

SCHOOL	St. Egwin's CE Middle School	HEADTEACHER	Nick Pullan	DATE:	October 2018
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SCHOOL CONTEXT:
The school is an average-sized middle school although the number on roll is rising. Most pupils are White British. The % of minority ethnic pupils, EAL and Pupil Premium is lower than average. There have been significant changes in leadership and staffing restructure from September 2017.

SUMMARY: St. Egwin's CE Middle School is a Good school.

The school is at its largest following a period of growth to match the growing population of the town. The planned expansion will help the school to secure its financial position and develop the pathway to a very successful high school (Prince Henry's) for more pupils.

Staffing is stable with some recent excellent appointments (especially in core subjects). Many staff taught in the school at the time of the last inspection. There has been a change in the school leadership (September 2017) with an internal appointment of the Deputy HT to the HT post. The senior team are increasingly effective. There has been a change in the leadership of English and Maths since 2013 and both departments are now well-led and very well-placed to drive the improvements that the senior team and Governors believe are integral to moving the school forwards. The governing body has changed significantly in this period as is better placed than it has ever been to understand the strengths and weaknesses of the school and provide the challenge to the senior team to ensure rapid progress towards the school strategic priorities.

Teaching and learning remain strengths of the school. Pupils' attendance, conduct and learning behaviours are very strong and pupils are well taught. There is some variation in the quality of T&L across the school and in the leadership of subjects but there are robust systems in place to make improvements rapidly.

Outcomes are good while the children are in the three years of education at the school. In spite of some considerable weaknesses in the KS2 progress and attainment, as they move through the school, progress accelerates greatly leading to very strong KS3 outcomes on exit. Children arriving at the school in Y6 have been well-taught but a significant proportion of them are not adequately prepared for the statutory testing 30-weeks later. The KS2 curriculum is effective in developing a strong basis for future success and engenders a love for learning. It has remained steadfastly broad and balanced in spite of pressures to narrow the curriculum to focus on testing in a minority of subjects. The 3-year improvements in KS2 are much less than we would like and the school is now has systems in place to better analyse gaps and intervene effectively earlier. We are confident that these changes will bring about a steady and more rapid improvement in KS2 progress and attainment.

Highly effective pastoral care, development and support are real features of the school. The staffing, systems and high expectations combine to create a happy and safe environment where all pupils are seen as individuals and the most vulnerable are incredibly well supported. Pupils love our school because it allows them to learn in a positive atmosphere, provides a rich educational experience and supports them when they struggle.

PREVIOUS INSPECTION [Grade1, June 2013] Key Issues	Progress since previous inspection
<ul style="list-style-type: none"> Increase the proportion of lessons that are outstanding by making sure that the quality of all teachers' questioning. 	<ul style="list-style-type: none"> Improvements in KS3 attainment and better diminishing of the difference for disadvantaged pupils. Peer-to-peer work and engagement with outside support is promoting a more responsive strategy. Academisation plans are moving forwards positively and planned collaboration will be a strength. PAN increase. Behaviour management improvements. Successful focus on learning behaviours. Shift towards more mixed ability teaching in core is supporting closing the gaps. Mental Health: development of provision and increased support for more pupils.

OVERALL EFFECTIVENESS: In making this judgement, the school should take account of the four key judgements **2**

Specific focus on >The quality of teaching, learning and assessment; personal development behaviour and welfare; pupil outcomes; SMSC	The new senior leadership team (SLT) and Governing Body (GB) have a clear idea of the areas of the school where improvements are needed and are focussed on what needs to be done to achieve this. Increasingly effective systems for monitoring the School Development Plan (SDP) are supporting the GB's work. Outcomes in Maths & English were good or better for the leavers in 2018 with the school's best exit data since GL testing was introduced in 2016. The attainment gap between the disadvantaged and non-disadvantaged pupils closes dramatically as pupils move through the school – with PP group attainment being in-line with or beyond national expectations for all children. The in-year progress of disadvantaged children is greater than that of those not eligible for PP. Although the 3-year trend in attainment is up slightly @ the end of KS2, there is much more work to be done in terms of improvements in attainment and progress of all groups. Pupils' attendance, conduct and learning behaviours are very strong and pupils are well taught. SMSC is very good and pastoral care is outstanding. Excellent relationships across the school are a feature.
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EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT The leaders' & governors' vision & ambition for the school, high expectations, rigour of SSE, curriculum, pupil progress & pupil outcomes, Parental relationships, Safeguarding	Strengths	• 2	Areas for Development
	Leaders and the GB set high expectations of the staff and the pupils. All leaders are ambitious for the school.		The GB needs to use systems of monitoring the SDP to better challenge the SLT.
	Leaders and governors are highly focussed on what needs to be done to allow all to achieve highly. Governors play an increasingly active and effective part in the leadership of the school. External support is acted upon swiftly.		Ensuring that the new senior leadership team and middle managers have to capacity to drive improvements. Governors to have a clear idea of the school's improvement priorities and monitor closely (through a line of inquiry and impact logs) the SDP.
	Safeguarding, welfare, pastoral support are highly effective.		Improve the Mental Health (MH) provision to support a greater number of pupils with complex vulnerabilities so they do not fall behind their peers.
	Continuing Professional development (CDP) is well embedded in the school's improvement practices. 25% of staff are taking part in NPQ qualifications currently.		Use external support to appraise the Governors' skills and train them better.
The broad and balanced curriculum is well-designed to maximise achievement, and both inspire and meet the needs of the children.		To reduce the variety on the quality of teaching and learning.	

TEACHING, LEARNING AND ASSESSMENT Quality of teaching & its impact on learning, Pupil expectations, Match / quality of work, Effectiveness of assessment & feedback Teaching of key English & Maths skills	Strengths	• 2	Areas for Development
	Teaching is good over time – evidenced by quality of work & progress in books and all other monitoring aspects.		Ensuring that there is more consistency in standards of QFT across all departments and school. To ensure that the marking policy is closely adhered to and impacts on progress.
	High expectations, challenge & independence allows most pupils to take strong ownership of their learning, shown by their positive learning behaviours and engagement.		To challenge the pupils who could work harder to take responsibility for their learning. To reduce 'wasted time' in lessons to a minimum.
	Excellent relationships in the classroom and exemplary conduct allow teachers to develop pupils' curricular skills, understanding, knowledge and RWMC quickly. Pupils thrive in extra-curricular activities.		To develop the teaching (and standards) of writing across the school.
	Pupils focus well in lessons and the majority understand what is required to improve.		To enable all learners to understand their next steps better by providing the most effective forms of FB in a highly efficient way. To develop the quality of information provided by the tracking system to forensically analyse progress and attainment.
Pupils are resilient and are happy to be challenged.		To support more vulnerable learners who have resilience issues in their learning or in their lives.	

PERSONAL DEVELOPMENT, BEHAVIOUR WELFARE Includes separate judgements for behaviour & PDW, Attendance/punctuality Pupil attitudes to learning, leadership and empowerment	Strengths	• 1	Areas for Development
	Behaviour is typically excellent; relationships at all levels are excellent. Children love coming to school, value their education and thoroughly enjoy the challenge in their lessons.		To support and challenge the small minority of pupils who are less confident and those who take less pride in their work.
	Are confident and proud of their achievements in school. They respect all members of the school community.		Develop pupils' leadership through planning (especially worship) and taking responsibilities for roles within school.
	Pupils are very confident to report negative behaviour, including bullying through the online/anonymous 'button' or through their pastoral staff and have confidence in the school's response.		To embed the e-tech platform (CPOMS) into behaviour management routines.
	Pupils actively support many charities, are excited about getting involved in enrichment activities and community roles.		Developing pupils' resilience. Supporting learning by creating enhanced provision for more vulnerable learners/families.
	Mental Health provision supports a significant number vulnerable pupils/families.		To enhance the provision for information and guidance on careers.
	Attendance is high and exclusions are low. SMSC developments helps pupils to be self-reflective, aware of the world and see their part in their community.		

OUTCOMES Current standards & progress in English & mathematics Pupil achievement & progress Progress of disadvantaged, SEND and more able pupils, Standards across the curriculum	Strengths	• 2	Areas for Development
	Attainment was Ma 92% and En 97% (ARE) @ end of Y8 in 2018. Attainment of current Y8 was Ma 81% and En 90% (ARE) @ end of Y7 in 2018.		To ensure that all pupils are supported in KS2 to make sure that they do not fall behind.
	As pupils move through the school, outcomes improve for most subjects. Some subjects improve rapidly.		Increase the combined RWM @ end of KS2 in 2019 from 48% to 53%.
	Ma, Read, Writing & SPAG disadvantaged gap @ KS2 closes rapidly and PP children attain in line or above the national average.		To close the gap at the point of statutory testing more rapidly to support all learners to attain higher in KS3.
Progress of EAL and SEND pupils through the 3-years of school is in excess of the rest of the school in both English and Maths. All groups! Progress!		To ensure that there is a continuation of the closing of the gaps for SEND, EAL and disadvantaged pupils in all year groups. The three groups should make more progress than the rest of the school.	

SEF SUPPORTING EVIDENCE

THE CURRICULUM		
ENGLISH Quality & Standards: Evaluation of the development of core language & literacy skills & current year progress	Attainment was 97% (ARE) @ end of Y8 in 2018. Attainment of current Y8s was 90% (ARE) @ end of Y7 in 2017 (GL testing scores). Attainment is increasing slowly in Read and Writ. Progress measures in 2018 @ end of KS2 below and well below average for reading and writing respectively. There was a similar pattern for disadvantaged pupils. Pupils read well across the curriculum. Pupils achieve better in Reading than Writing. The teaching of reading and writing skills is strong across foundation subjects in KS2 and improving in KS3.	
MATHS Quality & standards: Evaluation of the development of core numeracy skills & current year progress	Attainment was 92% (ARE) @ end of Y8 in 2017. Attainment of current Y8 was 81% (ARE) @ end of Y7 in 2017. Attainment is increasing slowly in Maths. Progress measures in 2018 @ end of KS2 below average for maths. There was a similar pattern for disadvantaged pupils. 39% of leavers attained at least a year ahead of expectation in 2017. There has been a strong emphasis on developing reasoning skills and pupils tackle the KS3 curriculum with confidence.	
SCIENCE Standards and quality of provision	Strengths	Areas for Development
	Strong curriculum knowledge amongst the specialist staff team and excellent facilities	Develop the use and impact of IT platform, Kaboodle.
	Outcomes are very good across all year groups historically.	Re-fit of lab2.
CURRICULUM Quality of overall curriculum provision, particularly for non-core subjects, extra-curricular opportunities etc.	Strengths	Areas for Development
	Our curriculum is broad. We begin that breadth in KS2 and extend into KS3. Extra-curricular activities are excellent.	To ensure that there is progression between each year group, KS and transition points. A curriculum review.
	Leadership of most subjects is good; some are excellent.	To develop writing across the curriculum and pupil awareness of mental health issues. To ensure that there is consistency in the quality of leadership of subjects.
PUPIL GROUPS		
SIGNIFICANT GROUPS How the school is addressing any under performance	Pupil Premium	Our present internal assessment and GL tests shows that we are closing the gap. The large gap @ KS2 shrinks by the end of Y8. 2018 leavers had only 1pp difference between Eng PP/Non-PP (both attaining well over the national average for all pupils). The attainment gap was bigger in Maths but the PP group was only 1pp off National ARE. There is an effective PP plan in place (mini-review with LA Sept 18) and governors have good skills in monitoring progress.
	SEND	SEND groups make more progress than the rest of the school. Smaller groups and generous TA provision is supplemented by many interventions in both KS2 and KS3. Flexible approaches to setting allows expectations of pupils to remain high.
	Both PP & SEND	This group makes more progress than the rest of the school in their 3-years at the school.
	EAL	EAL groups make more progress than the rest of the school.
STAKEHOLDER FEEDBACK To support judgements – from pupils, parents and wider community	What we do well	What we could improve
	Pupils enjoy school, reflected in high attendance thanks the rich and challenging curriculum which the school offers and great relationships.	Develop the report to parents at half-year. Communicate better using social media. Further develop the website.
	Parents say that they are very happy with school. They appreciate the effort and hard work of staff in supporting their children.	To increase the numbers of parent/carers attending school for consultations and workshops.
SAFE-GUARDING Effectiveness	Most recent effectiveness audits and strengths. WSCB audit in 2018.	Areas for improvement/development
	Safeguarding is highly effective – all systems, policies and procedures are up to date and regularly reviewed.	Develop a suite of training materials to improve staff CPD.
	Staff Safeguarding training is also fully up to date, including that of the DSL team.	Link staff safeguarding skills to appraisal.

Two DSLs sit on strategic safeguarding boards as part of the WSCB.

PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	School Learning Improvement Plan Key Focus Areas
	1. KS2 core: develop the strategies to raise attainment/progress to ensure areas of underachievement are addressed urgently.
	2. Assessment: Developing further a forensic picture of where every child is at, across the whole curriculum to ensure maximum gains in both core and foundation subjects.
	3. Curriculum review: to ensure that all departments have an excellent curriculum that challenges all pupils with high expectations.
	4. Teaching and Learning quality: to ensure that there is very little variation in QFT across the school. Teaching over time to be routinely good or better.
	5. Provision for vulnerable learners: make better use of TAs in the classroom.
	6. Mental Health provision: improve the range and number of interventions to be able to support more pupils.
	7. Create capacity for school improvement through academisation, formal collaboration, S2S and other support and by developing the new SLT.