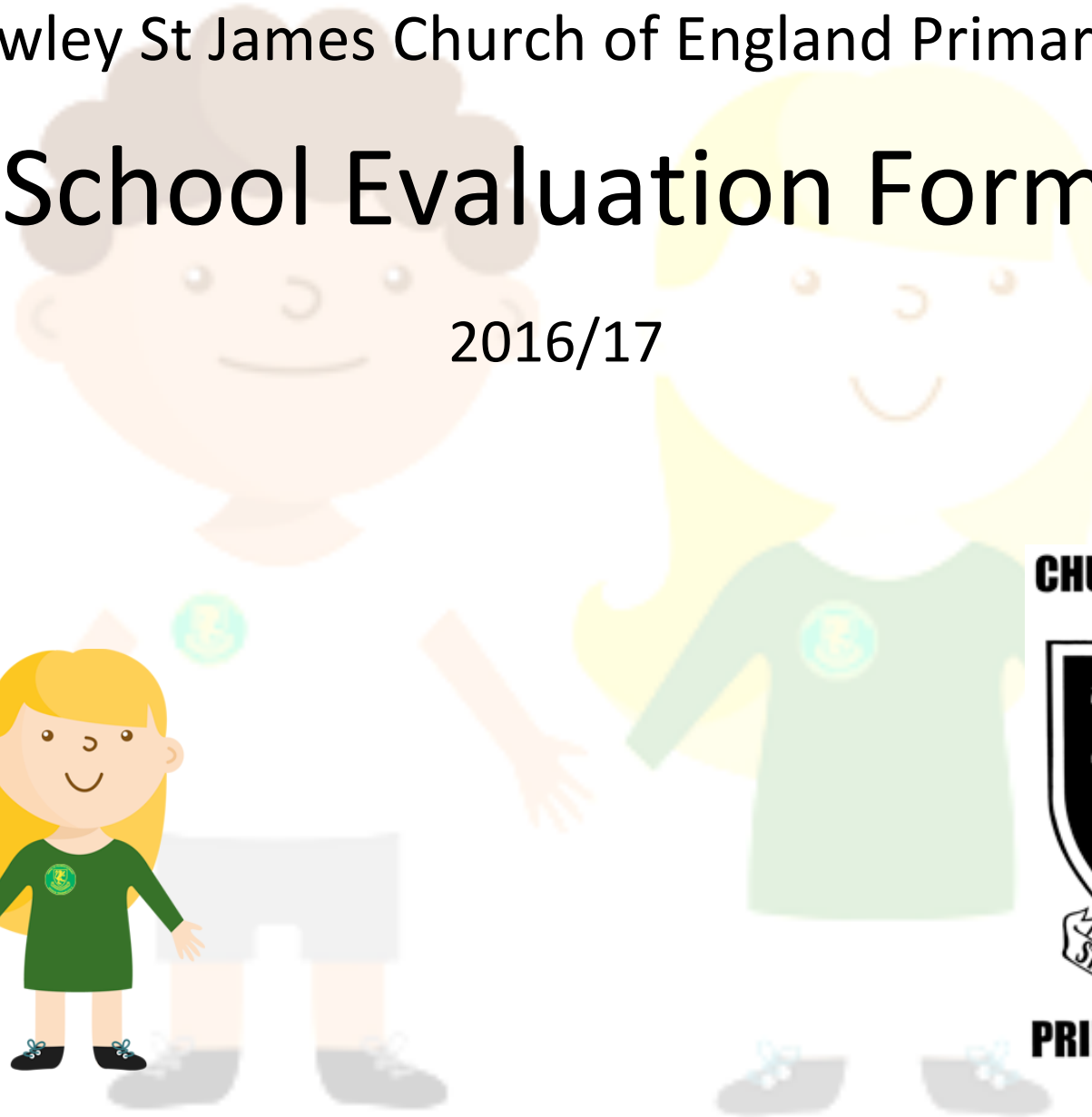


Church Cowley St James Church of England Primary School

School Evaluation Form

2016/17



OUTCOMES FOR PUPILS

Outcomes for Pupils are Requires improvement because.....

Historical Data

Early Years Foundation Stage – Good Level of Development

- 68% of pupils reached a Good Level of Development (GLD) at the end of Early Years Foundation Stage in 2016 (In comparison to 44% in 2015 and 55% in 2014). This was 1% below with the national average (69%).
- 43% (13/30) of boys achieved GLD (19.1% below the national average: 62.1%)
- 93% (27/29) of girls achieved GLD (15.2% above the national average: 76.8%)
- 54% (7/13) of disadvantaged pupils achieved GLD (national average of XX%)

Year 1 Phonics Screen Check

- 60/60 of the pupils in Year 1 sat the phonics screen check in 2016
- 81% passed (in comparison to 74% in 2015 and 36% in 2014) This was in line with the national average.
- 77% of the boys passed the phonics screen check (in line with national average: 77%)
- 87% of the girls passed the phonics screen check (above national avg: 84%)
- 73% of the disadvantaged pupils passed the phonics screen check (above the national average: 70%)

Key Stage 1 SATS

- 60% of pupils reached the expected standard in Reading at the end of KS1 in 2016. (2015 = 74% at 2b+, 2014 = 71% at 2b+) The national average was 74%
- 48% of pupils reached the expected standard in Writing at the end of KS1 in 2016. (2015 = 61% at 2b+, 2014 = 58% at 2b+). The national average was 65%
- 62% of pupils reached the expected standard in Maths at the end of KS1 in 2016. (2015 = 70% at 2b+, 2014 = 68% at 2b+). The national average was 73%
- Greater Depth: 10% in Reading (24% national), 2% in Writing (13% national) and 10% in Maths (18% national)
- Disadvantaged pupils: 50% achieved the standard in Reading (62% national), 45% achieved the standard in Writing (53% national) and 60% achieved the standard in Maths (60% national)
- CLA pupil: 100% achieved the standard in Reading (XX% national), 100% achieved the standard in Writing (XX% national) and 100% achieved the standard in Maths (XX% national)

To be good we need to...

- Show that in Y1-4 and in particular Y5 and current Y6 shows that a greater % of children are achieving nationally expected levels of attainment.
- Show that the CCSJ Continuums are robust in assessing achievement and that they are a good predictor of future attainment in Y2 and Y6.
- Show in year progress for cohorts and groups of chn, particularly boys and those with PPG are improving rapidly.
- Ensure EYFS results show consistently good results, and continue to achieving inline or above National expectations.
- Ensure disadvantaged pupils are identified early and given appropriate and timely support to achieve in line with their peers.
- Identify pupils prior attainment in Early Years and Key Stage One to ensure they make expected/more than expected progress over a key stage.
- Identify and track pupils who are falling below the standard and ensure systems are in place to support improvement.
- Phonic screening results in line with/above national figures.
- Use tests (devised in school alongside the school continuums) to support the in school assessment to validate teacher judgements and prepare for SATS.

<p>Key Stage 2 SATS</p> <ul style="list-style-type: none"> • 42% of pupils reached the expected standard in Reading at the end of KS2 in 2016. (2015 = 89% at L4+, 48% at L5+). National for Reading was 66% • 63% of pupils reached the expected standard in Writing at the end of KS2 in 2016. (Teacher assessment) (2015 = 79% at L4+, 18% at L5) National for Writing was 73% • 37% of pupils reached the expected standard in Maths at the end of KS2 in 2016. (2015 = 82% at L4+, 30% at L5) National for Reading was 70% • 57% of pupils reached the expected standard in Spelling, Punctuation and Grammar at the end of KS2 in 2016. (2015 = 79% at L4+, 52% at L5) National for SPAG was 72% • 27% of pupils achieved combined (R, W, M) National for combined was 53% • 2% of pupils achieved combined at greater depth (R, W, M) National for combined was 5% • Greater depth: 15% of pupils met greater depth in Reading (compared with 19% nationally), 17% of pupils in Writing (15% nationally), 2% of pupils in Maths (17% nationally) and 7% in SPAG (22% nationally) • Disadvantaged pupils: 30% of pupils in Reading met the expected standard (XX% nationally), 50% of pupils met the expected standard in Writing (XX% nationally) and 20% of pupils met the expected standard in Maths (XX% nationally), 40% in SPAG (XX% nationally) • CLA pupils: 0% of pupils achieved the expected standard in Reading (XX% nationally), 100% in Writing (XX% national) and 0% in Maths (XX% national), % in SPaG (XX% national) 	<p>Evidence</p> <ul style="list-style-type: none"> • Assessment File • Cohort Profiles • Raise Online • Data Dashboard • Cohort moderation documents
<p>• Current data for 2016 – 2017</p>	
<p>Assessment Continuums See Assessment Point 1 pack. All Assessment Point 2 data to be updated week beginning 6.3.17.</p> <p>Predictions for 2016-2017</p> <p>Foundation Stage Level of Development</p> <ul style="list-style-type: none"> • School target: 70% of pupils to reach a good level of development at the end of Early Years Foundation Stage in 2017 • Aspirational target: 73% If all targeted pupils meet aspirational target: Boys 72%, Girls 75%, PPG 75% Boys/PPG 100% and pupils with EAL 67%, SEND 27% <p>Year 1 Phonics Check</p> <ul style="list-style-type: none"> • School target: 80% to pass the phonics screen check in 2017 • If all targeted pupils target: Boys 74%, Girls 86%, PPG 46% Boys/PPG 50% and pupils with EAL 94%, SEND 43% 	<p>To become good, we need to...</p> <ul style="list-style-type: none"> • Ensure robust internal data is collected, moderated and validated. • Focus on progress and attainment of groups. Most notably boys and those will PGG. To also include boys with PPG. • Improve progress and attainment figures in Y2 and Y6 to be closer to National expectations.(see predictions / targets)

Key Stage 1

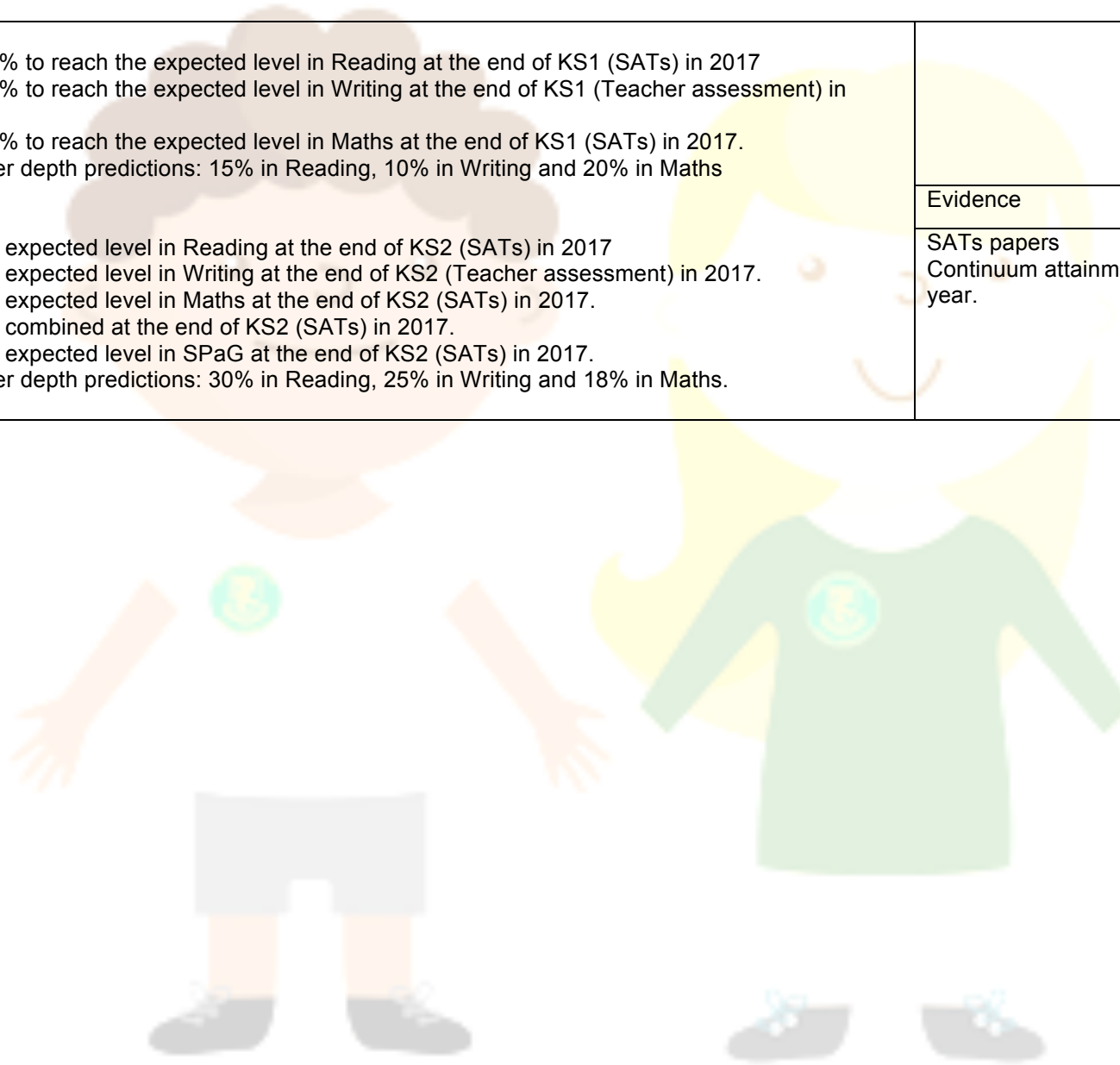
- School target: 70% to reach the expected level in Reading at the end of KS1 (SATs) in 2017
- School target: 60% to reach the expected level in Writing at the end of KS1 (Teacher assessment) in 2017.
- School target: 70% to reach the expected level in Maths at the end of KS1 (SATs) in 2017.
- Working at greater depth predictions: 15% in Reading, 10% in Writing and 20% in Maths

Key Stage 2

- 69% to reach the expected level in Reading at the end of KS2 (SATs) in 2017
- 75% to reach the expected level in Writing at the end of KS2 (Teacher assessment) in 2017.
- 65% to reach the expected level in Maths at the end of KS2 (SATs) in 2017.
- 60% to reach the combined at the end of KS2 (SATs) in 2017.
- 67% to reach the expected level in SPaG at the end of KS2 (SATs) in 2017.
- Working at greater depth predictions: 30% in Reading, 25% in Writing and 18% in Maths.

Evidence

SATs papers
Continuum attainment and progress scores in year.



QUALITY OF TEACHING, LEARNING AND ASSESSMENT

The Quality of Teaching, Learning and Assessment is Requires Improvement because.....

Attitudes, Relationships and Behaviour

<ul style="list-style-type: none"> • In most classes, pupils are attentive, engaged in their learning and driven to be successful in their learning • Where deployed effectively by class teachers, the curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; it has a positive impact on all pupils' behaviour and safety and contributes well to pupils' achievement and to their spiritual, moral, social and cultural development • Distractions are usually quickly dealt with in a manner based on respect. Most distractions are isolated to individual children and teacher strategies ensure these have a minimal impact on learning. • Pupils are generally respectful and considerate to other pupil's ideas and opinions. • Lessons observations have shown that pupils concentrate well in lessons because they are interested and motivated to learn. • Where learning is personalised effectively and individuals are well planned for, attitudes, relationships and behaviour are good 	To be good, we need to...
	<ul style="list-style-type: none"> • Planning needs to show greater evidence of personalised learning for all groups. • Teachers and other staff are consistent with approaches to managing incident where behaviour is not appropriate.
	Evidence
	<ul style="list-style-type: none"> • Pupil voice • Instructional Feedback/Lesson observations • Trips/Topic books • School website/Social Media

Subject and Curriculum Knowledge

<ul style="list-style-type: none"> • Research skills are developed particularly well through the topic based approach as we base our curriculum on 5 key skills areas (Investigate, Analyse, Create, Communicate, Evaluate). • We believe that we have a broad and balanced curriculum – pupils have the opportunity to apply skills learned in English and Maths through topic lessons. • Pupils in EYFS have the opportunity to develop their communication and language skills through rich dialogue during Forest school and outdoor learning • Teachers encourage pupils to ask questions to foster their curiosity and enthusiasm for learning. This is evident in our 'continuous and enhanced provision' in EYFS and through our topic lessons in KS1 and KS2. • Curriculum is enhanced through well planned visits and trips that allow the pupils to have deep and meaningful experiences that relate to learned topics / provide a context for in class work. • Teachers plan activities that build on pupils' prior knowledge and they incorporate children's interests into the planning – pupil voice questionnaires elicit child interests for topic ideas and give feedback from topics • Themes in EYFS are linked to whole school topics and there are opportunities for teachers to extend the topic following the children's interests • The school has developed the 'communicate' strand of their curriculum to ensure that children are given ample 	To become good, we need to...
	<ul style="list-style-type: none"> • Teachers need to apply skills learnt in English and maths into their 'topic' lessons to give pupils greater opportunity to practice and master skills: Cross curricular links • Provide additional challenges for our more able learners during 'topic' lessons. • Ensure that the 5 key skills are embedded across the curriculum and that the children can articulate how these are transferable in each lesson.
	Evidence

<p>opportunities to communicate effectively, either in class or to a wider audience. Children are encouraged to perform on stage, lead assemblies, role play, debates and communicate with parents and visitors in curriculum assemblies.</p> <ul style="list-style-type: none"> • The computing leader provides Digital Literacy lessons to enhance pupils progress within the technological world. He works closely with teachers to develop their skills in teaching computing across the curriculum. • Working scientifically is an integral element of the curriculum; children are encouraged to be inquisitive and ask challenging questions. The school has dedicated science and history weeks where children lead investigations and enquiries. • The school is developing its capacity as a music provider, teaching Djembe drumming, guitars and ukulele. • We have a school librarian to enhance the profile of reading and develop pupils love of books throughout the school, including an after-school library drop in session. All classes visit the library weekly. 	<ul style="list-style-type: none"> • Curriculum Action Plans • Topic/Curriculum Maps • Facebook/website links • Topic Books • Tips and visits list • Forest school folder • Digital Literacy folder
Teaching and Learning	
<ul style="list-style-type: none"> • The teaching profile is currently: 67% of teaching is good or better 33% is requires improvement and there is no inadequate teaching in the school. Where teaching requires improvement, there is support in place to ensure improvement • In the Early Years Foundation Stage and KS1, synthetic phonics strategies are employed (based on Letters and Sounds). KS1 phonics results have risen from significantly below national average to national average in the last 2 years. There is a clear long term and medium term plan in place to ensure coverage and appropriate pitch across Nursery to Year 3 • The teaching of English skills is good. Reading is given a high priority and the guided reading strategy has been a focus over the past few terms. Teachers read to children in all classes each day and children have 30-minute guided reading time in class daily. A large majority of pupils become good readers for their age and ability. • There is evidence that teachers are using the new CCSJ assessment continuums to plan more accurately and appropriately for guided reading sessions with a focus on word reading and comprehension • Writing is given a high priority in school, the school follows a 'Storytelling' approach. This is currently being developed through staff CPD (teachers and support staff). • The school have prioritised the teaching of maths across the school. Abacus Maths is used as a tool to support planning and is adapted to meet the needs of pupils in each class • Daily 'Big Maths' (15 mins arithmetic sessions) focuses on improving fluency of number and calculation. • Pupils develop reasoning skills once through sequences of maths work and are given the chance to apply skills in a variety of different contexts. • Writing is applied across the curriculum and pupils are given the opportunity to practise skills taught in English. 	<p>To become, we need to...</p> <ul style="list-style-type: none"> • Develop teacher 'teaching skills' and knowledge through staff meetings, instructional feedback, CPD. • Ensure that 80% of pupils make good or better progress on the CCSJ continuums. • Ensure that 70% of children in each year group are working at CCSJ expected levels at the end of each year. <p>Evidence</p> <ul style="list-style-type: none"> • Salford Reading ages • Guided Reading books • Reading assessment sheets • CPD plan – Staff meeting schedules • Peer Review • Pupil voice

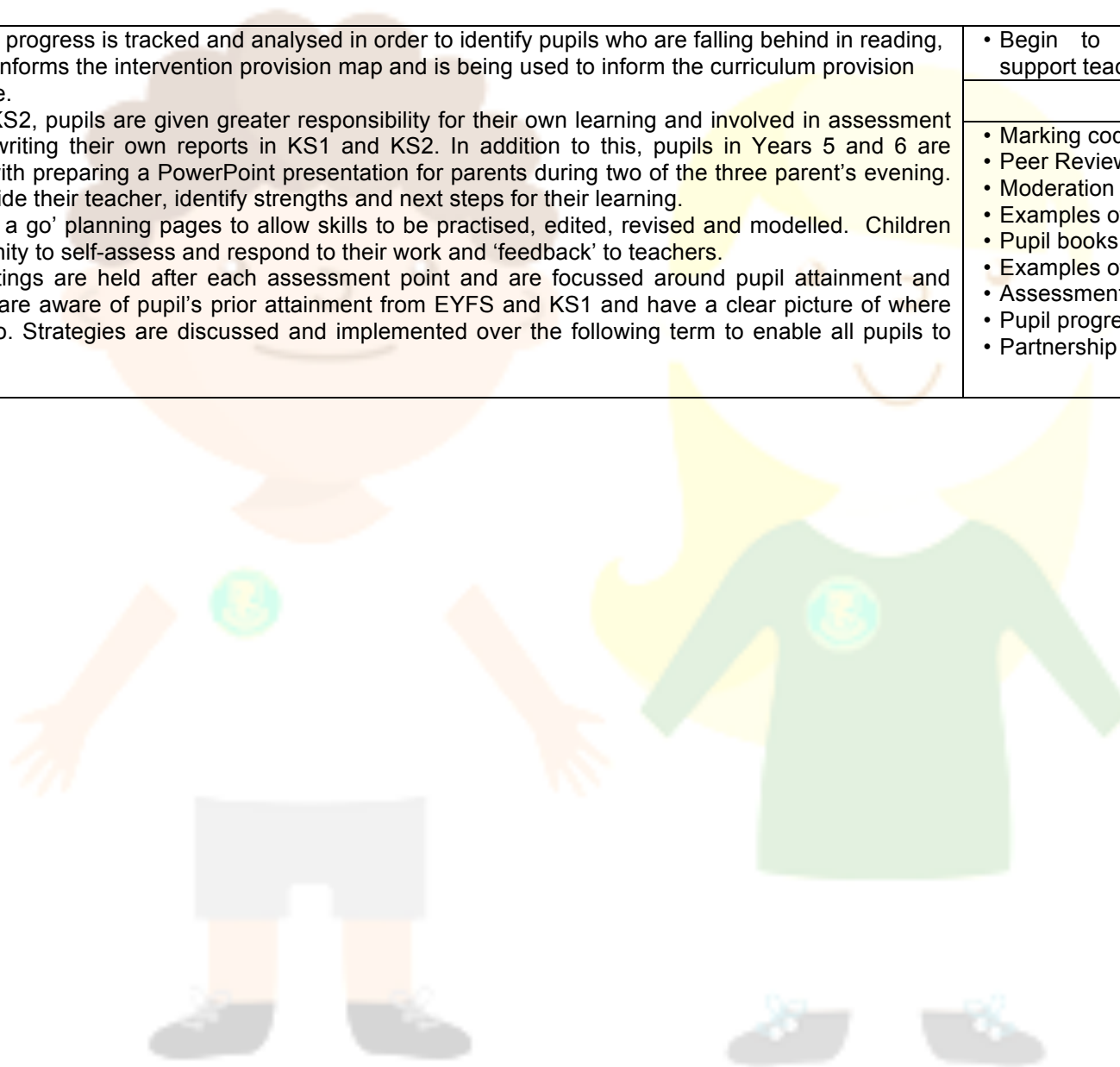
Adapt teaching to meet the needs of pupils

<ul style="list-style-type: none"> • The pupil premium strategy targets pupil progress and attainment in curriculum subjects as a priority. Funding is calculated individually and allocated where necessary to improve educational outcomes, social, emotional and educational enrichment activities. • Lesson planning shows personalisation for different groups of learners and this is explicitly stated on all class plan and evidenced in books. • Tasks are challenging and all pupils, including the more able are given additional challenges to ensure that they making the expected or more than expected progress. • Where personalisation is good, pupils have work that is well matched to their needs and they make good progress. • Pupils with a statement of SEND or an Education and Health Care Plan (EHCP) are supported by high-quality, well-trained teaching assistants who provide a good balance between support and independent learning. The progress of these pupils is improving. • New books for Maths, English and Guided Reading have enabled presentation to improve; this has also evident within topic books. • Where deployed effectively, teaching assistants make a sound contribution to the quality of teaching and learning and impact on the progress of individuals or groups. • Teaching assistants are most effective when used to deliver in class support and intervention programmes; this contributes to improved attainment and progress. • Children with SEN and those with disabilities are supported through personalised learning and adult support. Pupils with SEND are, for the majority, well supported both in and out of lessons. 	<p>To become good, we need to...</p> <ul style="list-style-type: none"> • External moderation on self-evaluations: LAC review (March 2017), SEND review (March 2017) • Ensure all groups of pupils (particularly vulnerable groups) are making progress in line or greater than expected. • Support teachers in developing personalisation for all learners in their class, including SEND and more able.
	<p>Evidence</p> <ul style="list-style-type: none"> • Instructional feedback for support staff • Observation overview • Book scrutiny • SEND progress scores • Planning and teacher files • TA intervention cycle / training cycle / impact analysis

Assessment

<ul style="list-style-type: none"> • Teachers in Year 1 – 6 track progress and attainment using a bespoke assessment system for Reading, writing and Maths. There are attainment and progress grids which outline the expected standards across the assessment points. • Where the teaching Year 1 to 6 is good, pupils are taught at the appropriate pace. Pupils are given time to consolidate skills across a sequence of work; they only move on to 'next steps' when they are secure and have demonstrated this skill within a range of contexts. • The marking policy mostly ensures that high quality, constructive feedback is regularly given to pupils. Pupils receive time to review and reflect on their learning and respond to teacher feedback at least three times a week (known as MAT time) • Individual targets in English and Maths are shared with pupils and parents during termly reports (3x per year). They make explicitly clear pupils' next steps for learning. • The school's procedures for assessment are robust and there is an assessment cycle in place to ensure teachers moderate and validate judgements within their cohort, phase and alongside senior leaders. • Tests are used to support teacher assessment across the school. 	<p>To become good we need to...</p> <ul style="list-style-type: none"> • Teachers to use assessment data to: inform curriculum, ensure coverage and inform next steps planning. • Teachers to apply knowledge and understanding of • Rigorous moderation of standards across school and within phases. • Middle leaders to become more aware of data in phases and support generic areas for improvement. • Further moderation across phases to validate judgement and increase accuracy of teacher assessment.
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<ul style="list-style-type: none"> • Pupil attainment and progress is tracked and analysed in order to identify pupils who are falling behind in reading, writing, maths. This informs the intervention provision map and is being used to inform the curriculum provision and ensure coverage. • In EYFS, KS1 and KS2, pupils are given greater responsibility for their own learning and involved in assessment and target setting, writing their own reports in KS1 and KS2. In addition to this, pupils in Years 5 and 6 are supported in class with preparing a PowerPoint presentation for parents during two of the three parent's evening. The children, alongside their teacher, identify strengths and next steps for their learning. • Books include 'have a go' planning pages to allow skills to be practised, edited, revised and modelled. Children also get the opportunity to self-assess and respond to their work and 'feedback' to teachers. • Pupil progress meetings are held after each assessment point and are focussed around pupil attainment and progress. Teachers are aware of pupil's prior attainment from EYFS and KS1 and have a clear picture of where pupils need to get to. Strategies are discussed and implemented over the following term to enable all pupils to make progress. 	<ul style="list-style-type: none"> • Begin to use 'standards tests' to support teacher judgement
<p style="text-align: center;">Evidence</p> <ul style="list-style-type: none"> • Marking code • Peer Review 2015 • Moderation notes • Examples of effective marking • Pupil books • Examples of pupil reports • Assessment • Pupil progress notes • Partnership moderation 	



PERSONAL DEVELOPMENT

Personal Development is good because...

Safeguarding

- The School's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.
- The most recent Safeguarding Audit, undertaken by the Local Authority Designated Lead, concluded that the school's safeguarding procedures were 'Good', with some 'Outstanding' features (Spring 2016).
- The single central record is kept up-to-date and meets all statutory requirements. Safety and security checks are carried out in line with statutory requirements, including all relevant Disclosure and Barring checks. All safer recruitment checks and qualifications are evidenced in the SCR and this is checked regularly for accuracy.
- A safeguarding training record is in place. All teaching staff have received Generalist safeguarding training in September 2016 and Prevent training. There is a high number of staff with appropriate training in first aid and recognised additional qualifications.
- All staff have signed to confirm they understand "Keeping Children Safe in Education"
- The large majority of the governing body have received Generalist OSCB safeguarding training in September 2016.
- 3 senior members of staff have completed safer recruitment training, 2 members of the governing body.
- There are 4 designated members of staff, who have been specialist trained through OSCB and are able to train others. Additional training has also been undertaken in Domestic Abuse Championing, Attachment, Child Sexual Exploitation and Protective Behaviours.
- All staff receive a clear induction process and copy of the school's staff handbook. All staff understand the need to ensure that the site is kept safe and this features heavily in the Safeguarding and Health and Safety policies. All staff sign to say that they have read and understood the Code of Conduct policy, Whistleblowing policy and Keeping Children Safe in Education.
- Disclosures and incidents are dealt with swiftly by the designated leads in the school (Inclusion team). Record keeping is of good quality and information sharing is effective.
- The governing body receives an Inclusion report 3x per year, including safeguarding and child protection updates across the school. Health and Safety issues are a standing item on each governing body meeting.

To remain good, we need to...

- Continuing and continuous vigilance in all matters related to safeguarding.
- Further develop the E-safety curriculum across all age ranges
- Programme of parental classes in E safety to be embedded

Evidence

- Safeguarding Policy, updated Nov 2016
- Code of Conduct model OCC policy
- External safeguarding review
- Safeguarding Audit forms
- Single Central Record
- Safeguarding Training register
- 'Keeping Safe in Education' signed register
- Governing Body meeting minutes
- Case study of disclosure made to LADO.
- Health and Safety Audit
- Staff files-induction
- Children's absences

Promoting Wellbeing

- Pupils make a positive contribution to a well ordered, safe school. Pupils know the importance of feeling safe and happy in School.
- Most pupils show courtesy, engagement, collaboration and cooperation in and out of lessons.
- Pupils are supported through whole class, small group work and one-to-one interventions to maximise progress and to diminish differences.

To remain good, we need to...

- Continue to monitor PSHCE curriculum, using pupil voice (focus groups) to inform areas for development.

<ul style="list-style-type: none"> • Pupils have a good understanding about what constitutes unsafe situations. Pupils have a well-tuned perspective on their own safety and that of others. The Jigsaw Curriculum for PSHCE supports this. • Health professionals are involved in promoting well-being through Change for Life programmes, Sex and Relationships Education and individual support plans for pupils. • The school promotes a healthy lifestyle through healthy eating, PSHCE lessons, our policy on healthy eating, and several clubs that offer physical activity, including football, Futsal, Change for life, etc. • Physical exercise is a high priority, the school follows the 'Real PE' scheme, and additionally they provide a number of opportunities throughout the school such as; swimming, football, rugby, salsa, change for life, ball skills, multi-skills, both in school and at the local secondary school. 	<ul style="list-style-type: none"> • Develop resources on the website to support E-safety for parents and pupils. • Further develop healthy eating across the school by promoting parent cooking classes
<ul style="list-style-type: none"> • In 2015/6, the school paid £160,000 on a new all-weather MUGA partly paid for through the Olympic Legacy fund and donations from the PTA. • The school works closely with Secondary partnership schools (The Oxford Academy and Spires Academy) to provide children with opportunities to compete in extra-curricular fixtures across the county. • The police and fire service support learning for pupils, including 'Fire Service' visits in KS1 and community support officer support where needed and requested. • Visitors from the local community such as musicians, members of the emergency services, representatives from local businesses and parents are invited into school regularly to enhance children's learning and help them appreciate how skills and concepts are utilised in the world of work. • The school runs a community café twice daily where pupils are supported with serving customers. • The school offers a wide range of out of school activities, including Choir, Craft Club, Homework Clubs, Sports, Spanish, Drama, etc. • Through discreet teaching of internet usage (e.g. using the 'Thinkuknow' resources) pupils are aware of the dangers of the internet and are happy to share any rare incidents of inappropriateness with staff. Parent 'social media' workshops support the pupils in staying safe on the internet. • The Junior Citizens programme in Y6 supports well-being, E-Safety and health issues. 	<p style="text-align: center;">Evidence</p> <ul style="list-style-type: none"> • Curriculum content evidence • Case studies • Clubs list

Pupil Attitudes and Behaviour

- In most classes, behaviour for learning is good (15/17). There are some classes where behaviour for learning is outstanding.
- The school's Behaviour and Relationships policy and Staff Handbook states expectations of all pupil behaviour together with the resultant consequences and sanctions, provides an ethos where positive role models are praised and good behaviour reinforced and rewarded. Children understand and can talk about the rewards and consequences of their choices and respond positively to the consistent approach by staff.
- Staff receive training in 'Building Relationships' and this involves sharing common language, tools, techniques and support for ensuring positive relationships form the basis of the school's ethos. Lesson monitoring, including learning walks and pupil voice take place on a regular basis to ensure that behaviour for learning remains of a high standard.
- Where behaviour for learning is not good, teachers are supported through leadership and inclusion team support of a carefully devised coaching plan.
- Where pupil behaviour is not to the expected standard, behaviour is monitored through tracking tools (QCA, SDQ, Boxall Profiles and incident forms)
- Parents are partners in the support the school offers. Parents share in the knowledge of their child's behaviour and relationships, and parents are regularly invited into school. The school communicate with parents on a regular basis (minimum parental consultations 3x per year).
- The Inclusion team works to ensure that poor behaviour is tackled swiftly and all staff have a shared understanding that completing incident forms (in order to track and communicate incidents) are imperative.
- Records of incidents are kept on an individual, class and school level. These are analysed regularly for patterns and to ensure additional support is put in place if needed.
- There has been no permanent exclusions for at least the past 5 years. Where Fixed Term Exclusions are given, these are due to high level incidents concerning individuals.
- There are good improvements of behaviour over time for individuals with social, emotional and mental health concerns Pupils with extreme behaviour have individual behaviour plans or Pastoral Support Programmes. These support them in their time of 'crisis' and set clear targets in order to provide success.
- On occasions where children need support for their social, emotional, mental health and behaviour, support is available through Learning and peer Mentors, the Art Room, Play Therapy services, and outside agencies, such as Educational Psychology and CAMHs.

To remain good we need to...

- Embed a rigorous record of 'pupil voice' across the school each term to include a cross section of: Gender, race, SEN category, vulnerable groups, age ranges
- Continued support for teaching staff where behaviour for learning is not good
- Lunchtime supervisor training programme in order to embed support across the lunchtimes as a number of incidents arise from these periods of time
- Continued enhanced behaviour tracking to ensure consistency and progress in behaviour development

Evidence

- Behaviour tracking sheet
- Incident records
- Incident reporting forms
- Lesson observation records
- Case studies

Bullying	
<ul style="list-style-type: none"> Pupils demonstrate a marked aversion to discrimination and are quick to challenge it by contacting a member of staff. Bullying is not tolerated and only on rare occasions does it happen (5 separate incidents recorded during 2015-2016, 3 reported in 2016-2017). Quick and effective action is taken by members of the leadership team to ensure that it is dealt with. There has been 2 reported incident of Cyber-bullying in the past year through social media. These were swiftly responded to through parental contact, restorative justice and discussion, led by the inclusion team. The school has a zero-tolerance attitude towards harassment, racism and bullying. Parents are informed of any incidents and every effort is made to resolve differences and ensure channels of communication are kept open. The majority of pupils feel safe in school and know who to talk to if they have any concerns at home or at school. The majority of pupils report that their children are safe at school. PSHCE lessons, ICT lessons (including the use of Thinkuknow resources), learning mentor sessions, Junior Citizen visits, collective worship and circle times allow children to understand what constitutes unsafe situations and are aware how to keep themselves and others safe. 	To remain good we need to...
	<ul style="list-style-type: none"> Embed the use of further case studies by additional senior and middle leaders to ensure outcome consistency and success celebration. Review of anti-bullying policy in 2016-2017.
	Evidence
	<ul style="list-style-type: none"> Incident records kept across the school Behaviour tracking Case studies Parent questionnaires
British Values	
<ul style="list-style-type: none"> The four school values 'Moral Courage, Compassion, Tolerance and Respect' underpin the vision for the school, supporting the key British Values of tolerance, respect, understanding, compassion and harmonious living. Children are aware of these values and what they mean to them and can apply them to their own lives. Learners are encouraged to understand the importance of freedom of speech and democracy, through collective worship and the school council. Each has a council representative to ensure a fair and effective process. All staff are trained in the Prevent Duty. Records are kept as part of the safeguarding training record. Where concerns are raised, these are swiftly referred through the designated safeguarding leads, who record information as per safeguarding procedures. 	To remain good we need to...
	Ensure pupils have a clear understanding of British values and how this impacts on their lives.
	Evidence
	<ul style="list-style-type: none"> Staff training record School council minutes
Spiritual, Moral, Social and Cultural development	
<ul style="list-style-type: none"> The PSHE (Jigsaw) and RE (Local Diocesan) curriculum promote shared values and ensures that pupils develop a very good understanding of a range of faiths, those with no faith and cultures that make up the school. Celebration of major religious festivals occur through collective worship and RE lessons. The school encourages all pupils to visit local religious settings, where representatives from different faith groups from within the local community share aspects of their faith and culture. The school has a bi-weekly assembly led by the local church which focuses around 'Open the Book' stories that pupils are encouraged to reflect about their own beliefs (religious or otherwise) that inform their perspective on life, their interest in and respect for different faiths, feelings and the school's values. Children show care and concern for others less fortunate than themselves both locally, nationally and 	To remain good we need to...
	<ul style="list-style-type: none"> To further establish links with the local community so that children can fulfil their role as effective contributors to society.
	Evidence
	<ul style="list-style-type: none"> Collective worship timetable RE/PSHCE books and planning overview

<p>internationally through fund raising: a collection for the local homeless charity at Harvest and donation of our produce from the school allotment; carol services for the elderly and a number of other charitable events such as Comic Relief, Children in Need and Socks from the Homeless campaign.</p> <ul style="list-style-type: none"> • The school has also taken part in the Cowley Carnival and the Oxfordshire schools lantern parade. • The school curriculum allows children to express themselves through discussions, debate and consultations. Dilemma led-learning supports pupils to think about actions and their consequences, e.g. Syrian Conflict (Year 5), Malala (Year 4). • Annually, the pupils in every class study an area of the locality. • A mentor scheme has been established that enables children in KS2 to support children in KS1 regularly to build self-esteem and to support with learning during the morning café time. Pupil mentors support younger learners on the playground. • Book buddies take place weekly between children in KS1 and KS2 	<ul style="list-style-type: none"> • Subject leader files • Open the Book • Dilemma led-learning topic pieces.
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Attendance and Punctuality

<ul style="list-style-type: none"> • Attendance is rising and has a 3 year improving trend: Years 1-6 attendance was 96.02% in 2015-2016. The target for 2016-17 is 96.7%. • Rewards are used to motivate higher attendance levels, including raffle prizes, cinema trips, certificates, recognition in assemblies. Each week the 'Attendance Bear' is rewarded to the class with the highest attendance. • All attendance across the school is carefully tracked by the HSLW. Weaker attendance (below 95%) is monitored carefully across weeks, terms and years to ensure that attendance remains strong. • Reminders, letters and parental meetings are put in place to tackle weak attendance. In the summer term (2016) we began to initiate legal support through the Local Authority Attendance and Engagement Team for persistent absenteeism. One family is in process of prosecution for poor attendance. • The school supports persistent lateness and non-attendance on an individual basis, but looks to support families in getting their children to school in a supportive manner. Case studies and pupil trackers are in place for these pupils. 	<p>To remain good we need to...</p> <ul style="list-style-type: none"> • Improve attendance figure rates across the school to 96.7% • Plan in opportunities for 'attendance drives' across the year, including late gate and further rewards. • Continue to initiate parental contracts and fines where applicable for poor attendance
	<p>Evidence</p> <ul style="list-style-type: none"> • Attendance tracking document • Attendance case studies • Referral forms for outside agency support

LEADERSHIP AND MANAGEMENT

Leadership and Management is Good because.....

Leadership Overview, Drive and Vision

<ul style="list-style-type: none"> • The Headteacher is supported by 3 AHTs, responsible for Monitoring and Assessment, Curriculum and Inclusion. • There are 5 middle leaders: an EYFS leader (currently on maternity leave), a new KS1 leader (Feb 2017: years 1-3), KS2 leader (due on maternity leave March 2017 - A temporary lead in place: years 4-6), a Maths lead and an English lead. Their drive is to improve standards in their subject and phases through phase meetings, book scrutiny and learning walks, effective feedback and scrutiny of the data. Additionally they engage parents and carers through curriculum events and workshops. • School leaders are mostly ambitious for the pupils and are committed to securing high standards and continuous improvement in all areas of the School. In most areas, this results in higher expectations and the setting of challenging targets, which is communicated to staff. • Subject leaders are in place across the school in all curriculum areas. Subject leaders undertake an ongoing evaluation of their subject area to ensure that they maintain high standards of achievement. For some subjects, teaching staff are encouraged to 'shadow' leaders for CPD and succession planning across the school. • CPD is strength of the school. Staff meetings focus on improving teaching and learning, TAs have a programme of CPD which is based on analysis of need, linked to the SIP. Leaders signpost staff to external CPD where appropriate. • From September 2016, all AHTs are participating in nationally accredited leadership programmes. There have been several opportunities to develop leadership skills across the school, including Oxford University 'Leadership for Learning', diocesan support, school partnership 'peer reviews' and challenge and school intervention leader support for the senior leadership team (SLT). • Robust performance management procedures provide effective support and training for all staff. Leaders identify teacher's areas of strength and use those to support others across the school. • Challenging targets are set each year for pupils' attainment and progress and in all areas of the school's work. These are carefully monitored and used as important means of judging the school's success. <p>Changes in 2016-2017:</p> <ul style="list-style-type: none"> • KS1 and KS2 results in 2016 were poor in comparison with previous years. Leadership at all levels has been scrutinised and developed as a result: • Overall leadership responsibility (overseeing KS1 leader) now resides with the Headteacher • Overall leadership responsibility (overseeing KS2 leader) now resides with the AHT (Inclusion) • EYFS is overseen by an Assistant Head Teacher for Assessment and Monitoring (phase leader on Maternity leave) • The English, Maths and subject leaders are overseen by the Assistant Head for Curriculum. • The KS1 and KS2 leader will continue to receive coaching support in her role throughout 2016-2017. 	<p>To maintain good, we need to...</p> <ul style="list-style-type: none"> • To continue to develop leadership at all levels; to ensure that there is a consistent approach across the school. • To ensure that all leaders and challenged and supported at all levels to improve their capacity to improve. • Develop the role of subject governors to monitor subjects, action plans and raise the profile of specific subjects in governor meetings. • Receive outside support to ensure judgements remain focussed and accurate. <p>Evidence</p> <ul style="list-style-type: none"> • Staffing structure • Teaching profile • Staff meeting overview • Subject leader folders • School improvement plan • Action plans • Sample performance management records • Data for all groups
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Self – Assessment	
<ul style="list-style-type: none"> The Headteacher, Governors and School Leadership Team have a secure overview of the School's strengths and areas for development, based on a strategy for self-evaluation and they ensure that these are incorporated in the School Improvement Plan. Each area of responsibility has an action plan which feeds into the overarching School Improvement Plan (e.g. Assessment). These are communicated to all teaching and non-teaching staff in the Teaching and Learning booklet distributed to all staff, as well as through staff INSET and monitoring cycle. A self-evaluation strategy has been put into place to ensure continuous, effective monitoring evaluation and review. The educational priorities for improvement and raising standards are identified and agreed by the governors. The School Improvement Priorities (SIP) document is written each year to deploy the budget and resources to address the educational priorities that will bring about progress and improvement for pupils. The leadership provided by the Governors, Headteacher, AHTs, Phase Leaders and Subject Leaders, ensure that strategies for School improvement are put into place consistently. The School Leadership checks and monitors capacity and capability for sustaining improvement. 	<p>To remain good, we need to...</p> <ul style="list-style-type: none"> Engage with parents and governors to continue the self evaluation process. Ensure middle leaders have a clear picture of the current strengths and areas for development Ensure stakeholders have an opportunity to contribute to the school's self-assessment
	Evidence
	<ul style="list-style-type: none"> Subject action plans Phase action plans Year 6 Raising Achievement Plan
Governance	
<ul style="list-style-type: none"> Governors are involved in the life and leadership of the School and have an impact on outcomes. They are aware of the strengths and weaknesses of the School. Governors meet their statutory responsibilities. They are pro-active and committed to the School aims as evidenced in their support of agreed School policies and procedures. The Governing Body is well-organised and thorough in its work and carries out its monitoring role through: sub committees, full Governing Body meetings and Governors link with key subject and phases of the School. The majority of governors use this membership to scrutinise the work of the school. Governors ensure the budget is targeted on the educational priorities. Each year the budget is carefully balanced to ensure that money is spent wisely. The Governors involvement in financial planning and financial management ensures great care is taken to use all resources efficiently, effectively and economically thus meeting the requirements for FMSiS and Best Value. Challenging targets are set each year in all areas of the School's work. These are agreed by the Governing Body and then are carefully monitored and used as important measures for judging the School's success. The Governing Body has a high level of professional expertise. All are utilised to good effect as a matter of routine. Governors ensure Performance Management has been successfully implemented and has strong links to School Improvement Priorities. Governors diligently complete the Performance Management process for the Headteacher with the guidance of an external consultant. The chair of governors fulfils the statutory requirement for a senior governor to be responsible for safeguarding Governors have a greater role in the curriculum and meet subject leaders to discuss curriculum coverage and standards – including Maths, English, RE, computing and other non-core subjects 	<p>To remain good we need to...</p> <ul style="list-style-type: none"> Ensure that the Governing Body has a representative number of committed members able to collectively bring a full range of skills to the leadership of the School.
	Evidence
	<ul style="list-style-type: none"> Governing body meeting minutes

Effectiveness of Partnerships in promoting learning and well-being

- We work in close partnership with our local Children's Centres to ensure parents and families are sign posted to appropriate services and information.
- The headteacher sits on the local school's partnership group (Oxford East Partnership) and takes part in regular 'peer reviews' across the different schools.
- We have strong links with the Oxfordshire Teaching School's Alliance. The school has employed 4 Schools Direct trainees over the past 3 years and have an additional 2 for 2017-2018. The school staff regularly lead central training sessions for the Schools Direct trainees.
- The AHT for assessment has initiated moderation groups across the school partnership. This has involved year 2 and year 6 teachers in moderating writing examples to ensure consistency and build CPD opportunities.
- The AHT for Inclusion has completed pieces of work in several schools for the Oxfordshire Inclusion Service, supporting capacity and development for SENCos.
- An SEN review of the school is due in March 2017. An external LAC review is taking place in March 2017.
- As part of the school's 'aspirational curriculum', links have been established with Oxford University. For example, all children visited and had lunch in Balliol College's Great Hall to broaden their horizons.

To remain good we need to...

- Continue to utilise partnership links to build capacity and develop progress across the school in highlighted areas
- Ensure external agencies in self-evaluation and improvement are involved in the school's review process and provide timely support

Evidence

Peer review evidence
SIL feedback

Parental Engagement

- Pupils and parents are at the heart of the school. Significant progress has been made in building relationships with parents and carers are maintained via an open-door policy and daily informal contact and communications with teachers, support staff and the Headteacher. The school is committed to parental engagement and involvement.
- The School launched a new, quality website in February 2014 designed to provide full and up to date information to parents and carers and other adults interested in the school. A parent app gives parents further information regarding events, dates, and news. Tapestry learning journals have been introduced in 2016 for the parents of EYFS so that they are able to access their child's online learning journal from home.
- All parents in Years 1-3 are invited into school daily into children's classes to support them in their early morning work and support with marking and feedback.
- A significant investment has gone into developing the community room, which is well used by parents. On offer are regular parenting workshops, a community café and learning groups.
- The school runs regular workshops for parents for assessment, phonics, maths and reading.
- There are many additional parental events that are well attended: curriculum assemblies, school fairs, productions.
- Through parent consultations, interviews and personal contact; parents report, overall, that behaviour is dealt with effectively in the school. (93% agree or strongly agree, December 2016).
- Where incidents arise, parents generally feel that these are dealt with swiftly. Clear records are kept to show how incidents are resolved.

To remain good we need to...

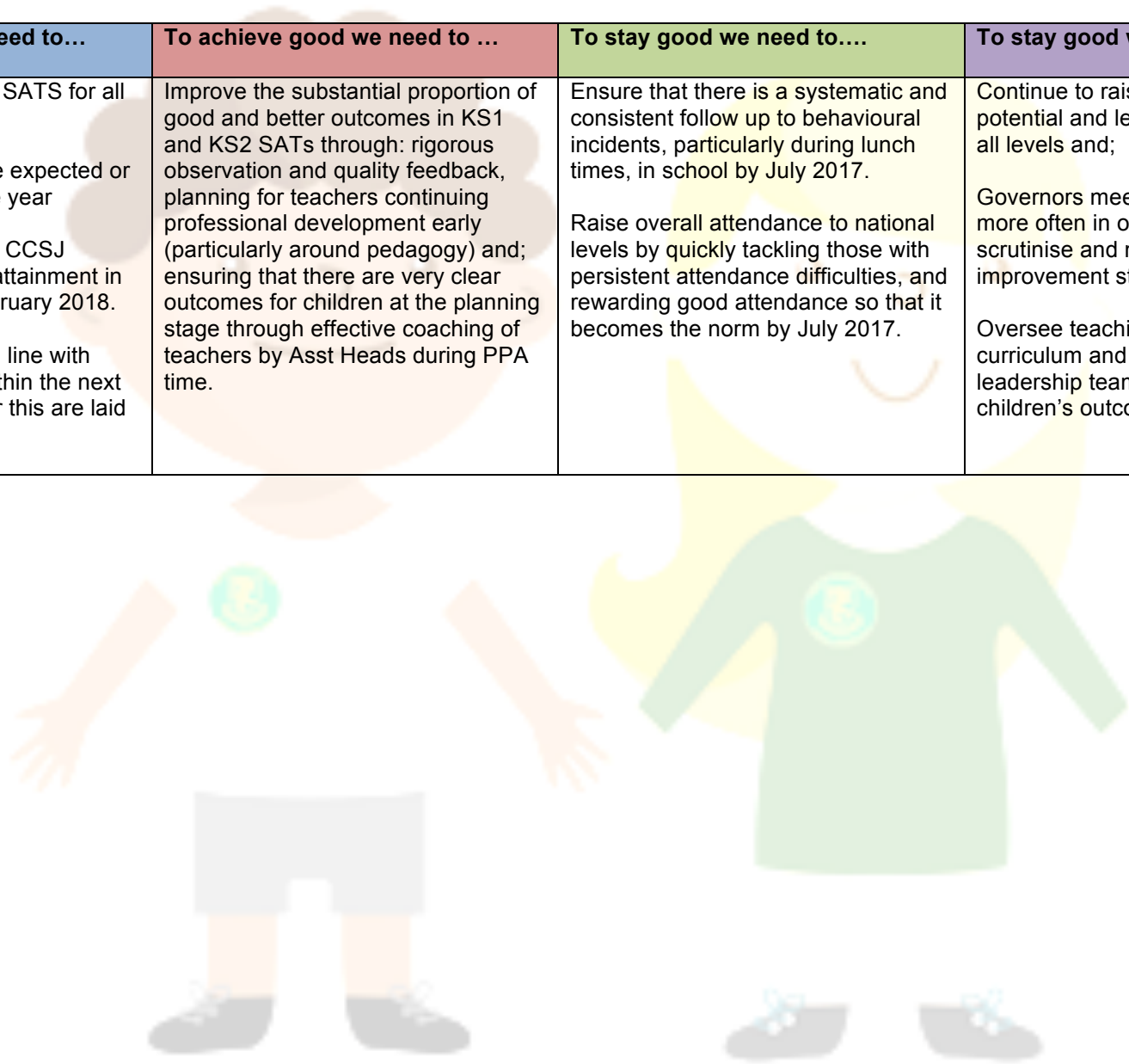
- Ensure all parents are aware of the opportunity created by Tapestry (EYFS), My Maths and the School App to engage with their children in on-line work at home.
- Continue to work with families that are harder to reach.
- Continued homework initiatives across the school focusing on topic based learning

Evidence

- School Website
- Facebook
- Newsletters
- Attendance at workshops and curriculum events
- Parental questionnaires

Achievement of Pupils is RI because.....	The quality of teaching is RI because.....	Personal Development is Good because....	Leadership and Management of the school is Good because....
<p>The school acknowledges that the children in Y6 in 2015/16 underperformed and had particularly poor attainment in Maths. In addition progress measures in Maths were below floor standard.,</p> <p>Standards at the end of EYFS have improved from 45% in 2015 – 69% in 2016.</p> <p>Standards in Y1 phonics test have risen from 34% 2014; 74% 2015; and 80% in 2016.</p> <p>Early predictions for Y6 SATS in 2017 suggest that the school have overcome the issues with underachievement in 2016 and will post vastly improved figures.</p> <p>The school have developed their own bespoke assessment profiles and aspirational targets for all children; this is still going through final rigorous validation and moderation against national expected benchmarks.</p> <p>The first round of validated, rigorously moderated internal data will be available in March. Early indications suggest that the school are well on the way to achieving the achievement targets set in the SDP.</p>	<p>67% teaching is good with a proportion being better; there is no inadequate teaching.</p> <p>The teaching of reading, writing, communication and mathematics is effective in securing approx 80% of children make expected progress in year.</p> <p>There is evidence that the outcomes for children in all Key Stages is improving because of good and improving teaching.</p> <p>Presentation has improved across the school in nearly all classes 10/12 and children are proud of their work.</p> <p>Children’s work in English and Maths and also in Topic / Curriculum books has improved there is evidence of skill consolidation and high expectations throughout books validated by peer review.</p> <p>Curriculum assemblies, curriculum showcases and parent events portray the schools high expectations to parents and carers and have been a successful way of showing the standards and expectations.</p> <p>Teaching in EYFS, KS1 and KS2 promotes pupils spiritual, moral, social and cultural education.</p>	<p>The majority of all pupils’ behaviour is good. This makes a good contribution to the ethos for learning.</p> <p>Pupils’ attitudes towards learning is a good factor in their successful learning. Pupils’ behaviour and attitudes towards others are generally good.</p> <p>The School has a community ethos, where pupils from different faiths and social backgrounds get on well together, care for one another and learn well to respect differences.</p> <p>The 4 school values are embedded into the learning community and are referred to explicitly and implicitly throughout the school day.</p> <p>Bullying and incidents of poor behaviour are not tolerated. On occasions where it does occur, quick and swift action is taken, that includes parental communication.</p> <p>The majority of pupils feel safe at School and understand what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. Attendance figures show an upward trend attendance is tracked rigorously and planned carefully in order to improve individuals and group attendance.</p>	<p>The Headteacher supported by School Leadership Team of 3 Assistant Headteachers, successfully provide the School with strong and effective leadership based on a clear vision for the future.</p> <p>Challenging targets are set each year for pupils’ attainment and progress and in all areas of the School’s work. These are carefully monitored and used as important means of judging the School’s success.</p> <p>The Head teacher, governors and school leadership have a secure overview of the School strengths and areas for development, based on a effective strategy for self-evaluation.</p> <p>Financial planning and financial management under the direction of a highly effective School Business Manager are efficient and great care is taken to use all resources efficiently, effectively and economically to raise standards and improve progress.</p> <p>The School’s arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well.</p>

To achieve good we need to...	To achieve good we need to ...	To stay good we need to....	To stay good we need to....
<p>Improve results in 2017 SATS for all children.</p> <p>80% of children to make expected or better progress over the year (internal data).</p> <p>70% of children to meet CCSJ aspirational targets for attainment in each year group by February 2018.</p> <p>ALL children achieve in line with National Expectation within the next two years (strategies for this are laid out in the SDP).</p>	<p>Improve the substantial proportion of good and better outcomes in KS1 and KS2 SATs through: rigorous observation and quality feedback, planning for teachers continuing professional development early (particularly around pedagogy) and; ensuring that there are very clear outcomes for children at the planning stage through effective coaching of teachers by Asst Heads during PPA time.</p>	<p>Ensure that there is a systematic and consistent follow up to behavioural incidents, particularly during lunch times, in school by July 2017.</p> <p>Raise overall attendance to national levels by quickly tackling those with persistent attendance difficulties, and rewarding good attendance so that it becomes the norm by July 2017.</p>	<p>Continue to raise the leadership potential and leadership capacity at all levels and;</p> <p>Governors meet with school leaders more often in order to understand, scrutinise and monitor the success of improvement strategies.</p> <p>Oversee teaching standards in the curriculum and better hold the leadership team to account for children's outcomes.</p>



Overall Effectiveness

History: Church Cowley is a Requires Improvement school with Good leadership and Management. The school has Good capacity to improve. The school has been through a turbulent time in the last 6 years. With a new leadership team (save for the Assistant Head / SENCo who has remained since the last Ofsted), new governors (save for one governor) and a nearly entirely new teaching staff over the last three years. 4 of the current teaching staff are NQT's and 6 are within their first 2/3 years of teaching. The middle leaders are the most experienced teachers in the school and support the SLT and the work of the Raising Achievement plan through careful monitoring of subjects and Key Stages weekly.

Absence and illness has been a significant issue for the school in the recent past during 2014/15 the school lost approx 450 teacher days through absence and illness, this had reduced to less than 50 days last year, 2016/17.

Weaknesses: The standards and expectations rose in 2014/15, but have had a significant dip during 2015/16 with the adaptation of the new national Y6 assessment framework. The school are aware of this, its own strengths and its weaknesses. The school recognise the results of 2015/16 for Year 6 are a significant weakness, the progress and attainment of boys and that of children with Pupil Premium Grant requiring immediate improvement. The results in Y6 in 2015/16 are reflective of the cohort in year 6 at the time and not of the rest of the school, results in EYFS, Y1 for instance have steadily improved to be close to or national average over the last few years – early indication suggests that results will be similar to this in 2017/18. The Head Teacher has taken full accountability for the poor results in 2016. The governors and the senior leadership have a solid grasp of the issues that led to the poor results in Y6 in 2015/16 and have set about improving outcomes with a robust Raising Achievement plan for whole school provision and a separate Raising Achievement plan for Y6; comprehensive action plans for Literacy and Maths and a School Development plan that strives for immediate improvement. The school leadership team, governors, parents and children have worked hard to overcome the poor results and early signs suggest that the results in KS1 and KS2 at the end of the year will be vastly improved.

Strengths: An entirely new bespoke (inhouse) assessment framework, school curriculum and the pastoral support for those pupils and families who face challenges are something that we are duly proud of and now considered a strength of the school.

The new assessment profile is beginning to have a positive impact on the outcomes of children in the school. The information that the school have about how well the pupils achieve is fed back to teachers who plan for better lessons. As a result lessons are better personalised for groups of children within prior attainment bands, in most lessons specific feedback supports children to take ownership of their work and shows them how to improve. The senior leadership team are able to show progress and attainment gains across the school, identify children and groups not making expected progress or attaining poorly and intervene early to give more positive outcomes. The teachers use the continuums to plan for broadening and deepening the pupils skills sets, giving the children their next steps in learning and informing parents of their children's achievements. The process of using the data to support teaching is becoming embedded across the school and although it took too long to develop the continuums in the first instance they are now proving to be invaluable in raising attainment and aspirations for all pupils.

The curriculum is challenging and offers the opportunities for children to practise their skills across a range of subjects. In broadening the schools offer for curriculum children have the opportunity to learn Djembe Drumming, Ukulele, Digital Literacy, Coding, Robotics, Outdoor Learning/DT, Salsa, and through our partnership with a local senior school, a range of sports including Trampolining and using a gym. We offer over 20 extra-curricula clubs free of charge a

breakfast and an afterschool wrap around provision. The school offers additional learning support for the very able in Maths as an after school club and an Easter School for all Y6 pupils. There is a full-time librarian, a dedicated library session for every class each week, in addition the library is open after school for 30 minutes for parents and children to change books.

The school academic work is supported well with provision for the most vulnerable children in school. 2016/17 pupil breakdown: EAL, 41%; SEN 25%; PPG 33%; LAC 1%; Pupil Mobility 35% over KS1-KS2 2016/17. The school employ two Home-school link workers who manage attendance, child protection, learning mentoring, social/emotional support, family support and meeting medical needs across the school. They also support a successful community café, run by children in Y5 before and after school.

The school has the support of the parents of the children who come to the school, this is shown in positive feedback the school receives about its work including how happy their children are and how much opportunity there is for all children. Attendance to parents evenings is up to 85% across the school; 90% of parents with children in EYFS have been to two or more parent workshops; KS assemblies are have regularly more than 100 parents in attendance and our last three annual Y4 and Y5 drama productions have played out to more than 300 guests over two nights/sessions. In addition, 52/60 parent came to our 2017 Y6 SATs events.

Church Cowley St James is a rapidly improving school with good capacity to improve.

