 39% of children achieved a high scale score (national average 25%)
- 50% pupil premium children (2) achieved expected standard (national average 77%)
- 89% of boys (national average 68%) and 63 % (national average 75%) of girls achieved the expected standard
- No EAL pupils in this cohort

**Writing 2017**

- 82% achieved the expected standard (national average 76 %)
- 14% achieved at greater depth (national average 18%)
- 50% pupil premium children (2) achieved expected standard (national average 81%)
- 78% of boys (national average 70%) and 84 % of girls(national average 83%) achieved the expected standard
- No EAL pupils in this cohort

**Spelling, Punctuation and Grammar 2017**

- 89% achieved the expected standard (national average 77%)
- 36% achieved a high scaled score (national average 31%)
- 50% pupil premium children (2) achieved expected standard (national average 82%)
- 100% of boys (national average 73%) and 84% of girls(national average 81%) met the expected standard
- No EAL pupils in this cohort

**Maths 2017**

- 75% achieved the expected standard (national average 75%)
- 21% Children who achieved a high scaled score (national average 23%)
- 50% pupil premium children (2) achieved expected standard (national average 80%)
- 56% of boys (national average 75%) and 84% (national 75%) of girls achieved the expected standard
- No EAL pupils in this cohort

<p><b>Early Years</b></p>	
<p>Early Years Provision is graded as 'Requires Improvement'</p> <ul style="list-style-type: none"> <li>• The introduction of the online Tapestry tool has provided a valuable link between school and home. Safeguarding and Child Protection policies and procedures are implemented consistently; practice is reviewed regularly and evaluated.</li> <li>• Home visits and close on entry assessment provide a solid base, to provide accurate baseline assessments.</li> <li>• The Early Years Foundation Stage Teacher meets with EYFS teachers from across the Cluster at least termly.</li> <li>• The Early Years Foundation Stage teacher meets with EYFS teachers from across the cluster in the summer term to moderate work.</li> <li>• Parents receive a half termly 'Big Picture' plan to inform them of what their child will be learning and this includes home learning activities to be completed in line with the classroom learning?</li> <li>• 70% of children at the end of Foundation Stage achieve a good level of development. (% national average)</li> </ul>	<p>Early Years is not yet 'good' because</p> <ul style="list-style-type: none"> <li>• Our Early Years Foundation Stage teacher only took on the roll in September 2016, she is still building her expertise.</li> <li>• As yet the learning environment is still under development to meet curriculum needs.</li> <li>• See EYFS Action Plan</li> </ul>