



Self-Evaluation 2018-19 Summary

The effectiveness of leadership and management is judged to be OUTSTANDING

- Ashby Willesley has a culture of high expectation which has enabled pupils at the school to perform strongly in all areas. It has consistently achieved well in national testing based on the broadly average starting points of pupils. It has a strong and proven sporting ethos over many years, which is both inclusive and successful and has, more recently, further embraced the arts to give pupils a broad and balanced curriculum.
- Rigorous self-evaluation and performance management at all levels ensures that any areas for development are rapidly identified and systems and procedures ensure excellent outcomes for groups of pupils are highly effective.
- Senior Leaders and Subject Coordinators are knowledgeable of school standards. They produce informed action plans for their subjects that link to whole school aims. These plans are discussed and monitored by subject governors. Subject leaders are also responsible for setting curriculum budgets and monitoring impact based on assessment.
- Willesley works closely with the Regional School's Commissioner and NLEs to support failing and improving schools, sharing leadership and teaching expertise through the

use of its own SLEs. Reciprocal visits, made for professionals to visit Willesley, have been made over several years, to view and share outstanding practice with very successful outcomes.

- The leadership team and governors consult stakeholders and act, where appropriate, on their views.
- Governance is strong, supporting the school by Governor Visits, book trawls, Curriculum Coordinator meetings and challenges the SLT through good knowledge of performance indicators.
- External challenge is provided through Symphony Learning Trust Subject Coordinator Meetings and use of annual Headteacher triad monitoring visits.

To sustain these standards Willesley needs to...

- To continue succession planning within the school and the governing body, looking at Executive Headteacher/ Head of School Models to ensure it can maintain these standards.
- To assist in the creation of a Teaching School within the Trust
- To ensure that the curriculum continues to be broad and to provide the pupils with even more memorable and lasting learning experiences

The Quality of teaching, learning and assessment is judged to be OUTSTANDING

- Teachers have high expectations for pupil outcomes and insist on high presentation standards, including a cursive handwriting policy throughout school, which demonstrates an ethos of pride and engagement in learning.
- Teacher planning demonstrates excellent subject knowledge and is highly effective in ensuring that all groups of pupils are sufficiently challenged. Rigorous monitoring systems including book trawls and pupil interviews inform the Senior Leadership team about classroom performance.
- 'Otrack' and 'Symphony Ontrack' assessment systems provide accurate in-year assessment data about pupil performance and progress. This is given credence by benchmarking the school against the schools in the Symphony Learning Trust.
- Disadvantaged pupils are closely monitored and provision clearly identified through use of SEN and pupil premium funding. PP funding is successfully used to accelerate progress and narrow the gaps in attainment.

- High quality feedback is given to pupils in a range of forms. This informs next steps for children and future planning of lessons. Children also self-assess each piece of Maths and English work against very concise and differentiated outcomes.
- Lesson observations show that proportions of outstanding lessons are still increasing. 50% in the last round of observations, no teaching was less than good. Teachers are encouraged to visit other schools and to observe other professionals to improve and adapt their practice.

To sustain these standards Willesley needs to...

- Continue to increase % of teaching is outstanding
- Improve the quantity and range of written work in both key stages
- Continue to benchmark using the Symphony Assessment System, National Testing and LA Moderation (Y2&6)
- Ensure that planning for PP has significant impact on learning

Personal development, behaviour and welfare of pupils is judged to be OUTSTANDING

- Pupils' behaviour and the extent to which pupils feel safe at Ashby Willesley is outstanding. Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Willesley encourage others to conduct themselves well and there are many well embedded role models such as peer mentors, lunchtime helpers and buddy readers. Attendance is 97.2%.

- The school works very effectively with outside agencies which offer additional support for the pupils with extra needs, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.
- The school has a robust Anti-Bullying and Behaviour Policy and children have a good understanding of what bullying is and how to deal with it due to high profile anti bullying

strategies such as Anti- Bullying Week and Super You awards. The teaching of the risks of cyber bullying and safety continues to be high profile across the school.

- Impeccable pupil conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low level disruption are extremely rare.
- Staff deal effectively with the rare instances of difficult behaviour, including where communication with parents is necessary.
- The school’s open culture actively promotes all aspects of pupil, welfare. Pupils are safe and feel safe. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- The Purple Parliament (School Council) meet regularly to share views and play an active part in school development (leading assemblies, running competitions and collecting representative ideas from pupil groups).

- Pupils, spiritual, moral and cultural development equips to be thoughtful, caring and active citizens in school and in wider society. We embrace our own culture through celebration of British Values ie. Jubilee Celebrations, UK Day, Remembrance Day. Best of British day, English country dancing, Purple Parliament Democracy.
- Staff have been made aware of current (2018) legislation regarding Safeguarding and the PREVENT duty of care.

To sustain these standards Willesley needs to...

- Further develop the Purple Parliament so that it takes a more active role in the wider community.
- Raise the profile of global citizenship through continuing to develop stronger links with an International School in Sierra Leone.
- Ensure that hard to reach parents are more engaged with their children’s learning by proactive 1:1 engagement by class teachers.

Outcomes for pupils are judged to be OUTSTANDING

Below is a summary of 2017-18 Headline Data

Headline Data 17/18	Ashby Willesley All Children	National (All Children)
EYFS Data % GLD	80%	71.5%
Year 1 Phonics Screening Pass Rate	88.3%	82.5%
KS1 R W M Combined at Expected Level (5 Pupils)	72.9%	65.3%
KS2 R W M Combined Sec Ready (not inc EHCP)	78%	64.4%
Attendance	96.6%	

- Pupil attainment at the end of KS2 is very strong. There is a sustained trend over time of achievement significantly above national averages at KS2 and pupils make rapid and sustained progress throughout year groups across subjects, including English and mathematics. In 2018 KS2 progress in RWM combined was above average. Disadvantaged KS2 pupils’ progress in all subjects was significantly above average overall.
- Pupils Attainment has improved and many areas were Outstanding in National Testing at KS2, 2018. The gap between national averages for RWM and is now 13.6% higher.
- The provision for the more and very able is improved. Lessons are well differentiated with many children challenging themselves and accessing work at mastery level. This is evident in books through Silver Star Challenges.

- Progress is now good. All year groups make above average progress many vulnerable groups are narrowing the gap.
- Children achieve superbly in sporting events. PE premium money is used affectively to provide time, guidance and nurture for all pupils, achieving the Gold Mark in P.E.
- Pupil Premium children make comparable progress to their peers due to targeted intervention and are given support to attend extra-curricular groups and trips.
- Phonics Screening tests at KS1 are consistently above National Average (5.8% in 2018)
- KS2 attainment was Outstanding in KS2
- Evidence in lessons and books show that progress is at least good across reading, writing and maths.
- Lessons provide differentiated activities based on teachers’ assessment of pupil’s abilities. These assessments are accurate and up-to-date.
- A range of activities are in place to support the pupil Premium (PP) group; e.g. before school progress clubs.
- Some Pupil Premium children are in line with age related expectations, are enthusiastic, can summarise main ideas, draw inferences, have intonation.

To sustain these standards Willesley needs to...

- To improve spelling across the school by ensuring that it is taught correctly and expected in everyday writing
- Ensure that more pupils achieve greater depth. Especially in KS2 maths
- Make sure that mastery skills are regularly being accessed across KS2 particularly in maths

The effectiveness of the EYFS is judged to be OUTSTANDING

- Despite entering the school at around expected starting points, the majority of pupils leave Foundation Stage with attainment above national expectations. This is a consistent pattern over many years.
- Pupils currently at the school continue to make good or better progress.
- The quality of teaching from teachers and support staff is consistently outstanding with much excellent practice and, as a result, all groups of children make rapid progress.
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.
- Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of

consistency of judgments as verified by External Moderation at FS, KS1 and KS2 over the last two years.

- The leadership of Foundation Stage is effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings.
- Safeguarding is robust.

To sustain these standards Willesley needs to...

- To ensure consistent high expectations are regularly maintained in the quality of provision across the Foundation Stage

Overall effectiveness is judged to be OUTSTANDING

- By the end of Key Stage 2 pupils achieve well in all subjects despite broadly average on entry data.
- Attainment in Key areas of National testing is outstanding in most areas
- Provision for EYFS and outcomes continue to be outstanding
- Progress in all year groups is now good and in some cases outstanding.
- Attendance continues to be outstanding
- Behaviour for learning continues to be outstanding
- Executive Head Teacher, Head of School, Senior Leadership Team and Governing Body collaborate to successfully improve outcomes for pupils

- Monitoring and Assessment is purposefully used to improve Teaching and Learning.
- Pupils are considerate, thoughtful and keen to do their best
- Teachers have high expectations of their pupils. They plan and teach creative and ambitious, differentiated lessons that enable pupils to develop a range of skills across the curriculum
- Governors provide timely challenge and support and have an accurate view of how the school can be further improved.