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School Effectiveness+ Self-Evaluation Form Report

This report shows the published SEF for the school. The school's self-diagnosis is shown organised into the Ofsted areas along with a commentary for each one. Appendices are provided to support the judgements.

School Information

Headteacher: Andy Cosslett

Chair of Governors: Nicci Smith

SE+ Adviser:

Last Inspection Date: 05/06/2014

Ofsted Outcome: Good

Annual Budget: £959,633

Number of Staff: 30

Number of form entry: 2.0

	Pupils	% Boys / Girls	% PP	% SEN	% EAL	% WBPP
Year 3	60	58.3 / 41.7	8.3	8.3	5.0	8.3
Year 4	60	41.7 / 58.3	11.7	6.7	3.3	10.0
Year 5	56	50.0 / 50.0	10.7	5.4	1.8	3.6
Year 6	60	55.0 / 45.0	15.0	8.3	1.7	15.0
All	236	51.3 / 48.7	11.4	7.2	3.0	9.3

Ofsted Judgement

Overall Effectiveness

Published on Tuesday 8th November 2016 at 15:39 GMT.

School Self-Evaluation Grade: 2 - Good

Strengths

- Overall children attain very well compared to both Hertfordshire and National averages. Key stage progress is inline with national expectations, with progress in Reading and Writing being better than in Mathematics.
- PPF children at the end of Key Stage 2 has been steadily improving over the last 4 years with the 2016 cohort performing well above national and well above their peers with 90% achieving A.R.E.
- Standards of teaching overall is good and improving as shown by improving standards of attainment and progress over the years. The move to a new national curriculum and assessment system has at least maintained standards which remain well above national averages.
- Leadership is strong and has set a clear and robust direction for the school as shown by the school development and improvement plans. The school took the collective agreement to completely review its curriculum which continues to develop well providing a greater purpose and link to real life learning through a project based approach.
- The school is well supported by a dedicated team of Governors who hold the school to account well as 'critical friends'.
- Children are safe and well cared for with very good safeguarding measures in place. They have a very positive attitude towards learning and relate well to their peers and adults within the school creating a strong learning environment that has both 'warmth' and 'focus'. Teachers have clear and positive behaviour management strategies and are well supported by leadership and parents.

Evaluation last updated on Tuesday 8th November 2016 at 15:39 GMT.

Ofsted Judgement

Overall Effectiveness

Published on Tuesday 8th November 2016 at 15:39 GMT.

Areas for development

- Overall progress from Key Stage 1 to 2 needs to improve to be above the '0' benchmark for expected progress.
- Combined levels of attainment needs to increase to be above 85%.
- Attainment against the higher standard in Writing and Mathematics needs to increase to exceed national attainment.
- In Science the more able children should all meet A.R.E.
- The 'gap' between girls and boys attainment needs to be closed so that boys attainment improves
- Teachers need to develop and embed a greater depth in learning to learn strategies, peer collaborative learning and greater depth to pupil learning to help ensure a 'mastery' approach supports all.
- PSHE curriculum needs to be more explicitly planned for, including greater opportunities for children to talk about their learning and their feelings.

Evaluation last updated on Tuesday 8th November 2016 at 15:39 GMT.

Ofsted Judgement

Overall Effectiveness

Published on Tuesday 8th November 2016 at 15:39 GMT.

Next Steps (to Grade Above)

- Overall combined attainment needs to increase from 62% towards the 85% threshold by improving outcomes in boys attainment particularly in the combined score as not enough boys attained A.R.E. in all three areas; reading, writing and mathematics.
- More able children need to at least attain the higher standard in Writing (15% in 2016) and Mathematics (17%)
- In Science 100% of the more able should meet A.R.E.

Evaluation last updated on Tuesday 8th November 2016 at 15:39 GMT.

Ofsted Judgement

Effectiveness of Leadership and Management

Published on Tuesday 8th November 2016 at 15:32 GMT.

School Self-Evaluation Grade: 2 - Good

Strengths

Leaders spend time coaching and mentoring others and enabling this across the school.	★ ★ ★
School leaders focus on learning, leading by example to create and sustain a positive learning culture in the school (for staff and pupils).	★ ★ ★
Every member of staff is recognised as a leader in some way, with insights to share and responsibility for staying abreast of the latest development in their area.	★ ★ ★
Leaders and teams across the school (including teaching, support staff and governors) take on and fulfil responsibilities which ensure the school meets its School Development Plan priorities.	★ ★ ★
Leaders actively engage an external critical friend perspective in self-evaluation and school development planning.	★ ★ ★
Pupil data is used actively and regularly to monitor trends and identify areas for development/requiring particular attention.	★ ★ ★
The School Development Plan and its monitoring framework are explicitly linked to the self-evaluation and analysis of data.	★ ★ ★
Leaders have relationships with and clear protocols for contacting and working with other agencies, including social care, health and police.	★ ★ ★
Staff clearly understand how and when to escalate issues regarding children in school that involve other agencies (child social care, police, health).	★ ★ ★
The school curriculum encourages pupils to engage in extra-curricular activity and with the local community.	★ ★ ★
The school constantly reviews its curriculum to ensure that it meets the needs of its learners.	★ ★ ★

- The school overall is led and managed well.
- School development and improvement plans are based on school needs as shown by rigorous self-evaluation.
- Analysis of data, stakeholder surveys, school assessments and appraisal outcomes including the quality of teaching all inform our views.
- Clear appraisal processes both support and hold individuals across the school to account through 'critical friendships'.
- Regular lesson observations and coaching ensure leadership is directly focused on learning.
- Termly pupil progress meetings check on the impact of teaching.
- Strategies are reviewed for those children that are falling below the expected standard.
- Intervention programs are successful in helping to accelerate progress.
- Governors monitor and support the school well.
- All areas for improvement have a linked governor who meet and check on progress in that area.
- Written feedback to both the school leader and full governing body.

Ofsted Judgement

Effectiveness of Leadership and Management

Published on Tuesday 8th November 2016 at 15:32 GMT.

Areas for development

Professional development is planned with the individual member of staff, is collaborative, long-term and intensive.



Ofsted Judgement

Effectiveness of Leadership and Management

Published on Tuesday 8th November 2016 at 15:32 GMT.

Next Steps (to Grade Above)

- Leadership across the school needs to be more consistent.
- Particularly the pro-activeness of subject leaders in monitoring and developing their subject areas to embed the national curriculum foundation subjects.
- Colleagues would benefit from the opportunity to engage in more long term planning for their career development.

Ofsted Judgement

Quality of teaching, learning and assessment

Published on Tuesday 8th November 2016 at 15:44 GMT.

School Self-Evaluation Grade: 2 - Good

Strengths

- Children typically attain well above national benchmarks, sometimes this is significantly so.
- PPF attainment has been steadily increasing over the last three years with children in 2016 outperforming their peers.
- Standards of teaching is 'good' with some 'outstanding' aspects developing.
- Any teaching considered to have room for improvement to be good is quickly followed up through mentoring or coaching.
- The curriculum is well-balanced and has undergone a substantial review following on from the introduction of the new National Curriculum in 2014.
- New 'assessment without levels' processes are being developed effectively and have the ability to monitor children individually across the curriculum.

Ofsted Judgement

Quality of teaching, learning and assessment

Published on Tuesday 8th November 2016 at 15:44 GMT.

Areas for development

1. Teachers need to develop and embed the following; i. a greater depth in learning to learn strategies, ii. peer collaborative learning and iii. greater depth to pupil learning to help ensure a 'mastery' approach supports all.
2. Learning in the foundation subjects need to be more effectively assessed.
3. Records need to help establish comparative standards of attainment in the foundation subjects.

Ofsted Judgement

Quality of teaching, learning and assessment

Published on Tuesday 8th November 2016 at 15:44 GMT.

Next Steps (to Grade Above)

- Overall progress from Key Stage 1 to 2 needs to improve to be above the '0' benchmark for expected progress.
- Combined levels of attainment needs to increase to be above 85%.
- The 'gap' between girls and boys attainment needs to be closed so that boys attainment improves

Ofsted Judgement

Personal Development, Behaviour and Welfare

Published on Tuesday 8th November 2016 at 15:33 GMT.

School Self-Evaluation Grade: 2 - Good

Strengths

Spiritual, moral, social and cultural (including British values) development enables pupils to thrive and learn.



Effective teaching results in high levels of engagement in learning and positive behaviour.



There is a clear and well-communicated behaviour management policy linked to clear rules for behaviour throughout the school.



Leaders have relationships with and clear protocols for contacting and working with other agencies, including social care, health and police.



Staff clearly understand how and when to escalate issues regarding children in school that involve other agencies (child social care, police, health).



The school curriculum encourages pupils to engage in extra-curricular activity and with the local community.



- Children behave well in school and are well supported by their teachers and leaders.
- Attitudes to learning and their peers is very positive.
- Informal and formal lesson observations show children highly engaged and interested in their learning.
- Children co-operate, play and share well.
- The school has strong and timely 'safeguarding' procedures both internally and with external agencies.
- The school's 'Inclusion leader' manages an excellent TA team who provide a very good extra layer of support across the school.

Ofsted Judgement

Personal Development, Behaviour and Welfare

Published on Tuesday 8th November 2016 at 15:33 GMT.

Areas for development

The school takes a systematic approach to peer learning, including training, planning and timetabling.



Ofsted Judgement

Personal Development, Behaviour and Welfare

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Next Steps (to Grade Above)

- PSHE curriculum needs to be more explicitly planned for, including links with other subject areas.
- A greater formal approach to peer learning such as collaborative learning and marking will help to deepen key skills.

Ofsted Judgement

Outcomes for Pupils

Published on Tuesday 8th November 2016 at 15:35 GMT.

School Self-Evaluation Grade: 2 - Good

Strengths

- Overall children attain very well compared to both Hertfordshire and National averages.
- Key stage progress is inline with national expectations.
- Progress in Reading and Writing being better than in Mathematics.
- PPF attainment at the end of Key Stage 2 has been steadily improving over the last 4 years.
- The 2016 PPF cohort performing well above national and well above their peers with 90% achieving A.R.E.

Ofsted Judgement

Outcomes for Pupils

Published on Tuesday 8th November 2016 at 15:35 GMT.

Areas for development

- Overall combined attainment needs to increase from 62% towards the 85% threshold.
- Outcomes in boys attainment particularly in the combined score as not enough boys attained A.R.E. in all three areas.
- RAISEonline unvalidated report shows that our more able children did not attain as well against the higher standards in Writing, GPS and Mathematics.
- In Science the more able children did not all attainment A.R.E.

Ofsted Judgement

Outcomes for Pupils

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Next Steps (to Grade Above)

- Attainment needs to increase towards the 85% threshold.
- Attainment at the higher standard needs to meet or exceed the national figures.
- 100% of the more able children need to meet Science A.R.E.
- Key Stage progress needs to increase beyond the '0' threshold in all areas.