

## **External Assessment of Eaton Primary School's Self Evaluation**

### **Executive Summary March 2017**

Following on from our DfE visit earlier this year, Evolution Trust arranged for an in-depth, external, one day, school review as part of their quality assurance measures. Two Ofsted registered consultants undertook a range of monitoring activities which included; observations of learning, discussions with children and parents, looking at pupil books and interviews with school leaders, teachers and members of the SAIG.

Outcomes from this visit are very encouraging and I am pleased to attach an executive summary.

#### **Leadership and Management**

- Senior Leaders have a clear and accurate understanding of the school's context, its current effectiveness and the steps that need to be taken to bring about further improvement.
- Leaders at all levels articulate and set high expectations which are abundantly evident in terms of pupils' attitudes to learning.
- The leadership and management of teaching and learning is highly effective. Senior leaders accurately identify the strengths and weaknesses in teaching and its impact on learning and use targeted CPD to address this, for instance through peer coaching.
- The curriculum is broad and balanced and a high priority is placed on addressing pupils' social and emotional learning needs.
- The Headteacher's clear vision for improvement has brought about significant improvements in the school's effectiveness since taking up post in 2015 and has stabilised its fortunes after a very difficult period. He is fully supported by the SAIG and the Trust and staff have bought into the new vision.

#### **Quality of Teaching, Learning and Assessment**

- Teachers have high expectations of pupils and pupils demonstrate in return very positive attitudes to learning. They enjoy their learning and are confident and articulate learners.
- Pupils exhibit high levels of independence in their learning which is generally well-supported by access to high-quality resources and carefully planned lessons.
- The most able pupils are encouraged to fly, particularly at KS2.
- Learning proceeds at a good pace and this is promoted through the effective use of questioning.
- Teachers are quick to address misconceptions and learning consolidates prior understanding well.
- Teaching is pitched at the right level to provide pupils with a suitable level of challenge and activities are well-matched to learners' needs.
- Relationships amongst pupils and between pupils and their teachers and other adults are very positive.
- Teaching assistants and other adults are deployed effectively and all understand their role in promoting strong learning.
- Classrooms are warm, welcoming learning environments in which displays are a strong feature.

## **Personal Development, Behaviour and Welfare**

- Pupils are confident and self-assured. They are proud of their school and enjoy being given responsibility.
- Break times and lunch times are orderly and well supervised and pupils move around the school in a polite and calm manner.
- Pupils say that bullying is dealt with well by adults on the rare occasions that it happens.
- Good behaviours for learning were observed across all phases of the school and pupils are evidently used to being challenged in their learning which they enjoy.
- Pupils like the fact that the pupil voice is listened to, for example the sandwich pick and mix choice at lunch which was their idea.
- Senior leaders encourage and promote high levels of pupil empowerment, through the election of House captains and members of the school council for example or with the Year 6 job rota which buddies Year 6 and Reception pupils together.
- Attendance in 2015/16 was 96.9% which was above the national average.

## **Early Years and Foundation Stage**

- The learning environment, particularly the outdoor area where children have free flow, has been improved and it now supports Early Years practice well.
- All areas of learning are clear, both indoors and outdoors.
- Teaching Assistants know the key areas for improvement within the setting (i.e. boy's writing and girl's maths) and can confidently explain how they are being developed.
- Learning activities are based on children's interests which motivates and engages them. The superhero topic for example was particularly effective in engaging boy's writing.
- There is a clear focus on preparing the children for the next stage in learning which has been strengthened by the EYFS/Year 1 teacher job share. EYFS teachers are aware of the requirements of the KS1 curriculum and plan early phonics interventions so that children can make a confident start in year 1.

## **Key Recommendations**

- Maintain the focus on 'Quality First Teaching' by sharing the existing good practice and exploiting the effective coaching model.
- Focus on pupils in all year groups making good progress, especially in maths, and ensuring that those working at greater depth in KS1 reach the higher standard at the end of KS2.
- Senior leaders should further develop middle leaders' autonomy to build leadership capacity across the school.
- Continue the rigorous approach to evaluating the effectiveness of support for the Pupil Premium Group and share this information on the school website.
- Further develop parental engagement with 'Tapestry'