

Self Evaluation for Primary Schools – 2020

School Context

The Academy received its first inspection in October 2016 and was graded Outstanding for leadership and management, teaching learning and assessment, personal development and welfare and early years provision. The grading for outcomes and overall were **Good**.

The academy currently grades itself as overall **Good** with all key areas as Good under the new framework and behaviour and attitudes as **Outstanding**.

The University of Brighton Academy Trust works with three secondary schools and eleven primaries under the same umbrella trust. The MAT inspected in 2019 and was deemed to be having impact and operating effectively.

Our larger than average school, 407 on roll, is popular and almost all year groups are full. There is a 12 place facility at the school for children with physical disabilities and moderate learning needs; these SEND children are included in the cohorts and the published data. The school is in an area of deprivation as shown in the characteristics in published data by Ofsted.

Currently it is benefitting from the Hastings Opportunity Area targeted DfE support to improve life chances in the area. There are 28% of the cohort who are disadvantaged and the deprivation indicator shows WSLPA is in the highest quintile at 40% or 0.2.

Staffing

The Academy is fully staffed and has developed a number of teachers into promotion posts internally and externally. Two middle level leaders have been appointed in the previous year; one was an internal appointment. Two teachers were promoted internally to the role of Inclusion Manager for mainstream and Leading Practitioner to support teaching and learning at WSLPA and across the Trust. A new senior leader was appointed this year and the Lead Principal has supported other Trust Principals on a weekly basis.

The Principal is retiring during the current year. Interim leadership is established with the very experienced Vice Principal in post for the summer term and recruitment is in process. There are staff who have joined the academy in the last year from other schools with a high level of skill to take up leadership posts as Assistant Principal and Inclusion Leader. Another teacher with NCETM qualification has joined the team. The academy is supported by Education Futures Trust and works with this organisation to gain additional support for pupils.

The pupil cohort has the following characteristics:

The cohorts at West St Leonards Primary Academy vary but all started below expectations when entering the school.

WSLPA has an increasing number white British pupils and this is a higher percentage than the national figure. There are a small but rising percentage of children from mixed backgrounds.

Other ethnic groups are below the national percentages.

The percentage of children with English as a first language has declined slightly but this is well above the national figure.

The school have 95.5% of children who have English as a first language. There are 4.5% who are EAL and still requiring support. These children speak a variety of languages.

The academy stability has fallen but is still above that of the schools nationally.

The academy is highly regarded and has a stable population being well supported by the community. This includes engagement in family learning, and key workers help for children and families at school and at home.

Leadership and Management Judgement Good

Ofsted Grade October 2016 Outstanding

Leadership 2020

- Senior leadership has been stable for the last 7 years and this supports others leaders' development and consistency.
- Succession planning has supported transition for the Principal's retirement in Term 4, with the Vice Principal moving into acting Principal role in the Summer term.
- Staff turnover is below the average for the area and the academy has supported teachers into leadership within the academy as well as other local schools.
- The leaders' vision is clearly shared and known through ELF (Excellent Learning and Friendship), POW values and robust shared measurable action plans that are RAG rated termly, facilitating the creation of termly week by week actions and impacts.
- Training and development opportunities are matched to the next steps of teachers' and support staffs' careers to support subject knowledge and pedagogy.
- There is effective use of assessment which builds practice and supports teachers at all stages of their careers.
- The academy supports Teach First, NQTs and experienced teachers through bespoke training, action plans or performance management to constantly improve over time.
- Leaders support development of the curriculum in all subjects and implement progression and acquisition of skills across the core and wider curriculum. This includes wider opportunities for pupils such as planned enrichment, trips and visitors to enrich and deepen learning.

Leadership of Safeguarding

- Robust safeguarding and systems and policy are in place; all staff have annual training each September including Prevent and FGM; volunteers also receive training.
- Single central record meets requirements and safeguarding requirements are met. These are reviewed termly including by outside audits (July 2018 and October 2019).
- The two Designated Safeguard Leads (DSLs) and newly appointed safeguarding officer are highly visible through lanyards, website and posters. Key documents are shared and KCSIE is read annually and understanding of the staff is tested at these times.
- Safeguarding is supported by NSPCC workshops with year 5 and 6 biannually and whole school assemblies. The academy is engaged in multi agency work to support facility pupils, families in need and disadvantaged pupils.

Leadership of the community

- Regular planned engagement with the community includes events and learning drop ins which welcome parents into the classroom. With any event, feedback is always sought either verbally or through surveys to support leaders in further focusing learning. One example of this is the recent successful EXPO for the wider curriculum.
- Staff say they are supported and are proud to work at WSLPA 97% (survey April 2019).
- Leaders have considered the staff community and well being, adapting assessment and planning approaches for 2019.2020 to be mindful of teacher workload.
- The academy works with a local charitable trust (EFT) to provide support to families including 1:1 nurture, family learning and behaviour support.
- Governance is secure and all requirements are met by the Local Board and Trust Board.

Leadership supporting other schools and academies

- The Principal supported as Lead Principal at another RI Academy in the MAT (0.2).
- This academy has now been inspected in 2019 and is now Good with one Outstanding area.
- The Principal supports another academy (0.1).
- Leaders support the development of assessment across the MAT to reduce teacher workload.
- The academy has national lead status for Talk for Writing and works with other schools nationally including providing training locally.
- The Assistant Principal supports teaching and learning across the MAT 0.4.

Leadership impact on standards of teaching, learning and behaviour

- There has been an upwards trend re standards with high aspirations for all; this continued in 2019 for key stage 2 with the strongest progress and attainment to date. Exclusions have fallen and attendance increased.
- The quality of teaching and learning is regularly reviewed, strengths and areas for further focus are identified, so that newer staff have progressed quickly to meet standards aiming for outstanding.
- A termly programme of monitoring evaluation and review, and an induction programme for new staff is in place to ensure consistency.
- Individualised support for teachers such as Teach First, Schools Direct and UoB students supports recruitment. This leads to high quality staff being appointed and successful promotions and career progression. All new staff are on track to meet the requirements for their courses.
- Effective systems are shared and understood by all. Consistency is checked in frequent monitoring.
- Mastery of POW character with pupils embeds values and there is a weekly politeness cup, frequent rewards and celebration of learning such as reading, times tables and maths awards. Behaviour is outstanding and attitudes of pupils is geared towards learning and positivity with each other.
- Disadvantaged pupils are a key focus group for all staff. Wide gaps on entry are almost closed by end of KS2.

Leadership of the curriculum

- The curriculum has been revised to implement changes in light of outcomes from the new assessment procedures and with the Ofsted Framework in mind. These have included leaders modelling and supporting teachers professional development in the teaching of early reading (including phonics), reading in KS1/KS2, mathematics and the wider curriculum to ensure impact.
- Teachers further develop curriculum skills with regular INSET and a focus on cross curricular links including using the rich local area
- The Principal supported as Lead Principal at another RI Academy in the MAT (0.2).
- Through the continued support of subject leaders across the school, the wider curriculum has been improved for balance in the current year.

Leadership of Improvement

The School Improvement Plan is shared with the community. This includes a parent and pupil friendly version. Performance Management targets are taken from the plan. There is a focus for all on pupil progress, disadvantaged, whole school priorities and the Brighton Academies Trust leadership pathways framework. Performance Management is effective- targets were mostly met in 2015-2019. If necessary, decisive action is taken and underperformance challenged.

Further improvements include:

- Leaders have further improved the curriculum with sports coaches who provide support CPD.
- Senior leaders have coached and supported middle leaders and this has led to promotion including internally 2016-2020.
- The academy uses videoing of teaching and learning to support improvement and sharing practice (IRIS).
- Senior leaders benefit from national training and conferences e.g.(NPQSL, NPQML, NPQH)
- There are clear systems and policies that are applied to all staff and learners which enable efficient use of time and facilitate staff to be well aware of events and requirements.
- Leaders are mindful of the work load and pressures on the team and have, for example, reduced assessment to support teachers in the current year.
- The Local Board and trust members provide ongoing support to leaders and the academy so that there is both challenge and celebration of achievements.

The Quality of Education Judgement Good

Ofsted Grade October 2016- Outstanding

Teaching is reviewed termly by the external challenge partner. There has also been a positive DfE visit in 2018 and 2020 as well as annual quality assurance visits by an external consultant. All reviews have judged teaching, learning and assessment as at least **Good** based on the inspection framework.

Reviews are regular to support further developments and include: viewing lessons, hearing children read, review of learning as seen in books and pupil voice. A review by Pie Corbett to reaccredit WSLPA as a national lead training school commented "the school has developed considerably....and has been working tirelessly to improve standards."

Impact of the Quality of Education

- 2019 KS2 outcomes show - from low starting points - pupils' attainment is in line with the national result of all subjects combined (reading, writing and maths) at both the expected standard and also at greater depth, with the gaps almost closed for disadvantaged pupils for the expected standard in all subjects. Attainment in greater depth writing was significantly above national and in the highest 20% of all schools.
- On entry to Reception, cohorts are well below (NFER baseline) and achieve well by the end of Foundation Stage. Baseline and nursery data is used at point of entry; this supports planning so that pupils make rapid progress as seen by our data: GLD 2017 73%, 2018 75% 2019 74%. GLD is broadly in line with the national.
- Phonics outcomes have risen to be in line with national at Year 2; Y1 is currently below.
- End of KS1 outcomes show reading, writing and mathematics below national.
- Academy outcomes show KS2 reading and writing attainment is above national with mathematics in line.
- All year groups are monitored and tracked including groups, particularly the disadvantaged. Pupils' reading is daily and a wide range of systems and resources are used to support and challenge readers to read with fluency and comprehension such as: RIME reading teaching programme, Reading Recovery, Daily Supported reader and interventions for phonics and reading.
- Leaders use effective data and progress meetings thrice yearly to track progress and to target teaching and resources. Most pupils meet targets set of being at least in-line with national expectations.
- Teachers - including those in training - have high expectations and plan effectively so that pupils acquire knowledge and skills. This is clear in pupils' work and progress.
- Progress towards targets set is checked by leaders at regular pupil progress meetings and reviews of books. The marking and feedback policy is consistently applied and includes pupils responding to marking (including challenges to provide further provision in line with an individual's ability).
- Parents and carers are offered two parent consultations with a class teacher each year and a detailed report at the end of the academic year.
- The wider curriculum has been reviewed to ensure the ambition of the curriculum is coherently planned and sequenced. This will then lead towards cumulatively sufficient knowledge and skills for future learning and employment including meeting the needs of pupils with SEND.
- Planned professional development for staff provides support to ensure good knowledge of subjects taught.
- The academy is a 'National Lead for Talk for Writing'; this approach has been embedded in teaching and is reflected in the attainment and progress made across all year groups from low starting points.
- Core subjects are a daily focus and pupils' progress from low starting points is rapid.
- Pupils write and use maths for a range of subjects such as RE and science as seen in pupils' work and the newly introduced floor books.
- Termly reviews of progress and moderation supports the allocation of required provision and provides opportunities to review impact of interventions. This leads to specialist teachers and programmes being implemented (such as Reading Recovery) to support pupils who need this.

- Children write daily in a range of subjects, with skills mapped out across the curriculum to support children's deepening of learning.
- All children follow maths mastery and the academy is focussed on integrating the wider curriculum and the appropriate skills progression into core subjects.
- The current focus is assessing the wider curriculum and induction of new staff to ensure data is complete.
- There is also a focus on reducing workload including reduced assessment requirements in the current year.
- Senior leaders work with others to support the development of assessment across the Trust and with outside bodies such as NFER, Rising Stars, and KS2 SATs marking for the STA.
- The academy was a national pilot for the Y4 multiplication test and the Reception baseline assessment; in addition, the academy has become a research partner school for Hodder Education.
- Data systems are robust with key staff, the local board and MAT informed about changes for the following year.
- Validation of all judgements was confirmed both in 2018 and 2019 where local authority visits agreed the accuracy of the assessments which was further confirmed by external moderations across the MAT.
- Systems are reviewed and updated to share best practice and for impact in the current year including reducing workload by trialling online summative assessments.
- Carefully planned mentoring and support for new teachers who joined the academy in the last 3 years led to all meeting the teaching standards with NQTs completing their initial year and Teach First teachers successfully moving to year 2 of their practice.
- The Academy leaders have trained 8 other schools in a 2 year Talk for Writing project as part of the National Training Centre support. National leaders reported that these eight schools have impacted more rapidly on writing than other projects.
- Additional bespoke 1 year writing projects have been successfully delivered with impact noted on key outcomes which have been sustained.
- Our Leading Practitioner (Assistant Principal), Principal and Vice Principal also support in other academies providing coaching and support. The Principal is a Lead Principal since February 2017 and has provided support for another Trust academy resulting in improvements from overall RI to Good, validated by Ofsted September 2019.

The quality of education is being further improved in the current year through:

- Embedding development of the wider curriculum and the use of skills progression within our intent and monitoring the impact.
- Reviewing the balance of learning for pupils so that children learn knowledge and skills for their future learning.
- Improving the curriculum implementation through training for staff to further improve expertise in some areas, especially in arts based subjects

Behaviour and Attitudes

Behaviour and Attitudes Judgement Outstanding

Ofsted October 2016- Outstanding

Pupils show a high level of respect for each other and know the policy and systems well, they are supported to understand and celebrate difference. Children are explicitly taught about bullying and racism; these are not tolerated.

The following areas are key strengths and show the impact of academy policies and systems;

- Attendance is rigorously monitored and key workers support families to reduce absence. This has resulted in the current year in cases reducing by 50% and attendance being in line with the target at 95.8% as at January 2019.
- Behaviour is well supported with clear systems that are adhered to by all. Where required, further personalised support is in place for a small number of pupils and the impact has been noted as evidenced by there being very few fixed term exclusions in the current year. Additionally, case studies show successful integration of children who have required support to self regulate. Exclusions have reduced over time with no permanent exclusions in the current year and a reduction in fixed term exclusions over the last 4 years to only 2 in the academic year 2019/2020.

- Staff have high expectations for children's behaviour and provide rich opportunities for learning, these are used by all adults in the setting, combined with rewards and frequent celebration of learning (weekly golden assembly, reading prizes, stickers etc).
- Pupils are increasingly involved in supporting the academy and the community through roles and responsibilities such as peer mediators, school council and IT ambassadors. This creates a positive environment of role models who help others to achieve and show the values of the academy (POW-Pride of West St Leonards).
- There is a calm and purposeful learning environment as noted through external visit reports. Children's work reflects their pride in learning and standards continue to rise by year 6 with gaps for disadvantaged pupils closing, showing the impact of the positive culture and environment.

Personal Development

Personal development Judgement Good

Ofsted grade October 2016- Outstanding

Personal development and values are taught and celebrated at WSLPA through POW (Pride of West St Leonards) cards, badges and stars. These are reinforced by a scheme of work based around social and emotional development and health and wellbeing.

Impact of the provision has been noted through the following:

- Pupil and teacher reviews of additional provision to support personal development such as Forest Schools, which show increased confidence and team work skills amongst children involved.
- Increased numbers of pupils with responsibility posts to support them in developing their character and independence; one such new post is the introduction of IT ambassadors.
- Increased opportunities for children to develop interests, for example the new choirs, instrument lessons and competitions such as the Hastings Music Festival and visiting the care home to entertain residents.
- Wider experiences being extended in the current year such as the explanation of democracy, a visit by a High Court Judge and pupil voting for new values to include in the POW system. The difference between right and wrong is highlighted by lessons for older pupils that are supported by the police.
- Racism awareness is taught to all pupils and incidents are now rare i.e. none in the last 3 years.
- Pastoral support has been strengthened; the newly appointed Safeguarding Officer and the key worker support children and families. This builds resilience and has improved pupil relationships following friendship work.
- Bullying is rare and children with concerns are quickly supported through worry boxes and peer mediators; this helps them to be active citizens and responsible for their own attitudes and actions.
- E-safety education has been an ongoing focus and is part of the curriculum, supported by events for parents at Parent Consultations as well as visitors such as NSPCC, Red Cross (first aid), Sussex Police and keeping safe in the community. Incidents of e-safety are robustly managed with support and discussions with parents, however these incidents are limited to children's use of devices at home.
- Children have regular weekly PSHE learning including SRE from year 2 which helps children to know how to be healthy and have an active lifestyle. They learn about mental health and wellbeing sessions have been introduced in 2019.
- Pupils' spiritual, moral and cultural development is supported through daily assembly, reflection time, use of positive images of faiths and images to dispel stereotyping due to gender or family type. RE is taught weekly.
- Pupils' aspirations are supported by positive role models and purposeful quotes around the school building. Children are encouraged to reflect on future work choices, supported by a growth mind-set approach which is inherent across the school. This is further supported through links with the University of Brighton, with whom all year 6 pupils complete an aspirations project and visit the University.
- There is a good take up of extra curricular clubs with, for example, 80 children in the choir and sports clubs leading to competitions. Opportunities to build confidence are

also made available through Hastings Opportunity Area courses such as drama and Forest Schools.

Early Years Provision

Judgement on the effectiveness of the early years provision Good

EYFS 2020

The following actions and impacts are in place and are embedded to provide pupils with the best start to school life:

- Leaders have developed a curriculum that supports rapid development of language and key skills to support early reading including daily phonics. This supports children to make good progress from on average very low starting points (NFER baseline 2019-2020 cohort).
- The curriculum develops over the year to focus on key skills, build on what children can do and provide the skills for future learning, for example oral story telling leading into writing. Focused sessions increase during the year to prepare children for a smooth transition into year 1.
- Phonics is taught through a synthetic and systematic programme so that children can read simple words and sentences by the end of Reception. Reading starts from the first day of reception based on phonetically decodable books.
- The curriculum supports learning so that all pupils are engaged, including those with SEND, through the use of a topic based approach and real learning experiences such as hatching eggs and caring for ducklings.
- Staff use the spine texts to promote reading and to excite children in learning. Reading is also supported with daily sessions.
- Regular use of assessment and AfL opportunities are made within teaching and learning including observations of independent learning. These are used to plan next steps for pupils.
- Learning opportunities are differentiated as a result of assessment. This leads to targeted support such as daily reading for key children (disadvantaged)
- Parents and carers are actively involved in learning through weekly communication about learning, WOW bubbles and daily communication at the door.
- A wide variety of opportunities are provided for parents to see learning and gain advice and information to support their children such as 'stay and learn' events, reading meetings and Numicon packs for all pupils to use at home.
- Planning has been adapted to further develop and target all areas of learning, whilst medium and short terms plans are in place and monitored by leaders for impact. This has supported children to make accelerated progress. Individual learning journeys and characteristics of effective learning are used consistently and regularly. These are shared regularly with parents.
- Staff have high expectations for children's behaviour and provide rich opportunities for learning, these are used by all adults in the setting, combined with rewards and frequent celebration of learning (weekly golden assembly, reading prizes, stickers etc).
- Transitions have been well planned and are smooth, including settling in sessions and home visits.
- Prime areas are a focus, combined with PSED. This has supported pupils in settling and now their engagement in learning is particularly noted upon in leadership learning walks and work scrutiny.
- The Talk for Writing approach with oral story telling and learning supports the development of vocabulary and sentence construction as observed in children's speaking and early sentence writing.
- Children are presented with new concepts through the 'Maths Mastery' approach which supports understanding of number through concrete resources and builds a strong basis for later learning.

- Safety and safeguarding systems are robust and in place with a focus on site security, rigorous checking for employment and risk assessments. All staff are appropriately trained and vetted.
- Children follow the high expectations for behaviour, supported by circle time and assemblies to embed their learning of academy values. This includes their care and learning about being healthy and keeping safe.
- Moderation, monitoring and review by leaders, governors and external checking of assessment by the LA shows outcomes are accurately judged.

Summary

Data shows pupils continue to be on track for GLD at national expectations from very low starting points which shows good progress. Pupils settle quickly into year 1 and children's progress is maintained from this secure start, for example children meeting the expectations in the year 1 phonics screening.

Overall Effectiveness

Judgement on overall effectiveness Good

Overall Judgement Good – Ofsted Grade October 2016

The academy judges itself to be **GOOD** under the new framework September 2019

Outcomes have continued to improve and the progress is average for all subjects. The diminished gaps for disadvantaged pupils by key stage 2 show the effective provision and well matched curriculum that supports these increased standards. The combined measure has risen over the last 4 years markedly to now be in line with national despite the range of needs of pupils in an area of deprivation with a SEND facility.

Whilst the majority of the requirements in all sections - including the specific criteria for good - are in place, the academy is working to achieve the criteria in the new framework to secure outstanding.

Leaders are relentlessly focused on the best possible provision, curriculum and outcomes for the pupils at WSLPA.