



## Crudgington Self-Evaluation Form (SEF) Summary for Parents

Area	Grading	Outcomes	Strengths	Areas for Improvement
Outcomes for pupils	2	<ul style="list-style-type: none"> <li>EYFS has attainment consistently above national averages (2016- school 71% national 66%)</li> <li>Year 1 phonics screen pass rate has risen rapidly and is consistently above national levels including (2016 – school 81% national 77%)</li> <li>KS1 children attaining the expected standard (ARE) in reading writing and maths was above national figures in all cases.</li> <li>Reading 85% (national 74%), writing 70% (national 65%) and maths 85% (national 73%)</li> <li>2016 Key Stage Two SATs: attainment in 2016 at the expected level – against national – was: Reading 47% (national 66%), writing 79% (national 74%) Maths 53% (national 70 %)</li> <li>The 2016 KS2 attainment for children working to a higher standard – against national – was: Reading 26% (national 19%), writing 32% (national 15%) and maths 16% (national 17%) no results were significantly different from national considering cohort size.</li> <li>In 2016, KS2 pupils at Crudgington Primary School achieved the following progress scores – reading 0.34 (national 0), writing 3.03 sig + top 25% (national 0) and maths -1.75 (national 0). Aside from writing, both maths and reading are not statistically different from national results.</li> </ul>	<p>EYFS out comes are consistently good.</p> <p>Year 1 phonics is now a strength within the school</p> <p>KS1 ARE attainment is better than national</p> <p>KS2 writing attainment is better than national</p> <p>KS2 progress in writing and maths is better than national</p> <p>KS2 higher standards are inline or above national standards</p>	<p>KS2 attainment measure needs to rise and be in line with national in 2017 for reading, and maths.</p> <p>KS2 progress in numeracy to rise to be above national average</p> <p>KS1 children working at greater depth in writing to be in line with national average</p>
Personal Development Behaviour & Welfare	1	<ul style="list-style-type: none"> <li>Pupils at Crudgington are confident and self-assured, taking pride in their work, their school and their appearance</li> <li>Children are Resilient, Responsible, Resourceful and Reflective, taking ownership of their personal targets and being fully aware of their next steps in learning</li> <li>Pupil conduct is outstanding in and around school</li> <li>Students are engaged positively at playtimes</li> <li>No permanent exclusions or racist incidents (2013-2017)</li> <li>Children are articulate about keeping safe and avenues of support</li> </ul>	<p>Excellent standards of behaviour for learning</p> <p>Children are aware of how to keep safe</p> <p>Children play an active role in safeguarding</p>	<p>Develop transition between Key Stages and transition to secondary school for our Y6 children.</p> <p>Continue to develop the Safeguarding Squad in school</p>

		<ul style="list-style-type: none"> <li>Attendance has been above national for over four years</li> <li>Student Council children's safeguarding team is in place</li> </ul>	and school development	
Teaching, Learning & Assessment	2	<ul style="list-style-type: none"> <li>Lesson observations &amp; book scrutinies are frequent and focus on progress and attainment; teachers are supported and challenged</li> <li>Problem solving and reasoning in numeracy has had significant investment and is now a strength.</li> <li>Marking and feedback rapidly closes gaps in knowledge and understanding</li> <li>Staff have a clear understanding of what makes 'good and outstanding' teaching.</li> <li>Staff frequently access bespoke training opportunities based on individual/school targets.</li> <li>Children are aware of their targets, next steps and what they need to do to improve.</li> </ul>	<p>83% of teaching is consistently good or outstanding.</p> <p>New summative assessment systems have been implemented</p> <p>Children are engaged with their targets.</p>	<p>Eradicate any teaching that is less than good</p> <p>Target 100% of teaching as consistently good with over half judged as outstanding</p> <p>Continue to invest in staff training &amp; development.</p>
Leadership and Management	2	<ul style="list-style-type: none"> <li>The school has a real capacity to improve.</li> <li>School staff are ambitious for the children</li> <li>School self-evaluation is accurate and has been externally validated</li> <li>Governors are fully involved in school life by supporting school development and challenging/holding senior leaders to account.</li> <li>Safeguarding meets statutory requirements and staff access continual training to keep knowledge up-to-date.</li> <li>Internal data and assessment is used strategically by the senior leadership team to drive improvement.</li> <li>The Governing Body are reflective and have undertaken self-evaluation supported by the Local Authority.</li> </ul>	<p>Cohort &amp; data tracking ensures that needs are targeted quickly.</p> <p>Attainment and progress are improving</p> <p>Subject leaders have a strong overview of progress and attainment across the school</p>	<p>All safeguarding requirements will continue to be met.</p> <p>To further embed mastery standard across the school</p>

Judgement Key			
1	2	3	4
Outstanding	Good	Requires improvement	Inadequate