

ALL SAINTS PRIMARY SCHOOL- SEF ON A PAGE			
SECTIONS		SUMMARY EVALUATION	
		Date: Autumn 2018	
1	<b>INTRODUCTION &amp; Key context</b>	<p>All Saints' School is a very good, well-led city school, situated in central Peterborough. The school became an all-through primary school for the first time in September 2013. Our capable senior team and governors have established a clear, ambitious educational vision and our community is united around it.</p> <p>One of the most important features of our community is the long term acquisition of fluent confident English for our children. Children's personal development is a key strength for all faiths, and none, in a very caring community, which places the gospel at the foundation of all we do.</p>	
2	<b>KEY AREAS FOR WHOLE SCHOOL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Raising the progress and standards of children with <b>broad "average" starting points</b>, particularly boys and the disadvantaged – so that the proportions reaching a higher standard or greater depth match and exceed national.</li> <li><b>Tackling the achievement of children who have low starting points</b> and may also be speaking <b>English as an additional language</b>.</li> <li><b>Setting ambitious targets</b> to improve the precision of teaching.</li> <li>Make <b>more effective use of national benchmarks</b> for all pupil groups, for setting expectations for good progress.</li> <li><b>Refine our approach</b> to precision teaching which ensures sufficient level of Challenge for children of different abilities and starting points.</li> <li><b>Raise the standards of achievement for vulnerable children</b></li> <li><b>To maintain the high standards of teaching and learning in Mathematics and Reading.</b></li> <li>To improve the standards of <b>teaching and learning in writing</b>, with a particular emphasis on improving <b>greater depth opportunities</b>.</li> </ul>	
3	<b>PREVIOUS INSPECTION KEY AREAS to Improve (Ofsted July 2014)</b>	<p><b>3 KEY ISSUES</b></p> <p>1. Adjusting work within lessons when it is clear that pupils are ready to learn something new</p> <p>2. Making sure that work is set at the right level of difficulty for disabled pupils and those who have special educational needs</p> <p>3. Checking that pupils who are learning to speak English as an additional language always understand the vocabulary in the books they are reading and in the wording of mathematical problems</p>	
	<b>PROGRESS SINCE OUR LAST INSPECTION</b>	<p>As a result of effective leadership at different levels, we have brought about important improvements to the quality of teaching. First, across the school, a wide range of teaching is now more responsive and effective for children of different abilities and age groups, particularly early years and KS1. Secondly, current teaching is effectively addressing the progress of KS2 pupils particularly those with average starting points, and relative disadvantage. Currently, taking account of their starting points our EAL pupils and those with SEND are making good progress. Since our last inspection we have a stronger emphasis on higher order language skills in what is essentially an EAL school.</p>	
4	<b>OUTCOMES FOR PUPILS Grade 2</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Progress in EYFS, Phonics, KS1 Reading, Writing and Maths</li> <li>Working at greater depth at KS1 Reading, Writing, Maths in line with national</li> <li>Attainment in RWM combined in KS2</li> <li>Disadvantaged at KS1 and KS2</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Year 6 Achievement in writing to be in line with National</li> <li>Continue rigorous monitoring of SEND, PP &amp; boys/EAL(APKN) to raise achievement</li> </ul>
5	<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT Grade 2</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>All teaching is now good and 30% is outstanding, with good differentiation, active, engaging learning, good deployment of support staff, good use of resources</li> <li>Marking and feedback is consistent and moves the learning by giving pupils their next steps.</li> <li>Assessment is thorough and evidenced in all year groups, moderated to ensure accuracy, informs planning.</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Continue to moderate teacher writing assessment judgements termly to ensure that they are consistently accurate across the school and across the city.</li> <li>Introduce DIRT (DEDICATED INDEPENDENT REFLECTIVE TIME)</li> <li>Develop teacher knowledge of grammar across the school.</li> </ul>
6	<b>PD, BEHAVIOUR &amp; WELFARE Grade 1</b>	<p><b>Behaviour Judgement</b></p> <p>1</p>	<p><b>PD/Welfare Judgement</b></p> <p>1</p>
		<p>Overall Strengths: Caring relationships and ethos. Excellent attendance (96%). Pupils display good behaviour and respect in class and around school. Safeguarding is strong.</p> <p>Areas for Development: Ensure robust induction of new staff to ensure they follow school systems Safeguarding, pupil welfare and behaviour management</p>	
7	<b>EFFECTIVENESS OF LEADERSHIP/ MANAGEMENT Grade 1</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Senior Leaders and Governors have a clear vision and aspiration for the school, with good knowledge of strengths and areas for development</li> <li>Rigorous systems and processes for Performance Management and monitoring of standards ensure impact is regularly reviewed and resources redirected where appropriate.</li> <li>Governance is strong with regular monitoring visits to challenge the school and ensure standards improve.</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Continue to strengthen teaching and learning so that all remains good and more is moved to outstanding by sharing good practice</li> <li>Continue to develop methods to accelerate the progress of groups, specifically SEN, PP, Boys, Middle attainers</li> </ul>
8	<b>EFFECTIVENESS OF EYFS Grade 1</b>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Progress from their starting point</li> <li>Relationships with children and parents</li> <li>Engagement with parents</li> <li>Quality of phonic teaching</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Develop further expertise in managing children with complex and profound learning difficulties</li> <li>Outdoor learning environment</li> </ul>