

SECTIONS	SUMMARY EVALUATION																																																																																																																																																																																	
SCHOOL CONTEXT	<p>Pensans is a good school. After a 2year period of instability we now have a strong and stable leadership team, teaching staff and are well-resourced with high quality teaching assistants. The head teacher has been in post for 18 months and has support from the TPAT Penwith Hub Lead.</p> <p>We currently have 307 children on roll and have developed provision for 2 year olds since September 2017. Pensans is a larger than average primary school serving a predominately White Cornish community in an area of multiple deprivation where the % of Ever 6 is more than double the National Average and mobility is high compared to the National Figure. 84% of our children are between 0-30% most deprived of the country and almost half of our children are 0%-10% most deprived.</p> <p>Progress and attainment data declined sharply in 2016 and the school met the Coasting definition. The improvement in 2017 removed the school from the Coasting Definition.</p>																																																																																																																																																																																	
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<p>Attendance is an area of increasing concern. We have bought into an Educational Welfare officer via the Local Authority who is holding Attendance Clinics at the school and works with individual families.</p>																																																																																																																																																																																		
<p>Attendance by Year Group Sept 17 – Jan 18</p> <table><tr><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>95.00</td><td>96.47</td><td>94.58</td><td>94.01</td><td>95.49</td><td>96.33</td></tr></table>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	95.00	96.47	94.58	94.01	95.49	96.33																																																																																																																																																																						
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PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection	Key Issue	Date Grade	19/03/14 2	Progress
	Progress and Attainment in Maths at KS1 is not in line with Reading and Writing and results are below National. Too few pupils make outstanding progress in English and Maths			A new Phase Leader appointed raised standards across KS1 particularly in Maths. The Phase Leader is now Deputy Headteacher and Leading Maths across the school from 2016/17 also raising standards in Maths at the end of KS2
	The engagement of children needs to be raised.			The school has adopted EOS pedagogy and REAL Projects. The Head of Curriculum has revised whole school curriculum over 2 years. Data from SIP, SHIP, Parents and children indicate high levels of engagement in learning.
OVERALL EFFECTIVENESS				Grade 2
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT How leadership & governors pursue excellence – inc. leadership of teaching, effective management and governance & its impact on culture of the school. SCHOOL Grade: 1	Strengths		Areas for Development	
	Maths, PP, Safeguarding and Literacy governor visits each term plus 3 SHIP days in tandem with PM and appropriate, targeted CPD ensure high quality teaching and learning		Recruitment of an additional staff, and co-opted governor and more in class visits from governors, whilst acknowledging that many governors work during school hours.	
	Strong Maths Leadership with support from Cornwall and West Devon Maths Hub, TPAT and Strength in Numbers. Curriculum Development led by Senior Lead linked to EOS and the Innovation Unit. THRIVE and Trauma Informed Schools practitioners led by SEND and PP coordinator. Literacy Leads supported by EOS and the Innovation Unit to improve writing. EYFS development of 2year old provision. Rigorous, specific and targeted Performance Management cycle based on needs of class and school.		Continued development of Maths Mastery across the school. Raise achievement in Year 3/4 Continued curriculum development to meet specific needs of our school community. Development of well-being of staff. Increase numbers for Reception	
	Links with school in Bristol with a contrasting demographic		Develop links with schools in London	
TEACHING, LEARNING AND ASSESSMENT Triangulation of quality of T & L, learning environment, pupils work, Marking, assessment & feedback SCHOOL Grade: 2	Strengths		Grade	Areas for Development
	Lesson observations and learning walks, discussions with pupils and work scrutiny through SHIP, governance and internal show teaching to be good or outstanding 100% of the time in 9 out of 11 classes.			Achievement in Writing and Maths for specific groups. Development of small next steps in teaching and learning. Development of Teaching Assistants re Mastery of Maths and Questioning for independent learning.
	Use of Learning Journals across the school with 1-1 conferencing of children. Children aware of their next steps. Learning environments meet needs of children and inspire them to learn.			Development of moderation across TPAT.
	Teacher's use of Scholar Pack to track achievement every 6 weeks and inform planning.			
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Including behaviour in the school, attitudes to learning, attendance, safety, culture of school promotes all aspects of pupils' welfare, PREVENT & SMSC SCHOOL Grade: 1	Strengths		Grade	Areas for Development
	Culture of safeguarding – Safeguarding Officer links with DSL, outside agencies and class teachers to ensure that information is shared regarding vulnerable children. Safeguarding systems are robust. THRIVE and Trauma Informed Schools practitioners work across the school. School is part of Encompass. Virtues Curriculum embedded and used to develop character which impacts positively on Behaviour for Learning and Relationships. Forest Schools targets hard to reach children.			Attendance – overall is just below National. Absence is higher for SEN - Currently All – 95.67% FSM 94.76% EAL 94.14% SEN 93.44% PP 95.43% Girls 96.1% Boys 95.24% Persistent absence was high in 2016 8% and 2017 10% FSM, boys, SEN support School and TPAT need an effective policy to reduce term time holidays
	E-safety and all safeguarding training is regularly updated and parents and children are informed.			Safeguarding and family issues outside of school have a significant impact on starting points, achievement and child and staff well-being.
	Targeted CPD and workshops for children, parents and staff eg. anti-bullying and stay safe Community activities such as Beach Cleans			To continue to develop links with Parents through TLC support Group, Virtues, REAL Projects and Baby and Toddler Group

OUTCOMES Attainment & progress for individuals, different groups, particularly DSEN pupils.– Quality of pupils 'work, Current progress and progress over last three years. SCHOOL Grade: 2	Strengths	Grade	Areas for Development
	EYFS 2017 – 84% children entered below in 12 strands 39% ended EYFS below Progress is good or accelerated for all groups apart from SEN (2 children 1 EHCP) No difference in attainment between: PP and Non PP or Boys and Girls		GLD to be in line with National Higher % children GLD 3 in Number SEN Writing Summer Born Raise APS Provision for 2year olds Increase numbers for Reception in 2018 Explore building for 2year olds
	KS1 2017 – 58% of children PP. GLD for this group was 34%. Reading 71% EXP 30% GD Writing 66% EXP Maths 71% EXP 22% GD. Reading PP exceeded Non PP at EXP and GD Maths PP exceeded Non PP at EXP. All areas moderated externally.		Increase PHONICS score to in line with national – focus Year 2 resit Writing % achieving at GD for all groups % of Boys achieving at EXP Maths -% of Boys achieving at EXP % of PP achieving at GD Reading - % of PP achieving at GD Close the Gap between boys and girls achieving EXP and GD
	KS2 2017 – All results have risen since 2016 apart from writing. Progress Scores have improved in all subjects apart from writing. School removed from Coasting definition. Reading – Non FSM achieved higher than National at EXP SEN support achieved higher than National at EXP. No significant gap between boys and girls Progress all groups in line or exceeding LA Maths – SEN support achieved EXP well above LA Progress – Low Prior attainers achieve at EXP in line with LA. High prior attainers achieve EXP and GD in line with LA Writing Progress – High Prior Attainers at EXP and GD is above LA GPS - SEN support achieved EXP well above LA Non FSM achieved EXP higher than LA		Attainment in all subjects to be in line with National Reading – Attainment – All groups apart from SEN support to raise attainment Progress – Middle and High Prior Attainers Boys and Girls – Mobile children Maths – Attainment - All groups with a focus on Girls and Non SEN Progress – All groups apart from SEN with a focus on Girls Writing – Attainment – All groups with a focus on Boys and Ever 6 Progress – All groups apart from High Prior Attainers GPS – Attainment – All groups with a focus on Boys and Ever 6
			Negative progress in Reading and Maths
EARLY YEARS PROVISION How well children achieve How well the provision contributes to children's physical and emotional health, safety and well-being, including SMSC. Quality of leadership SCHOOL Grade: 2	Strengths	Grade	Areas for Development
	Experienced and skilled Leader in place who has brought innovative practice. Good provision has resulted in good or accelerated progress THRIVE/TIS Practitioner in place. EYFS SEND co in place		Increase numbers in Reception 2018 ECAT Develop Outdoor Learning environment Engage All Parents Continue to develop Nursery Provision for 2/3 year olds.
	Learning follows the children's interest and planning is dynamic. Children have regular experiences in the wider world		Seek funding for a dedicated building for our 2year old provision
	Good use of Scholar Pack by all EYFS staff as a record for assessment and resource to focus learning		

SEF SUPPORTING EVIDENCE

SCHOOL	Pensans	HEADTEACHER	Angela Clay	DATE:	January 2018
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THE CURRICULUM

ENGLISH Quality & Standards: Evaluation of the development of core language & literacy skills,	Strengths	Areas for Development
	Our REAL projects give children opportunities for writing with a purpose. Critique is used to produce beautiful pieces of writing. Reading is a strength	Every Child a Talker is being developed in EYFS – training for all staff in EYFS

presentation & current year progress		across the school and the curriculum is designed to develop children’s speaking and listening skills and their confidence.	Identifying children’s barriers in Literacy to SEND co – Dyslexia Champion screens and feeds back to teachers Achievement for boys across KS1 and 2 Critique being developed further
MATHS Quality & standards: Evaluation of the development of core numeracy skills, mastery, presentation, current year progress		Strengths	Areas for Development
		Coherent, school wide action plan, vision and calculation policy in place for September 2017. Training from TPAT for whole school. Subject Leads have had training from Cornwall and West Devon Maths Hub. SLE from Strength in Numbers 6 days over a year. Year ¾ TA training	Attainment and progress at end KS2 – has been weakest / joint weakest area for 2 years SEE DAISI ANALYSIS
		Appointment of experienced and talented subject leader who is member of the maths hubs	All staff having a clear understanding of mastery
SCIENCE Evaluation of the development of core Standards and quality of provision		Strengths	Areas for Development
		Practical science opportunities being delivered through REAL projects. Experts supporting the learning and visits have a science theme in all phases across the year.	Subject leader to develop a set of science targets linked to same format as lit/maths.
		Subject feedback by subject leaders show SC1 being focused on through a variety of projects in all phases.	Data on Scholar Pack to be used more effectively to show progress across the school
CURRICULUM Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc.		Strengths	Areas for Development
		Curriculum provision is constantly being monitored to ensure high class, quality teaching and learning. Children have a unique curriculum matched to their needs which includes all subject areas threaded through with purpose.	Developing subject leader roles to reflect the approach of REAL projects.
		All assessment and planning is triangulated to be highly effective and have impact in the classroom.	Continue coaching sessions for Head of Curriculum to continue driving the approach across the school.
PUPIL GROUPS			
SIGNIFICANT GROUPS How the school is addressing any under performance	PP / FSM	Quality First Teaching/Interventions/Matching Provision to Need/Whole School approaches	
	SEND	Assess Plan Do Review Cycles as part of the graduated approach. Progress/Provision and attendance is monitored and needs are matched to provision	
	Weak attenders	SDP for 17 / 18 will focus on attendance and analyse progress and attainment data for 2017 / 18	
	Vulnerable Children	Safeguarding Officer in place to liaise with Agencies/THRIVE/TIS trained practitioners. Inclusion meetings weekly. Autism Champion	
STAKEHOLDER FEEDBACK To support judgements – from pupils, parents and wider community		What we do well	What we could improve
		Caring, nurturing environment with exciting learning opportunities.	Further development of links with parents and the wider community
		Happy, well behaved children	Lunchtime play provision
PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT 17/18 Key priorities identified through school performance review & evaluation.		End 2017 / 18 Data set is good or outstanding	
		Greater parental engagement and interest – particularly with Reading and Maths Staff are fulfilling potential, morale is good and Pensans is a happy and rewarding place to learn and work	
		Healthy Schools initiative	

<p>CONTINUING PROFESSIONAL DEVELOPMENT Key whole school / phase priorities. Detail any upcoming training + highlight impact of recent training</p>	<p>Maths – 2 days allocated at start of 17/18 to launch new vision, calculation policy and action plan Y1/2 teacher / maths lead and Y3/4 teacher will take part in Mastery CPD over 17/18 with Cornwall and West Devon Maths Hub and Strength in Numbers Curriculum lead and Literacy Lead ongoing training with Innovation Unit Virtues Lead continuing to use the school to develop practice Trauma Informed Schools Training for THRIVE practitioners Solution Circle support for TAs alongside Ed Psyche Moderation training for End of Key Stage Teachers</p>
<p>SUPPORT PROVIDED TO OTHER SCHOOLS How the school is collaborating with others and taking a lead on school improvement priorities</p>	<p>We are collaborating with 2 other local primary schools as part of the West Penwith Maths Hub. We are supporting Sefton Park School in Bristol with Immersive learning and they are supporting Pensans with the development of EYFS provision and Maths. We are collaborating with Carclaze School on curriculum development</p>

Please note: this summary should not exceed a maximum of 4 sides