

## Summary record of school self-evaluation

<b>Name of school</b>	Brenzett CE Primary
<b>URN</b>	118703
<b>Date of summary record</b>	December 2018

<b>Overall effectiveness: the quality and standards of education</b>	<b>Current grade</b>	2
	<b>Last inspection grade</b>	N/A
<ul style="list-style-type: none"> <li>■ Overall effectiveness and the quality of education has improved considerably since becoming an academy and is now good.</li> <li>■ The overall quality of teaching, learning and assessment is good. Some teaching is highly effective. There is a stable teaching team, most in post for more than a year and becoming fully established. There are some inconsistencies in the use of feedback, day-to-day assessment, questioning and planning that are preventing the overall quality being outstanding.</li> <li>■ The overall effectiveness of leadership and management is good. Senior leadership is highly effective, having transformed the school within one year. More time is needed for the impact of middle and subject leaders to be felt in full. The personal development, behaviour and welfare of the pupils is good. Overall outcomes for current pupils are good and rising, reflecting the much-enhanced quality of education throughout the school. Some, especially the older pupils, have gaps in their knowledge caused by previous weaknesses in the provision.</li> <li>■ Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Safeguarding is effective.</li> </ul>		
<b>Main strengths</b>	<b>Why it is not outstanding</b>	
<ul style="list-style-type: none"> <li>▫ The quality of education has improved considerably.</li> <li>▫ Most teaching is effective, some is highly effective.</li> <li>▫ Senior leadership is highly effective, having transformed the school within one year.</li> <li>▫ The personal development, behaviour and welfare of the pupils is good.</li> <li>▫ Outcomes for current pupils are good and rising.</li> </ul>	<ul style="list-style-type: none"> <li>▫ There are some inconsistencies in the use of feedback, day-to-day assessment, questioning and planning.</li> <li>▫ More time is needed for the impact of middle and subject leaders to be felt in full.</li> <li>▫ Some of the older pupils have gaps in their knowledge caused by previous weaknesses in the provision.</li> </ul>	
<b>Main priorities for improvement</b>	<b>Practical action to be taken</b>	
<ul style="list-style-type: none"> <li>▫ See School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>▫ Marking and Feedback must consistent across the school. Monitoring to take place and meeting time dedicated to whole school consistency</li> <li>▫ Gap analysis of NFER</li> <li>▫ Support of KS2 Teacher from KPS KS2 staff.</li> <li>▫ Launch of 'Times Tables Rockstars'</li> </ul>	

## The main findings from the last inspection

N/A

## School characteristics

- The number on roll is below the average-sized primary school. Currently there are 67 pupils on roll. The number on roll has almost doubled since academisation (2016) because of increasingly positive parental perception and academic reputation. The pupils are organised into four mixed-age classes (Reception and Year 1; Year 2; Years 3 and 4; Years 5 and 6). The children in the Reception Year attend full time.
- All members of the leadership team and the teaching team have joined the school since academisation: the leadership and teaching team has stabilised in the last two years and most members of the team have been in post since 2016. Two members of the team joined in September 2017, one as a newly qualified teacher, the other is an experienced middle leader appointed to strengthen leadership capacity.
- The small number on roll means that cohort sizes are very small, often below the number at which it is a requirement to publish the results of national assessments, and of a size where interpretation of standards in relation to national averages requires considerable caution.
- Most pupils are from White British backgrounds. The next largest group is from the Traveller community (approximately 22%); most are settled within the area and readily engage with the school, reflecting the recent impact of school strategies. Almost half the number on roll are eligible for free school meals; this is above the national average. The proportion of disabled pupils and those who have special educational needs is well below average. The immediate community from which most pupils come provides a narrow range of cultural experiences: this is a potential barrier which the school is trying to dismantle.
- The school has an on-site specialist nurture unit that was established in September 2017 in response to substantial local need, particularly the large number of pupils with special educational needs and significant social, emotional, behavioural and mental health issues. The nurture provision unit is run by the local authority specialist teaching and learning service (STLS) in conjunction with the school. Currently six pupils from other schools attend the provision part-time and six pupils from this school attend, have attended, or receive tier two support within their mainstream class.
- To offer provision for working parents, and to ensure pupils are well prepared for the start of the school day, the school runs a breakfast club, which has grown in size significantly, as well as several after-school clubs until 4.30 pm, for which a charge is made. There is a free homework club on a Friday.

### Main aids

- STLS Support on hand through access of nurture provision.
- Collaborative conversations ensuring stronger partnership with parents.
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### Main barriers

- Reading for pleasure is hard to establish without parental support.
- High % PP children
- Pupils joining schools with high needs and high levels of support needed to meet needs.

Main priorities for dismantling barriers	Practical action to be taken
<ul style="list-style-type: none"><li>▫ See SIP</li></ul>	<ul style="list-style-type: none"><li>▫ Reading for pleasure launched through events and initiatives.</li><li>▫ Children identified for 1 to 1 reading daily</li><li>▫ All Children Star Tested and added to AR as soon as possible.</li></ul>

<b>The effectiveness of leadership and management</b>				
	EYFS	Subject	Middle	SLT
Leadership quality	2	2	2	1

<b>The effectiveness of leadership and management</b>	<b>Current grade</b>	2
	<b>Last inspection grade</b>	N/A

- The overall effectiveness of leadership and management is good. Senior leadership is highly effective, having transformed the school within one year, but more time is needed for the impact of middle and subject leaders to be felt in full. The academy is well organised, calm and purposeful.
- All leaders set high expectations of pupils and staff and are very ambitious for the school. They lead by example to create a culture of respect and tolerance. Relationships are very positive throughout the school. The positive relationships between leaders, staff and pupils support the strong progress of all pupils at the school.
- In 2017 the governing body was restructured and there is now a joint body with a partner school; there is a separate learning and development committee exclusively for this school which is just beginning to have influence and impact on the standards and quality of education.
- School improvement planning is highly effective: the leadership team has a substantial track record of implementing changes and improvements that are leading to a sharp rise in outcomes for pupils currently in school. School self-evaluation are well embedded and rigorous: this is a substantial improvement compared with a year ago. Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Performance management systems are rigorous and fully embedded: each member of staff is assigned a coach and has targets based on the school improvement plan. At the end of the 2017-18 cycle, all teachers met the expected standards. Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. Feedback from teachers shows that all of them value the continuing professional development provided by the school. It is having a highly positive impact on their teaching and pupils' learning and is ensuring that every member of the teaching team is on track; as a result, teaching is consistently strong across the school.
- Governors are robust and well supported by the Trust: they hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The curriculum has been a major focus for development over the past academic year. Long-term and medium-term plans are now in place, having been based on research into best practice: it is a knowledge-based curriculum and is suitably broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The planning is constructed around a two-year rolling programme: the first year has been implemented; the project remains work in progress. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and

cultural development.	
<ul style="list-style-type: none"> <li>■ Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</li> <li>■ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Safeguarding is effective. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</li> </ul>	
<b>Main strengths</b>	<b>Why it is not outstanding</b>
<ul style="list-style-type: none"> <li>▫ Senior leadership is highly effective, having transformed the school within one year.</li> <li>▫ The academy is well organised, calm and purposeful.</li> <li>▫ All leaders set high expectations and are very ambitious for the school.</li> <li>▫ Relationships are very positive throughout the school.</li> <li>▫ School improvement planning is highly effective.</li> <li>▫ School self-evaluation are well embedded and rigorous.</li> <li>▫ Performance management systems are rigorous and fully embedded.</li> </ul>	<ul style="list-style-type: none"> <li>▫ More time is needed for the impact of middle and subject leaders to be felt in full.</li> </ul>
<b>Main priorities for improvement</b>	<b>Practical action to be taken</b>
<ul style="list-style-type: none"> <li>▫ Consistency across year groups</li> <li>▫ CPD for all staff</li> <li>▫ Partnership with KPS</li> </ul>	<ul style="list-style-type: none"> <li>▫ See SIP</li> </ul>

<b>The quality of teaching, learning and assessment profile</b>				
	EYFS/Year 1	Year 2	Year 3/4	Year 5/6
<b>Teaching quality</b>	1	2	2	2

<b>The quality of teaching, learning and assessment</b>	<b>Current grade</b>	2
	<b>Last inspection grade</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>■ The overall quality of teaching, learning and assessment is good and has improved considerably since the school became an academy. Some teaching is highly effective. There are some inconsistencies in the use of feedback, day-to-day assessment, questioning and planning that are preventing the overall quality being outstanding.</li> <li>■ Most teachers use effective planning to help pupils learn well. They ensure that time in lessons is used productively and that pupils focus well on their learning because teachers reinforce expectations for conduct. There is some inconsistency in the precision of planning, particularly in mathematics, and especially at Key Stage 2, where sometimes the learning objectives are too general and do not always break down the knowledge into small steps in learning that can be introduced progressively during lessons and units of work. Across the school, at times, in both English and mathematics, there is insufficient modelling</li> </ul>		

of writing and of mathematical reasoning.

- In most lessons, teachers effectively develop, consolidate and deepen pupils' knowledge, understanding and skills, but there is some inconsistency that mainly reflects teacher experience. Experienced teachers give sufficient time for pupils to review what they are learning and to develop further; they identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. At times, particularly in mathematics, teachers' explanations of mathematical ideas are limited, and the extent to which verbal feedback in lessons is used lacks the rigour necessary to deepen pupils' knowledge or accelerate their learning.
- Experienced teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. Occasionally, teachers do not routinely monitor, check pupils learning within lessons, or revisit after feedback to ensure that pupils understand and follow the guidance provided.
- Teachers set homework, in line with the school's policy: it is consistent across the school and is appropriate for the age and stage of pupils.
- Evaluation last year identified that few pupils had positive attitudes to reading or read widely and often at home. books mapped to topics/subjects; fiction non-fiction
- Pupils' attitudes to reading are not consistently positive. Strategies to increase the breadth and frequency have recently been successfully introduced and are beginning to have a positive impact. Throughout the school all pupils are heard read daily. A home-school reading log Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Main strengths	Why it is not outstanding
<ul style="list-style-type: none"> <li>▫ The overall quality of teaching has improved considerably since the school became an academy.</li> <li>▫ Some teaching is highly effective.</li> <li>▫ In most lessons, teachers effectively develop, consolidate and deepen pupils'</li> </ul>	<ul style="list-style-type: none"> <li>▫ There are inconsistencies in the use of feedback, day-to-day assessment, questioning and planning.</li> </ul>

<p>knowledge, understanding and skills.</p> <ul style="list-style-type: none"> <li>▫ Experienced teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations.</li> </ul>	
<b>Main priorities for improvement</b>	<b>Practical action to be taken</b>
<ul style="list-style-type: none"> <li>▫ See SIP</li> </ul>	<ul style="list-style-type: none"> <li>▫ Modelling of all written work and the steps to achieve.</li> <li>▫ Break down of objectives – white Rose used across whole school.</li> </ul>

<b>Personal development, behaviour and welfare profile</b>				
	<b>EYFS/Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Personal development</b>	1	2	2	2
<b>Behaviour</b>	2	2	2	2
<b>Welfare</b>	2	2	2	2

			<b>2016-17</b>	<b>2017-18</b>	<b>Current</b>
<b>Attendance</b>			80%	94%	96%

<b>Personal development, behaviour and welfare</b>	<b>Current grade</b>	2
	<b>Last inspection grade</b>	N/A
<ul style="list-style-type: none"> <li>■ The personal development, behaviour and welfare of the pupils is good. Personal development is good. Behaviour is good.</li> <li>■ Almost all pupils are confident and self-assured learners who take pride in their work, their school and their appearance: all pupils wear the school uniform; books are tidy and well-maintained. Attitudes to learning are mostly positive and pupils respond well to tasks and activities. In lessons in most year groups, pupils are willing to answer questions and take risks, confident in the response of their peers and their teachers. Most pupils have internalised expectations and manage their own behaviour; a few pupils have not internalised a moral code and still need external direction.</li> <li>■ The nurture unit has a very positive impact on the pupils' wellbeing and behaviour. Those involved are learning to cope well with their social, emotional and mental health issues and are responding very positively to the provision over time.</li> <li>■ Attendance is average and has improved sharply over the past two years. The improvement reflects the effectiveness of school strategies. All pupils value their education. Currently, few are persistently absent: this is a large improvement compared with 2016-17. The attendance of the small number of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. A family liaison officer was appointed in 2017 and is having a powerful impact on attendance and punctuality.</li> <li>■ Throughout the school pupils conduct themselves well in lessons, at break times, and at lunchtimes, reflecting the efforts of leadership and the teaching team to promote high standards. The school is an orderly environment. In the main, pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without</li> </ul>		

interruption. Case studies show that there are marked improvements in behaviour for individuals or groups with behavioural needs.

- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Main strengths	Why it is not outstanding
<ul style="list-style-type: none"> <li>▫ Almost all pupils are confident and self-assured learners.</li> <li>▫ Attitudes to learning are mostly positive and pupils respond well to tasks and activities.</li> <li>▫ The nurture unit has a very positive impact on the pupils' wellbeing and behaviour.</li> <li>▫ Attendance is average and has improved sharply over the past two years.</li> <li>▫ Throughout the school pupils conduct themselves well.</li> </ul>	<ul style="list-style-type: none"> <li>▫ A few pupils have not internalised a moral code and still need external direction.</li> </ul>
Main priorities for improvement	Practical action to be taken
<ul style="list-style-type: none"> <li>▫ Setting New Visions and Values for whole school community.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Good to be Green incentives</li> <li>▫ SLT to support Policy guidance and actions</li> <li>▫ Weekly inclusion meetings with team.</li> </ul>

### Outcomes for pupils

EYFS/Year 1

Year 2

Year 3/4

Year 5/6

Progress: reading (2018)	1/1	2	2	2
Progress: writing (2018)	1/1	2	2	2
Progress: mathematics (2018)	1/1	2	2	2

Outcomes for pupils	Current grade	2
	Last inspection grade	N/A
<ul style="list-style-type: none"> <li>■ Overall outcomes for current pupils are good and rising, reflecting the much-enhanced quality of education throughout the school. Across all year groups, current pupils are making consistently strong or better progress in reading, writing and mathematics from low starting points. Most are catching up: they are developing secure knowledge, understanding and skills, though some, especially the older pupils, have gaps in their knowledge caused by previous weaknesses in the provision. In reading, the main gap is in stamina in reading; in writing, some pupils struggle to sustain writing at length and have a narrow vocabulary; in mathematics, the gaps relate to mental reasoning, mental calculation, and problem solving. Considerable effort is going into filling these gaps. Overall attainment for each year group is below average but rising.</li> <li>■ In the 2018 national assessments at Key Stage 2, progress was broadly average in reading and writing but significantly below average in mathematics. Attainment was well below average in every subject. About half of the pupils joined the school during Years 5 and 6, most with significant special educational needs or disabilities, some with social, emotional and behavioural difficulties, most from Traveller backgrounds: these pupils attended the specialist nurture provision because of their considerable need. Almost all the other pupils were present throughout Key Stage 2 and attained or exceeded the expected standard (in reading) and made at least average progress. Progress for all pupils in the cohort accelerated strongly in Year 6 because of the improved provision. The 2018 Key Stage 2 cohort was small (11 pupils, each accounting for 9% of the total). Close to half the cohort (5 pupils) had special educational needs and low prior attainment: in all subjects, their progress was below the national average for pupils with similar starting points but was nevertheless strong in relation to their difficulties. At Key Stage 1 in 2018, attainment was not substantially different to the national average.</li> <li>■ For those attending, the on-site specialist nurture provision has had a positive impact on their attitudes to learning and on academic outcomes in relation to starting points and to the difficulties faced; some pupils managed to attain the expected standard at the end of Key Stage 2.</li> <li>■ The progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to that of other pupils with the same starting points. The progress of pupils from Traveller backgrounds is improving.</li> <li>■ Pupils currently on roll are reading more widely and more often than they have done previously, increasingly with fluency and comprehension appropriate to their age: this is a major priority; new strategies and policies are impacting very positively. The proportion of pupils attaining the expected standard in the Year 1 phonics check varies considerably from year-to-year because of the small number of pupils in each year group and the number of pupils on roll with significant special educational needs. In 2018, 67% attained the standard, which is close to average (gap about one child).</li> </ul>		
Main strengths	Why it is not outstanding	

<ul style="list-style-type: none"> <li>▫ Overall outcomes for current pupils are good and rising.</li> <li>▫ Across all year groups, current pupils are making consistently strong or better progress.</li> <li>▫ Almost all pupils on roll throughout Key Stage 2 attained or exceeded the expected standard and made at least average progress.</li> <li>▫ The specialist nurture provision has had a positive impact on pupils' progress.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Older pupils have gaps in their knowledge caused by previous weaknesses in provision.</li> </ul>
<b>Main priorities for improvement</b>	<b>Practical action to be taken</b>
<ul style="list-style-type: none"> <li>▫ See SIP</li> </ul>	<ul style="list-style-type: none"> <li>▫ NFER gap analysis</li> <li>▫ SATS paper gap analysis</li> <li>▫ Children responding to questioning to reflect or extend on learning.</li> </ul>

The effectiveness of the early years provision: the quality and standards								
	Progress	Attainment	Nurture	Attitudes & behaviour	Safety	Teaching	Leadership	Overall
Reception	1	Average	1	1	1	1	1	1

The effectiveness of the early years provision: the quality and standards	Current grade	1
	Last inspection grade	N/A
<ul style="list-style-type: none"> <li>■ The overall effectiveness of the early years provision is outstanding: the quality has improved substantially since becoming an academy. This improvement reflects the impact of concerted and effective action to improve provision, including the training and development of staff. In 2018, the proportion of children achieving a good level of development (83%) is above the national average; the proportion in 2016 was 75%. Progress is never less than strong in all the specific areas of learning and is often substantial. Attainment on entry is very variable but is showing a rising trend: most of those entering in 2018 are attaining standards that are broadly typical for their age, this has not always been the case in the past. The characteristics of the pupils on entry is changing: the growing popularity of the school is attracting pupils from a wider range of backgrounds, many with high aspirations and expectations.</li> <li>■ Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers. Safeguarding is effective. There are no breaches of statutory welfare requirements. Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.</li> <li>■ The Foundation Stage curriculum has been developed with the aim of broadening opportunities and making it more creative: it now provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.</li> <li>■ The quality of teaching is good. The team work closely together when planning, resulting in collectively high expectations and provision tailored to individual pupil needs. The adults provide intellectually challenging activities and constantly challenge pupils and demand further responses. As a result, pupils are consistently well engaged in the learning activities</li> </ul>		

and invariably make strong or substantial progress. Children are well motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.

- All expectations of children are based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Members of the team make home visits as well as visiting any pre-school provision. This is a newly introduced policy that is making a considerable contribution to the speed at which pupils settle and become established after admission. Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
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Main strengths	Why it is not outstanding
<ul style="list-style-type: none"> <li>▫ The overall effectiveness of the early years provision has improved substantially since becoming an academy.</li> <li>▫ Progress is never less than strong in all the specific areas of learning and is often substantial.</li> <li>▫ The team work closely together when planning.</li> <li>▫ Children are well motivated and interested in a broad range of activities and are keen learners.</li> </ul>	<ul style="list-style-type: none"> <li>▫</li> </ul>
Main priorities for improvement	Practical action to be taken
<ul style="list-style-type: none"> <li>▫ See SIP</li> </ul>	<ul style="list-style-type: none"> <li>▫ Workshops to take place.</li> <li>▫ Early Transition for new pupils</li> <li>▫ Baseline taken for new pupils within 4 weeks of arrival</li> </ul>