

## **Rookery School: Self-Evaluation overview Spring 2015**

### **1. The achievement of pupils at the school 2013/14 :**

Proportions of pupils making and exceeding expected progress:

#### **Above national Figures**

93% of pupils made expected progress in maths (National 89%)

97% of pupils made expected progress in writing (National 93%)

45% of pupils made more than expected progress in Reading (National 35%)

52% of pupils made more than expected progress in Writing (National 33%)

#### **At national figures**

35% of pupils made more than expected progress in maths

#### **Close to national figures**

88% of pupils made expected progress in reading (National 91%)

#### **Additional combined floor target of pupils achieving Level 4 in RWM**

80% of pupils achieved L4 in RWM (Floor target 65% National 2014 79%)

#### **Disadvantaged pupils**

Attainment and progress of disadvantaged pupils

Similar and improving in attainment in relation to other pupils nationally and in the school for all subjects

#### **Learning of groups of pupils:**

**SEN** children above national in all subjects

#### **More Able**

Attainment of pupils at level 5+ compared to national

27% of pupils in maths (National 2014 42% Current Year 6 on track 58%)

38% of pupils in reading (National 2014 49% Current Year 6 on track 70%)

27% of pupils in writing (National 2014 33% Current Year 6 on track 63%)

#### **Development Points:**

- Increase % of pupils making expected progress in reading (last year Rookery 88% National was 91% Current Y6 on track 100%)
- Increase % of children achieving level 5 in all subjects (last year Rookery 17% Current Year 6 55% all subjects)
- Reading progress of disadvantaged pupils (100% of pupil premium pupils to make expected progress)
- Improve attainment of disadvantaged pupils in EGPS (Last year PP 64% Non PP 85% National gap was 6% This year 6 61% Pupil premium on track for L4 91% Non –pupil premium on track for level 4)

## 2. The quality of teaching: Good –Grade 2

Pupils consistently display a thirst for knowledge and an understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.

- Teaching over time in English and Maths is consistently is consistently good overall with some outstanding.
- Teachers have high expectations. They plan and teach lessons that deepen children's knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged in collaborative learning
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning

### Development Points:

- Improve subject knowledge in Maths
- Effective INSET on raised expectations in decimals, fractions and percentages for teachers and TAs. Improved pitch has been evidenced by moderation meetings and book scrutinies. All maths teaching observations good or better.
- Effective teaching strategies that are well-targeted with support and intervention that is well matched closely to the needs of the most- able Outstanding teaching demonstrated effective provision for the more – able. Peer teaching research demonstrating interesting impact on higher –ability children.
- Ensure teaching over time in all subjects is consistently good All teaching of reading observed was good or outstanding
- Pupil outcomes demonstrate volume and range of outcomes
- Rookery continues to have a broad, balanced and innovative curriculum with considerable pupil voice. The quality of outcomes in singing and musical presentations is improving rapidly from a good base. Weekly assemblies demonstrate depth of understanding and imaginative learning. The two events so far have been fresh and exciting. Year groups are beginning to develop their own curriculum based on well- considered planning and tailored to the needs of the children in their cohort.

- 3. The behaviour and safety of pupils at the school: Outstanding –Grade 1**  
Pupil's behaviour and attitudes are outstanding. They are highly enthusiastic about learning and care deeply about their work and each other.

#### **Development points**

- Develop pupil voice through the introduction of the “assertive mentoring” programme.
- The assertive mentoring programme has run one whole cycle and is being rigorously implemented and intelligently evaluated by staff. As a result behaviour for learning in lessons is outstanding and children’s confidence and self-awareness is a noticeable feature of their personalities. This is reflected in the progress they are making in lessons and overall. Feedback from parents of the programme is overwhelmingly positive and enthusiastic.
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- Ensure attendance overall is in line with national or above (2014 National 96.1% Currently 95.8%)
- Reduce number of families taking extended leave in term time
- Reduce small number of lunchtime exclusions to 0
- We have had 1 lunchtime exclusion
- . Activities provided by the Sports Leaders, trained by the director of Sports and Arts and managed by the pastoral leader make the best use of the playground development and the number of incidents reported at lunchtime are minimal and not of a serious nature.
- Develop awareness of the risks of childhood obesity.  
Lunchtime activities and targeted intervention packages raise awareness and have resulted in increased participation and a change of lifestyle for some families

#### **4. The quality of leadership and management of the school: Good-grade 2**

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition
- Teaching is good and improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff

#### **Development Points**

- Explore the benefits of co-headship in order to provide continuity of leadership
- Develop capacity in the leadership team through the appointment of maths leader, Curriculum Leader and English Key Stage 2 Curriculum Leader
- All leaders must ensure that pupils are making excellent progress in literacy
- Through effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding
- Mastery of subject knowledge in a range of subjects
- Improve sporting excellence through competitive sport
- Improve parents' understanding and commitment" to the Rookery "cultural offer"
- Develop capacity in governance of the school

#### **5. Overall effectiveness: Good –grade 2**

- Pupils make good progress and achieve well. Children enter school with skills and understanding well below those expected for their age. By the time they leave, standards in reading, writing and maths are broadly in line with national average.
- Teaching is good overall with some outstanding.
- Citizenship and cultural development is outstanding.
- Governors paly an increasing role in checking the school's work
- Pupils' behaviour and attitudes are outstanding. They are highly enthusiastic about learning and care deeply about their work and each other.

#### **Development Points**

- Achieve GLM kitemark
- Improve pitch and match for more -able learners
- Develop assessment processes based on excellent subject knowledge. cognitive development and mastery

