

Conisbrough Ivanhoe Primary Academy Self-Evaluation Summary Sheet

School	Conisbrough Ivanhoe Primary Academy		Date: September 2017
SECTIONS	SUMMARY EVALUATION		
School Context	<ul style="list-style-type: none"> ▪ The school continues to grow and is oversubscribed: 316 pupils in September 2017 from R-Y6 with 51 children in Nursery. FSM and SEN above national average. Predominantly White British. ▪ 78% of children in bottom 30% nationally IMD. ▪ 50% of children in bottom 10% nationally in terms of Education, Skills and Training Deprivation Domain. ▪ Children enter Nursery below national expectations. 		
School Improvement Priorities	<ul style="list-style-type: none"> ▪ Every child to make at least expected progress in core subjects throughout KS1 ▪ Every child to make at least expected progress throughout KS2 in Reading and Writing ▪ Improve the quality of Teaching and Learning in foundation subjects ▪ Develop children's independence and positive attitudes to learning through the promotion of a set of whole school learning behaviours ▪ Raise the profile of Teaching and Learning throughout school, making it the core of everything we do 		
Areas for FS Development	<ul style="list-style-type: none"> • Ensure that flexi-hours and wraparound care (7.30am-5.30pm Monday to Friday) is successfully continued in the Nursery (wraparound care to include F2) Ensure that the F1 experience is stretching, fulfilling and enjoyable for all children regardless of them being 15 hours, flexible or 30 hours. • Plan for a 4 week transition for F1 children to F2 in the summer. • Introduce early years style of provision to Y1 		
Progress in Previous Inspection Key Issues	Key Issue – March 2016	Progress	
	<ul style="list-style-type: none"> • Improve attainment and progress in reading and writing so that it more closely matches that in mathematics • Pupils should learn as well in KS1 as they do in the rest of the school 	<p>91% and 94% in Reading and Writing in 2017, 100% in GPS and Maths. Best performance of any Doncaster school and 4th overall in Doncaster in terms of attainment.</p> <p>Experienced, stable staff in KS1 – setting for maths and phonics. In 2017 KS1 was slightly below national expectations in writing, above in maths and the same in Reading. Four week transition period in FS and KS1 to ensure that maximum progress is made in the following year. Non-negotiable standards to be met prior to transition.</p>	
Achievement	<p>Strengths: Conisbrough Ivanhoe was the best performing school in Doncaster in 2017 according to government figures: top percentile in maths, third percentile in Reading and Writing.</p> <p>Areas for Development: We need to ensure that achievement in FS and KS1 matches achievement in KS2 – which will improve our attainment.</p>		

<p>Teaching</p>	<p>Strengths: Monitoring has shown teaching to be excellent –eight teachers in the school were trained as part of the Graduate Teacher Programme/ Schools Direct at Ivanhoe and one has completed their MAST training. CPD is an important part of our commitment to excellence in teaching: we have three teachers on RQT courses, five on NPQL courses and the headteacher on the NPQEL. Teachers are highly motivated and with high expectations for their children. LSAs are well qualified and highly motivated and organised, Ofsted wrote in 2016: ‘The support that pupils receive from teaching assistants is exceptional.’</p> <p>Teachers work very closely with Parents to monitor and assess children’s progress – Parents like the accountability of reporting three times a year. Increasingly, our Humanities delivery is becoming richer and more exciting whilst supporting the English and maths that we deliver.</p> <p>Areas for development: We need to change the format of our parents’ evenings so that they become working consultations on ‘live’ data using our assessment systems – this will give parents insight into the standards at which children are expected to work to reach age related expectations. These meetings will need to be longer and focussed on how children can improve.</p>
<p>Behaviour and Safety</p>	<p>Strengths: Behaviour is excellent in school. In 2016, Ofsted wrote: ‘the expectations for behaviour in the school are high; bullying is rare as is disruption in lessons from poor behaviour. Records of behaviour incidents are meticulous, these and other records are of a high quality...’ In terms of safety, Ofsted said: ‘the safety of pupils in the school is a priority and safeguarding arrangements are fit for purpose...’</p> <p>Areas for development: We need to change our manual reporting systems to a software system for reporting child protection, safeguarding SEND, attendance, behaviour, bullying and so on (CPOMS) so the system is more efficient and more ‘joined-up.’</p>
<p>Leadership/Management</p>	<p>Strengths: Excellent senior management team which includes SBM, AHT, DHT and HT. Excellent relationship with very ‘hands-on’ Chair of Governors. Excellent middle management team of four phase leaders. A shared vision amongst all those who teach. Excellent relationships with parents and the community. The governing body is highly skilled and capable and they work very hard for the school.</p> <p>Areas for development: Four posts are coming to the end of their term in early 2018 on the governing body. The new governors need to be inducted successfully to ensure the smooth running of the governors.</p>
<p>Overall Effectiveness</p>	<p>This is a school that is in the bottom half of Doncaster’s schools in terms of the average IMD score, but it is the best overall performer in the LA and the 4th overall purely in terms of attainment (2017). This is a supportive, highly cohesive learning community where children receive excellent teaching. All teachers have the highest aspirations for all children.</p> <p>We are an extremely popular school and absolutely bursting at the seams with children who have left other local schools to attend Ivanhoe; we have doubled in size in ten years and would be much bigger if we had more classroom space. We continue to look for ways of changing and improving what we offer – such as the introduction of the Learning Behaviour focus (with certificates and reward cards – including changing the gender of our knight to give equality to female pupils), the introduction of teacher triangles the change in reporting to parents and the 4 week, whole-school transition period.</p>