

Primary School Self-Evaluation Summary

SCHOOL	Perranporth Community Primary School	HEADTEACHER	Mr Alistair Johnson	DATE:	Feb 2017
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SECTIONS	SUMMARY EVALUATION	
<p>Significant Changes since the last inspection:</p>	<ul style="list-style-type: none"> • The appointment of a new Headteacher in September 2013, an entirely new Senior Leadership Team established, appointment of five new members of teaching staff, new School Business Manager and several new governors including the Chair of Governors. • Significant growth in school roll since 2013 from 169 pupils to presently 203. • Conversion to Academy Status as a member of Truro and Penwith Academy Trust in Jan 2016. • In 2016 KS2 SATs results for Reading, SPAG and Maths dropped from previous years and were significantly lower than expected and teacher assessments. Swift action has been taken to address this. <p>Actions have included:</p> <ul style="list-style-type: none"> ➤ Change to the Y6 staffing with one member of teaching staff no longer employed at the school ➤ Extensive staff training in Mastery of maths through The Maths Hub and the TPAT Maths Lead ➤ Half termly external monitoring, support and challenge from TPAT Hub Leader. ➤ Termly external monitoring, support and challenge from School and Headteacher Improvement Programme (SHIP) and TPAT Maths Leader. ➤ Revisions to maths curriculum including: effective teaching of mastery using Teach, Learn, Challenge and Understand, new calculation policy to ensure, use of White Rose maths scheme as the basis of maths planning, introduction of 99 Club to support fluency of mental maths skills, use of Testbase to develop reasoning and problem solving half termly assessment testing to track progress. ➤ Staff training in the effective teaching of reading, guided reading sessions and reciprocal reading ➤ Implementation of a new progression framework for SPaG for Y1-Y6 ➤ Additional teaching time and teaching assistant support has been deployed to provide pupils in Y6 with daily precision teaching opportunities and additional intervention. 	<p>Impact:</p> <ul style="list-style-type: none"> ➤ Teaching and learning standards are good or better. Feedback from all external monitoring (TPAT Hub Leader, Maths Leader and SHIP visits), observations of teaching and learning, book scrutinies and co-ordinator interviews (maths and literacy), evidence high standards of T & L, excellent development of actions and positive improvements in pupil outcomes. ➤ Mid-year assessments show positive predications for the 2017 KS2 SATs with attainment in Reading, Writing, Maths and SPAG all being inline or above National average. ➤ Actions taken in the development of the Mastery of Maths and reading have both shown strong and positive impacts. Teaching and learning in all year groups has been closely monitored and observed (externally) and assessed as good or better (TPAT Hub Leader, TPAT Maths Leader and TPAT SHIP).
	<ul style="list-style-type: none"> ➤ In 2015-16 pupil attendance fell below National Averages particularly FSM pupils and SEN. Action has been taken to address this including: the employment of a new Educational Welfare Officer with more frequent monitoring and intervention, zero tolerance to holiday during term time, incentive scheme to engage pupils in good attendance, regular communication with parents of pupils with lowering attendance, communication to all parents of the value of good attendance. 	<ul style="list-style-type: none"> ➤ Pupil attendance is currently in line with National average. ➤ Pupils with persistent absence have shown improved attendance and families have engaged with support mechanisms that have been offered by the school and EWO in order to further sustain improvements.

SCHOOL CONTEXT Information additional to RAISE	Contextual Information: <ul style="list-style-type: none"> • Perranporth Community Primary School is a slightly smaller than average-sized primary school with 211 pupils in attendance (PAN of 30). • The Multiple Deprivation Score places our school in the most deprived 40% to 50% of Lower Super Output Areas in England (IOMD Score is 19.07). • Nearly a fifth (19%) of children in Perranporth live in a household where no member of the family is in work. (Perranzabuloe Community Plan 2013-18) • 40% of the workforce in Perranporth relies on the tourist industry. (Perranzabuloe Community Plan 2013-18) • There have been no permanent exclusions in the last three years and 3 fixed term exclusions in 2013/14. Ethos: <ul style="list-style-type: none"> • At Perranporth Primary School we have established a very happy, caring, supportive and effective learning environment - a school in which we learn together and respect individuality. A place in which we are determined that everyone will succeed within a safe, inclusive and stimulating environment; where enjoyment and creativity are priorities enabling all to become independent life-long learners. • Pupils experience excellent personal development and are encouraged to behave well through extremely positive and nurturing relationships with all staff. • There is a great feeling of collegiality amongst the staff which has engendered a warm and friendly school setting.
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PREVIOUS INSPECTION KEY ISSUES	Key Issue	Date: Dec 2011 Grade: Good (2)	Action Taken	Impact
Areas for development identified at the previous Ofsted inspection	Improve the quality of assessment in lessons to further accelerate pupils' progress and improve their attainment by: – making sure that all teachers use assessment information effectively to match learning activities to pupils' needs and abilities		<ul style="list-style-type: none"> • Extensive training provided on assessment for learning strategies and approaches to improve teaching and outcomes for pupils. • Assessment information is regularly monitored, shared and reviewed with class teachers and SLT through termly Class Development Meetings to ensure that pupils are progressing. In cases when pupil progress is of concern, appropriate intervention/support is implemented. • Timely, incisive and well-informed grouping of pupils to facilitated fine targeting of learning to specific need thereby driving progress. • Early and decisive intervention for pupils under-attaining is implemented and regularly reviewed to ensure individual needs are met. 	<ul style="list-style-type: none"> • Teachers are able to effectively use assessment information accurately to identify where pupils are currently at and use this to inform planning and teaching which meets the needs and abilities of all learners. • Through timely and accurate use of assessment; teachers meet the learning needs of pupils and refine teaching strategies and interventions to best support learners. • Current assessment data shows that teaching interventions have an effective impact on improving pupil attainment and progress. Teachers also speak highly of pupils demonstrating improved confidence.
	– provide more sharply focused, individual targets for pupils and helping pupils to monitor their own progress over time – making sure that pupils have a clear idea of what they have learnt and what they need to do to improve further. - Teachers use questioning in the classrooms to monitor pupils' progress but the quality of their written feedback sometimes lacks consistency and does not always focus on what pupils should do next.	Action: <ul style="list-style-type: none"> • A longer term target system has been implemented in which pupils receive individual targets for reading, writing and maths. These are regularly set, reviewed and monitored by teachers and pupils together. • Training has been provided on effective marking and feedback. The marking policy has been reviewed to ensure effective marking and feedback is shared with pupils. Marking includes colour coding 'wow' and 'now'. A 'now' is used to show children what they need to do to improve – short term targets. 	Impact: All children in KS1 and KS2 have both long term and short term targets to support improvements in their learning. Pupils can use both their long and short term targets in order to monitor their progress over time. Feedback, both written and verbal, is clear, concise and supports pupils in understanding their next steps. Evidence from book scrutinies show that standards of marking are effective in supporting pupils to make progress.	

	<p>The effectiveness of the school's engagement with parents and carers (graded: 3) <i>"Improve engagement with parents and carers, building on initiatives already started, so they can better support the learning of their children in partnership with the school."</i></p>	<p>Action:</p> <ul style="list-style-type: none"> • 'Meet the Teacher' afternoons have been put on to enable parents to develop positive relationships with staff – these have been well attended. • Parent meetings each term with contact made by teachers with all parents. • Improved communication through weekly newsletter, class newsletters, class blogs and open teacher email contact. • Class assemblies with parental invitation, celebration afternoons for parents to engage with their child's learning and feedback. • Parental support workshops on phonics, reading, online-safety, toddler groups and supporting adult education using the school environment. • Improved systems to ensure parents are informed of their child's progress, targets and curriculum. 	<p>Impact:</p> <p>The school has an active and engaged parent community whose role and contribution to development of our school is sought and highly valued. Good attendance at school/parent events and parent specific workshops. The vast majority of parents take an active role in the support of their child's education and support school/home learning initiatives. School ensures engagement of less active parents through support sessions and regular contact. Parent questionnaires evidenced exceptionally positive responses to questions on communication with parents, response to parental concerns raised, valuable information shared from school.</p>
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<p>OVERALL EFFECTIVENESS: the quality and standards of education</p>	<p>Grade Good 2</p>
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<p>We continue to self-evaluate Perranporth CP School as a Good (2) school.</p>	
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<p>Evidence:</p> <ul style="list-style-type: none"> • Our school's practices consistently reflect the highest aspirations for pupils and expectations of staff. • Monitoring is regular, feedback is acted upon and improvements are quickly made which positively impact on the quality of learning and teaching and pupil progress. • Teaching and learning is at least good and more often outstanding. Staff want the best for our children and go the extra mile to ensure that this happens. Teachers continue to learn from each other and show great collegiality. • Foundation Stage data is strong with 75% of children reaching a good level of development (GLD) and the quality of provision is outstanding. • Consistently high Y1 phonics data linked to robust tracking, outstanding phonics teaching in Foundation Stage and across KS1. • High attainment in KS1 for 2015 and 2016 with outcomes largely in line and in many areas above national averages. • Although there was a drop in KS2 attainment for 2016 (reading, GPS and maths). This will be significantly higher in 2017 with a midyear assessments showing that attainment will be in line or above national averages for Re, Wr, Ma and GPS. • Behaviour is outstanding with an established and effective behaviour system in place. Child know and respond well to boundaries • Children enjoy their learning and find little that they would like to improve; they are consulted on a regular basis as major stakeholders in school improvement. • Leaders, including governors, are highly ambitious for the school. SLT lead by example with high expectations for their subjects, EYFS, SEN, English and mathematics and consistently and persistently challenge anything less. • Pupils enjoy a stimulating and varied topic based curriculum which is enriched and supported by a range of further learning including weekly French and Music lessons, themed enrichment days, outdoor learning, gardening, board games, weekly debate, global citizenship (RRSA), curriculum events, secondary school sports festivals, and use of new technologies including ipads and Raspberry Pis to enhance learning. Instrumental tuition is keenly taken up by pupils. • A wide range of clubs are often oversubscribed both in the school day and after school. These have included: cheerleading, art, gardening, multi skill games, tag rugby, athletics, hockey, netball, rock band, coding club, beach games, surfing, homework and football. Funding is used to ensure that all children have access to after school clubs regardless of economic circumstances. • Provision for personal development is excellent with pupils demonstrating a willingness to explore new ideas and experiences including debating in classrooms. Regular curriculum opportunities that allow pupils to constantly share and reflect on their own experiences, develop a strong understanding of the difference between right and wrong supported by a comprehensive PSHE curriculum. High profile School Parliament and Diamond Six elections, UNICEF RRSA work on global issues and initiatives, support for community groups such as reading sessions with the elderly, links between local business and pupils in the form of a pupil managed daily fruit stall ensure that children are fully involved and engaged in the values of the school and wider British society. • All pupils, whatever their grouping, have excellent experiences at our school and leave well equipped for the next stage of their learning. • Recruitment is focused on employing the best staff – expectations of working in an excellent school are made clear during the recruitment process. For example, we are not happy to employ anyone who we feel is not right for the school. Consistent high expectations and robust performance management has meant that sometimes staff do not always choose to stay. • Safeguarding practices are highly effective and are central to our everyday practices for all stakeholders, including governors and volunteers 	<p>Grade Good 2</p>
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EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Strengths	Grade	Good 2	Areas for Development
	<p>How leadership & governors pursue excellence – inc. leadership of teaching, effective management and governance & its impact on culture of the school.</p> <p>Outstanding Grade 1 Good Grade 2 Requires Improvement Grade 3 Inadequate Grade 4</p>	<ul style="list-style-type: none"> An established culture of high expectation which has enabled pupils at the school achieve consistently high standards of achievement and progress. The School Leadership Team provide the School with strong and effective leadership based on a clear vision. SLT are ambitious for our school and committed to securing the highest outcomes for all pupils. Rigorous self-evaluation, monitoring and performance management ensures that any areas of weakness are quickly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are effective. Monitoring of literacy, mathematics standards by SLT is thorough and regular. Feedback is instant with an expectation that actions are addressed by staff immediately leading to further improvement External and school led CPD is highly valued by the school, regular, focused and impacts on teaching and learning, e.g. Mastery in maths Improving teaching and learning is main priority of SLT and improvements in lessons have been seen term on term, nothing less than good in summer & autumn terms 2016. Teachers get quality feedback to help them improve further and an opportunity to work with outstanding colleagues in school and through the partnership. Staff have a thorough knowledge and understanding of pupil need ensures the accurate formulation of targets and areas for intervention. A highly skilled SENCo closely monitors vulnerable pupils and reviews interventions with teachers and teaching assistants to ensure maximum benefit is achieved. Pupil Premium and SEN funding is carefully targeted through additional teaching by teachers and teaching assistants, improved learning opportunities and curriculum enrichments as well as funding for specialist professionals to support pupils in overcoming barriers to learning. A dedicated and experienced Governing Body which is moving from strength to strength and has been in process of change in terms of new membership and experience. Personal development, SMSC including British Values, is excellent and is fundamentally linked to our core purpose and vision for of our school. Parents speak highly of the school and support the school well. There is an open door policy and parents are encouraged to discuss issues as they arise. 		

TEACHING, LEARNING AND ASSESSMENT	Strengths	Grade	Good 2	Areas for Development
	<p>Triangulation of quality of T & L, learning environment, pupils work, Marking, assessment & feedback</p> <p>Outstanding Grade 1 Good Grade 2 Requires Improvement Grade 3 Inadequate Grade 4</p>	<ul style="list-style-type: none"> Teachers have high expectations for all pupils and their outcomes. They are passionate about learning and instil an ethos of pride, enthusiasm and engagement in our learners. Observations have shown that teaching is at least good and more than often outstanding or with outstanding features. Teacher planning demonstrates excellent subject knowledge and is highly effective in ensuring that all groups of pupils are sufficiently challenged. Effective monitoring systems and procedures inform quality ongoing CPD which in turn is evaluated for impact. Teachers work collaboratively with each other to ensure best practice is shared and improves outcomes for pupils. They demonstrate a high level of ambition for their pupils and regularly evaluate their provision. This ensures that pupils' needs are quickly identified, additional needs are assessed and 		

	<p>staff resources are deployed to support pupils; particularly SEN and disadvantaged pupils.</p> <ul style="list-style-type: none"> • Assessment, regular monitoring and staff development on; AfL, challenge and effective differentiation has improved teaching and the outcomes for pupils. • Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. • Developmental marking and pupil feedback have significantly improved. Teachers give quality marking and supportive feedback to provide good opportunities for pupils to make next step improvements. • Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve. A system of individual pupil targets is established in KS1 and KS2. Pupils are aware of their targets, the next steps they need to make in order to progress and the means by which these can be achieved. • Expectations, motivation and resilience of learners is high – Building Learning Power is modelled and a feature across the school. 	<p>Improve standards in Mathematics:</p> <ul style="list-style-type: none"> • Ensure that Mastery of maths remains high priority and is consistently taught across the school using the Teach, Learn, Challenge, Understand cycle. • Continue to develop teacher subject knowledge of Mastery approaches ensuring that fluency, reasoning and problem solving are a consistent feature of planning. • Review school calculation policy – going through in detail the four operations and the strategies from Rec to Y6 to ensure consistent approaches to Mastery. • Mental maths skills are rewarded regularly with certificates through 99 Club initiative. • Provide effective challenge for all pupils, embedding raised standards for the new curriculum and assessment expectations. • Ensure that assessment is used to effectively benchmark achievement against age related expectations and has a direct impact on the improvement of teaching and learning. • To continue closing the attainment and progress gap between vulnerable pupil groups (DPP, SEN, EAL) and other pupils by ensuring effective spend of DPP funding, routine evaluation of provision and targeted support. • To develop further capacity to improve teaching skills through developing close working relationship with the Teaching School. Deputy HT(NL) to begin training on the Outstanding Teacher Programme with plans to disseminate training to all staff and enrol key staff members.
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<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p style="text-align: center;"> Outstanding Grade 1 Good Grade 2 Requires Improvement Grade 3 Inadequate Grade 4 </p> <p>Including behaviour in the school, attitudes to learning, attendance, safety, culture of school promotes all aspects of pupils' welfare, PREVENT & SMSC</p>	<p>Strengths</p>	<p>Grade</p>	<p>Outstanding 1</p>	<p>Areas for Development</p>
	<ul style="list-style-type: none"> • The children have a clearly defined sense of right and wrong presented to them through the school vision, British Values, behaviour systems and the school rules. The school has clear behaviour policy which outlines the expectations of pupils within the school. Pupils' attitudes to learning and behaviour is outstanding. They demonstrate thoughtful behaviour and focused learning which creates a positive school ethos as well as being a significant factor in their successful outcomes. There is an extremely positive climate for learning throughout the school that is regularly commented on by visitors. Pupils are supportive of each other in lessons and encourage each other to support and conduct themselves well. There are many well embedded role models such as Diamond Sixes, Lunchtime Helpers, School Parliament and Buddy Readers. As a result, pupils are thoughtful and respectful to others and always polite and well-mannered to staff and visitors; the behaviour of all pupil groups is excellent; 97% of parents agree that pupils are well behaved (parent questionnaire Aut 2016). • Safety is paramount at Perranporth. The appointment of a business manager working closely with the Headteacher and H & S co-ordinator ensures thorough safety of the school environment. Clear procedures, policies and regular training for safeguarding, child protection and Prevent ensure that children are safe in school. There are clear health and safety procedures in place and risk assessments which are checked by an EVC for all visits. Regular visits from the Safeguarding Governor to observe pupils and meet with the SLT and SENCo ensure that the Governing Body is able to make informed decisions regarding safeguarding and behaviour. • The school has a robust anti bullying policy and children have a good understanding of what bullying 			<ul style="list-style-type: none"> • Attendance data shows overall attendance is marginally below the National Average for 2015-16 at 95.6 (Nat: 96.1). Although much work has been done to improve attendance, many parents still make absence requests for the purpose of holiday. As Perranporth is a coastal community which depends on the tourist industry, parents argue that they are unable to take holiday outside of term time due to working commitments. This is an issue that has an impact on our attendance data but one we are working with parents to improve. • Attendance and persistent absence for FSM pupils is an area of focus and development. Action is being taken to ensure careful analysis of attendance patterns, begin swift engagement with parents to tackle at persistent absenteeism and closely work with the EWO and other services to support parents of children with poor attendance. • To further develop our pupil voice through the School Parliament and to develop the role pupils take in school improvement. We are developing the ownership pupils have over their own learning and that of others too. We improving staff and pupil understanding of 'children's rights' and life in democratic UK through our work towards UNICEF's RRSA. • To ensure that every child sees themselves as a lifelong learner through the adoption and implementation of Building Learning Power (BLP). Through BLP our aim is to inspire children to train and develop their learning muscles, enabling them to become... More curious; More willing to take a risk in their learning; More creative; More thoughtful;

is and how to deal with it. There have been very few examples of bullying. In these rare circumstances swift and robust action is always taken to ensure positive outcomes for all parties. Children are confident in reporting any behavioural incidents and are happy with the way these are resolved. 97% of pupils agree that 'I feel safe at school' (Pupil Questionnaire Feb 15). A yearly Healthy Schools fortnight in which SRE, substance misuse and other aspects of healthy living encourage pupils to make informed decisions. Our annual 'E –Safety Week' and regular teaching units within the curriculum ensure that pupils are aware of internet safety. Beach Safety talks, Walk to School weeks and Bike-ability impacts positively on safety in the immediate environment. As well as regular circle time sessions, pupils have a voice through the School Parliament and Diamond Sixes. Pupils feel they have input into school discussions. They have recorded a number of successful actions including the achievement of UNICEF's ROC for RRSA.

More ready, willing and able to learn with and through others;
More emotionally intelligent.
And ultimately to ensure that all children are independent, resilient learners who are confident to be challenged

OUTCOMES

Outstanding	Grade 1
Good	Grade 2
Requires Improvement	Grade 3
Inadequate	Grade 4

Attainment & progress for individuals, different groups, particularly DSEN pupils.– Quality of pupils 'work, Current progress and progress over last three years.

Strengths

Grade: 2

Areas for Development

Standards	Attainment			Expected Standard
	2013	2014	2015	2016
EYFS: GLD National: GLD 69%	59.1%	64.3%	82.1%	75%
KS1 : L2b+ R - W - M National: R 74 - W 66 - M 73	100 – 92 - 100	78 - 57 – 83	87 - 73 – 83	83 - 72 - 83 (Expected Stand)
KS1 : L3+ R - W - M National: R24 -W 13 -M 18	35 -15 -54	17 - 4- 17	30 - 17- 20	38 - 14 - 42 (Greater Depth)
KS2: L4+ R - W – M - GSP N: R66 -W 72 –M 70 – GSP72	87 - 100- 100 – 87	92 - 81- 85 – 73	94 - 88 - 84-78	53 - 81 - 56 (Expected Stand)
KS2: L5+ R - W – M - GSP N: R19- W15 –M 17 – GSP	67 - 40 – 46 - 53	46-23-46-42	47 -34 - 50 - 44	16 - 16 - 3 (Greater Depth)
				41% combined (Nat: 53%)

Progress EYFS to KS1	2011	2012	2013	2014
EYFS 6+78+/GLD	53%	55%	59%	64%
	2013	2014	2015	2016
KS1 2b+ RWM	97%	73%	81%	69% (Expected Stand RWM)

Key Stage 2	Expected progress				More than expected progress			
	2013	2014	2015	2016	2013	2014	2015	2016
Reading	93%	96%	100% (Nat 91%)	-3.1	27%	38%	47% (Nat 33%)	-
Writing	100%	96%	100% (Nat 94%)	1.3	7%	31%	44% (Nat 36%)	-
Maths	100%	88%	91% (Nat 90%)	-2.6	40%	35%	34% (Nat 34%)	-

Strengths

Areas for Development

EYFS: In recent years, children generally enter the school with average attainment and make good progress by the end of Year R. Attainment of GLD over the past 4 years is above national averages. We believe on entry attainment has improved due to the school's development of closer working relationships and moderation with Perranporth Pre School.

Maintain links with Perranporth Pre School to ensure smooth transition and moderation. Continue EYFS links with TPAT schools to further develop teaching and EYFS provision.

Key Stage 1:

Year 1 Phonics (2012= 71%, 2013=74%, 2014= 65%, 2015: 97%, 2016: 93%).
• A fall in phonics attainment in 2014 was swiftly rectified in 2015. The teaching of phonics was thoroughly reviewed and robustly monitored. Extensive training was provided for all EYFS, KS1 and lower KS2 staff (inc TAs). Phonics workshops were provided for parents and a new system for home learning of phonics implemented. Phonics teaching is now more effective and consistent and attainment is outstanding.

Ensure that the attainment of Disadvantaged pupils and SEN is in line with those nationally and non-disadvantaged/Non SEN pupils. Continue careful monitoring, bespoke interventions and regular

	<ul style="list-style-type: none"> • 2016: attainment of KS1 at the Expected Standard was excellent and above national averages in all areas. Attainment at KS1 Greater Depth was very strong and above national averages in reading and maths and in line for writing. • KS1 cohorts make good progress from the end of EYFS with overall attainment at the end of KS1 generally in line or above national benchmarks in reading, writing and maths. In 2013-14 attainment in Y2 fluctuated after being very strong in 2012-13. We believe this was a result of assessment and judgement inaccuracies made by previous teaching staff. In order to ensure future accuracy, all 2013/14 assessments in Yr1 and Yr2 were moderated by the LEA and staff received appropriate training. Rigorous moderation with other schools and the LA has continued. KS1 progress in 2016 was good with 64% GLD progressing to 67% Expected Standard. 	<p>reviews of progress and provision for these pupils. To sustain improvements made to phonics screening attainment.</p>								
	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • In 2016 KS2 SATs results for Reading, SPAG and Maths were very disappointing and a drop from previous years. Attainment and progress were significantly lower than expected and significantly below national average. Progress in reading for middle prior attainment groups was sig below average. Swift action has been taken to address these weaknesses. • KS2 writing was above national average at 81%. These assessments were moderated by the LA. • Prior to 2016, pupil achievement at the end of KS2 was good with a trend of attainment largely in line or above national averages. The number of children making expected progress (KS1 to KS2) has been largely above national averages. More than expected progress (KS1 to KS2) has been in line or above national levels. 	<p>Actions Taken:</p> <ul style="list-style-type: none"> • Change to the Y6 staffing with one member of teaching staff no longer employed at the school • Extensive staff training in Mastery of maths through The Maths Hub and the TPAT Maths Lead • Half termly external monitoring, support and challenge from TPAT Hub Leader. • Termly external monitoring, support and challenge from School and Headteacher Improvement Programme (SHIP) and TPAT Maths Leader. • Revisions to maths curriculum including: effective teaching of mastery using Teach, Learn, Challenge and Understand, new calculation policy to ensure, use of White Rose maths scheme as the basis of maths planning, introduction of 99 Club to support fluency of mental maths skills, use of Testbase to develop reasoning and problem solving half termly assessment testing to track progress. • Staff training in the effective teaching of reading, guided reading sessions and reciprocal reading • Implementation of a new progression framework for SPaG for Y1-Y6 • Additional teaching time and teaching assistant support has been deployed to provide pupils in Y6 with daily precision teaching opportunities and additional intervention. 								
<p>KS2 2017</p>	<p>KS2 2017:</p> <p>Impact of Actions:</p> <ul style="list-style-type: none"> • Teaching and learning standards are good or better. Feedback from all external monitoring (TPAT Hub Leader, Maths Leader and SHIP visits), observations of teaching and learning, book scrutinies and co-ordinator interviews (maths and literacy), evidence high standards of T & L, excellent development of actions and positive improvements in pupil outcomes. • Mid-year assessments show positive predications for the 2017 KS2 SATs with attainment in Reading, Writing, Maths and SPAG all being inline or above National average. • Actions taken in the development of the Mastery of Maths and reading have both shown strong and positive impacts. Teaching and learning in all year groups has been closely monitored and observed (externally) and assessed as good or better (TPAT Hub Leader, TPAT Maths Leader and TPAT SHIP). 									
<p>EARLY YEARS PROVISION</p> <table border="1" data-bbox="92 1534 467 1657"> <tr><td>Outstanding</td><td>Grade 1</td></tr> <tr><td>Good</td><td>Grade 2</td></tr> <tr><td>Requires Improvement</td><td>Grade 3</td></tr> <tr><td>Inadequate</td><td>Grade 4</td></tr> </table> <p>How well children achieve How well the provision contributes to children's physical and emotional health, safety and well-being, including SMSC. Quality of leadership</p>	Outstanding	Grade 1	Good	Grade 2	Requires Improvement	Grade 3	Inadequate	Grade 4	<p>Strengths</p> <p>In the past On Entry data showed that most children entered the Reception class with knowledge, skills and understanding slightly below those expected for their age. However, data and evidence in the last two years is showing that children are entering the YR class in line with their age and stage of development. All children settle quickly and make good use of the shared indoor and outdoor area to learn and play. By the end of the EYFS significant progress has been made towards age related expectations for the children who start with us. The percentage of children leaving EYFS with GLD is above national average. Attainment within EYFS is an improving picture with the outstanding EYFS teaching enabling pupils to make strong progress, especially from their average starting points. The large majority of pupils are in line with national age related expectations by the end of Reception in most development areas.</p> <p>The Senior Leadership team work alongside the EYFS Leader and the EYFS team to ensure the statutory policies meet the requirements of Early Years Development Matters. These policies were rigorously introduced to all staff. The EYFS leader has trained staff to carry out Risk Assessments to ensure the safety of the premises and resources for all of the children and there are robust policies and procedures in place to</p>	<p>1</p> <p>Areas for Development</p> <p>Further develop Pupil/Parent Voice in line with whole school development actions.</p> <p>Introduce Building Learning Power workshop for parents/families in EYFS</p> <p>Further develop transition opportunities into KS1</p> <p>To develop roles within the EYFS team and use strengths within the team to enhance EYFS practise.</p>
Outstanding	Grade 1									
Good	Grade 2									
Requires Improvement	Grade 3									
Inadequate	Grade 4									

	<p>support this. The Leadership team works tirelessly to develop teaching and learning across the EYFS Phase through:</p> <ul style="list-style-type: none"> • Rigorous monitoring of teaching, learning and assessments. Regular 'drop ins', formal and peer observations ensure high standards are maintained and rigorous support is planned, delivered and monitored for any underperforming staff. Through half termly moderation of data, pupil Learning Journey's, the learning environment and planning, leadership ensures good learning for all groups of pupils and accelerated learning for some groups is evident. Strengths and areas for development are identified and targeted interventions put into place and monitored regularly to measure impact. High expectations are evident through aspirational target setting. The accuracy of Baseline Assessments is moderated, using a holistic child profiling system, including parental input through home visits and questionnaires, observations and effective partnerships with our local pre-school provider. Half termly assessments inform planning and next steps to ensure good progress for all learners. • A clear programme of CPD, including peer observations and support. Leadership use monitoring and moderation systems, the appraisal process and staff views effectively to plan a robust programme of continual professional development which reflects our school vision of Enthusiastic, Passionate, Highly Skilled Staff. • Developing excellent parental engagement links. An outstanding programme of parental engagement has been developed and implemented resulting in pupils settling in well and enjoying school. Parents indicate that they are well informed and supported and now feel more confident in supporting their children's learning at home. • Ensuring EYFS is a key target within the School development Plan (SDP). EYFS is a key target within the SDP. We continually re-visit the SDP throughout the year, during staff and governor meetings, where progress towards the target is discussed, monitored and developed. The EYFS leader meets regularly with the governors to share and monitor the EYFS action plan and drive improvement within the setting. • Ensuring robust, supportive appraisal procedures are in place and used to drive improvements. Appraisal and pay progression are closely linked. Aspirational targets, linked directly to the Teaching Standards, are set based on previous performance and school development. Rigorous mid-year reviews, including observations, book scrutiny and data analysis, are used to monitor progress towards individual targets (CDM) Support mechanisms are put into place where concerns arise. Safeguarding is our first priority. It underpins all we do. The EYFS leader is the DCPO and has a thorough and clear understanding of safeguarding in the setting. Through a continuous programme we ensure that staff are aware of their Safeguarding responsibilities and act when and where necessary. Records are stored and shared appropriately and all meetings attended. All referrals are accurately made. 	
	<p>Teaching in the EYFS is consistently good and outstanding. All adults within the class have consistently high expectations of all the children. Teachers and additional adults within the team generate high levels of enthusiasm, which encourages participation in all aspects of learning. Children's understanding is assessed consistently throughout lessons, leading to individualised and challenging activities. Time is used well and every opportunity is taken to successfully consolidate and develop new skills that will provide a strong and firm foundation as the children begin their educational journey. Parents and carers are supported using a range of strategies to strengthen the home/school learning process. Children are encouraged to become more motivated and resilient learners, not afraid to make mistakes.</p> <p>A consistent approach to learning supported by observations of the children, support well planned lessons and ensures children's work is appropriately challenging. Lesson observations would suggest that characteristics of effective learning, emotional well-being and enjoyment during lessons are outstanding. This is due to the highly personalised approach to children's individual learning needs and styles; complemented by a range of high quality, appropriate resources in all areas of provision. Staff knowledge of each child's individual needs and abilities is outstanding. Teaching is also undertaken outside the classroom utilising the outdoor environment thus, supporting and extending learning.</p>	<p>To further develop learning opportunities outside.</p> <p>To ensure the balance of teaching and play enables school readiness for all children.</p> <p>To further develop understanding of RRSA with parents.</p>
	<p>All staff, including new staff members to the EYFS are given guidance and support to enable them to work within our school ethos. We are developing our practise in line with the RRSA and this is clearly and regularly communicated to the pupils and parents. Children learn about</p>	

	<p>the RRSA articles in a fun and engaging way and use their knowledge of these to set up class routines. Children with EYFS benefit enormously from having a key person who oversees their learning and development, knows them very well and shares vital information about their progress with parents. The EYFS staff know their key children and their parents exceptionally well. Staff are gentle in their approach and model behaviour so that children learn to be caring and kind to their peers. Children offer and accept help from their peers and are thankful towards them. Staff are highly skilled in implementing the characteristics of effective learning and this is demonstrated in the outstanding behaviour and engagement of all learners within EYFS. Through our Rights Respecting ethos children are encouraged to respect the diversity and differences between themselves and their friends. As pupils begin to mature through the Early Years they start to understand how everyone is unique and special. They learn how and why they must wash hands before meal times and after using the toilet. Staff carry out and regularly up-date Risk Assessments, involving the children, and ensure appropriate safety equipment is used. They teach the children to be aware of how to keep themselves safe especially when in the outside area. Children are familiar with following procedures and practice fire drills on a regular basis.</p>	
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SEF SUPPORTING EVIDENCE

THE CURRICULUM		
<p>ENGLISH Quality & Standards: Evaluation of the development of core language & literacy skills, presentation & current year progress</p>	<ul style="list-style-type: none"> The quality and standards of literacy is good. The majority of observations show that teaching is good or outstanding with rapid improvements where teaching is less than good. For the past three years Perranporth has been developing the standard of writing in the school through adoption of the 'Big Write' initiative. This approach has seen regular 'motivated' teaching of specific writing skills, writing development, higher level talk and the necessary components for writing including SPAG. Alongside Big Write, we have also been developing the quality of marking and feedback to ensure that learners have clear and constructive guidance on how they can improve their work. Both of these approaches have been effective in raising literacy standards. For 2015-16 we have reviewed the school's approach to the teaching of SPAG in order to meet the raised requirements of the New Curriculum and to ensure end of Key Stage SATs assessments exceed National averages. Changes have included the implementation of a progressive scheme of work from Yr 1 to Y6, staff INSET to ensure confidence in curriculum teaching as well as dedicated SPAG teaching time each week. 	
<p>MATHS Quality & standards: Evaluation of the development of core numeracy skills, mastery, presentation, current year progress</p>	<ul style="list-style-type: none"> The quality and standards of maths is good. The majority of observations show that teaching is good or outstanding with rapid improvements where teaching is less than good. Perranporth has been developing teaching and learning approaches in maths to enable children to meet the demands of the Mastery Curriculum. We have worked alongside partner schools and The Maths Hub to develop aspects of our teaching in line with the mastery expectations. This has seen has strong emphasis put on fluency in maths, reasoning, conceptual variation and problem solving. Most significantly we have been raising the levels of challenge that is required of pupils to meet higher standards. Our maths teaching follows the 'Teach, Learn, Challenge, Understand' cycle. Although this initiative is still in the early stages of development, it has had a positive impact on teaching and learning standards with observations showing very encouraging outcomes. 	
<p>SCIENCE Standards and quality of provision</p>	Strengths	Areas for Development
	<ul style="list-style-type: none"> Excellent cross curricular links from topic based approach to science teaching and learning. This ensure that children have holistic learning experiences and understanding how science merges with different parts of the curriculum. Excellent links with secondary school to ensure science learning can be properly resourced and learning experience further explored. 	<ul style="list-style-type: none"> There is a need to further review the science topics that are taught in different year groups and times of the year to ensure that the greatest benefit is achieved. Some science topics would appear to link better with different year group topics or seasons. Although there are ample opportunities to utilise secondary school equipment and resources, the school science resources are somewhat limited and in need of development.
<p>CURRICULUM Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc.</p>	Strengths	Areas for Development
	<ul style="list-style-type: none"> The creative curriculum at Perranporth Primary School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning with an emphasis on experiential learning. 	<ul style="list-style-type: none"> To ensure that all children are independent, resilient learners who are confident to be challenged. This is being addressed through adoption of Guy Claxton's Building Learning Power. Our

	<ul style="list-style-type: none"> Our curriculum provides a broad and balanced platform of learning which utilises a range of learning and teaching styles. Teachers embed key skills in order to prepare children for real-life and everyday situations, deliver knowledge and learning in practical ways and facilitate opportunities where learning and teaching can take place beyond the classroom- outdoors in the school and local community and the wider area, including visits and visitors. Our curriculum also helps our children to develop problem solving skills they can use, apply and transfer to differing situations to enable them to use their strengths in one area to overcome challenges in another. 	<p>aim is to ensure that every child sees themselves as a lifelong learner with an array of learning strategies enabling them to become</p> <ul style="list-style-type: none"> more curious; more willing to take a risk in their learning; more creative; more thoughtful; more ready, willing and able to learn with and through others; more emotionally intelligent. <p>To raise staff and pupil understanding of 'children's rights' and life in democratic UK through achievement of UNICEF's Rights Respecting Schools Award.</p>
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PUPIL GROUPS

SIGNIFICANT GROUPS How the school is addressing any under performance	Pupil Premium & Services Premium	Support and enrichment of Pupil Premium children's provision is addressed through the use of DPP funding. Funding is being used for experienced teaching assistants and teaching staff to deliver bespoke intervention and precision teaching to help close the gap between those children in receipt of pupil premium and their peers. This is high cost but also high impact provision. Our assessments show that it is making a positive difference to our pupils. Additionally we use this funding to cover the cost of after school clubs, music lessons and educational visits for children in receipt of pupil premium. Some children receive social and emotional support and counselling sessions from a trained professional. This funding has also been spent investing in quality computer programs such as Athletics that the children can use both at school and at home to support their learning. We are always looking for innovative ways to invest our funding in order to ensure that pupils receive quality support to make good progress in their learning and development.
	Special Education Needs and EAL	Any underperformance of SEN children is addressed through: <ul style="list-style-type: none"> A central list of all pupils who have an EHC, are 'on alert' or require additional intervention. This list is regularly reviewed, updated and refreshed according to individual pupil need. Pupil's needs are regularly assessed with class teachers and parents to understand and implement the most effective support mechanisms. Where appropriate, Support Plans are created to target the correct support against the level of need. Fluid intervention groups are delivered by teachers and teaching assistants on a regular basis. Intervention and support has specific focus targets to meet the needs of individual pupils and the targets on their EHC plans or SEN Support Plan. Outside agencies and professionals are brought into school to assess and support individual pupils e.g. speech and language, educational psychologist, physio therapy, dyslexia support etc. These professional are also used to meet parents and provide support in the home.
	EAL	<ul style="list-style-type: none"> SEN intervention procedure (as above) followed but focused towards EAL needs and provision. Special EAL/Language support brought into school to offer guidance and support to teachers and teaching assistants as required. Interpreters used to translate parental meetings and support discussions where necessary.

STAKEHOLDER FEEDBACK To support judgements – from pupils, parents and wider community	What we do well	What we could improve
	Parental Feedback <ul style="list-style-type: none"> My child is happy at this school 99% My child feels safe at this school 99% My child makes good progress at this school 96% (1% disagree, 3% Don't Know) My child is well looked after at this school 97% (3% Don't Know) My child is taught well at this school 97% (3% Don't Know) This school makes sure its pupils are well behaved 97% (3% Disagree) This school is well led and managed 97% (3% Don't Know) I receive valuable information from the school about my child's progress 93% (7% disagree) I would recommend this school to another parent 96% (4% Don't Know) 	<ul style="list-style-type: none"> This school deals effectively with bullying 64% (agree) 0% (disagree) 36% (don't know). The don't know responses were often qualified with "We don't know because we haven't experienced bullying at Perranporth School." This means that we might need to be clearer about our approaches to dealing with bullying and the systems we have in place. I am satisfied with the after school clubs and activities provided 87%(agree) 10% (disagree) 3% (don't know). In order to address this we will need to conduct further consultation to identify what after school provision children and parents might prefer or feel that the school is lacking.
	Pupil Feedback <ul style="list-style-type: none"> I enjoy school : 93% positive I feel safe at school : 97% positive I think the children follow the rules: 96% positive I am doing well at school: 96% positive The teaching is good: 98% positive 	<ul style="list-style-type: none"> If I have a problem the lunchtime supervisors deal with it well: 86% positive. We will need to provide further training for lunchtime supervisors in the correct ways of dealing with problems at lunchtimes.

<p>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</p> <p>Key priorities identified through school performance review & evaluation.</p>	<p>1. To meet or exceed English and Maths annual attainment and progress targets – Re, Wr, Ma above National Averages or progressing rapidly.</p> <p>KS2 Targets: Re: 86% at Nat Standard Wr: 83% at Nat Standard Ma: 83% at Nat Standard</p> <p>2. To ensure pupils in KS1 and KS2 achieve higher standards consistently in maths.</p> <p>3. To ensure pupils in KS1 and KS2 achieve higher standards consistently in reading.</p> <p>4. Ensure effective implementation of Target Tracker for both formative assessment and tracking. Embed systems from Year 1 to Year 6.</p>
<p>CONTINUING PROFESSIONAL DEVELOPMENT Key whole school / phase priorities. Detail any upcoming training + highlight impact of recent training</p>	<ul style="list-style-type: none"> • Ensure effective implementation of Target Tracker for both formative assessment and tracking. Embed systems from Year 1 to Year 6. • Ensure Mastery Curriculum is effectively implemented – staff to work with Chacewater School to develop approaches to maths practice. Explore outcomes from Shanghai Maths project and implement effective outcomes. • To raise staff and pupil understanding of ‘children’s rights’ and life in democratic UK. • All children are independent, resilient learners who are confident to be challenged. Attend training on Building Learning Power by Guy Claxton. Implement strategies and values of BLP to whole school and adopt BLP teaching approaches, share with pupils and parents.
<p>SUPPORT PROVIDED TO OTHER SCHOOLS How the school is collaborating with others and taking a lead on school improvement priorities</p>	<ul style="list-style-type: none"> • Support for other TPAT schools through SHIP programme. Working alongside both Mithian, Roche School and Blackwater School offering support, monitoring and evaluation to raise standards across the three schools. • Providing support to other schools within TPAT especially in Special Educational Needs and through the Outstanding Teacher Programme.