

St Mark's C.E. Junior School September 2014

SECTIONS		Self-Evaluation Summary Sheet			
1	INTRODUCTION School context	St Mark's is a larger-than-average urban primary school with 345 on roll which is growing (Capacity 360 Sep 2015) The school serves a community of owner occupied houses with some social housing. Social deprivation is measured as low. The school is on the edge of Salisbury which is relatively prosperous but still has significant pockets of deprivation. St Mark's shares a unique campus with Wyndham Park Infants, St Marks Pre-School and Exeter House Special School Attendance has stabilised at ~ 96% for several years. The school will convert to academy status in January 2015 when it forms a Multi-Academy Trust with its campus partners. This is proactive not reactive.			
2	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through last OFSTED inspection (December 2011)	Ensure all pupils have targets for English and Maths that:			
		- Link clearly to NC levels			
		- Are based on ongoing assessments in lessons			
		- Help ensure 'next steps' and know what they need to do to improve their work			
		- Are reviewed and updated regularly			
		Key items for SDP 2014-15 1) Reading 2) Accountability 3) Consistency 4) Primary Alignment			
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Development identified at the previous Ofsted inspection addressed	Key Issue	P .I. Date	December 2011	Progress
		Targets discussed, agreed and reviewed in English and Maths – between teachers in PPA and in conferencing with children Children know where they are (NC levels) and where they are expected to be heading for Target stickers (linked to APP) are used for writing across the curriculum Stickers also used in maths Teachers conference regularly with children to provide quality feedback, challenge and support along with praise.			
4	ACHIEVEMENT Attainment, progress and the quality of learning for individuals and different groups. Key skills development across curriculum	Strengths	2	Areas for Development	
		High Attaining Pupils (HAPs) achieve particularly well e.g. maths (18% L6); writing (12% L6) – over a third of children achieved 3 levels progress in writing; nearly half achieved three levels progress in maths		Reading – in particular more able children e.g. conversion of L3 to L5 and above; No entries for L6 paper	
		Attainment has been consistent for over time – some of our highest figures in 5 years		FSM pupils and SEN pupils – insufficient progress in reading and below floor standard for the last three years – do not seem to do as well as similar pupils	
		Standards in Combined R/W/M are significantly greater than national and steady improvement (APS) over 5 years		Floor Standards not yet achieved for Reading, Writing and Maths (2L progress across the key stage)	
5	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.	Strengths	2	Areas for Development	
		100% of lessons are at least good with approx 25% outstanding		Increase proportion of outstanding lessons to 40% by December 2014	
		Embedding of St Mark's Way – ensuring variety but not variation, consistent use of learning questions/success criteria		Marking and feedback – balanced, informing planning and moving learning	
		Working with Infant School Partners – levelling, moderation, preparation for Junior School, primary alignment, feedback, joint training and appointments		New Curriculum needs to be more dynamic, flexible and challenges all children. Less formulaic learning experiences- irresistible/memorable	
	Reading and Literacy skills	Good overall Reading for pleasure has been a long-term focus but remains an area for development			
6	BEHAVIOUR AND SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	Behaviour Judgement	2	Safety Judgement	1
		Overall behaviour in lessons is very strong – Clear rules, positive reinforcement, positive modelling from all adults in school etc. Children's social and emotional needs are well met. Children report they feel safe and secure. The building and site are secure and conducive to learning. Ensuring consistency is critical this year to elevate us back to outstanding. Areas for development Reduce requests for holiday during term time Reduce punctuality issues from hard-core of recalcitrant families			
7	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations improve teaching & learning, dev. staff, sustain improvement. Accuracy of SSE, appropriate curriculum, equal opportunities, Parental engagement, safeguarding	Strengths	2	Areas for Development	
		Senior leaders and governors drive continuous improvement. They ask challenging questions, scrutinise data and outcomes and provide feedback on strengths and weaknesses		Accountability at all levels including middle leaders e.g. SL, YL	
		Distribution of leadership across the school – including numerous examples of 'Grow your own'/promotions		More consistent use of agreed systems and data within the school – eliminate variation	
		CPD Opportunities across the campus and cluster are numerous, well-conceived and show impact		Monitoring at all levels – challenge mediocrity	
8	OVERALL EFFECTIVENESS Including promotion of SMSC	St Mark's is a good school which provides good value for money. It is prudently managed and operates within its means. Children leave the school as successful, confident and responsible learners. St Mark's prepares children very well for the next phase in their education – they are truly secondary ready Governance is a real strength of the school – they innovate, collaborate and ensure we provide the best education we can with the resources available. SMSC is strong in the school and kept at the forefront of staff and governors' minds in what they plan, prepare and deliver. The school has the capacity to become an outstanding school – building on the experiences from the feeder Infant School (Wyndham Park – Outstanding May 2014).			