



Our School Self Evaluation Form

October 2019.

Context

Werrington Primary School is a good school – Ofsted December 2017.



Our vision is to ensure that our children become successful learners who enjoy their learning, are challenged in their thinking, make good progress and excel in an environment where everyone is valued and respected. Our children will 'shine'. We will empower our children to become resilient and respected citizens to make valuable contributions both locally and globally in a learning environment where curiosity and discovery are fostered, where children are prepared for our rapidly changing technological world and in which spiritual, moral, social and cultural development is encouraged.

To all our pupils,

Every day at Werrington Primary School we are working hard to make sure that you will:

- have every opportunity to become successful learners who enjoy being challenged in your thinking and are willing to take risks in your learning.
- know what it feels like to be good at something and have achieved your very best.
- understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams.
- have known friendship and learned how to get along well with other people.
- work and play in an environment where everyone is valued and respected.
- know how to keep a healthy body and a healthy mind.
- feel part of your community, proud of your school and inspired to make a difference.



'Our Children Shine'

We have over 450 pupils on roll, with just over 10% known to be eligible for Pupil Premium funding, and the school's deprivation indicator is 0.14. The vast majority of our pupils (over 95%) are classed as 'white British'. Approximately 55% of our pupils come from the Werrington and Cellarhead area; however, an increasing percentage are now arriving from the Abbey Hulton, Bentilee and Townsend area of the city. Our percentage stability is 84.0% (compared to 85.7% nationally).



The school has a purpose built 52 place, part time Governor-run nursery. The destination for the vast majority of KS2 children is Moorside High School. There are regular opportunities for Year 5 and 6 children to visit the high school and a variety of transition days are arranged with different subject departments.

A dynamic, committed and cohesive staff team work to ensure that teaching and learning meets the needs of children as individuals. Staff members are supported by leadership and management which is good. There are clear systems and structures for all aspects of the school's work. Governors support the work of the school in a range of ways; they work with the leadership and management team to scrutinise, challenge and hold all to account so that there is a clear strategic direction for the school.

Currently 12% of pupils are identified as having Special Educational Needs. Our school currently has 4 CLA, 2 children in special guardianship and 4 adopted children.

The majority of children usually demonstrate development slightly below their age on entry to Nursery, working at the entry level of 22-36 months. The majority of children demonstrate development within the 30-50 months development stage on entry to Reception. Historically on entry data is slightly below national in most areas.



Our school recognises it has a low number of pupils from an ethnic minority background and provides pupils with opportunities to learn about other cultures both in the local area and further afield. We are keen to collaborate with a variety of different schools and academies. We play an active role in the 'Seven Stars' network of local schools.

The school benefits from a developing relationship with the Potteries Educational Trust, led by the City of Stoke on Trent Sixth Form College.

Key Statistics

Ofsted – December 2017

Key Issue One:

Teaching & learning – Ensure the quality of teaching, particularly in mathematics, is more consistent across school.

Ensure teaching assistants more consistently support learning in lessons

- *'The Werrington Way' – A common understanding of what teaching & learning looks like at Werrington: Our 'Common Lesson Framework'*
- *'Open Classrooms', 'Lesson Studies' and 'disciplined enquiries' encourage staff to share & discuss 'good practice'*
- *Focused CPD has improved staff subject knowledge and resulted in well-designed sequence of lessons. The school have actively engaged with evidence-informed research (EEF)*
- *Use of TAs has been reviewed/restructured and new timetables/roles put in place*
- *Development of our mastery curriculum*
- *Participation in Painsley Maths Hub training, TRG and work groups*
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Key Issue Two:

Maths – Ensure more opportunities are provided for pupils to use and apply their mathematical skills in a range of subjects. Ensure pupils are given increased opportunities to record the reasoning behind how they approach the solving of problems. Ensure pupils are clearer about what they need to do next to further improve in mathematics

- *'Reasoning' and 'problem solving' explicitly taught*
- *Ongoing curriculum development identifies cross-curricular opportunities*
- *A focus on developing written reasoning*
- *Staff CPD has focused on developing reasoning and problem-solving across the school*
- *STEM focus across school – including development of scientific enquiry and Forest Schools. Development of #WerringtonSTEM*
- *Introduction of 'sentence stems'*
- *Promotion of vocabulary and oracy development across whole school*
- *Pupils know how to correct their work – introduction of 'progress checkpoints'*
- *'Live' / 'in the moment' marking enables pupils to be clearer about how to improve/correct their work*

Key Issue Three:

Communication – Ensure the school's website is updated to contain information about the spending of the PE and sport premium for primary schools.

- *Website is maintained, up-to-date and compliant*

School Improvement Priorities

- To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good
- Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum
- Leadership & Management – Leaders motivate an effective teaching staff to deliver high quality education for every child
- Mental Health and Wellbeing – Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.
- Curriculum - Ensure Curriculum is relevant and challenging – opportunities to extend Maths and English skills in all areas of the curriculum

Our Teaching & Learning Priorities for 2019/20

are:

- Curriculum Development - Explicit Knowledge (KIRFs, Knowledge Organisers, Tests)
- Science – Developing scientific investigation
- Feedback, Assessment & Improvement - Mark-Plan-Teach
- Vocabulary development & oracy
- Questioning - Involve & challenge all. Hard work & Challenge - Teach to the top, High Expectations for & by all
- Mastery – Explore Mastery in all areas of the curriculum
- Motivation – A reason/purpose for learning
- Drive & Passion – Reinforcing expectations; Together we succeed!

Quality of Education

The school judges the effectiveness of quality of education as:
Good



At Werrington Primary School we have a clear vision of what learning is: *Learning is a lifelong process of active engagement with experience, involving the development or deepening of knowledge, skills, understanding, values, ideas and feelings, in order to make sense of the world and ones place in it.* We recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils.

The Werrington curriculum is carefully designed so that every child has a clear journey through an ever widening sequence of essential knowledge, skills and experiences. We view the curriculum as the totality of every planned experience and interaction that the children will encounter at our school. It informs every aspect of our practice and our culture: from academic content, to safeguarding, to the recruitment of adults working at the school, and to the development of the characteristics and virtues which will, hopefully, support them in living well-rounded, fulfilled and happy lives. Pupils' learning is maximised by ensuring that key knowledge precedes all topics. Constant retrieval practice ensures that pupils can recall information. Our school ethos – 'Together we succeed' – is evident in all lessons. There is consistency in assessment judgement as evidenced in 'Seven Stars' moderation events. Pupil progress is reviewed at key points during the year and interventions identified at every level. Assessment and marking/feedback inform teacher planning; 'Mark(Feedback) -Plan-Teach' is the process that we are developing and embedding across the school. Children are aware of what they need to do to improve. Feedback strategies are strengthening. Over 99% of pupils (Pupil Voice Sept 18) agree that adults in school explain what they need to do to improve their work.

Lessons are organised effectively resulting in adult support being deployed appropriately. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills – 'critical thinking' skills are developed.

Lessons have a good balance of guided and independent learning. Relationships are good between staff and children and between children and children, creating a friendly and positive environment. Teachers have high expectations – These are clear for pupils and are embedded so that pupils listen well and follow instructions

Termly pupil reports, year group Knowledge Organisers, parent workshops and reading sessions as well as termly meetings ensure that parents are well informed of how well their children are progressing and what their child needs to do to improve.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ We share a clear vision for what teaching and learning looks like for our staff and pupils – The 'Werrington Way' ▪ Our curriculum is designed to meet the specific needs of our pupils and, as such, is subject to constant review. We recognise that, whilst we are extremely proud of the curriculum at Werrington Primary, there is always scope for improvement and adaptation as the needs of our pupils change. ▪ Our pupils are actively engaged, self-motivated and believe that effort leads to success and takes satisfaction from their successes ▪ Our pupils can increasingly articulate their learning to confirm knowledge and understanding and are confident in their own abilities to learn and improve. They can build on, and make links to, prior knowledge and can transfer knowledge and skills to other situations ▪ A rigorous programme of professional development including: lesson observations, peer modelling, 'disciplined enquiry', pupil interviews, monitoring of planning and book sampling by a range of internal and external professionals ensures consistently high standards. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are good and improving. ▪ A Werrington 'common lesson framework' supports staff in ensuring all teaching and learning is purposeful, consistent and effective ▪ Reading – whole class quality texts, VIPERS, texts linked to curriculum where appropriate. ▪ Teachers' own use of good quality Speaking and Listening, reading and writing. ▪ The introduction of Maths mastery and exploration of English Mastery is having a positive impact on the attainment of pupils. 	<ul style="list-style-type: none"> ▪ All teaching staff have a very clear understanding of what good teaching & learning looks like ▪ The emphasis on reading knowledge through VIPERS and key vocabulary ▪ Quality CPD has contributed to teachers' very good subject knowledge. Teachers phrase questions skilfully to deepen pupils understanding and challenge their thinking ▪ Phonics strength which then promotes reading for pleasure ▪ Enhanced opportunities for reasoning and problem solving 	<ul style="list-style-type: none"> ▪ Improve the quality of teaching & learning so that all pupils consistently make good or better progress - provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely ▪ Continue to develop teacher subject knowledge (CPD) to support the successful implementation of the Werrington curriculum and assessment expectations – including 'blocks' of evidence-informed CPD focusing on: cognitive science, developing scientific investigation, vocabulary and oracy development, curriculum development and the development of staff's subject specific knowledge. ▪ Ensure that the quality of teaching, particularly in mathematics, is more consistent across school ▪ Improve delivery of the foundation subjects through increasingly challenging 'topic' work – Broad and balanced curriculum with explicit Maths reasoning/problem solving and English reading and writing opportunities ▪ Develop use of question stems/sentence stems ▪ Embed use of VIPERS ▪ Continue to embed 'progress checkpoints' ▪ Engage with STEM ambassadors ▪ Continue to develop 'working scientifically' CPD

Behaviour and Attitudes

The school judges the effectiveness of behaviour and attitudes as:

Good



Our school has a calm, friendly atmosphere that ensures that all children have the optimum conditions to facilitate learning. There is a shared understanding of what constitutes 'good' behaviour – There is a behaviours framework in place which sets out clear expectations. Incidents of bullying are very rare. Our pupils are polite, respectful and courteous and have an excellent attitude to learning – They are motivated to learn. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed. Pupils with SEND are Our Werrington Principles encourage pupils to celebrate their differences and similarities. Through our links with the Seven Stars network of schools, pupils have the opportunity to develop friendships with pupils from a wide range of cultural and ethnic backgrounds.

Pupils make a positive contribution to the life of the school and the wider community. Many pupils help to maintain the sensory garden at the local Wellbeing Centre and all pupils work hard to raise funds for, and awareness of, a wide range of charities and organisations.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ Clear routines are established in all areas of the school. These routines are regularly monitored, maintained and evaluated. ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Clear and effective behaviour and attendance policies are established and are applied consistently and fairly ▪ Lunchtime routines / older pupils helping younger. Kindness ambassadors – play leaders. ▪ 	<ul style="list-style-type: none"> ▪ Children’s behaviour for learning (and behaviour in general) is good; they have a clear understanding and appreciation of the impact of behaviour on learning and on others. ▪ Attendance is good. Attendance for 2018/19 was 96.2% and Persistent absenteeism was low. Attendance is in line with national average, and lateness is rare. ▪ Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations. ▪ Pupil voice - % that say they feel safe. ▪ Our low exclusion rates. 	<ul style="list-style-type: none"> ▪ Continued and regular safeguarding, e-safety and PREVENT training for all staff ▪ Continue to engage with NOS resources ▪ Develop collaborative working spaces ▪ Continue to embed ‘Werrington Principles’ ▪ Continue to develop ‘purposeful’ lunchtimes ▪ Introduce the ‘Werrington Way’ to behave ▪

Personal Development

The school judges the effectiveness of personal development as:

Good



Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extra-curricular competitions, indoor and outdoor environments - and are proud to be a member of Werrington Primary School. Pupils are confident learners, and demonstrate excellent manners, respect and attitudes. This creates a positive learning environment for all. Pupils are provided with opportunities to assess and manage risk – physical, online safety, emotional and social and have a developing understanding of different behaviours and how to respond to these including when it is appropriate to involve an adult. There is a positive culture of respect. Our ‘Kindness Ambassadors’ spread positive messages and kindness across the school.

Staff and pupils enjoy positive relationships. Teachers welcome pupils into the class each morning with a smile and a personal greeting – This sets a happy, purposeful tone for the day.

Our curriculum reflects our commitment to the personal development of our pupils, and of our community. SMSC and ‘British Values’ are interwoven throughout our ‘Werrington Principles’.

Our Wellbeing Team support pupils and parents/carers in developing positive mental health.

Pupils have a positive attitude to learning and enjoy school. They know they are valued and that their achievements will be celebrated. During lesson observations, pupils consistently display good positive attitudes. There is an increasingly strong SMSC focus across the curriculum and in all Assemblies.

The learning environment is stimulating, purposeful and supports learning. Pupils have the opportunity to interact with children from different backgrounds and cultures through the ‘Seven Stars’ network – School Councils from across the network have met to work on a ‘Seven Stars’ anti-bullying initiative and there is a regular programme of sporting events where children from across the ‘Seven Stars’ schools meet to compete and play. An annual Seven Stars Y6 Wellbeing Conference is held for Y6 pupils.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ We have successfully ensured that there is a highly effective culture of safeguarding. From the moment visitors arrive at school, our high expectations for the safeguarding of pupils are made very clear to them. Ofsted reported (December 2017) that there is a ‘highly effective culture of safeguarding’. ▪ Teaching consistently captures pupils’ interest – Pupils have a good attitude to learning. They enjoy coming to school, work hard and join in enthusiastically. ▪ Pupils appreciate how teachers check that everyone understands what is being taught. ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Resilience is promoted. Pupils are happy to share their ‘mistakes’ with others and to discuss what they have learned from their ‘mistake’. ▪ Online safety – regular PD agenda item as well as for pupils. ▪ Extra-curricular offer is strong with good links with external agencies to provide a wide range of expertise. Pupils’ participation is tracked and pupils who are less likely / willing to join in are encouraged to attend Bee Active Festivals which are non –competitive/ Non-threatening – opportunities to try different sports with other pupils from different backgrounds. 	<ul style="list-style-type: none"> ▪ Pupils speak clearly, oracy / opportunities for quality talk and debate ▪ Pupils feel safe & happy at school ▪ Forest schools/Outdoor learning has a positive impact on staff & pupils’ wellbeing 	<ul style="list-style-type: none"> ▪ Build links within PET to enhance personal development opportunities for pupils and staff ▪ Continue to build pupils vocabulary and cultural capital – provide opportunities to develop oracy/questioning skills ▪ Continue to develop opportunities to develop employability skills ▪ Continue to develop skills and profile of wellbeing team ▪ Continue to develop wellbeing within the curriculum ▪ Embed new PSHE curriculum ▪ Introduce SRE ▪ Continue to embed Forest Schools and develop the outdoor learning environment ▪ Continue to develop/enhance parental links/engagement ▪ Enhance playtime/lunchtime activities – Provide healthy choices/activities

Leadership and Management

The school judges the effectiveness of leadership and management as:
Good



The effectiveness of leadership and management in embedding ambition and driving improvement is good because the relentless pursuit of school improvement is shared by all stakeholders. The Senior Leadership Team have high ambitions and a clear focus on pupils' achievement and attainment. Strategic planning reflects and promotes ambitions and goals within all key areas. Senior leaders inspire, motivate and influence staff and pupils to work towards achieving the goals of the school. Leadership is increasingly devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils' achievement. Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in good opportunities for pupils to learn.

Consistently high expectations and the positive learning culture of our school have enabled pupils to make good progress, have high expectations of their own and of others behaviour and have the confidence, skills and knowledge so that they are 'secondary ready' when they leave us. Actions taken by leaders are firmly based on evidence from the latest research. This informs a comprehensive programme of professional development that challenges and inspires staff. This programme is linked to staff 'performance development' and to school improvement priorities. Leaders at all levels have a good understanding of their role and are empowered to continually search for ways to improve the outcomes for pupils. The curriculum is constantly evolving to ensure that it meets the specific needs of our pupils. There is a clear rationale for the curriculum and for each subject. Our curriculum is broad and balanced and is enriched through a full range of visits and visitors, and through our links with PET. Staff have devised a 'Common Lesson Framework' that ensures consistency in teaching and learning, and in expectations. Leaders and governors are committed to ensuring that pupils develop a strong code of values through our Werrington Principles. Workload and wellbeing of staff is high on the leadership team's agenda and a number of initiatives have been introduced to support staff, including training a staff mental health first aider and significant changes to marking and feedback expectations. Pupils and staff feel safe at Werrington. Safeguarding is paramount and is constantly reviewed. Most Governors are highly effective in their role, asking challenging questions and effectively analysing information. They are knowledgeable about the school's strengths and areas for development. Finances are monitored carefully and the impact of spending is carefully evaluated.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ Quality programme of CPD aligned to performance development, school improvement priorities and curriculum needs/subject knowledge ▪ Curriculum team and subject leaders ensure a logical progression of knowledge and content are taught over time ▪ Effective links established with our colleagues from PET have enhanced our CPD provision, provided additional support in some curriculum areas and facilitated 'wow' events linked to our curriculum ▪ Workload and wellbeing initiatives have been received positively by all staff. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Continue to develop further initiatives to encourage parental engagement ▪ Continue to ensure that Pupil progress meetings (PPM) are effective – ensure that interventions are data and evidence informed ▪ Redesign quality assurance (Monitoring) processes and documents ▪ Ensure that all staff are aware of every pupils data from the last statutory benchmark ▪ Develop more leadership opportunities for leaders at all levels (Enhance opportunities within PET and in-school) ▪ Ensure that Performance Development process has positive impact on outcomes for pupils ▪ Continue to work pro-actively to reduce staff workload ▪ Embed Marking & feedback improvements ▪ ▪

Quality of Early Years

The school judges the effectiveness of quality of early years as:
Good



Leadership and management in EYFS is good. The Key Stage Leader, who is an experienced EYFS Teacher, provides a model of high quality teaching and learning. The team are relentless in the desire to keep improving already strong provision and continue to drive improvement effectively. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The Leader of the early years and staff have worked together to transform the indoor and outdoor classrooms. This improved environment enthuses and inspires boys, and is accelerating their learning and development.

Teachers' planning follows observations and assessments of the children, in order to meet the children's needs and extend their learning. This is achieved through a careful balance of adult-directed and child-initiated activities. The learning environment, including continuous outdoor provision, is organised to allow children to explore and learn securely and safely in a variety of different ways. Learning opportunities are designed to encourage pupils to develop the use of their imagination and creativity, and develop curiosity in all aspects of their learning. We nurture the skills of resilience and resourcefulness aiming to empower / support children in overcoming barriers to learning.

Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges.

Children in the early years, including boys, are encouraged to learn in the exciting and inviting indoor and outdoor classrooms. Muddy activity and construction areas are used well to encourage early writing skills. Secret words and sounds are used to fascinate and engage boys effectively.

Parents are regularly updated with progress via home-school communication books/letters, informal communication at the start and end of each day and via more formal parents' evenings. A new initiative is to provide opportunities for parents to share with school their child's achievements at home and contribute to their assessment via 'Tapestry'.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ The Head Teacher/Deputy Head and Key Stage Leader monitor EYFS provision in a variety of ways including lesson visits, work scrutiny, planning scrutiny, data analysis, discussions with pupils, and discussion with the EYFS staff and drop in visits. ▪ The Key Stage Leader and EYFS Teachers work effectively with the Seven Stars schools to validate assessment and share best practice. ▪ A comprehensive transition programme is in place to support children's social and academic transfer into school. This enables us to encourage independence from the start. ▪ Staff consistently follow behaviour and safety policies to ensure the children's health, safety and well-being. Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately. 	<ul style="list-style-type: none"> ▪ The number of children reaching a good level of development at the end of Reception is now above the national average. 	<ul style="list-style-type: none"> ▪ Ensure that a highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences ▪ To embed an informative baseline in EYFS to ensure rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEN starters ▪ Continue to develop open-ended continuous provision ▪ Continue to develop the use of natural resources in the classroom (Bringing the outdoors in) ▪ Develop ethos of 'communication friendly spaces' ▪ Continue to ensure that the learning environment (indoors and outdoors) is developed to inspire and enthuse all groups of pupils

Overall Effectiveness

Werrington Primary School is efficient and effective. The School Community is ambitious for all its pupils and there is a determination for the School to succeed in all aspects of its work.

‘Parents, staff and pupils are all highly positive about school’ (Ofsted 2017).

Pupils have good educational experiences at school and these help to equip them for the next stage of their education and their longer term futures. Leadership and behaviour and safety of pupils are all good.

All pupils benefit from teaching that is at least consistently good and much that is outstanding and this reflects the high expectations of staff and high aspirations for pupils including those with individual and special needs. Leaders rigorously monitor the quality of teaching and learning and staff performance, they intervene, challenge and support underperformance effectively. ‘Pupils are making good progress in their learning from their individual starting points. Pupils’ books show that pupils of all abilities are progressing well’ (Ofsted 2017)

Performance Development of staff is rigorous and systematic reviews are planned with staff at regular times during the year with a sharp focus on pupil achievement and wellbeing.

Pupils increasingly make rapid and sustained progress across most subjects and learn well. Pupils enjoy their learning and are proud of their school. Children are offered clear guidance, excellent support and exemplary levels of care. The school’s practice reflects the highest expectations of staff and the highest aspirations for pupils, including those with special educational needs.

Great emphasis is currently placed on developing a rich, relevant, broad and balanced curriculum which leads to outstanding learning and achievement and develops the pupils’ spiritual, moral, social and cultural understanding. ‘Pupils participate enthusiastically in a wide range of subjects. They are enthused and inspired by the rich and creative curriculum provided which serves their needs well’ (Ofsted 2017).

Consistent rules, rewards and consequences have a positive impact on behaviour. Incidents of bullying and/or racism are extremely rare and are dealt with swiftly. Pupils are respectful and courteous and take pride in their own and others’ achievements.

The overall effectiveness of our school at this time is ‘Good’.

