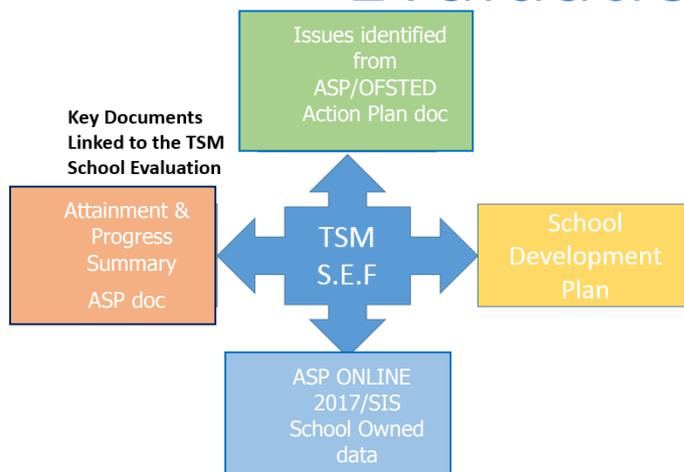




# TRIMLEY ST. MARTIN

## S.E.F – School Self Evaluation 17-18



Trimley St Martin Primary School  
Updated July 2017



# SEF: Updated July 2017

## Trimley St Martin Primary School

[www.trimleystmartinprimaryschool.com](http://www.trimleystmartinprimaryschool.com)

### Summary

<b>3</b> RI	Strengths				Areas for development				
	<p>+ 'KS2 results have steadily improved from 2016 across all subjects. A dip in greater depth in reading and writing, there was, however an increase in the number of children working at greater depth in maths, GPS and RWM combined.</p> <p>+ Progress from KS 1 increased in both reading and writing.</p> <p>+ PP children made greater progress in reading, writing and maths than non PP within the school and nationally in reading and writing</p> <p>+ 100% SEN achieved expected in reading and writing</p> <p>+ Narrowing the gaps 9% (above national)</p> <p>+ KS1 results have been variable over the past three years. 2017 results saw an increase in the number of children who were working at greater depth in all 3 of Reading, Writing and Maths.</p> <p>+ The number of children passing the phonics threshold in Y1 also improved in 2017 and should lead to higher results at KS1 in 2018.</p> <p>+ Rates of progress are continuing to rise across year groups and subjects.</p>				<ol style="list-style-type: none"> <li>Increase the number of children achieving SECURE in writing by focusing on key skills and vocabulary <b>SDP OBJECTIVE 1, response to KS1 &amp; KS2 results</b></li> <li>Increase the number of children achieving SECURE &amp; EXCEEDING in math by focusing on application and reasoning – <b>SDP OBJECTIVE 1, response to KS1 &amp; KS2 results</b></li> <li>Improve written responses to reading comprehension – <b>SDP OBJECTIVE 1, Response to KS1 &amp; KS2 results</b></li> </ol>				
	2016 Outcomes				2017 Outcome				
	<b>Phonics</b>  2014 <span style="background-color: green; color: white; padding: 2px;">96%</span> 2015 <span style="background-color: green; color: white; padding: 2px;">90%</span> 2016 <span style="background-color: orange; color: white; padding: 2px;">76%</span> 2017 <span style="background-color: orange; color: white; padding: 2px;">79%</span> ↑ N (81%)				<b>Phonics</b>				
KS1 T.A.	WORKING TOWARD	SECURE	GREATER DEPTH		KS1 T.A.	WORKING TOWARD	SECURE	GREATER DEPTH	
Rd	40%	60%	13%		Rd	47%	53%	23%	↑
Wr	60%	40%	0%		Wr	60%	40%	3%	↑
Ma	30%	70%	3%		Ma	30%	70%	10%	↑

	RWM	60%	40%	0%		RWM	60%	40%	0%	
	KS2 S.A.Ts	Av S S	WORKING TOWARD	SECURE	GREATER DEPTH	KS2 S.A.Ts	Av S S	WORKING TOWARD	SECURE	GREATER DEPTH
	Rd	102.1	34%	66%	21%	Rd	102.9↑	33%	67%↑	17%
	Wr		38%	62%	21%	Wr		25%	75%↑	12.5%
	Ma	101.7	41%	59%	7%	Ma	101.9↑	37.5%	62.5%↑	12.5%↑
	GPS	102.6	34.5%	65.5%	14%	GPS	106.3↑	25%	75%↑	33%↑
	RWM		55%	45%	3%	RWM		46%	54%↑	8%↑
	Above National At National Below National									
<b>Quality of Teaching Learning &amp; Assessment</b>  <b>2</b>  <b>GOOD</b>	<b>Strengths</b>					<b>Areas for development</b>				
	<ul style="list-style-type: none"> <li>+ The quality of teaching over time is good with some elements of outstanding practise. At least 80% of observations, book looks, drop ins have been graded as good or better, 10% of which were outstanding</li> <li>+ Next step marking is consistent but progressive throughout the whole school</li> <li>+ Teachers have high expectations and there is a whole school drive of constant improvement</li> <li>+ Pupils from different groups make good progress because their gaps in learning are addressed through well designed intervention (inc. booster groups).</li> <li>+ Teaching and learning is tracked regularly through learning walks, drop ins, book scrutinies and lesson observations. Follow ups and CPD are linked to the findings. There is a constant drive to be better</li> <li>+ School has been recognised as STEM Ambassadors for science and will be working towards the STEM quality mark</li> <li>+ School has achieved Bronze mark for MFL, Silver for Artsmark and Gold for Schools Games in PE</li> </ul>					<ol style="list-style-type: none"> <li>1. To teach consistently good lessons and increase the amount of outstanding lessons – <b>SDP 2</b></li> <li>2. To continue to improve the quality of assessment - <b>SDP 3</b></li> <li>3. Embed the reformatted assessing without levels approach to all subjects – <b>SDP 3</b></li> <li>4. Improve the quality of reading provision to help ensure a whole-school approach– <b>SDP 4</b></li> </ol>				
<b>Personal Development, Behaviour &amp; Welfare</b>	<b>Strengths</b>					<b>Areas for Development</b>				
	<ul style="list-style-type: none"> <li>+ ‘The behaviour of pupils is good both in lessons and around the school. They have positive attitudes to learning which helps them to make good progress.’</li> </ul>					<ol style="list-style-type: none"> <li>1. Improve behaviour to learning across the whole school by encouraging children to be more proactive with their learning. – <b>SDP 6</b></li> <li>2. Ensure teachers take greater risks and allow for more open ended, pupil driven (less</li> </ol>				

<h1 style="font-size: 48px; margin: 0;">2</h1> <h2 style="font-size: 24px; margin: 0;">GOOD</h2>	<ul style="list-style-type: none"> <li>+ Pupil perceptions indicate that children enjoy coming to school and that this is increasing.</li> <li>+ Pupils talk confidently about being safe and say that they can approach adults with worries and concerns, and are well-supported by pupil play-leaders and peer mediators as well</li> <li>+ Safeguarding systems and procedures are rigorous, the headteacher is now a T4T and all staff and volunteers receive annual safeguarding training and all school stakeholders are constantly updated on safeguarding issues, policies and procedures</li> </ul>	<p>guided learning experiences using Loops of Learning) – <b>SDP 2</b></p> <p>3. Continue to encourage greater pupil ownership over targets and understanding of their own achievement – <b>SDP 6</b></p>										
	<p><b>Attendance</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>13-14</b></td> <td style="width: 15%; background-color: #92d050; text-align: center;">96.1%</td> <td style="width: 10%;"><b>14 - 15</b></td> <td style="width: 15%; background-color: #92d050; text-align: center;">96.6%</td> <td style="width: 10%;"><b>15 - 16</b></td> <td style="width: 15%; background-color: #92d050; text-align: center;">97.5%</td> <td style="width: 10%;"><b>16 – 17</b></td> <td style="width: 15%; background-color: #92d050; text-align: center;">96.34 %</td> <td style="width: 10%;"><b>17 – 18 tgt</b></td> <td style="width: 10%; text-align: center;">97.5%</td> </tr> </table>	<b>13-14</b>	96.1%	<b>14 - 15</b>	96.6%	<b>15 - 16</b>	97.5%	<b>16 – 17</b>	96.34 %	<b>17 – 18 tgt</b>	97.5%	
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<p><b>Leadership and Management</b></p> <h1 style="font-size: 48px; margin: 0;">2</h1> <h2 style="font-size: 24px; margin: 0;">GOOD</h2>	<b>Strengths</b>	<b>Areas for Development</b>										
	<ul style="list-style-type: none"> <li>+ Leadership and management is now stronger, more focused and more dynamic.</li> <li>+ The school are leading the way on an initiative to improve G &amp; T provision across the cluster.</li> <li>+ Governors monitoring of the school is valuable and the school is challenged by them to make constant improvement.</li> <li>+ Leaders responsible for literacy and maths make sure that all teachers plan and deliver lessons that result in good progress being made.</li> <li>+ Analysis of data and pupils progress meetings are having a huge impact on pupil progress.</li> <li>+ Performance management and pay links have helped improve teaching outcomes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to develop leadership and management of the school (particularly middle leaders and governors) ensuring their work has impact on raising the standards – <b>SDP 7 / OFSTED target</b></li> <li>2. Continue to develop a broad and rich curriculum- <b>SDP 7</b></li> </ol>										

**Effectiveness  
of Early Years  
Provision**

**2**

**GOOD**

Baseline Assessments on entry to school have historically indicated that most children start school at below age-related expectations in the prime areas and also in Literacy.

- + The standards attained by children at the end of their Reception year are variable due to their low starting points on entry. In 2017 on entry GLD aspects was 47% and 20/30 children (67%) reached a good level of development by the end of their Reception year. 18/30 (60%) of the cohort reached at least expected levels in **all** areas. The percentage of children attaining a GOOD level of development at the end of their Reception year has been variable over the past 4 years. Girls, in particular, now show a good level of development above the national average.
- + The Early Years teacher works very closely with the Headteacher to monitor and track children's progress in the EYFS. Profile data was moderated and agreed by the LA.
- + The Early Years teacher has been to observe good practice amongst Early Years colleagues from other settings and impact of this has taken lesson observations from RI to good within the NQT year.

1. There are some inconsistencies in the quality of support provided by non-teaching staff. Improve the resources and facilities in Early Years (human and physical) – **SDP 8**

**Overall Effectiveness**

**2**

**GOOD**

# School Evaluation

## Information about this school

- The school is smaller than the average-sized primary school, with one class in each year group. The Early Years Foundation Stage consists of one Reception class offering full-time education.
- The school has a stable and increasing population with the vast majority of pupils from white British backgrounds. There is a very low number of EAL children.
- At 13%, the proportion of disadvantaged pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals or children who are looked after) is lower than the national average.
- At 22%, the proportion of disabled pupils and those who have special educational needs is above the average of 14.4 %. (data July 2017)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- New head teacher was appointed by the governing body in September 2013. The school achieved a Good grading from OFSTED in 15 months.
- The headteacher left the school in August 2016 to lead a larger school. An acting Head teacher led the school from September 2016 until appointed as new Head from March 2017.

Year Group	No. of Pupils	FSM		%Ever6		Total Pupil Premium		CIC		Adopted	
		No.	%	No.	%	No.	%	No.	%	No.	%
Rec	30	1	3.3	0	0	1	3.3	0	0	1	3.3
Y1	30	3	10	1	3.3	4	13.3	0	0	0	0
Y2	30	1	3.3	1	3.3	2	6.6	0	0	0	0
Y3	30	2	6.7	3	10	5	16.7	0	0	0	0
Y4	31	3	9.7	4	12.9	7	22.6	0	0	1	3.2
Y5	30	0	0	4	13.3	4	13.3	1	3.3	0	0
Y6	31	3	9.7	2	6.4	5	16.1	0	0	1	3.2

Year Group	No. of Pupils	SEN Support		ECHP or Statement		Total SEN	
		No.	%	No.	%	No.	%
Rec	30	5	17%	0	0%	5	17%
Y1	30	6	20%	0	0%	6	20%
Y2	30	5	17%	0	0%	5	17%
Y3	30	6	20%	1	3%	7	23%
Y4	31	9	29%	0	0%	9	29%
Y5	30	5	17%	1	3%	6	20%
Y6	31	7	23%	1	3%	8	26%

# School judgements

Question	Outstanding 1	Good 2	Requires Improvement 3	Inadequate 4
Progress				
Attainment				

Question	Outstanding 1	Good 2	Requires Improvement 3	Inadequate 4
Teaching				

Question	Outstanding 1	Good 2	Requires Improvement 3	Inadequate 4
Behaviour				
Safety				
Attendance				

Question	Outstanding 1	Good 2	Requires Improvement 3	Inadequate 4
Leadership				
Teaching & Learning				
Curriculum				
Partnerships				
Safe				