

Summary Self Evaluation 2018-2019 Ongar Place Primary

Context									
<p>Ongar Place is an average sized primary school in the North West area of the local authority of Surrey. The school is situated in the town of Addlestone. The majority of the children live within one mile of the school.</p> <p>Ongar Place School began life as an Infant School but is now an established one form entry primary school, with a PAN of 30, catering for children from 4-11. There are currently 210 children on roll and for the past four years the school has been significantly over subscribed for admissions.</p> <p>The school currently employs a Head teacher (in post for 6 years), the equivalent of 7 full time teachers (including deputy head and job share partner), a part time SENCo, 2 Higher Level Teaching Assistants, 14 part time Teaching Assistants (many of whom are midday supervisors), 4 part time office staff including the School Business Manager, and a caretaker.</p> <p>School Characteristics</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Boys:53%</td> <td style="width: 50%;">Girls: 47%</td> </tr> <tr> <td>SEN (ST/EHCP): 3 children</td> <td>SEN: 15.5%%</td> </tr> <tr> <td>Pupil Premium: 22%%</td> <td>EAL: 2%</td> </tr> <tr> <td>LAC: 3 children</td> <td>Attendance: 96%</td> </tr> </table>		Boys:53%	Girls: 47%	SEN (ST/EHCP): 3 children	SEN: 15.5%%	Pupil Premium: 22%%	EAL: 2%	LAC: 3 children	Attendance: 96%
Boys:53%	Girls: 47%								
SEN (ST/EHCP): 3 children	SEN: 15.5%%								
Pupil Premium: 22%%	EAL: 2%								
LAC: 3 children	Attendance: 96%								
Leadership and Management									
Strengths	Development Points								
<p>CONTEXT: historical data show a weakness in progress and attainment of disadvantaged pupils at the end of KS2 and less of KS1 disadvantaged pupils achieved the EXS. Many of these pupils are also SEN and present with complex needs (see outcomes)</p> <p>The leadership team are committed to consistently improving outcomes for all pupils, but especially for disadvantaged pupils in all areas of school life through the use of pupil premium. The school's internal data shows actions have secured improvement in progress for disadvantaged.</p> <ul style="list-style-type: none"> Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement Governors provide good support to the school and are well placed to continue to improve. Safeguarding is highly effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. The broad and balanced curriculum inspires pupils to learn. Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. 	<ul style="list-style-type: none"> Ensure the continuation of broad and balanced curriculum provision in light of changing intakes and current research theory. (SDP DA 7) To support parents and families in encouraging and supporting pupils and be aspirational for their children (with particular reference to disadvantaged children).(SDP DA 3 and 2) To continue to spend pupil premium funds to diminish the difference between the progress and attainment of disadvantaged pupils and others. 								
<p>Ofsted Focus</p> <p>To provide sufficient and accurate assessment information to Governors in order that leaders can be held to account</p>									
Teaching, Learning and Assessment									
Strengths	Development Points								
<ul style="list-style-type: none"> Teaching is consistently good or better across the school enabling children to make expected and better than expected progress Pupils love the challenge of learning and enjoy their learning. Teachers planning and lessons show secure subject knowledge and children thrive in lessons applying themselves and deepening knowledge. Assessment information is gathered and recorded effectively to ensure timely intervention of those whose progress is slower and feedback is used by children to improve their learning. 	<ul style="list-style-type: none"> To identify, through assessment, any pupil who is falling behind their potential and support them through teaching, learning and intervention. (SDP DA6, SDP DA4) To actively engage parents and empower them to encourage and support pupils (SDP DA4, SDP DA2) 								
<p>Ofsted Focus</p> <p>All teachers to consistently apply the marking and assessment policy (updated 2017)</p>									

Personal Development Behaviour and Welfare					Outstanding																										
Strengths					Development Points																										
<ul style="list-style-type: none"> Pupils attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. There are excellent improvements in behaviour overtime for individuals or groups with particular behaviour needs. Pupils take pride in their work, their appearance and their school. Pupils have a good awareness of bullying and how to keep safe and healthy. Any incidents are dealt with effectively. 					<ul style="list-style-type: none"> To ensure pupils know how to keep themselves healthy (SDP DA1), make informed choices and have high aspirations for the next stage of education and life (SDP DA2) 																										
Outcomes for Pupils					Good																										
Strengths					Development Points																										
<ul style="list-style-type: none"> Pupil's achievement in national tests is equal to or higher than average except KS2 reading Governments progress measure (at least -5 reading, -5 maths, -7 writing) achieved There is a comprehensive system in place to assess children's learning, outcomes and progress and reporting to parents From each different starting point current pupils make consistently strong progress Pupils are well prepared for the next stage of their education. 4 of our KS2 pupils achieved a standardised score of 99 in reading – 1 point away from EXS 					<ul style="list-style-type: none"> To improve and extend vocabulary of all groups of children, including those with SEND, the disadvantaged and the more able. of children, with the aim of improving reading skills (SDP DA5) To support pupils further to reach a good level of development / mastery in statutory tests and at the end of curriculum year. (SDP DA3) 																										
<table border="1"> <thead> <tr> <th>KS2</th> <th>% of children who achieved expected</th> <th>Progress</th> <th>Disadvantaged 4 children</th> <th>Disadvantaged Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>-1.0</td> <td>50%</td> <td>+1.2</td> </tr> <tr> <td>SPAG</td> <td>83%</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>0.2</td> <td>100%</td> <td>0</td> </tr> <tr> <td>Writing TA</td> <td>83%</td> <td>-0.7</td> <td>75%</td> <td>-0.7</td> </tr> </tbody> </table>					KS2	% of children who achieved expected	Progress	Disadvantaged 4 children	Disadvantaged Progress	Reading	70%	-1.0	50%	+1.2	SPAG	83%		100%		Maths	90%	0.2	100%	0	Writing TA	83%	-0.7	75%	-0.7	<p>Disadvantaged group in KS2 tests = 4 pupils. Disadvantaged group in KS1 tests = 1 pupil Disadvantaged group in EYFS = 8 pupils Disadvantaged group in Year One = 7 pupils</p>	
KS2	% of children who achieved expected	Progress	Disadvantaged 4 children	Disadvantaged Progress																											
Reading	70%	-1.0	50%	+1.2																											
SPAG	83%		100%																												
Maths	90%	0.2	100%	0																											
Writing TA	83%	-0.7	75%	-0.7																											
<table border="1"> <thead> <tr> <th>% of KS2 children who achieved the standard in reading, writing and maths</th> <th>ALL: 67%</th> <th>DISAD: 50%</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>ALL: 79%</td> <td>DISAD 8 ch: 87%</td> </tr> </tbody> </table>					% of KS2 children who achieved the standard in reading, writing and maths	ALL: 67%	DISAD: 50%	EYFS GLD	ALL: 79%	DISAD 8 ch: 87%	<p>Improvement in disadvantaged progress and attainment from 2017.</p> <p>Cohort differences.</p>																				
% of KS2 children who achieved the standard in reading, writing and maths	ALL: 67%	DISAD: 50%																													
EYFS GLD	ALL: 79%	DISAD 8 ch: 87%																													
<table border="1"> <thead> <tr> <th>KS1</th> <th>% of children who achieved the expected standard</th> <th>Disadvantaged 1 child</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>Mathematics</td> <td>87%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>77%</td> <td>100%</td> </tr> </tbody> </table>					KS1	% of children who achieved the expected standard	Disadvantaged 1 child	Reading	83%	100%	Mathematics	87%	100%	Writing	77%	100%	<p>Pupils were well supported and achieved as expected in test situations.</p>														
KS1	% of children who achieved the expected standard	Disadvantaged 1 child																													
Reading	83%	100%																													
Mathematics	87%	100%																													
Writing	77%	100%																													
<table border="1"> <thead> <tr> <th>PHONICS</th> <th>% of children who achieved the standard</th> <th>Disadvantaged 7 children</th> </tr> </thead> <tbody> <tr> <td>Year One</td> <td>77%</td> <td>57%</td> </tr> <tr> <td>Year Two (retakes)</td> <td>50%</td> <td>0</td> </tr> <tr> <td>Y2 whole cohort</td> <td>90%</td> <td>100%</td> </tr> </tbody> </table>					PHONICS	% of children who achieved the standard	Disadvantaged 7 children	Year One	77%	57%	Year Two (retakes)	50%	0	Y2 whole cohort	90%	100%															
PHONICS	% of children who achieved the standard	Disadvantaged 7 children																													
Year One	77%	57%																													
Year Two (retakes)	50%	0																													
Y2 whole cohort	90%	100%																													
Ofsted Focus																															
Basic skills (spelling, punctuation, presentation and number) are confidently mastered by all pupils																															
EYFS					Outstanding																										
Strengths					Development Points																										
<ul style="list-style-type: none"> The pursuit of excellence by foundation stage staff is shown in their drive to improve outcomes. Children are highly motivated, very eager to join in and are keen learners who regularly display the characteristics of effective learning. Parents are encouraged to support and share information about their child's learning. Parents and carers contribute to the assessment of children. 					<ul style="list-style-type: none"> To continue to engage parents and carers in their children's learning in school and at home to maintain the highest levels of outcomes. (SDP DA4) 																										