

Self-Evaluation Hampton Lucy C of E Primary School and Nursery 2016 -2017



SCHOOL CONTEXT

Hampton Lucy is a small rural primary school with its own nursery located in a village close to Stratford upon Avon. The 91 pupils on roll with a 10 place provision, are drawn from the village and neighbouring Parishes and are mainly from a White British background. The school offers an inclusive unique experience, Safeguarding all. It has above the average number of children with SEND. The headteacher has been in post for 16 years and there is a stable staff

THE VISION AND VALUES OF THE SCHOOL

"Our rural village school derives its ethos from its Christian values (1). This means that every member of our school community, of whatever faith or ethnicity whatever their status, from our head to the youngest child in the nursery class is valued equally; all are equal in the sight of God (2).

To enable each of us to flourish we encourage good manners (these are based on consideration of others) unselfishness and an ethic of service (3).

In such an atmosphere each of us can learn without fear (4), dare to take initiatives (5), believe in ourselves and therefore succeed in our education which is, of course, the focus of our school (6).

This approach of thoughtful, shared endeavour (7) applies to school work, sport, music, drama and in all our dealings with each other, in or out of school.

We are a community (8)."

1. 'The Values for Life' Collective Worship scheme forms the focus of the work we do in Collective Worship. This is delivered by David Jessett the Vicar, Rachel Saum, newly appointed Chaplain, the staff and the children in the school. It is developed and endorsed by The Church of England and is based on Christian values and includes other religions.

2. The Value of equality is at the centre of the work that permeates out from Collective Worship into the classroom and onto the playground. It is the core of the discussions with children when their behaviour is not acceptable. It is the focus of discussion when we make people feel uncomfortable through our actions and words. It underpins our behaviour policy and its success is evident in the low incidents of bullying recorded within the school.

3. Seen in its simplest form it is in the care that the children give towards each other on a daily basis. Year 6 buddies, head boy and head girl showing visitors around the school; children leading in church services and in school assemblies, raising funds for charities, representing the school proudly and politely on educational visits etc.

4.5.6.7.8; the school being itself, at its best, through the diverse and creative aspects of the curriculum. Children do learn in this school without fear, they are loved into being the best they can be; from the high jump in the inter house athletics competitions, to the choir performing carols at Asda; from children teaching children, children sharing their learning with each other, team challenges in Grid Learning and preparing flowers for the church for services. The school is used by the local community and the church regularly for their events.

SUMMARY

At Hampton Lucy School there is an atmosphere where each of us can learn without fear, dare to take initiatives, believe in ourselves and therefore succeed in our education which is, of course, the focus of our school. Safeguarding for all is embedded in our ethos. In our school we talk, share and carry each other. We are a family that cares and shows daily the love of Jesus in the way we support and guide and teach and learn. This approach of thoughtful, shared endeavour applies to school work, sport, music, drama and in all our dealings with each other, in or out of school. The Christian ethos really is authentically expressed in the school. The impact of this is in the lived out experiences, distances travelled and outcomes of the pupils, the ethos of the staff, the involvement of parents and community and, most importantly, the culmination of all of these that make up the school as described by the parents' survey comments.

Date: October 2016

Leadership and Management

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

The school is led by an experienced Christian Leader who works closely with all stakeholders. All leaders acknowledge and build upon the school ethos and evidence this in their day to day lives at school, in teaching and learning, pastoral care and in the time given to all stakeholders. The HT has delivered the Christian Leadership Training for leaders in church schools with the Diocese and is now working as a Chaplain on a pilot project to support schools within the MAT, with a view to supporting all church schools in the future. The HT and music teachers plan and work with the clergy to deliver the family service once a month in the local church; this evidences leadership and management on a practical and visible level. All services and other planned church events are captured in a designated iPad and Collective Worship file.

The Headteacher, senior managers and foundation governors uphold a strong Christian Vision for the school and for the Safeguarding of all. Safeguarding is outstanding in this school. The Headteacher strives to ensure that these values are at the core of all developments. The process for self-evaluation is in place which takes contributions from all stakeholders and uses these well to build the school's learning plan. The evaluations of the plan are in place and impact is clear. Governors are very competent and passionate about their role and understand its importance and complexity. The school has formalized the place this holds within the whole governing body and they are fully involved in leading the development of the school. The views of parents, staff and pupils are sought and carefully used to understand where the school is heading and what it should look like in the future. See Parent SEF July 2016.

The Vicar acts as a chaplain rather than a governor and undertakes his pastoral duties well, with thought and care. He has a newly appointed chaplain to assist and she is now working with the school to support Family Services. This work is well supported by the foundation governors. The school council is active and carries out its duties effectively. A very strong two-way partnership exists with the church and parish. School news is prominent in The Grapevine parish newsletter. Joint committees plan events and services and parishioners are frequent and welcome visitors in school during worship, at lunchtimes and at many events during the year. Relationships are also robust with linked parishes. The distributed leadership allows the school to develop the

experiences for other leaders within the church school.

We all share an uncompromising drive to improve outcomes for ALL children. We are rigorous in holding each other to account for pupil progress. The relentless focus on improving the quality of teaching through monitoring, peer observations and pupil progress meetings has resulted in good achievement and attainment across the school. There is a high level of accountability for progress from all teachers and support staff. LTM constantly hold all staff to account for pupil progress and expectations are high. LTM have a clear shared vision for the school with high ambitions for all pupils. These high expectations are shared with all staff and with pupils and parents. Effective and accurate self- evaluation has enabled the school to continue its school improvement journey.

All leaders have a good understanding of assessment allowing for early interventions for individual children or groups of children where progress is less than good. Governors are able to hold the school to account and have a secure understanding of the school's strengths and areas for development. They are involved in the monitoring cycle, BLINKS, contributing both support and challenge. The Learning Improvement Plan is robust with targets aimed at improving the quality of outcomes even further. Termly Governor's meetings review the school's progress towards the LIP. This monitors the impact of the objectives set.

Key Strengths

- Develop church school distinctiveness across the school with all stakeholders
- School to School support within the Consortium
- Leadership encourages and grows children as leaders in worship and learning
- Prayer Club
- Ethos that promotes our values throughout the curriculum with high aspirations for all
- Inclusive nature of the school with children with SEND
- Monitoring of outcomes for all children especially the vulnerable

Development points

- Development and training for leader of Church School for newly appointed Assistant Head
- Further opportunities to develop an innovative leadership model to provide opportunities for individuals to share and shine

Outcomes for Learners **The quality of teaching, learning and assessment**

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

Key Strengths

Evidence that supports this judgement

- The period, 2015 2016, 100% lessons observed are good. The impact of these good lessons can be seen in pupil progress, learning walks, work trawls and Governor BLINKS.
- The embedding of the curriculum in securing the standards is rigorous. All staff engaged with training and moderation to ensure good outcomes for children. The impact of the good teaching can be seen on the school website, children's books and in the evidence that they are on track to meet the expected standard at the end of the year. The children are unique and they are treated as individuals. We are an inclusive school and that brings about many challenges. We enable all of children to learn and meet their targets. We support the families in difficult times to enable them to parent their children. Learning is measured by progress and attainment and by much more that cannot be quantified. See the outcomes of the parents SEF 2016 attached

Whole School data 2015 – 2016

	Reading			
	Autumn Target (Summer Term 2015)	Teacher Assessment Autumn 2015	Teacher Assessment Spring 2016	Teacher Assessment Summer 2016
Reception	33% ARE and above	38% ARE and above	63% ARE and above	88% ARE and above
Year 1	75% ARE and above	82% ARE and above	82% ARE and above	82% ARE and above
Year 2	62% ARE and above	69% ARE and above	77% ARE and above	45% ARE and above
Year 3	39% ARE and above	43% ARE and above	47% ARE and above	53% ARE and above
Year 4	81% ARE and above	91% ARE and above	83% ARE and above	77% ARE and above
Year 5	91% ARE and above	91% ARE and above	91% ARE and above	91% ARE and above
Year 6	70% ARE and above	80% ARE and above	80% ARE and above	87% ARE and above

	Writing			
	Autumn Target (Summer Term 2015)	Teacher Assessment Autumn 2015	Teacher Assessment Spring 2016	Teacher Assessment Summer 2016
Reception	33% ARE and above	38% ARE and above	63% ARE and above	75% ARE and above
Year 1	63% ARE and above	82% ARE and above	82% ARE and above	82% ARE and above
Year 2	62% ARE and above	69% ARE and above	62% ARE and above	45% ARE and above
Year 3	30% ARE and above	43% ARE and above	47% ARE and above	46% ARE and above
Year 4	63% ARE and above	83% ARE and above	75% ARE and above	69% ARE and above
Year 5	83% ARE and above	63% ARE and above	73% ARE and above	64% ARE and above
Year 6	59% ARE and above	66% ARE and above	73% ARE and above	87% ARE and above

	Maths			
	Autumn Target (Summer Term 2015)	Teacher Assessment Autumn 2015	Teacher Assessment Spring 2016	Teacher Assessment Summer 2016
Reception	77% ARE and above	88% ARE and above	88% ARE and above	100% ARE and above
Year 1	76% ARE and above	94% ARE and above	76% ARE and above	82% ARE and above
Year 2	85% ARE and above	69% ARE and above	69% ARE and above	55% ARE and above
Year 3	46% ARE and above	50% ARE and above	53% ARE and above	53% ARE and above
Year 4	75% ARE and above	100% ARE and above	83% ARE and above	84% ARE and above
Year 5	75% ARE and above	64% ARE and above	64% ARE and above	64% ARE and above
Year 6	65% ARE and above	73% ARE and above	73% ARE and above	87% ARE and above

For the external data see attached information. [The small cohorts and SEND children can give the impression that progress is below expected. We record separately the data and present this to Governors to ensure that we are judged as making good progress across the school]

We meet the needs of all of our learners. The above outcomes on the children's achievements is down to the **Christian Values** that permeate the school daily and these can be evidenced clearly in the **ethos tenet**, and alongside the spiritual, moral, social and cultural development opportunities the children have experienced. The vulnerable children make good progress from their starting points and this is tracked termly by Governors on P&S. We constantly strive to meet the needs of all, through the close working relationships we have with outside agencies. Relationships are strong within the school community with our values high profile that enables all of us to understand and respect each other locally and in the wider community. All subjects are taught well with children learning through visits and practical hands on experiences. All faiths are covered in all classes and our hall reflects our inclusion and understanding of the symbols of the faiths we study.

Development points

- The analysis proved that the children have made progress in their learning and are working at expected, some exceeding within their assessments and tests. Systems have been trialled to better prepare the children for tests, children's capacity and stamina for tests has improved. Focus in KS 1 is on writing as a development point and in KS 2 GPS is slightly lower than the national average and we will address these points in the new LIP.
- The school is currently undergoing a new build for a kitchen that will offer the UIFSM and the option of hot dinners for all. This will result in a commercial kitchen, a new classroom and teaching and learning areas. The impact of this will be new learning opportunities for all. This will also be part of the new LIP.

- The outdoor areas are also under review with the opportunity to landscape areas of the school to further improve learning and play opportunities.

Personal development, behaviour and welfare

What is the impact of the school ethos on personal development, behaviour and welfare?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

The impact of the school ethos continues to be powerful within the school and this is well documented and is embedded in our behaviour and welfare policies. The leadership of worship is owned by us all. The leadership of behaviour and welfare is owned by us all. The children are central too and in their planning to lead and carry out worship they demonstrate confidence and knowledge of the Christian Values embedded in the school. The protocol of worship is followed by all who lead. The respect that is essential for the personal development, behaviour and welfare of the children can be seen and heard. We work together through a variety of different ways and will always reflect upon our actions.

Key Strengths

We are a worshipful school and worship can take many different forms. We weave prayers into banners, we praise through our music and this is where children hear and learn about The Trinity. The candle is lit acknowledging that Jesus is the light of the world and we have the symbols used in the Family Service represented on our table for worship, with the cloth following the church colours. This ethos demonstrated through our Church School distinctiveness under pins the behaviours and personal development of all.

Children value the time and importance given to lead and use their voices in all aspects of school life and worship. Adults take part fully and visitors comment upon the experience of worship, especially when worship is delivered by children in Wednesday Worship. Children have their own prayer club every Friday morning Year 6 always close Collective Worship in prayer. In the church the children take their understanding and knowledge of worship into the services we lead. It is these church services that share the Christian values with the community. The pupil voice is developed throughout the school in all aspects learning and school life. School Council lead in class discussions and this informs decisions that make a difference to them. The Head boy and Head girl always lead visitors round the school and showcase their school from their unique point of view. All children have been through the SEAL programme and we have adopted this as part of our whole school protective behaviour work.

Development points

- To develop further all in school into leadership roles as we build the new LIP
- To further develop and showcase the pupil voice