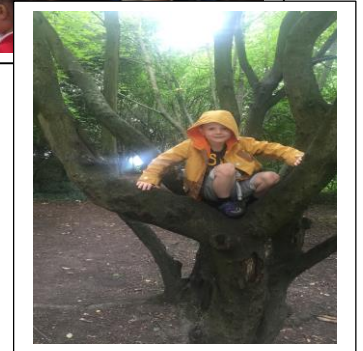


“Learning through hard work, friendship and fun”

SELF EVALUATION September 2017

“Pupils work with good motivation and concentration and co-operate well.” (Ofsted, March 2017)



SCHOOL CONTEXT

- Smaller than average primary school drawing from a wide geographical area and varied socio-economic backgrounds
- Single form entry with some mixed age group classes currently in key stage 2
- High levels of mobility (16% change in school population in 2016-2017) due to many factors including prevalence of social housing in the locality
- High number of pupils for whom English is spoken as another language – 40%. This has declined over recent years but anecdotal evidence suggests the figure may be higher
- Before school care is provided by school on site from 8am each morning
- Attendance is good at over 95% - we strive for better

HEADLINES FROM 2016-2017

- GLD increased from 52% to 56% - children enter nursery on very low levels so this represents excellent progress
- Phonics screening increased from 67% last year to 88%
- Progress in key stage two was above floor standard but we aim for much better
- Leadership roles have changed (see below)
- Mill Lane has become an official member of BBEST (Batley and Birstall Excellence in Schools Together) which is a hub
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Ofsted, March 2017 “The leadership team has maintained the good quality of education in the school since the last inspection. The school is calm and purposeful. Pupils work with good motivation and concentration and cooperate well. You support individual pupils who have special educational needs and/or disabilities well.”

WHAT DO WE DO DIFFERENTLY FROM OTHER SCHOOLS?

What is different	What is the impact
Our motto of “ <i>Learning through hard work, friendship and fun</i> ” underpins everything we do	All stakeholders contribute to these values and supports our belief that happy and healthy children will learn best; we foster a warm and nurturing learning environment that is palpable throughout the school
A Parent Forum which includes pupil voice	Everyone has a voice and say in many aspects of school and can influence and shape its future This is encouraged by including adults and their children but also giving adults a voice without the head teacher there
Partnership with BBEST	This supports learning in many ways; supports teaching and evaluation and also leadership roles
Sports partnerships	Through formal membership of the Schools Sports Partnership and informal relationships with local school we offer a widening variety of activities for our children both in and out of school
Restorative Practices	All children are given the opportunity to resolve their differences in a supportive, supported and collaborative manner to foster good relationships and develop life skills
Peer mediation	Low level issues are resolved by trained peer mediators to enable children to develop social and interpersonal skills
Extra Curricular Clubs	These are free or very low cost to enable all children to join in

COMMUNITY

- Wide range of extra-curricular clubs run by adults from within school and coaches from outside school
- Strengthening links with local companies being developed by the Friends of Mill Lane
- Strong and strengthening support from parents through the Friends of Mill Lane leading to enhanced community activities and fundraising for school
- Raising awareness and social conscience through links with Batley Food Bank
- Developing wider awareness of others through fund raising for Cystic Fibrosis Charity

Ofsted, March 2017: “Pupils and parents hold ... the school in high regard”

EXPERIENCES WE OFFER OUR CHILDREN

- Wide variety of opportunities to be active and involved in a range of ways: School Councils, Sports Events, Clubs, Peer mediators, , ‘jobs’ around school (corridor monitors, assembly organisation etc), leading assemblies, stalls at Christmas Fair
- Developing links with schools through sporting events and School Council joint working
- Subsidised educational visits out of school and visits to school to broaden experience and deepen learning
- Nurture and support over than punishment and retribution

Ofsted, March 2017: “Pupils appreciate the effective rewards and sanctions for behaviour “

EFFECTIVENESS OF EYFS – overall judgement Good

Achievement in EYFS

- Typically pupils enter nursery well below age related expectations (some not speaking or separating from parents; many are not toilet trained)
- Progress is good and all leave reception having made good progress with over half being at age related expectations

Teaching in EYFS

- Experienced practitioners provide consistently good and outstanding teaching resulting in highly effective support and learning experiences
- The EYFS team understand the developmental and learning needs and provide a rich and sophisticated range of activities to stimulate and engage
- Assessment opportunities are embedded throughout
- Parents are fully involved and informed and are encouraged to participate in their child's learning journey

Behaviour and Safety in EYFS

- Highly motivated and enthusiastic learners respond positively to the high-quality activities that develop their independence
- Children are able to work with sustained interest and application, displaying highly positive attitudes to their learning
- Pupils demonstrate skills of co-operation, sharing and support for each other and are kind and considerate of each other
- They all work and play safely together and show that they care for the welfare of everyone, including the staff

Leadership and Management in EYFS

- The EYFS leader is very experienced and supports a highly experienced team of excellent practitioners
- Enhanced work on transition into key stage 1 is beginning to deliver positive outcomes for pupils
- There are high expectations all staff so they provide the best possible provision, care, nurture and support for all children
- Active observations and monitoring ensures provision meets need
- EYFS LA moderator commented that “ The separation of the FS into two distinct classes is very successful. There is a calm learning environment in both rooms... enables taught sessions to be delivered appropriately and effectively to the different groups

Ofsted, March 2017: “By reorganising the early years into separate Nursery and Reception areas, you have established purposeful learning environments that are strengthening children’s personal, social and emotional development in Nursery and promoting their progress in Reception”

ACHIEVEMENT – overall judgement Good

- Phonics screening high achievement at 88%
- Educational Teaching Assistants being used for supporting children both in class and in interventions to ensure all maximise their learning
- Key Stage 2 results have been strong in maths, reading and GPS over the last few years; writing suffered at the introduction of the new assessment model
- Results for last year were disappointing but not surprising due to the nature of the cohort
- KS1 pupils working at Expected Standard are below national but holding steady; new curriculum demands have impacted
- KS2 pupils made progress above floor standard
- KS2 scaled scores were marginally below national

THE QUALITY OF TEACHING - overall judgement Good

- The majority of teaching is consistently judged to be of a good or outstanding quality (observations, learning walks, book scrutiny, pupil voice)
- Rigorous programme of monitoring teaching quality involving all teaching staff supported by SLT
- If a dip in teaching quality is identified, support is swiftly put in place and has been successful on numerous occasions
- Teachers fully engage in effective CPD to ensure standards remain high and teaching is effective (peer observations, mentoring, coaching, visiting colleagues, modelling for colleagues)
- Rigorous reviews and ongoing moderation of marking & feedback and teaching & learning ensure consistently high expectations
- Presentation across all workbooks is high quality and supported by a whole-school cursive handwriting approach
- Well organised and effective classrooms stimulate and support learning
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BEHAVIOUR AND SAFETY OF PUPILS – overall judgement Good

- Behaviour both in and out of lessons is mostly good
- Pupils are always keen to learn and can be trusted to work as part of a class, group or independently in different areas of the school
- There are strong and effective systems for dealing with unacceptable behaviour based upon Restorative Practices
- High proportion of parents agree behaviour is very good and any issues are dealt with in a timely and reasonable way
- Pupils play an active part in self-monitoring behaviour through an active School Council and peer mediator system
- Year 6 pupils assume roles that support good behaviour such as peer mediators and corridor monitors
- Pupils are eager to come to school, cheerfully saying 'Good Morning' and quickly settle to their morning tasks

SAFETY

- Pupils say they feel safe in school and are clear about what to do if this changes
- Pupils understand about safe environments and are confident reporting any concerns e.g. play equipment, slippery floors, wobbly chairs
- Attendance is consistently high (97over 95% 2016-2017); lateness is rare; both are monitored closely
- Parents have many ways of raising concerns e.g. Parent Forum, meeting with teachers / key stage leaders, Headteacher meetings, Governor attendance at meetings, parent consultations, informal chats on playground, text message
- Rigorous safeguarding procedures in place
- There is a Designated Safeguarding Lead and three deputies
- Safer Recruitment practices are followed when appointing staff and key personnel regularly update their training for CP & welfare
- Regular health and safety walks undertaken with a range of stakeholders including pupils
- Online safety is a key priority across pupils and adults
- Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils

LEADERSHIP AND MANAGEMENT - overall judgement Good

- All leaders have been uncompromising in their drive for outstanding outcomes
- Distributed leadership enables teachers to take ownership of direction of school and a critical part in its ongoing success
- A new management structure in place from September 2017 will both challenge and support leadership skills for most teachers
- Robust systems for self-evaluation and performance management focus clearly on achievement / progress / impact holding staff to account
- There is a clear and evident learning culture which is effectively driving the school to continually improve
- We look for support and act as a support to other schools both within our cluster and wider when appropriate
- Subject leadership is organised in small teams which supports personal and professional development
- School governance is highly effective and governors bring a range of skills to challenge and support the school
- Our before school provision continues to be in high demand; staff are highly trained and parent satisfaction is high
- School continues to be in a secure financial position; staff are used efficiently to maximise learning impact and understand the need for prudent spending
- All procedures for safeguarding are rigorously monitored and applied uncompromisingly; we have a clear understanding of where to go for support and have developed productive relationships with our partner agencies

OVERALL EFFECTIVENESS overall judgement **Good**

- By the time a Mill Lane pupil leaves our school, they have made good progress for them. Many achieve in line with the national average in Reading, Maths and Science
- The welfare and learning of every pupil is the collective responsibility of **all** staff and is taken very seriously
- A comprehensive training programme to support all personnel is in place
- Staff devote time to develop a deep knowledge and understanding of all pupils and work hard to develop harmonious relationships with their families
- Regular meetings between Governors and staff impacts positively on their ability to monitor the overall quality of the school's performance
- Governors have a deep and extensive evidence-based knowledge about how the school is performing and use their range of skills to support in many different ways
- Reflection and self-evaluation is highly valued; we are constantly seeking to learn from others to improve provision in all areas e.g. teaching and learning, financial, safeguarding, etc.
- We value support from a range of agencies and colleagues and feel proud that our staff and Governors are often approached to support others

NEXT STEPS FOR THE SCHOOL identified in Inspection, March 2017

- To continue to implement a robust assessment system for all subjects in line with new government guidance taking into account the performance of groups of children and reporting this to all stakeholder
- To implement and strengthen the new management and leadership structure and roles to increase outcomes for pupils