

September 2018

The school was inspected in June 2018 where it was judged to be a GOOD school.



### SCHOOL SELF-EVALUATION SUMMARY

#### Significant changes since the previous inspection

<ul style="list-style-type: none"> <li>• Appointment of a Deputy Headteacher – Sept 2018</li> <li>• Appointment of two new fixed term teachers – Y4(NQT) and Y1 (RQT)</li> <li>• Two classes in Year 6 and Year 5</li> <li>• Introduction of Zone Subject Leaders</li> </ul>		<b>School (2018)</b>	<b>National(2018)</b>
	Ethnicity(not white British)	41.6%	N/A
	FSM	42%	14%
	EAL	34%	21%
	SEN support	22%	14% (2017)
	Pupils with EHCP	2%	1% (2017)
	LAC	0.4%	3%
	School deprivation indicator	0.48	0.21 (2017)

#### School to school support

School has been a member of the SPA since Sept 2015; it shares expertise with other Salford schools and requests support from the SPA in key school improvement areas. School is part of the Irwell Education Improvement Partnership family of schools. Focuses for this group in 2017-2018 included improving attendance across the cluster, moderation of writing and an NQT induction programme.

**EIP Work to be carried out this year 2018-19:**

- Improving attendance rates across identified groups of pupils
- Writing moderation in year groups other than 2 and 6
- Competitive sporting events & Sports Mark Award
- Art projects
- Staff development
- Greater Depth Maths challenge days for identified pupils in Y6

Key Issues from the PIR	Rectified Y/N
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1. Improve and refine the way that middle leaders track and assess pupils' learning in subjects other than English and mathematics so that achievement rises to reflect the high standards in English and mathematics	<ul style="list-style-type: none"> <li>✓ Introduction of TT to track and monitor pupil achievement and progress – May 2018</li> <li>✓ Zone subject leaders introduced to ensure consistency across subjects – Sept 2018</li> <li>✓ Subject line of enquiry carried out in all subjects to assess pupils learning</li> <li>✓ Subject Reports completed termly to monitor achievement – presented to Governors</li> <li>✓ Performance management targets set to include subject leadership and standards in subjects other than English and Maths</li> <li>✓ Line managers introduced for each subject zone to develop leadership of subjects</li> </ul>
2. Continue to reduce the rate of persistent absenteeism.	<ul style="list-style-type: none"> <li>✓ MR attends EIP cluster attendance meetings, sharing of data/initiatives.</li> <li>✓ EWO SLA purchased 18/19</li> <li>✓ Parent attendance workshop Sept 18</li> <li>✓ Reduction of proportion of persistent absenteeism</li> <li>✓ 2016-2017 12.6 % and 2017- 2018 10.6%</li> <li>✓ DHT and MR to have half termly Attendance reviews</li> <li>✓ Electronic registers now used so that non attenders are identified sooner and phone calls can be made where necessary</li> <li>✓ EWO now makes home visits</li> </ul>

## LEADERSHIP and MANAGEMENT

Strengths	Development Areas
<ul style="list-style-type: none"> <li>• Leaders set high expectations of pupils and staff; they lead by example and as a result, standards have continued to improve across the school, results at the end of KS2 have been consistently above National for 5 years, for all pupils including disadvantaged pupils.</li> <li>• Leaders have established a strong and cohesive leadership team, which is making many further improvements to standards in subjects other than Maths and English. Rigorous half termly evaluation of the SDP and SEF lead to planning that secures continual improvement.</li> <li>• The SLT and Governing Board have an accurate understanding of the quality of education in school and where improvements are required. They have very clear values and subsequent vision; they provide strong leadership and are uncompromisingly ambitious for all pupils playing a key role in raising standards through Headline Meetings and Governor days.</li> <li>• Senior leaders and Governors are thorough in checking school effectiveness. Lesson observations, learning walks, planning and book scrutinies, pupil discussions and regular pupil progress and pupil headline meetings form a clear monitoring and evaluation programme. This programme helps all leaders plan, monitor and refine actions to ensure the school keeps moving forward. Resulting in all year groups improving the proportion of children securing ARE in all subjects across the curriculum. Current data predicts most classes will have an increased proportion of pupils achieving ARE by the end of the 2018/19 school year.</li> <li>• Governors systematically hold senior leaders to account for all aspects of school performance including finance and pupils achievement. Governors have a secure understanding of the school's strengths.</li> <li>• The SLT and Governing Board use performance management effectively to improve teaching and accelerate learning; teachers' targets are challenging and pay is linked to outcomes. A work shadow system supports, challenges and develops all teaching staff in school. The appraisal cycle is also used effectively to resolve teaching weaknesses.</li> <li>• A robust system of planning, teaching and assessment is continuing to develop to secure improvements in pupil's progress and attainment across the curriculum.</li> <li>• Pupil Premium funding is used very effectively and as a result, disadvantaged pupils surpass the achievement of other pupils in the school. Disadvantaged pupils are consistently well above national average at KS2 in terms of attainment and progress measures. <a href="#">Disadvantaged pupils attain consistently higher than national average at KS1.</a></li> <li>• A broad and balanced curriculum is taught and is enhanced by the use of curricular trips and visits. Extra-curricular provision is strong, with a focus on sport and the Arts.</li> <li>• British Values are at the heart of the school, they are embedded across the curriculum and extra-curricular activities, pupils and staff do not tolerate prejudiced behaviour and there is a strong ethos of 'all different all equal' across the school.</li> <li>• Cluster primary links are well established and are developing focus on school improvement and increased outcomes, as a result writing is now moderated across the cluster for year groups R-6.</li> <li>• Child protection and safeguarding policies and practice meet current requirements, resulting in children feeling safe at Lower Kersal Primary School, evidence by the pupil voice survey. All staff attend SG training and all are trained to protect pupils from radicalisation and extremism.</li> <li>• The school website meets statutory requirements and is updated regularly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to develop an unwavering commitment to high expectations for pupils and staff in all subjects by using a robust system of assessment throughout the school to clearly show ACHIEVEMENT and PROGRESS in all subjects</li> <li>➤ Embed a culture where staff debate and reflection leads to them being deeply involved in their own professional development.</li> <li>➤ Embed process of subject leaders conducting book scrutiny and pupil interviews that follow an agreed whole school line of enquiry to ensure improvements in pupil's progress and attainment are swift and sustained across the curriculum.</li> <li>➤ Ensure teaching is <u>highly</u> effective across the whole school and curriculum.</li> <li>➤ Further develop methods of measuring impact of the SPG and the effect it has on outcomes of pupils.</li> </ul>

### SMSC:

Strengths	Development Areas
<ul style="list-style-type: none"> <li>• Diversity and differences are celebrated and valued with disadvantaged and vulnerable groups well supported as evidence by end of key stage data and pupil voice data.</li> <li>• The school's motto, 'a school where everyone matters', is a golden</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils to show greater confidence in their abilities and persevere to become more resilient to failure, enabling pupils to thrive.</li> <li>➤ School to pursue Emotionally</li> </ul>

<p>thread that permeates school life. There is a culture of high expectations and mutual respect for everyone.</p> <ul style="list-style-type: none"> <li>• Teachers and other adults model the ethos and vision of the school through their teaching, assemblies and extra curricular activities.</li> <li>• The school has developed a strong culture of respect and tolerance, through promotion and embedment of British Values; ensuring children are prepared effectively for life as good citizens in modern Britain.</li> <li>• Staff and pupils work together to ensure that discriminatory or prejudiced behaviour is not tolerated.</li> </ul>	<p>Friendly Schools Accreditation</p>
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<b>TEACHING, LEARNING and ASSESSMENT</b>	
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<b>Strengths</b>	<b>Development Areas</b>
<ul style="list-style-type: none"> <li>• Good subject knowledge and skilful questioning enables pupils to challenge their thinking and extend their learning. Teachers plan effectively to ensure all pupils learn well, providing time for pupil reflection, as evidenced by books. Pupil progress exceeds expected in Reading, Writing and Maths as evidence by school data and books.</li> <li>• Teachers and support staff have high expectations of pupils both in their behaviour and in their work, as evidenced by pupil's books and behaviour logs.</li> <li>• Marking and feedback is effective in moving pupils' learning on; pupils are given lots of opportunities to respond to marking and know what they need to do to improve, ensuring pupils progress further.</li> <li>• Information is shared with parents termly via reports on how well their child is progressing and how highly they have attained throughout the year. This is clearly related to the standards expected of them and what their child needs to do in order to further improve. This is further supported by half termly parent drop-ins where pupils share their work and targets with parents.</li> <li>• Equality of opportunity and diversity in teaching and learning is promoted across the school and curriculum.</li> <li>• Pupils read widely and enjoy reading, every class has dedicated time for class reads to further develop pupil's comprehension skills and the enjoyment of reading, as a result the proportion of pupils attaining age-related expectation and beyond by the end of KS2 is consistently above national average.</li> <li>• Teaching assistants are deployed well to support specific groups, as a result all groups of children make progress and identified children catch up quickly.</li> <li>• Teachers are able to identify pupils falling behind through ongoing assessments and whole school interventions enable pupils to make good progress and achieve well.</li> <li>• A large proportion of pupils (53% 2017-2018) make accelerated progress in R/W/M</li> <li>• 97% of parents stated they feel teaching is at least good (Parent Survey 2018)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further improve the quality of the teaching for the most able in Maths to ensure attainment is consistently at least in-line with national at KS2</li> <li>➤ Further improve the teaching of GPS so that attainment is in line with Writing at KS2</li> <li>➤ Further improve the quality of teaching of foundation subjects across the school to not only excite pupils but to constantly challenge and extend understanding</li> <li>➤ Further improve the teaching of phonics across EY and KS1 to ensure that attainment in Y1 is consistently at least in line with National</li> <li>➤ Ensure teaching is <u>highly</u> effective in all classes and subjects and leads to good progress</li> </ul>

<b>PERSONAL DEVELOPMENT BEHAVIOUR and SAFETY</b>	
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<b>Strengths</b>	<b>Development Areas</b>
<ul style="list-style-type: none"> <li>• The <b>behaviour</b> of pupils is good both in and out of the classroom. They are proud of their school and appreciate the wide range of extra-curricular activities, which enhance their curriculum.</li> <li>• Pupils listen well to teachers, support each other and work admirably during lessons.</li> <li>• Pupils have a clear understanding of different types of bullying and feel safe in school as evidence in the Nov 2017 bullying survey. Pupils work hard with the school to prevent all forms of bullying and pupils are clearly aware of the many different forms of bullying present within society.</li> <li>• Pupils good conduct reflects the school's promotion of high expectations and high standards at all times by all people.</li> </ul> <p><b>Personal Development and Welfare:</b></p> <ul style="list-style-type: none"> <li>• Pupils are respectful of each other and of adults. They get on well together and play happily at break and lunchtimes. They use their manners at all times.</li> <li>• Leaders work effectively with other agencies including the LA and social care when a child may be at risk.</li> <li>• Pupil voice is strong. Pupils enjoy the many responsibilities given, such as being members of our School Council, Eco Committee and Sports Squad and most recently school Ambassadors. Children are actively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work closely with the EWO to continue to improve attendance and further reduce the % of PA</li> <li>➤ Monitor groups of pupils to ensure none are disadvantaged by low attendance - particularly FSM pupils and implement effective support groups for these children</li> <li>➤ Further develop the role of school ambassadors to act as role models and provide additional roles of responsibility</li> <li>➤ School to begin process of becoming an Emotionally Friendly School – Sept 18</li> <li>➤ Extend pupils personal development through whole school awareness days, so that they are prepared to respect each other and contribute to wider society</li> </ul>

<p>involved in the care of school grounds, growing areas and school pets.</p> <ul style="list-style-type: none"> <li>• Results from questionnaires show that pupils and parents have trust and confidence in school to keep them safe. 98% of parents state school keeps their child safe (2018 Parent Survey) with 2% unsure.</li> <li>• Weekly rewards in Celebration Assembly recognise positive action and good citizenship. Termly Prize Days celebrate individual pupil success with parents.</li> <li>• Pupils know how to use technology safely, including the internet.</li> <li>• Absence is followed up on day one and the school has a strong relationship with the EWO where concerns are raised about pupil behaviour.</li> <li>• Pupils take pride in their work and are encouraged to attempt challenges to develop resilience, including the less able pupils.</li> </ul>	
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<b>OUTCOMES for Pupils</b>	
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<b>Strengths</b>	<b>Development Areas</b>
<ul style="list-style-type: none"> <li>• Outcomes at KS2 are excellent for all groups of pupils including EAL pupils.</li> <li>• Results at the end of KS2 improved and have been sustained for the last four years, with KS2 value added being significantly above national average in all subjects. From each starting point, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing and in mathematics were above national figures for 2014, 2015, 2016, 2017</li> <li>• School information shows that current pupils, including disadvantaged pupils are also making strong progress – (2017-2018 data shows 53% making exceeding progress and 83% making expected progress in R/W/M)</li> <li>• There is an increase in the proportion of pupils working at and above ARE in all subjects (July 2018 data)</li> <li>• Teaching and assessment practices in the school ensure that the most able pupils are making at least good progress and that the proportion attaining beyond age-related expectation is improving across the school. 2018 Combined = 19.6% compared to 2017 Combined = 8%</li> <li>• From starting points well below those typical for their age, outcomes at the end of EYFS are good and show consistent improvement over time between 2013 and 2015. In 2016 this performance dropped, however reasons for this have been fully explored and accounted for. (See EYFS case study for full details) In 2017 outcomes improved and showed good outcomes.</li> <li>• In 2017 the proportion of pupils meeting the expected standard was above national in Year 1. In 2018 this % dropped and was below National – reasons for this have been fully explored (See Case Study) and accounted for.</li> <li>• Performance at the end of KS1 improved in 2016, with performance in Reading and Writing higher than national scores and performance in Maths broadly in line with national averages.</li> <li>• Performance at the end of KS1 continued to improve in 2017, with performance in Reading, Writing and Maths higher than national scores. Performance further improved in 2018 with an increase in the % of pupils attaining ARE.</li> <li>• Excellent attainment at the end of Year 6 shows that all pupils are prepared for their secondary education</li> <li>• There is no gap in attainment between disadvantaged pupils and other pupils nationally at the end of KS2, as a result we have been awarded the Pupil Premium Regional Winner Award for 3 consecutive years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to increase the number of pupils achieving better than expected progress in all year groups and subjects</li> <li>➤ Ensure that additional phonics provision is in place and effective for pupils who did not achieve the standard in Year 1 2018</li> <li>➤ To maintain high KS2 performance – <ul style="list-style-type: none"> <li>- with an increase of pupils EXCEEDING ARE's in Maths</li> <li>- with an increase of pupils attaining ARE in GPS</li> </ul> </li> <li>➤ Maintain performance in KS1- <ul style="list-style-type: none"> <li>- increase the proportion of pupils working above the expected standard so that it is in line with National</li> </ul> </li> </ul>

## EARLY YEARS (Grade 2)

Strengths	Development Areas
<ul style="list-style-type: none"><li>• The skills and knowledge of children when they enter the Nursery or Reception are well below those typical for their age, by the time they enter KS1, the proportion with a GLD is in-line with National and they are prepared for the next stage in their education.</li><li>• In 2014 and 2015 outcomes at the end of Year R was above the national average with 78% of children attaining a 'good level of development' in 2015 and 70% in 2014. This showed good progress from their below age-related starting points in YN ; performance in 2016 dropped, however this has been investigated and measures put in place to ensure that this was a temporary drop in standards. In 2017 79% of children secured a GLD and 73% in 2018.</li><li>• The curriculum helps motivate and engage learners. Pupils are highly responsive to adults and each other and leaders ensure that children's needs are identified and given the support they need either in class or via specific intervention.</li><li>• Phonics teaching in R is strong. Teaching is appropriate to the level of need. 68% of pupils have completed the RWI programme by the end of Y1 and 100% had completed the programme by the end of Y2 (2018)</li><li>• Parents attend useful learning sessions, which have been designed to support parents in extending their child's learning outside of the classroom</li><li>• The PP is used effectively to ensure the gap between groups of pupils is reduced and closed to 1% by the end of EY.</li><li>• Behaviour in EY is excellent as evidence in Learning Walks and Formal Lesson Observations.</li></ul>	<ul style="list-style-type: none"><li>➤ Embed baseline assessments and develop practice of analysing data etc in this area.</li><li>➤ Continue to develop the use of outside areas ensuring high expectations and engaging learning space for children.</li><li>➤ Monitor and moderate standards each half term to ensure accuracy in assessments.</li><li>➤ Develop adults to ensure they are highly skilled at involving pupils in all aspects of the curriculum.</li><li>➤ Embed promotion of high quality language used by staff throughout EY</li><li>➤ Increase the proportion of pupils exceeding a GLD at the end of EY</li><li>➤ Develop the quality of Phonics teaching in YN so that pupils who are working below ARE can be targeted sooner.</li></ul>

## OVERALL EFFECTIVENESS (Grade 2)

**Lower Kersal Primary is a GOOD school.**

## SCHOOL IMPROVEMENT PLAN KEY PRIORITIES

- **Why is the % of children who achieve the phonic standard in Year 1 not sustained over time? Is this cohort specific? What are the reasons for this happening? Have measures been put in place to address this AND support the pupils who did not reach expected standards?**
- **Further improvements in attendance are needed. What is being done to support and reduce the % of persistent absentees?**
- **Explore why a lower proportion of pupils in KS2 attain a higher level in Maths than in other subjects?**
- **Why do a higher proportion of pupils not exceed a GLD at the end of Early Years?**