

St Minver School Self Evaluation

2015-16

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As a school, we have established a clear remit in our Vision and Aims statement. This was created by, and is important to, everyone within the school community, and reflects what we believe to be, our core purpose. This document summarises how we live up to these aims and where, in the coming years, we aim to make improvements.





Learning for Life

We provide our pupils with a high quality education based on traditional, community values.

- We care for the well-being of every child, giving them a good understanding of how to stay safe.
- We value the thoughts, feelings, skills and opinions of every child, providing them with equal opportunity to participate fully in their learning.
- We provide our pupils with a wide range of opportunities, stimulating interest and enthusiasm.
- We provide high quality teaching and accurate assessment systems to target rapid and sustained progress for our pupils, maximising their chances of exceeding national expectations.
- We use the local environment to enhance and stimulate our curriculum.
- We encourage our pupils to live by traditional values and show good manners and respect at all times.
- We ensure that our community plays a key role in the life of the school and the school plays a key role in the life of the community.
- We ensure that our pupils are prepared for life in a global community.





"We care for the well-being of every child, giving them a good understanding of how to stay safe."

What we do well

Our pupils have regular training on e-safety and take part annually in e-safety day. The local police also provide our pupils with an annual safety talk, which includes safety online and personal safety.

We follow the R-time program, and pupils have weekly input on the R-time values, which form the basis of our 3 school rules.

The school promotes an ethos of mutual respect between all members of the school community and this is often reflected in awards certificates at the end of the week.

The school regularly holds events to promote beach safety amongst the pupils, and has taken part in the RNLI "Hit the Surf" initiative.

The school runs Bikeability training for pupils in Year 5, teaching them road awareness and how to stay safe whilst on two wheels.

The school keeps clear care plans for all pupils with individual needs and these are distributed to all staff. The school is a nut free zone and has allergy tables available at lunchtimes.

The school has clear child protection procedures and our policy is available online. All teaching staff have completed the "Prevent" duty training and senior child protection staff have completed the home office training on FGM. All visitors to the school are signed in and regular volunteers and staff have completed all statutory checks before working at school.

Attendance at the school has improved in the last two years and is now in line with national figures. The attendance of specific pupil groups, such as pupil premium and children in care, are all in line with the school's other pupils.

What we aim to improve

This year we are aiming to improve our systems for pupils attending clubs, as historically some of these systems have not run smoothly.

We aim to improve our attendance further by working with our families on term time holiday solutions.





“We value the thoughts, feelings, skills and opinions of every child, providing them with equal opportunity to participate fully in their learning.”

What we do well

Our school council plays a key role in the planning and development of the school. They are especially active in fund raising and responding to the concerns of their fellow pupils. In the past year they have been particularly keen to develop lunchtime games and develop the school statement of values.

Our staff work hard to ensure that they are approachable and empathetic towards our children. This is a particular strength of the school.

Learning across the school is always personalised towards the needs of every child. Pupils with identified SEND have specific learning plans, developed in conjunction with the pupil, parents and class teacher and our more able children benefit from additional support in lessons and in intervention groups. Whatever their ability, class teachers will provide differentiated support for all pupils. Children with more severe SEND have 1-1 support and individually tailored learning plans, specific to their needs, so that they can make accelerated progress in their own area of need. The performance data later in this document demonstrates the effectiveness of this provision.

Our lessons are often designed to provide opportunities for peer mentoring, so that all pupils are able to benefit from learning in a collaborative environment.

Weekly celebration assemblies recognise the accomplishments of our children in a very wide field of achievement.

What we aim to improve

This year, we are introducing aspirations awards that will allow our children to show their achievements outside of school in a very wide range of fields, including music, volunteering, ambassador, computing and science, amongst a wide range of others.

This year we will also be further developing the role of peer mentors and introducing the role of peer counselling.





"We provide our pupils with a wide range of opportunities, stimulating interest and enthusiasm."

What we do well

At St Minver School, we pride ourselves on the opportunities that we offer our pupils throughout their time with us.

The school is particularly well known locally for its dramatic productions. Pupils from both key stages put on incredible performances at Christmas and then, at the end of the year, the departing Year 6 put on a musical extravaganza for the community. Last year we put on *Beauty and the Beast* and the year before that, *Mamma Mia*, always to huge critical acclaim from the audiences.

The school also puts on a music festival in the summer term, celebrating the achievements of our many musical pupils, and staff!

The school takes part in three residential trips across the year. Year 4 go to stay at an ecological camp in Truro, Year 5 go to Bristol and Year 6 go to London, both to take in a city experience, that might be out of the norm for a number of our pupils.

The school takes an active role in the promotion of sport, and our pupils attend a number of local sporting competitions and events, including football, tag rugby, netball and cross country.

Our curriculum is designed to ensure that it is broad and balanced and meets the requirements of the national curriculum, whilst also catering for our locality.

We also run a wide range of clubs catering for interests in music, art, technology, cooking and sport, amongst other things.

Throughout the year, we take our pupils on a wide range of trips and visits, as well as having many speakers visit the school. Last year we visited places such as the recycling centre, the theatre, castles, churches, beaches and the zoo. We also had visitors to school such as wildlife talks, the science dome and an internationally renowned climber. We also ran theme days in school, such as Romans and World War II.

As part of a Multi Academy Trust, we also take part in opportunities provided by the Trust. Last year we visited the Minack theatre to watch an outdoor production of *"The Sorcerer's Apprentice"* and took part in the *"Aspire Games"* at Par athletics track. We also went on a joint visit to London to the Olympic village, aquatic centre and cycling track.

What we aim to improve

This year we will aim to keep up this level of interest for our pupils, whilst also considering any additional opportunities provided through the community, staff or trust.





“We provide high quality teaching and accurate assessment systems to target rapid and sustained progress for our pupils, maximising their chances of exceeding national expectations.”

What we do well

The quality of teaching at St Minver school is very high. Over the last two years, we have had a number of lesson observation opportunities through our own SLT as well as visiting senior leaders from across the trust, and no lesson has ever been observed to be less than good. A large percentage have been graded outstanding. The staff enthusiasm for their work and the support that they receive from their TAs, is exceptional.

As a school, we provide our staff with high quality resources with which to carry out their teaching. Regular monitoring of books, data and interviews with pupils and parents, all help us to ensure that our children are given the best opportunities to succeed.

Last year, we began the system of transition from the old curriculum to the new, and established the assessment criteria towards which we would be working. We are using a system called "Classroom Monitor" to track the progress of our pupils against the expectations of the new curriculum. This system allows us to track, at any given point, how many children in each class, from any group, are on track to meet the age related expectations of the new curriculum. This year, it is a performance target for all staff to ensure that 85% of their pupils meet the expectations of the new curriculum at the end of the year.

High quality marking ensures that children are clear about their next steps and how to improve their work. Children are given regular opportunities to reflect on their marking and offer improvements.

We provide targeted teaching for identified groups of pupils across the school, such as pupil premium, children in care and higher ability pupils, which is delivered regularly by our deputy head and two other support teachers.





And so how is this reflected in our results?

Our three year trend for KS2 results looks like this:

	Reading			Writing			Maths		
	Sch 2015	Nat	Sch 3 Yr	Sch 2015	Nat	Sch 3 Yr	Sch 2015	Nat	Sch 3 Yr
L4+	93.8%	89%	92%	81.3%	85%	87.5%	87.5%	86%	90.9%
L5+	46.9%	50%	62.5%	31.3%	33%	27.3%	34.4%	42%	51.1%
APS	29.4	29	30.2	27.8	27.9	27.9	28.5	29	29.8

We can see that the school usually performs significantly above national expectations in reading and maths. This year we were still above at Level 4+ but falling below our usual standard in achieving Level 5. Our average point scores, however, were still broadly in line with national this year, and over a three year period, are above for all areas.

Although writing at level 4+ has been in line or above national averages, Level 5+ has dipped below National averages over a 3 year rolling percentage, yet our GPS scores show that children are achieving well above the national averages for level 4+ and level 5+.

GPS results	2013		2014		2015	
	Sch	Nat	Sch	Nat	Sch	Nat
L4+	89.6%	74	81.4%	76	90.6%	80
L5+	58.6%	48	51.8%	52	59.4%	56

Our disadvantaged pupils also achieved an APS of 27.9 across all subjects, which is 0.7 above the national figure for similar groups. Their value added also exceeded national results in all areas.

Our BME pupils also exceeded national figures and those for others in our school in all areas at both L4+ and L5+.

Our SEND pupils with a statement also exceeded the APS for pupils nationally in all areas.

We can see therefore that achievement for all pupils is high.

In 2015, progress of our pupils throughout KS2 was lower than national, other than in reading, for reasons explained in a separate document. However, progress of pupils throughout KS2 over a three year period is high.





This chart shows APS progress throughout KS2 for the last year, and over the last three years.

	Reading	Writing	Maths
School 2015	13.4	12.1	11.6
School 3 yr	13.7	12.4	13.7
Expected	12	12	12

Our closing the gaps data shows that the value added for our disadvantaged pupils is higher than for the other pupils in our school. This shows that the additional resourcing being provided to them is having a positive effect.

Early Years

Our early years data for 2015 shows that 63% of our pupils achieved all of the Early Learning Goals. This is compared to 66% nationally and so is broadly in line. Our EYFSP score was 34, compared to 34.4 nationally. This is despite having a difficult year group with 40% of pupils being summer born. All of these pupils made excellent progress from their starting points. An action plan is now in place to support those pupils in Year 1 who did not achieve the ELG.

Year 1 Phonics Test

Throughout KS1 we teach letters and sounds curriculum to pupils in streamed groups. We can see how effective this has been this year as 91% of our pupils passed the screening test as opposed to a national result of 77%. One of our pupils who did not pass has severe SEND and was unable to participate in the national curriculum but was taught on an individual timetable. Pupils from all groups exceeded scores nationally.

The numbers of pupils passing this test in Year 2 was 87%, compared to 90% nationally. (cumulative figures) Of the three that still have not passed, two were off school for a significant amount of time last year with medical conditions and the other joined us in the Summer term. These pupils are all receiving individual support in Year 3 to ensure that they are able to catch up.





Key Stage 1

Our results at Key Stage 1 were significantly above national in all areas, in particular at L2A+ and L3+

	2A+(nat)	L3+ (nat)	APS (nat)
Reading	73% (62%)	43% (32%)	17.3 (16.6)
Writing	50% (41%)	27% (18%)	16.4 (15.3)
Maths	57% (55%)	37% (26%)	17.1 (16.3)
		ALL	16.9 (16.1)

Although the performance of disadvantaged pupils was low, this only consisted of three pupils. Two of them had significant absences and the other joined us late in the Summer term. Both are part of effective catch up programs in school.

Our BME children performed in line with national and peers; children with SEND performed in line with similar children nationally.

Across the rest of the school

Despite moving to a new system of assessment last year, based on the new national curriculum, during this transitional year, we continued to measure the progress of pupils against the old curriculum standards to ensure that we could keep a close eye on progress.

Average progress across all classes in KS2 was: Reading 3.4, Writing 3.3 and Maths 3.3

Year 6 had to make a significant catch up last year, in order to secure good results for the class. The Year 6 progress in 2014-15 was: Reading 3.1, Writing 4.7 and Maths, 3.8, showing excellent progress, especially in writing, which was an externally moderated result.





Our children in care made good progress across the school. We only have children in Years 3 and 4 and their average points progress were as follows:

	Year 3	Year4
Reading	3	4
Writing	4	2 (although APS is 1.5 points higher than the rest of the class)
Maths	4	4

Our pupil premium children also did well over KS2. There were 15 children over the 4 years and their average progress was: Reading 3.5, Writing 4.2 and Maths 4 and so all made excellent progress.

In Year 6, the 7 pupil premium children all made exceptional progress, achieving 5 points in both writing and maths and 2 points in reading, although their final APS was higher than their peers (29.9 as opposed to 29.3)

Summary

Despite some disappointing results last year, the longer picture shows that the performance of pupils at the school is above national averages in all areas and that our systems for supporting pupils in vulnerable groups are particularly effective.

What we aim to improve

This year we are putting systems in place to secure the performance of our higher achievers and we are targeting the improvement of writing across the school with CPD, inter school moderation and cross curricular writing opportunities. We are also highlighting the celebration of high quality writing across the school.

We are also introducing Classroom Monitor as the sole system of tracking progress towards the expectations of the new curriculum.





" We use the local environment to enhance and stimulate our curriculum."

What we do well

St Minver school is fortunate enough to be set in amazing environment and, as a school, we do our best to ensure that we take full advantage of this.

Our classes make regular visits to local beaches, the local church and this year, we have purchased a minibus to help make access to these places even easier.

We are working as custodians of Lundy Bay, alongside the National Trust.

On our school site we have developed our own Forest School and Science Garden, and Key Stage 1 have lessons out there on a weekly basis.

We also have regular session out on the estuary with the local sailing club and around 40% of our pupils in upper KS2 have weekly sailing lessons and achieve Nationally accredited Sailing awards.

We also make use of the local golf and country club, The Point. We go there for weekly running club, triathlon and golf activities.

Some of our pupils in Key Stage 1 take part in a wildlife rangers club, helping to look after our grounds and environment.

Year 4 camp is based in Cornwall, near Truro. The children learn all about their local wildlife, sustainability and the environment, including Bat walks and environmental science.

What we aim to improve

This year we would like some of our staff to gain additional qualifications in skills such as forest school and outdoor leadership.

We would like to look at opportunities to further develop the local curriculum, such as by developing a Beach School, furthering our links with the National Trust.

Gain minibus driver qualification for more staff

The PTA are looking to support the school in developing the playground environment further.





"We encourage our pupils to live by traditional values and show good manners and respect at all times."

What we do well

At St Minver School we are especially proud of the manners displayed by our children at all times. As we walk around the school, or show visitors around, our pupils are especially polite and courteous. On all of our school trips, we receive comments from the public and other staff about how well our children behave and their impeccable manners.

This is down to a relentless drive on manners and etiquette at school. All staff share responsibility for this and all staff enforce it, if necessary.

We have a clear set of class and school rules and this year, our school council have drawn up a statement of values to reflect our shared values as a school. This includes values such as manners, respect, kindness and honesty. These have been drawn up this term and form a regular discussion point in class and assemblies.

The school also reflects Fundamental British Values through this statement and through assemblies and PSHE sessions. Regular discussions on tolerance, respect and equality take place throughout the school. The school also has regular visits from local MPs and, whilst in London, Year 6 make a visit to the Houses of Parliament in order to find out a bit more about democracy.

The school also holds an annual St Piran's Day celebration to help the children identify with Cornish customs and values. The day includes dancing and song as well as cookery, poetry and religious observations in our County.

Throughout the school, Prefects play a key role in looking after their fellow pupils both at lunch and breaktimes. This is a task which they carry out willingly and extremely effectively.

What we aim to improve

In the coming year we aim to increase the explicit teaching of fundamental British Values across the school through the development of opportunities in PSHE, assemblies and the wider curriculum.





"We ensure that our community plays a key role in the life of the school and the school plays a key role in the life of the community."

What we do well

St Minver School is seen as being at the heart of its community and barely a day goes by without someone visiting. Local vicars and other members of the church community make regular visits to assembly, and the "Open the Book" assembly runs regularly on a Monday, re-enacting stories from the Bible.

Our school is taking part in the Endelentia project and holds a regular story exchange in school with local story tellers from the community visiting and taking part.

We recently took part in the Bike Lights Festival in Wadebridge, with our pupils making some incredible creations to attach to their bikes and cycle through the town.

We hold an annual Fun Run, for which people come from far and wide to take part, and we also hold the community bonfire celebration on November the 5th, a key event in the annual community calendar.

The Lingham Hall committee helps us to run our school hall, which is used on most evenings for a community event. Bowling happens at least twice a week and it is also used for community badminton and cricket clubs.

The school contributes to the local paper, the St Minver Link, and they have also sponsored the school for a number of things, such as a storyteller visit last year.

The school also has a choir, which visits local residential homes and joins in with church celebrations around Christmas time, Remembrance and Harvest.

The local Advisory Group that supports the school is made up of representatives from a number of local groups, including Parish Councils, local businesses and restaurants.

Our school canteen menu is put together with the support of local restaurants and a nutritionist, which helps us to provide the best possible meals for our pupils.

What we aim to improve

This year we aim to improve our use of social media to promote what is going on in the school.

Our Aspiration awards will also encourage children to volunteer in their community or represent a good cause.





"We ensure that our pupils are prepared for life in a global community."

What we do well

At St Minver School we aim to ensure that our pupils have an understanding of the world beyond their immediate local environment.

Our children attend residential visits in two of the country's major cities, Bristol and London, so that they can begin to see what life is like in an urban environment.

Throughout the school, our religious education curriculum promotes the study of a wide variety of cultures and festivals from around the world. We also have visitors in school, such as Daya, who comes to talk about her Sikh culture and share with children the food, clothing and dance that make her culture so special. Jane Weatherby of Action Aid comes each year to share with the children her experiences of life in a village in South India. The school holds The International Schools Silver Award status.

Many of our teachers have international teaching experience in Asia, the Middle East, USA, Germany and France, all of which contribute to the Global elements of our curriculum.

Throughout school we promote tolerance of others who may have differing views to us. This is done explicitly through assemblies and also through RE and PSHE lessons.

The school makes good use of ICT and e-safety to ensure that our pupils realise that the world is a very small place, and several classes have penpals that they write to in different countries.

The school takes advantage of opportunities, such as the Olympics and the World Cup to raise awareness of world cultures. Assemblies regularly cover topics on current affairs such as immigration and migration.

We study French in Key Stage 2 and use this as an opportunity to look at the culture and traditions of the country and how they compare with ours.

What we aim to improve

This year, we hope to make a strong link with a school that we have visited in London to share the culture and traditions of both schools, and to help our children get a deeper understanding of Black History and other Ethnic Minorities that make up our country. We are also looking to develop further links with schools abroad through our language studies.

