



School Self Evaluation Summary | 2019

Based on nationally published data: **Nov 19 (ASP & IDSR)**

Context:	Challenges:
<ul style="list-style-type: none"> • Average size maintained primary – average mobility • Majority: White British • Significantly high free school meals • Location deprivation indicator: most deprived • Pupil base: most deprived of all schools • High SEND support: evenly spread across school • SEND support main areas: SEMH & SLC • Significantly high SEND children with a EHCP • Workforce attendance very good – above national average • Prior attainment: low starting points on entry, good progress towards national average @ KS1 and good progress in KS2 to exceed national data. • High % of families supported by Children Services 	<ul style="list-style-type: none"> • Reduced school budget growth creating excessive pressure to meet community needs (approx. 7 staff less than 3yrs ago / per pupil income less now than 2013/4 despite sig increases e.g. pension contributions.) • Significantly high level of pastoral support needed to meet pupil and family needs • High expectation to support families working with Children Services • Partnership working with families to raise awareness of the importance of education • To raise perceptions of pupils to value learning • LA spending for higher needs – significant over spent • Torbay Children Services inadequate

Achievement picture across the school
<ul style="list-style-type: none"> ➢ Children start school with attainment which is well below expectation ➢ Despite making progress, attainment @ end of R is well below national ➢ Y1 phonic attainment is line with national ➢ KS1 attainment is broadly in line with national ➢ KS2 attainment of pupils achieving the expected level is generally well above national, attainment at the 'greater depth' standard is in line with national ➢ Progress for ALL in R & W is strong and above national average & M progress is sig. above national average. ➢ Progress for Pupil Premium children is above national progress for other pupils ➢ Progress for SEND pupils: above N SEND pupils with increasing trend <p>Summary – cohorts generally start school well below expectation and leave with attainment above national data therefore progress across the school is very strong.</p>

Current Strengths / Areas for development (curriculum / T&L / standards / B&A / PD)

Current Strengths	Areas for development
Progress made by pupil premium & SEND pupils significantly above national others.	Develop the role of curriculum leader to ensure that they have a clear understanding of the curriculum from Early Years to Y6
100% pupil achieved the 'expected standard' in writing and progress was more in line with other areas	To develop strong word recognition to ensure that all pupils make good progress in reading from starting points
Pupils start school with low starting points and make very strong progress in all areas to finish in line or above national comparators @ KS2.	Develop spelling and vocabulary to ensure that all pupils make good progress in writing from their starting points.
Pastoral care for pupils and families remains a priority to ensure pupils can access learning	To sustain the level of pastoral support to meet the needs of families – including developing Forest School activity
Safeguarding is strong – LA audit requested to use us as an exemplar	Review Governance structure in light of the new Evaluation Inspection Framework
Independent SEND audit highlighted strong practice leading to good outcomes	Embed writing process to sustain strong outcomes
Independent Governor Audit – highlighted strong practice and requested to use model as exemplar.	Embed new systematic scheme and resources for phonics
Attendance has significantly improved over time- cultural change	
Opportunities beyond curriculum - rich range	
School to School Support - proactive engagement with other schools – supporting role as arranged by LA	
Questionnaires from staff, parents & families reflect positively	

