

WEST RISE JUNIOR SCHOOL SEF (Self Evaluation Form) 2019-2020

CONTEXT OF THE SCHOOL

There are 364 pupils on role and the school is three form entry. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average (there are thirteen EAL children at the school). 30% of the pupils are eligible for the Pupil Premium (or have been during the past six years), which is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals.

The number of disabled pupils and those with special educational needs who are supported is currently 40. 5 of these have Additional Needs Plans. 12 of these have Education Health and Care Plans.

The school has substantially developed its facilities for outdoor learning in recent years, including a large wetland area, 'The Marsh', leased from the local council, which forms the habitat of a variety of species of wild bird, as well as sheep and a small herd of Water Buffalo. The remains of a major Bronze Age settlement have been discovered on the close to the school site.

SECTION 2: KEY ISSUES FROM OFSTED INSPECTION MARCH 2018

Senior Managers and Governors must ensure that teaching provides challenge at the earliest appropriate point for the most able pupils in maths.

Senior Managers and Governors must ensure that the proportion of pupils who miss school regularly reduces quickly.

LEADERSHIP AND MANAGEMENT (GOOD)

1) RELATIONSHIPS	<p>The leadership team demonstrates very high expectations of all staff evidenced through SMT minutes and staff feedback during Pupil Progress Meetings (PPMs).</p> <p>The positive relationship between all professionals and pupils is evidenced through verbal feedback, surveys and minutes of school council meetings.</p> <p>There is strong commitment towards restorative justice and the school is an active ambassador for the UNICEF Rights Respecting Schools.</p> <p>To be outstanding, 100% of the pupils must make expected and above expected progress in reading, writing and maths (see SDP).</p>
2) PUPIL PREMIUM	<p>Governors and school leaders are committed to improving pupil outcomes. This is evidenced through PPMs, subject leader/headteacher reports to Governors and monitoring by SMT.</p> <p>The headteacher, subject leaders and members of the SMT support teachers and other staff members to improve through monitoring and coaching.</p> <p>The rigour of PPM meetings and the subsequent planned interventions and actions are narrowing the gaps.</p> <p>The termly progress data confirms the continued progress of Disadvantaged pupils across the school. This is also a key priority within the SDP.</p> <p>School leaders drive improvement in all identified areas in the SDP. This is evidenced through Governors minutes and headteacher reports.</p> <p>The termly progress data confirms the continued progress of Disadvantaged pupils across the school.</p> <p>All Pupil Premium pupils are identified and receive targeted support from the teachers and teaching assistants.</p> <p>The SATS 2019, showed a dip in attainment and progress of this group. There is a new Pupil Premium Leader addressing this issue with the whole school.</p> <p>To be outstanding, 100% of the Pupil Premium pupils must make 100% expected and above expected progress in reading, writing and maths.</p>
3) GOVERNORS	<p>The governors and leaders drive improvement in all areas as evidenced through Governors minutes.</p> <p>There is a renewed effort to recruit new governors, which are currently at the minimum number for the board.</p> <p>To be outstanding, 100% of the Pupil Premium pupils must make 100% expected and above expected progress in reading, writing and maths.</p>
4) SUBJECT LEADERS	<p>Subject leaders have a good view of the strengths and areas for development within their subjects.</p> <p>Subject Leaders all produce Management Trails which identify all the work of the subject leader during the year and how issues are identified, actions taken and impacts measured.</p> <p>To be outstanding, the assessment tool "West Rise Skills" would need to become as sophisticated as SIMS, which we use for English and Maths. This would give us even more detail about strengths and areas for development.</p>
5) PERFORMANCE MANAGEMENT	<p>The Headteacher and Teachers share three performance management targets which are taken from the SDP and are informed by data.</p>

	<p>Governors are rigorous in their approach to the performance management of the headteacher and review his performance throughout the year. The new Pupil Premium leader is also the line manager for the Teaching Assistants. She is conducting their performance management.</p> <p>Whilst teaching is good, with elements which are outstanding, teaching is not yet outstanding over all.</p>
6) STAFF PLANNING AND ASSESSMENT	<p>Staff meetings are used to share ideas, good practice and evaluate own work.</p> <p>Where the teaching is outstanding it is clear that all groups of learners are making very good progress, that intervention is swift to redirect learning during teaching, that teachers carefully plan to inspire and motivate learners and that assessment is accurate and leads to next steps in learning.</p>
7) CURRICULUM	<p>The curriculum is engaging and effective. Pupils have access to an amazing learning environment and make full use of the school farm, the lake and marshland throughout the year.</p> <p>Pupils report that they feel inspired in their learning and that they appreciate how lucky they are to be able to learn within this environment.</p> <p>Forest School is a key aspect of all this work and teachers plan well to include all pupils at all ability levels. The confidence enjoyed by these pupils has been rightly identified by East Sussex, School Adviser, several National publications, a feature on BBC's Countryfile and winning the TES 'Primary School of the Year 2015' award.</p>
8) SMSC	<p>Evidenced through assembly themes, displays around the school, the structure of the school council (including visits to town hall, Houses of Parliament), charity work etc. carried out by the children.</p> <p>The school has a very strong Spiritual dimension and most pupils have a mature attitude towards other pupils and adults. Philosophy for Children is used throughout the school.</p> <p>There is a commitment towards working well together and the moral codes of the school ensure that pupils realise their rights and responsibilities. The school is a UNICEF Rights Respecting School.</p> <p>Circle time, Philosophy for Children and performance assemblies have all contributed towards this being an area of strength.</p> <p>Room 13 and Forest School have also contributed significantly to developing a culture in which children can talk and reflect.</p>
9) BEHAVIOUR	<p>Evidenced through the behaviour records, pastoral notes and reports of racism. These are kept in the school office and confirm that all behaviour incidents are logged, parents kept well informed, resolutions made clear to all involved and pupils feeling confident in the way that their concerns are addressed.</p>
<p>The staff work closely together as a team.</p> <p>Most teachers have subject leadership responsibility and have been trained as managers. They monitor lessons, planning and work in their subjects.</p> <p>Levels of attainment at end of the key stage dropped in 2019</p> <p>School development planning involves all leaders plus governors. We ask pupils and parents for their views on what should be improved. Development planning is clear and concise. Views of stakeholders are taken into account when producing the School Development Plan.</p> <p>We have historically monitored progress termly (6 times per year) to ensure any individuals or groups falling behind receive appropriate support. The school is aware of Ofsted advice to keep data drop to a maximum of 3 times a year. In light of the SATs 2019, the school intends to carry out</p>	

Pupil Progress Meetings 6 times a year. We analyse data by year group, class, disadvantage, SEND and ability group, and report this to governors.

Performance management is up to date. Progress of their class is used to determine teachers' progression up the pay scale.

Governors monitor progress against the development plan targets. They have a good understanding of data and use this to monitor and challenge the school. Finances are well managed. Governors are well aware of how the pupil premium is spent and its success in ensuring that eligible pupils do not achieve less well than others.

We meet all safeguarding legislation and give priority to pupils' safety. Governors are rigorous in ensuring this.

The year 3 teachers spend much time planning for succession in the summer term before pupils start.

We monitor attendance at parents' meetings and similar events (almost all attend).

We have good links with local organisations and individuals, including the local museum, art gallery, the RSPB, historians, archaeologists, and environmentalists.

The school places a strong emphasis on developing fundamental British Values as part of pupils' SMSC development. Pupils visit Parliament and the local council as part of their work on democracy. They also work with the local police to understand the importance of the rule of law and visit the station.

The curriculum is well organised. Teachers within the same year group work very closely together and are well aware of what different classes are doing.

The school is effective in ensuring pupils' personal development.

The provision across the curriculum for the more able is an area which we monitor carefully, particularly with the higher expectations demanded through the revised national curriculum.

We have a good range of extra-curricular activities. Clubs include skating, rugby, cookery, Shine Radio, Performance Academy, football and netball.

Year 6 pupils take part in a residential trip.

Pupils attend Forest school regularly during the year and make excellent use of the school's lake and adjacent extensive land. The lake is used to teach the children stand-up paddle boarding.

The school keeps water buffalo, cows, sheep, ducks and chickens. The children help to care for the animals on the main school site and are the subject matter of various poems, stories and artwork generated by the children.

QUALITY OF EDUCATION (Good)

1) SUBJECT LEADERSHIP

Teachers have all developed greater subject leadership knowledge and many aspects of their work is innovative and has had a strong impact on learning.

	<p>The West Rise Skills assessments show good progress across all curriculum areas.</p> <p>Teachers are using management trails effectively to lead their respective subjects. They are passionate about their areas of leadership and keen to spread expertise across the school.</p> <p>To be outstanding, more children need to be making above expected progress. This would demonstrate that higher order questioning has been effectively embedded.</p>
2) PLANNING	<p>Planning indicates that pupils have opportunities to embed their understanding and apply their skills.</p> <p>The curriculum enables teachers to plan for deeper learning and to ensure that the curriculum content is completely developed before moving on.</p> <p>Differentiation is good and teachers have a clear identification of all potential vulnerable groups in particular pupil premium and higher ability pupil premium.</p> <p>To be outstanding, more pupils need to make above expected progress.</p>
3) FEEDBACK	<p>The feedback to pupils is good. Teachers use the opportunity well to set next steps in the pupils' learning and to redirect learning where applicable. Pupils respond well and enjoy the additional challenges set by their teachers.</p> <p>Responses from pupils are enthusiastic and sometimes ask for additional guidance. Pupils understand that marking is not simply to check that work has been done or to amass ticks but is an integral part of the learning process.</p> <p>Pupils are given opportunities to peer and self-mark and are eager to perform these tasks sensibly and help each other make progress.</p> <p>Evidence that feedback is outstanding across the school will be when more children make above expected progress in reading, writing and maths.</p>
4) HOEMWORK	<p>Homework is robust at West Rise. All teachers set homework in line with the school's policy and check for appropriate responses.</p> <p>Where pupils cannot finish work or are not getting sufficient support at home, time is allocated to enable all pupils to catch up.</p> <p>It will be outstanding when every child completes homework to an excellent standard on time and this impacts more greatly on work within the school.</p>
5) CROSS CURRICULAR LINKS	<p>Links across the curriculum are made wherever possible.</p> <p>Planning now includes an overarching question at the beginning of the topic, to promote enquiry.</p> <p>Cross-curricular links will be outstanding when the links have evolved and are fully embedded.</p>
6) ATTITUDES TO LEARNING.	<p>SMSC is strong. Pupils are focussed on their learning and talk enthusiastically about what they are doing and how well they are succeeding.</p> <p>Pupils are given opportunities to develop their own learning through Room 13 and work on the farm and on the marshland.</p> <p>Pupils are keen to be involved in extracurricular activity and spend a lot of additional time in school.</p> <p>Pupils are resilient learners. Through the teaching of philosophy they have learned to respect others points of views and have confidence to add their own views.</p>
7) COMMUNICATION WITH PARENTS	<p>Structured parent consultations, open days, regular letters, email contact with teachers and an open door policy are in place.</p> <p>Interventions provided to children are communicated to parents so that they can support them at home.</p>

	<p>The parents of children with SEN, Additional Needs Plans and EHC plans are closely involved with developing their provision.</p> <p>Some parents are working in partnership with the school at all levels.</p> <p>Curriculum newsletters have been distributed throughout the year.</p> <p>Face to face and informal feedback is positive.</p>
8) BRITISH VALUES	<p>There are extremely well established and engaging cross-cultural topic work themes across the school and pupils engage well.</p> <p>Stereotyping is challenged throughout the school and incidents of derogatory language are never tolerated.</p> <p>Pupils fully understand what the school stands for and the vast majority of pupils are living the values of British Values.</p>
9) SEND	<p>Pupils are making good progress. For a small proportion of this group, attainment is close to the attainment of 'all other pupils' across the whole school.</p> <p>A new SENCo started the role in June 2019</p> <p>This will be outstanding when SEND and Pupil Premium children make as much progress as all other groups.</p>
10) READING	<p>Reading is celebrated at the school, as evidenced through monitoring file of English subject leader, displays and culture around the school.</p> <p>Reading progress is good within current year groups.</p> <p>Reading dipped in the SATs 2019. There are a variety of reasons for this. An analysis is ongoing and will be used to update and inform the SEF.</p> <p>This will be outstanding when more children are able to read fluently and at an age appropriate level.</p>
11) PROGRESS	<p>Whilst attainment remains low for SEND pupils all other groups are working well and most pupils are working at age or above age related levels.</p> <p>Progress for all groups of learners is good and pupils are moving towards accessing the curriculum at a deeper level in all year groups and in all classes.</p> <p>The SATs 2019 showed a dip in progress to below the national average.</p> <p>The performance across the school is good</p>
12) ATTAINMENT	<p>Attainment dropped to below national averages in the SATs 2019. An analysis of this is taking place and will inform the SEF.</p> <p>Attainment in current year groups is good, in relation to individual pupil progress, but low in year 6,</p>
13) DISADVANTAGED	<p>The majority of disadvantaged pupils are making good progress and their performance is close to or exceeds 'other pupils' in all core subjects in terms of attainment and progress.</p> <p>The tracking system indicates that pupils are making expected progress across the core subject areas.</p> <p>To be outstanding, more children need to make above expected progress in reading, writing and maths.</p>
<p>Teaching is outstanding in the majority of classes and good in the remainder. Outstanding teaching is becoming more consistent across the school.</p>	

In all year groups work is well differentiated with high expectations of all ability groups.

Moderation is a key method for us to have agreed judgments around pupil progress.

Lesson monitoring shows that adults question effectively and intervene effectively to ensure challenge. Teachers question well – they know individuals well and differentiate the challenge within questions. We have seen very good examples of assessment during lessons leading to adjustments and are working to ensure that this is consistently good across the school.

Marking is generally very good. Work scrutiny shows that teachers give clear points to pupils to improve and the teachers follow them up in the marking. Pupils say they understand teachers' comments and find them useful. They learn from their mistakes and are not afraid to 'have a go'.

Homework is consistent across the school and the school has robust systems in place to ensure that pupils do complete their homework.

Reading is given a high status throughout the school.

Topic work is regular and scrutiny of work confirms that foundation subjects are given appropriate attention and marking is consistent across these subjects.

Teachers display good subject knowledge and, where it is not as strong, they draw on ideas from colleagues within their year group. As a result, lessons are stimulating and interesting.

All teachers encourage spoken language and peer and group assessment as part of our drive to raise writing standards.

Computing is used much more than in the previous inspection. The subject leader has had a positive impact on standards, teacher confidence and developing a broader range of resources.

Parents are provided with good-quality information that tells them how well their child is doing and, crucially, what they need to do to improve.

The SATS 2019, showed that disadvantaged children had not made the progress and attainment necessary to be in line with national averages.

Pupils are making good progress across the school, within current year groups.

Pupils read well across the curriculum.

Pupils apply mathematical skills well at all levels and use computing effectively. In other subjects pupils make good progress.

West Rise Skills is an assessment programme created by the school to measure attainment and progress in all foundation subjects. This is having a positive impact on raising standards.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

1) CHARACTER EDUCATION	<p>The school has developed work with all pupils on Philosophy for Children.</p> <p>The school is a UNICEF Rights Respecting School.</p> <p>This is a Positive Psychology school, which means that the community endorse the principles of this field of psychology and promote various character traits, such as resilience. The school has conducted two action research projects within this field, leading to other schools following its example.</p> <p>Pupils show high levels of engagement in their learning and are confident. They are very confident in talking to visitors to the school and giving presentations. They are keen to perform to the whole school and value the contributions of others.</p> <p>Some children still need to become more confident and resilient. When this happens, this aspect of the school will be outstanding.</p>
2) SELF AWARENESS	<p>The development of philosophy as an integral aspect of school life has enabled the pupils and school as a whole to become more reflective.</p> <p>Pupils know how to debate, take turns , listen to others, comment politely and refine arguments.</p> <p>This area is developing over time, With initiatives, such as Positive Psychology, this area will become outstanding.</p> <p>Pupils have a very mature approach to learning and the importance of doing 'your best' They are receptive to the efforts made by many adults in the school community to help them understand themselves and their role in school and the wider community.</p> <p>West Rise pupils have a clear sense of rights and responsibilities, largely due to the UNICEF Rights Respecting School programme.</p>
3) ASPIRATIONS	<p>We have regular visits to the school from people employed in a wide variety of careers. This is to inspire our children about their next phase of education and eventual employment.</p>
4) ATTENDANCE	<p>The rates of attendance are improving, but are still not high enough.</p> <p>Vulnerable groups in terms of attendance, including PP children are tracked to confirm that they have made every effort to get into school.</p> <p>There is a rigorous approach to attendance and the school sets up attendance panels where it is the expectation that parents will attend and respond to the targets set.</p> <p>The school is determined in the drive to improve figures which are still below national averages.</p> <p>We work closely with ESBAS (East Sussex Behaviour and Attendance Service) which is having a positive impact on reducing persistent absence and over all attendance.</p>
5) INCLUSION	<p>Behaviour records show few incidents of low level disruption. Where individual children exhibit behavioural issues, targets are put in place and support is given for them to improve.</p> <p>Engagement in lessons is very good, as evidenced through lesson observations and drop ins.</p>

	The SMT are all clear about their roles in supporting and promoting excellent behaviour.
6) PUPIL CONDUCT	Pupils conduct is very good as evidenced by movement around the school, behaviour records. Engagement in lessons is very good, as evidenced through lesson observations and drop ins.
7) BULLYING	Pupils need to become fully aware of online and prejudice-based bullying but this is becoming a strength of the school. This subject is led well by the subject leader. Pupils are very clear about safety on the internet and there are assemblies and lessons to support this programme of raising awareness and staying safe.
8) DISCRIMINATION	Behaviour logs and clear messages around the school through displays, posters etc. promote positive behaviour and positive relationships. Behaviour records and pastoral notes reflect very few incidents of derogatory or aggressive language. Those occurring are dealt with swiftly by SMT. All adults see their roles clearly in preventing all aspects of bullying in and around the school.
9) SAFETY	Gates and entry systems are established and maintain the safety of all within the school environment. There is comprehensive e-safety and healthy living content to the curriculum which is evidenced through topic books and pupil voice. Children report that they are confident that teachers, SMT and other adults will deal with issues quickly and effectively.
10) E-SAFETY	Pupils are very clear about safety on the internet and there are assemblies and lessons to support this programme of raising awareness and staying safe. Pupils need to become fully aware of online and prejudice-based bullying but this is becoming a strength of the school. This subject is led well by the subject leader

Visitors and parents often comment on how good behaviour is. In the last questionnaire most of the pupils said behaviour was good

Monitoring of play time shows boys, girls and different age groups play extremely well together. We have had very few racist incidents since the log was started. We record all bullying incidents which are very rare. Work in circle time has helped pupils resolve disagreements. We have developed Peer Mediation as a means for children to address any emerging issues with one another.

Pupils say that they know who to go to if they are worried and they trust adults to sort difficulties out. Pupils with behaviour issues make progress in learning and are better in controlling their behaviour. The school can provide details of pupils previously excluded from other schools who have flourished here. It does of course take time for new children with behavior challenges to embrace the school's ethos.

In class, pupils have excellent attitudes. They listen well and any disruption is extremely rare. They respond very well to opportunities to discuss work and they also work in groups. Teachers apply behaviour rewards very consistently and these are valued by pupils. Developments in Philosophy for Children have helped support pupils in being confident to discuss difficult subjects.

Pupils always take pride in their work and try their best. Understanding of safety and risk is developed extremely well through the curriculum. Internet safety and cyber bullying are discussed in personal, social and health education (PSHE) and in computing.

Pupils' good spiritual, moral, social and cultural (SMSC) development ensures that they are ready to become responsible citizens in the world.

Pupils demonstrate a very clear understanding of safety through their play. Pupils have a clear sense of responsibility such as on road safety and keeping safe on farms and in the countryside. Much of this is down to the excellent work undertaken within school as part of our Forest School entitlement. The school council leads on safety issues

Most of the pupils are punctual. Pupils who arrive late do so almost always because of delays to the bus service and local traffic problems. Attendance is still a major cause for concern. There is still not the same commitment to education from all parents and carers that we would like and expect. ESBAS are fully engaged in this process and the Headteacher meets with families who have low attendance. Rewards for the children and weekly celebration assemblies are amongst the positive strategies used.