



Self-Evaluation Summary Sheet 2019

SCHOOL		Statements		9/19
1	INTRODUCTION School context/key features Current date (9/19)	Flushing is a small C of E Primary School. The roll has risen from 44 (Apr.15) to 71 (Sept.19) due to popularity and demand. There are 4 morning classes (Seahorses (EYFS), Starfish (Y1/Y2), Seals (Y3/4) & Dolphins (Y5/6). In the afternoons Seahorses and Starfish combine. 94% are White British (25% Cornish) and 3% Minority Ethnic Groups. SEND = 18.3%, FSM = 11% and PP = 15.5%. It was subject to an academy order (to create a MAT with Penryn College & 2 other Primary Schools) but decided not to convert. We continue to work closely with these schools. Mobility is in line with LA figures. There is a gender imbalance (61% boys). Cohorts vary, but most are small (16 vs 6). 2018-19 Attendance was 95.9% (17-18 = 95.1%, 16-17 = 95.7%). No exclusions 2016-19. The school is above the floor and coasting standards (and exempt due to size). Deprivation is 85.9% below 50% most deprived.		
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT	<p>Raise achievement and progress of boys in reading and writing (throughout the school).</p> <p>Increase number of children achieving greater depth in all areas (KS2).</p> <p>To develop the EYFS provision by expanding learning areas and resources (& outdoor/active learning).</p> <p>Achieve Director's Award for features of a healthy school.</p> <p>Develop middle leaders' leadership knowledge, skills and practices.</p> <p>Develop shared language and understanding about school vision and values</p>		
3	PREVIOUS INSPECTION PROGRESS	Areas	Progress	
		Provide opportunities for pupils to practice their grammar and punctuation and spelling skills in all subjects.	School curriculum map re-written including writing opportunities within the set topics. Topic work provides key writing moderation evidence (for GPS). Handwriting/Spelling/Grammar linked in Literacy lessons and use of Talk for Writing.	
		Check pupils learning in ways that deepens their understanding, so they make even stronger progress.	Use of NFER and AQA termly tests to track pupil knowledge and skills. Also grade progress on 0-9 Partnership Scale and Pupil Tracker system. Both identify where intervention or re-teaching is required. Agreed expectation that teachers will use Q&A, in lesson marking and to assess progress and alter learning if needed. Developing mastery teaching in Maths. Active learning in Literacy/ Maths. Pupil tracker used across the school.	
		Develop shared language and understanding about core school values (SIAMS).	School has reviewed its vision/mission statement. Core values derived from it and linked to the Worship planner. School story 'Good Samaritan' attached to it. Vision strapline is 'Nurturing to Flourish in our World'.	
4	ACHIEVEMENT (statements refer to being sig. below/below/in line/above/sig. above National using PD = pupil difference as the measure).	Key Areas	Grade 2	Areas for Development
		KS2 2019 Progress - In line Read/Write/Maths. KS2 2017-19 Progress - In line in 7/9 areas. KS2 2019 Attainment – EXS = 0 pupil difference in Read/Write/Maths. GDS = 0 pupil difference (bar Reading at plus 1). KS2 2017-19 Attainment – 0 pupil difference in 7/9 areas. 3 year at EXS = Read -2 PD/Write +1/Maths -1. GDS = Read +2/Write -1/Maths -2. KS2 2017-9 Scaled Scores 3 year averages – Read 103.5v104/Maths 102.5v104.6/GPS 101.2v106.2 KS2 2019 RWM Combined – EXS = -3 pupil difference, GDS = -2 pupil difference. 2017-19 Trends – Progress = Improving, Attainment EXS = Mixed, GDS = Improving % Read 0,40,50 Write 0,10,25 Maths 0,10,25		KS2 Boys attainment and progress in Reading /Writing. <i>Action>Mentoring for Y6 pupils, reorganisation/updating reading resource, extend written comprehension, reading intervention, use Talk for Writing methods, Male teacher in S/D.</i> KS2 Spelling (key factor in GPS being below National). <i>Action>Spelling linked to handwriting, 3 spelling lessons per week & use of Squeebles/dictionary app.</i> KS2 Achievement of Greater Depth. <i>Action>3 pupils in PP Maths mastery classes, tracking targeting GDS pupils for extension work.</i> KS2 Progress. <i>Action – Dolphin class reduced by a year group, 1 to 1 mentoring for all year 6. Tracking charts and rapid intervention.</i>
		KS1 2019 Progress – In line with LA. KS1 2019 Attainment – EXS = 0 pupil difference in Read/Write/Maths. GDS = 0 pupil difference Read/Write/Maths. KS1 2017-19 Attainment –0 pupil difference In 6/9 areas. 3 year at EXS = Read -4, Write -1, Maths -1. KS1 2017-19 Trends – Progress = Improving Attainment EXS = Improving - Read-2,-1, 0 Write -1, 0, 0 Maths 0, 0, 0 GDS Read 0, 0, 0 Write 0,+1, 0, Maths -1, 0, 0 (17,18,19)		KS1 Boys attainment and progress in Reading/Writing. <i>Action >Reading intervention, increased comprehension activities, reduction of class size, review of topics.</i> KS1 raise expectations and progress in year 1 in reading and writing. <i>Action > Provision change, removal of EYFS AM to create Y1/2 class.</i> Whole School Maths Attainment/Progress <i>Action – 2 teachers Mastery Maths Hub Project.</i>
		Phonics – Y2 100%, 3 year Trend - Improving EYFS 2017-19 GLD in line with National. Average Scores are above. 2019 – In line/above.		EYFS Reading and Writing attainment/progress <i>Action > Provision change to separate class AM and taking in 3/4 year olds.</i>

		<p>Groups <i>Gender</i> Girls attainment is above boys in all areas & significantly in Reading. <i>Recently boys progress is above girls in Writing/Maths.</i> Disadvantaged/SEN (VERY small cohorts) <i>Attainment in line Reading/Writing.</i> <i>Progress in line Writing/Maths.</i></p>	<p>Data Story KS1 results at expected affected by mobility in during 2017 & 18, especially in reading. (below expected pupils joining year group during year 2). Pupil Premium Support Reading intervention/Classroom TA support Parent support Pupil mentoring</p>	
5	TEACHING	<p>Strengths</p> <p>6 teachers, 3 UPS teachers plus teaching head. Teachers are experienced and subject knowledge is good with a wide range of teaching methods and styles used alongside quality questioning. Lessons are well organised and resourced with precise planning and active support from teaching assistants and a large number of volunteers. 5/6 teachers moved classes to develop provision.</p>	<p>Grade 2</p>	<p>Areas for Development</p> <p>Middle Leaders - Develop middle leaders' leadership knowledge, skills and practices further through Penryn Partnership Coordinator training, meetings /development of policy and increasing appraisal role in English, Maths and Science.</p>
	CURRICULUM	<p>Children are engaged and relationships are positive. Re-structured mixed age range classes enable ability to group more able with year group above while supporting learners through and intervention, mentoring and booster work. Topic based teaching following a newly designed cycle motivates pupils, teachers and parents. Homework grid enables pupils to engage in open ended tasks and stimulate research, investigation and academic self-discipline.</p>		<p>Intervention – Review and redirect strategies and programmes towards key school targets eg. Boys Reading. Increase Y2 and Y6 mentoring at key times.</p> <p>Mastery Maths – Develop teaching methods and resources to increase expected and greater depth outcomes through involvement in the Maths Hub Mastery Maths Project. 2 teachers getting specialist support over 2 years.</p>
		<p>The school's Big Curriculum enables all subjects to be taught with depth and progression. We use topic teaching to enrich and engage, with opportunities for parents to see outcomes at the end of each topic. Use of teacher assessment/tests (NFER/AQA Test base) and pupil tracking to monitor progress through objectives, recorded on a 0-9 scale. Data used to provide whole school overview and drives self-improvement. Gap analysis from test papers. Rapid intervention to address gaps in learning.</p>		<p>Assessment – Increase in lesson marking and grouping to fine tune learning and improve progress and support with rapid intervention.</p>
6	PERSONAL DEVELOPMENT & WELFARE	<p>Strengths</p> <p>2017-19 attendance has improved to be in line with National. 1 pupil slowed the trend in 17/18 due to a prolonged condition. Broad and balanced curriculum that provides opportunity for all. Curriculum not narrowed in reaction to 2016 change to challenging tests, subjects taught weekly. Good behaviour reputation. Whole school electronic reward system, that gives immediate recognition of achievements. Wrap around care (8-5.30pm every day). Small school size provides high engagement of pupils in a range of activities during school life; Residential, school council, playground leaders, team representation, performances and community events. Nurturing values in place. School is inclusive, a safe harbour for many.</p>	<p>Grade 2</p>	<p>Areas for Development</p> <p>PSHE - To put in place the 8 aspects of a Healthy School (as listed in the Director's Award), to create a more coherent PSHE delivery.</p> <p>SMSC - Develop shared language and understanding about core school values. Put values into a half termly focus.</p> <p>Pupil Wellbeing – Play therapy to be provided. Maintain and develop playtimes and active curriculum. Create school garden. Expose children to wellbeing programmes i.e Yoga/OAA activities.</p>
		<p>The school's commitment to develop 'the whole child' is expressed in the school mission statement/vision and rooted in the belief that every child has something to give. Worship and RE cycles that provide opportunities for spiritual development. Children are given many opportunities to experience the World beyond their classroom (use of local beaches, woods, Falmouth and trips further afield - London). Specialist Music and French teaching from the College ensures delivery and quality. Full curriculum is timetabled and happens. The school provides a strong moral and social framework for its pupils based on a family environment of love,</p>		<p>SMSC – Courageous Advocacy developing across the school. Develop 2nd stage. Starfish – Animal welfare local issues, adopted a donkey. Seals – Animal welfare national issues, work with Plastic free Falmouth and SAS beach cleans. Dolphins – Animal Welfare international issues, Sponsored run raised £300 to support WWF endangered species.</p> <p>Curriculum Enrichment Songfest 16, 17 & 18. Archie Dobson's War choir/performers Trebah Gardens 75th D Day project</p>

		care, support, individual attention and involvement of the whole school community while giving children important responsibilities.	Shakespeare workshop at Minack Theatre PE/Sport – school actively involved with high participation rates and success in Penryn League/Festivals – Basketball champions. Acquisition of VR technology to engage pupils and experience God’s World.
		Strong Courageous Advocacy programme.	
7	LEADERSHIP/MANAGEMENT	Strengths	Grade 2
	GOVERNING BODY	<p>The school has a clear vision provided by its mission statement that promotes a partnership of enjoyment (learning within a rich, broad and balanced curriculum that exploits the local environment and resources to the full) and achievement for all (individual progress in all areas of the curriculum). We are here to support those that need us.</p> <p>Upper Pay Scale teachers take on middle leadership as coordinators of SEN, Maths, and Literacy, writing reports throughout the year. They also have second subject areas such as Music, PE and Science. In the absence of the head teacher all 3 have had to step up to be in charge of the school at various times.</p>	<p>Areas for Development</p> <p>2018-19 Provision Development Project Developing new pavilion on the Bowling Green as a learning base to enable EYFS (and other classes) to use the new room, play equipment, field and environment for (beaches/woods) to develop outdoor learning while releasing school based learning areas for other year groups.</p> <p>The resource will enable the school to expand its outdoor learning opportunities. FGB has agreed to extend provision to 3/4 year olds leading to school structure of 4 classes Pre-EYFS/EYFS, Year 1&2, Year 3&4 and Year 5&6 enabling better progress and class organisation.</p>
	PARENTS	<p>The Governor/Coordinator partnerships enable staff and governors to work together to further the vision and expectations in a subject area. The commitment of the Governing Body is shown by the fact that nearly all are regular volunteers in the school. There is a positive relationship between staff-pupil-parents-governors. Leadership, staff and governors are fully aware of the school’s strengths and weaknesses due to first hand experiences and the information they get.</p>	<p>Academy/MAT status – Not proceeding, but the College and 3 Primary School are working closely together on school improvement.</p> <p>School Improvement Support - SIP is Marie Hunter (RI), termly visits and reports. - Annual Review by Sue Frater (HMI) carrying out observations and review of policies/data/practice.</p>
	SAFEGUARDING	<p>Regular pupil reports/events, enable parents to know their child’s effort and progress and what areas to help their children with at home. Parents given slip to respond/ask questions.</p> <p>3 members of staff trained to CP level 3, rest to level 2. SCR up to date and recently checked by LA. FGM/Prevent training and procedures in place.</p>	<p>Review of Reporting arrangements.</p>
8	OVERALL EFFECTIVENESS	Grade 2 (Good)	

