



Newington Community Primary School



Self-Evaluation Summary Sheet

| SECTIONS | SUMMARY EVALUATION | |
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| 1 INTRODUCTION | <p>School context</p> <p>Newington Community Primary School is a larger than average primary school with 676 children on roll. The school is a three-form entry school, however the school has historically been organised in to four classes per year group, 28 classes, with no class being typically larger than 25 children. This has been supported financially through the school's allocated pupil premium funding. The school is now returning to a three-form entry model, year on year, from September 2023 with current Year R and Year 5 having larger class sizes. This decision was made following an impact versus spend analysis of the strategy. The school has a nursery class and the majority of children attend either the morning or afternoon session. A small number of children attend for 30 hours The main school is typically oversubscribed, serving the densely populated ward of Newington in Ramsgate, however our Nursery tends to have places, particularly at the beginning of the school year.</p> <p>The school is a maintained Primary, overseen by Kent Local Authority. During the last academic year, leaders and governors have pushed for the school to collaborate with other schools and develop stronger networks for working together. The Governors have now made the decision to join a Multi-Academy Trust and the school is currently consulting with a range of stakeholders regarding this.</p> <p>Using the Index of Multiple Deprivation, the school is ranked at 12 out of 462, meaning that 42% of children are eligible for Free School Meals. Our catchment is predominantly white British, resulting in the percentage of children with English as an Additional Language being below average at 4.7%. Currently, 25% (171 children) have a SEND across the school with Communication and Interaction being the main area of need (77%). A further 72 children receive an adapted core offer or are awaiting diagnosis, taking the percentage total to 35%. 27 children have EHCPs and 8 children receive High Needs Funding from the Local Authority. 25% of children across the school have a medical need with 2 of these children being supported full time by specialist paediatric nurses.</p> | |
| 2 PROGRESS IN PREVIOUS INSPECTION KEY ISSUES | <p>Key Issues</p> <ul style="list-style-type: none"> Increase the proportion of pupils who attain the higher levels and exceed expected standards, particularly in Mathematics. Continue the relentless focus on pupils' attendance, and further increase the proportion of pupils whose attendance is at least 95% in order that they benefit fully from the excellent education on offer. | <p>Progress</p> <ul style="list-style-type: none"> See Section 4 Inclusion Team meetings held weekly Attendance Officer appointed with attendance as a key role on the SLT. Attendance as a rolling priority as part of the SDP Targeted meetings arranged with specific families Whole school incentives and initiatives (Project 96) Minibus used to support families with attendance vulnerabilities New Attendance Policy written December 2022 in line with new guidance |
| 3 AREAS FOR WHOLE SCHOOL DEVELOPMENT | <p>To raise attainment in Maths across the school</p> <p>To increase the impact of the school's provision for the teaching of reading</p> <p>To further improve the effectiveness of the EYFS so that a greater proportion of children are ready for Year 1</p> | |



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| | To strengthen the school's behaviour management policies and procedures to ensure consistency and success for all | |
| | To improve the use of assessment across the school to ensure that internal data is robust and reflective of school performance | |
| 4 | Quality of Education | Judgement: Requires Improvement (3) |
| | <p>Intent, implementation and impact of the curriculum</p> <p>The quality of education requires improvement.</p> <p>Outcomes Many children enter the Early Years with a level of development well below that deemed typical for their age. Communication and language is a particular barrier. Reception baseline data shows that, for the current Year 1 cohort, 61% of children were below in PSE at point of entry and 53% in C&L. This gap has widened compared with baseline data from the previous year. Despite being below typical on entry, the proportion of children achieving GLD at the end of Reception is broadly in line with the national average. As the children move throughout KS 1, outcomes are strong in early reading and the proportion of children achieving in the Year 1 phonics screening check is consistently at or above national. Prior to the pandemic, outcomes at the end of Year 2 have either been in line with, or above national averages for reading, writing and mathematics. However, outcomes at the end of 2022 and 2023, show that these standards have been hugely affected by the Covid pandemic and the school's plans to improve outcomes have not always had the predicted impact. This means that without the clear actions outlined in this year's SDP, the school will not be on track to return to pre-pandemic outcomes by July 2024. There are clear plans in place to drive attainment across KS 1 and KS 2 in Mathematics and Reading and working practice to monitor the impact of these plans have strengthened significantly at the start of the 2023 – 2024 academic year.</p> <p>Curriculum Reading Phonics and early reading are taught using the Read, Write Inc programme. This programme is well established and effective, as a result of strong middle leadership ensuring that phonics teaching is consistent, closely monitored, well resourced, and supported by a programme of coaching and CPD throughout the year. Every teacher and TA is trained through a 2-day Read Write Inc course, teachers and TAs attend regular 'Practise Sessions' to focus on teaching specific parts of the lesson, and the school is supported by a Read Write Inc trainer, who has led two development days in school since September.</p> <p>The Early Reading Lead ensures that every child is assessed and grouped accordingly six times a year. In EYFS this happens even more regularly as a result of ongoing assessment and the determination of teachers and leaders that every child makes accelerated progress. The Reading Leader works closely with teachers in EYFS, to increase leadership capacity, and ensure consistency between EYFS and KS1. The Reading Leader has developed a culture of coaching and continual professional development- team teaching and peer observations are commonplace.</p> <p>The Reading Leader has further developed our phonics provision this year, through a focus on reading at home and parental support. There is a consistent approach to reading at home through year groups and the school. Every pupil takes home a book which they are able to decode, and investment in RWI Book Bag books this year has supported this. In EYFS and Year 1, Parents' Reading Afternoons have been very well attended- to support parents' knowledge of how we teach their children to read, and to see RWI in action.</p> | |



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Legacy data and data since the return to school shows that children achieve well year on year. Pre-pandemic outcomes in 2019 showed 89% of children achieving the expected standard in the Year 1 check, compared with 78% in 2022. Disadvantaged children have undoubtedly been more affected by school closures and lost learning. Pre-pandemic, this group achieved above national with 83% achieving the expected standard at the end of Year 1. However, despite strong phonics outcomes, children are not yet able to consistently apply this knowledge to become age appropriate readers at the end of KS 1. Outcomes over the last 2 academic years have been disappointing at the end of KS 1, although the school saw a 9% increase in the 2023 outcomes, results for reading remain below average and this is further reflected in the KS 2 outcomes for 2023. When children have completed RWI, they move on to the Accelerated Reader programme. Reading is tracked by all teachers and training has been provided in the school's expectations when teaching and assessing reading. A key priority for the school is to increase the impact of current reading provision to drive attainment in reading and to strengthen assessment so that teachers are well informed of the gaps in children's learning, using this knowledge to adapt their teaching effectively.

Mathematics

The pandemic led to children returning to school with some significant gaps in their knowledge and teachers have had to focus on how their teaching is adapted in order to close these gaps and ensure progress for all. Outcomes in Mathematics at KS 1 fell by 46% between 2019 and 2022 as the school returned and addressed the gaps in learning created throughout the pandemic. Similarly, KS 2 outcomes were also affected with a 20% difference in the proportion of children achieving at the expected standard by the end of Year 6. This trend continued in the 2023 outcomes with 57% of children achieving at the expected standard compared with 73% nationally. The school has taken robust action to ensure that this patterned is reversed by July 2024 and these actions have been outlined in the current School Development Plan where raising attainment in Mathematics is a key priority.

The Wider Curriculum

The NCPS curriculum content has been planned to develop excellence in each subject discipline, ensuring full National Curriculum coverage, but also with our curriculum drivers in mind- Health, Aspirations, Diversity and Citizenship. It has been planned with an understanding that learning is a change in long term memory: all instruction is to alter long-term memory- if nothing has changed in long-term memory, nothing has been learned.

Subject Leaders have ensured that every subject has been planned with a clear progression throughout the school, with a focus on what the key knowledge is. Subject leaders have supported teachers through Masterclasses, staff meetings, book looks and learning walks in order to develop confidence and expertise in every subject. Moving forwards, the focus is now on how we can ensure that pupils know more, and remember more, of what has been taught as subject leaders focus on retrieval practice and what this looks like across the learning model. Middle leaders have been key in moving this priority forwards, with many of our middle leaders developing their own knowledge of the science of learning through engaging in NPQs. An understanding of how we learn, and evidence on the impact of retrieval practice and dual coding, is the focus for developing the retention of knowledge across the curriculum.

A key focus on our curriculum drivers, by all leaders, has ensured that children are increasingly more aware of other cultures (diversity) and how to maintain their physical and mental health (health). Our key drivers have been informed by our local context, observations of children's behaviours and attitudes and recognising what our children need in order to be able to thrive beyond Newington. Significantly, the drivers also compliment our highly effective PSHE and RSE curriculums whilst ensuring that all subject leaders are held to account for how their subjects encompass these drivers.



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Last year we have focused on ensuring that all groups are able to access a broad and balanced curriculum, ensuring that learning is accessible for all and that no child receives a reduced offer. This year, our focus has turned to the development of language across our curriculum and how all children are supported, through careful implementation, to build stronger vocabulary across a range of subjects. This will further support our work to raise attainment in reading.

Quality of Teaching

School leaders and governors recognise that teaching across the school must strengthen in order to improve outcomes, particularly for children who are disadvantaged. Much has been done over the last two years to eradicate inadequate teaching and the staff team is now in a strong place to move forward and improve. A previous culture of relentless consistency has prevented teachers from being able to suitably adapt their planning and teaching to meet the needs of children in their classes. The introduction of Mathematics Mastery, in September 2023, has provided teachers with key tools to support them to ensure that teaching is more adaptive. Leaders have already seen richer professional dialogue during planning sessions and the school has moved away from an entrenched model of a single teacher planning for Mathematics which is then implemented more widely across the year group. The legacy of a relentless focus on consistency of content rather than consistency of approach has led to gaps widening for some groups of children. Clear messages and expectations for how low attaining children and those with SEND, will be included in the learning in the classroom have been shared clearly by all leaders as part of the implementation of Mathematics Mastery with a member of SLT assigned to ensuring that these messages continue to be heard by all staff. At leadership level, the school is moving away from a “non-negotiable” approach to shaping pedagogy and instead we are working to provide all teachers with the resources, scaffolding and agency they need to meet the wide range of needs in their classrooms.

IDSR Areas of Interest:

The areas of interest within the most recent IDSR are uncharacteristic for the school and do not reflect where the school was in 2019. Leaders believe this to be as a direct result of the Covid-19 pandemic and expect outcomes at each Key Stage to return to pre-pandemic levels by July 2024.

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Behaviour and Attitudes

Strengths:

Judgement: Good

The school has high expectations for pupils’ behaviour and conduct and all ensure that there are clear routines and expectations for all. Staff share a universal “language” adopted to reinforce and model expectations across the school. Children are not as actively involved in contributing to the life of the school as they were prior to the pandemic but this is slowly returning, with the reintroduction of Year 6 Play Leaders and further development of the Junior Leadership Team for example.

Behaviour approaches were adapted when the school returned following the pandemic but this has now settled. Classroom exits have dropped considerably with there being 63 exits concerning 31 children this academic year compared to 167 exits for 61 pupils, in the same period in the academic year 2021 – 2022. Despite this data, incidents of challenging behaviour are rare as all staff aim to create an inclusive environment for all and reduce barriers. Careful planning of unstructured times, enables staff to prepare children for success and remove any barriers that some children may face, particularly when playing on the playground. Lunchtimes are highly structured, particularly in KS 1 to support children to socialise and cooperate with other children and provide good role models for this behaviour.



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Personal Development

Attendance – Attendance for all has been noticeably affected by the pandemic and getting children back to school as regularly as possible has been a key priority for all this academic year. Despite the school being very clear about our expectations for attendance, whole school attendance remains low but improving at 92.04% March 2023. (Improved from 91.95% January 2023). Despite this overall percentage, there has been clear impact from the initiatives that the school have trialled. “The 96% Club” has shown some clear impact when comparing data term on term. At the end of term 2 of this academic year, 270 children across the school had attendance, for that term, of 96% or more. For term 3, this increased to 453 children, 65% of the school. This has been managed positively through rewards, incentives and family support. In addition, the school has actively improved their communication with parents around attendance and offered clear guidance about what constitutes a suitable reason to have time off of school. The school have sent letters to all families where attendance is less than 90% and the impact of this on the progress and friendships of children. The majority of parents are keen to ensure that they work with the school as much as possible, however a small minority of parents did share their dislike for “our constant reminders” via our own parent survey.

Learning behaviours have remained positive, and children have started to regulate their actions i.e. walking along the corridors and lining up sensibly. Success and achievement is framed within the school as being a ‘Newington Winner’. Children are taught what a positive mental attitude is and how to apply that to each aspect of school life. Regular whole school and class input reinforcing the ideas of being a ‘Newington Winner’ ensure that children are now using the language across the school and are able to explain what a Newington Winner is. Children are able to describe the attributes in terms of learning and perseverance accordingly.

Core and British Values fully embedded within the school to support and create a cultural of tolerance, democracy and understanding. The curriculum coupled with the school’s ethos and values are intended to support children to be confident, resilient and independent. The school respects and understands the need to develop strength of character to ensure that all children are ready for life beyond Newington. The school works relentlessly to ensure that children understand the importance of a healthy lifestyle. Children are taught the importance of exercise, healthy eating, sleep and relationships of their well-being. This is achieved through planned curriculum and our Happy and Healthy Challenge which takes place in Term 3. Despite regular reminders and the school feeding everyone for free daily, the school recognises that some children continue to bring unhealthy snacks and lunches to school.

The school goes above and beyond the expected to ensure that children have access to a rich, broad set of experiences. Such experiences include: trips to London to see West-end shows (yearly in Term 5), visit to The Globe and performances of other Shakespeare plays, the beach, local Castles, an overnight camping experience, in school Polling Station to elect Head Pupils, school performances, radio station and sports events.

PSHE and RSE are central to our core curriculum offer. The school does not rely on children learning about relationships, healthy lifestyles and the importance of play through the hidden curriculum. Instead, key aspects of children’s development is taught and modelled through a carefully planned PSHE curriculum. Each term, the school has an equality focus, explicitly teaching the importance of all aspects of equality and the rightful use of language. A critical focus for this year has been how PSHE is adapted to meet the needs of different ability groups and how we challenge those children who could be considered “more able” in this area.

Leaders assess all aspects of the school’s work for equality of opportunity. This extends to after school club provision, roles and responsibilities in school and representation at school events. This ensures that the most disadvantaged children consistently benefit from the school’s work in this area.



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| 6 Leadership and Management | Strengths: | Judgement: Good (2) |
| | <ul style="list-style-type: none"> • New Headteacher in place from 1st September 2021 • Vision and Values: Relentless and visionary leadership from Headteacher, Leadership Team and Governors: we are highly ambitious. Continually look for challenge and opportunities for all children to achieve. 'No excuse No Compromise' drives relentless focus upon standards and raising aspirations for all pupils. 'Ambition, Achievement, Aspiration' 'mission statement underpins everything that happens at Newington. Our shared values of: morality, curiosity, grit, zest, collaboration and versatility underpin and permeate our school ethos and culture. Shared policies and practices add a strong framework of how we all contribute to "Team Newington". • Governance: Despite being newly formed since the Covid pandemic, the Governing Body is uncompromising in the pursuit of excellence. Hold Headteacher and Leadership Team to account through challenge based upon accurate understanding of school's performance. Focused meetings with strategic direction of school at forefront - not operational. Priority of governors is, and will always be, teaching and learning: quality of T and L and progress and achievement. Governors have independent mechanisms in place to monitor policy, procedure and practice. eg Website to ensure contains statutory documents and SCR. Governors CPD and mentoring programme. Annual Skills Audit undertaken. Strategic FGB meetings to review impact of Governing Body annually. Governing Board ensures highly effective financial controls in place to ensure efficient management of financial resources. PP funding used to ensure PP pupils achieve at least in line with other pupils in school. PES funding is used to ensure all pupils benefit from the unique and wide range of activities available. Monitoring of provision ensures vulnerable groups are prioritised. Compliance visit July 2018 outcomes support this. • Safeguarding: Is a high priority. Governing Body monitor rigorously to ensure Newington's safeguarding of pupils meet statutory requirements and remains high profile. SCR audited twice yearly. There are regular opportunities to train whole staff (See CPD timetable) and the curriculum is adapted to ensure that children are educated and given the skills they need to keep safe. A restructure of the SLT in January 2023 has enabled a more cohesive inclusion team to assess the needs of all children. AHT for Safeguarding and Welfare started at the school in January 2023 and is a qualified SENCO. CPOMS Software replaced Safeguard my School in December 2021 and the transferal of files is being managed by the team. • Recruitment and Retention of Staff: Some staffing instability has affected the rate of school improvement. Since September 2021, 13 teachers have left the school for a wide variety of reasons including; moving abroad, starting new businesses and promotion to Senior Leadership. Two members of staff have left through the capability process and 3 were on temporary contracts. There have been 3 maternity covers. Two assistant headteachers left the school in July 2022 and a DHT moved to her first Headship in April 2023. Staff mobility has been actively managed by the Headteacher and Chair of Governors, adapting the staffing structure (particularly at SLT level) to ensure that staff have the right skills and expertise to address the school's areas for future development. The school are currently in the process of internal restructure as we return to 3 classes per year group, with classes of 30 instead of 4 per year group, with classes of 25. This staffing model is expensive with no clear indicators of impact. • Support staff have been difficult to retain. 10 teaching assistants have left the school since September 2021 with 8 out of the 10 leaving the education sector. The impact of this has been that SLT have had to prioritise the recruitment and induction of new staff across all phases of leadership. • Parents: Wide range of effective strategies to engage parents to ensure 360 approach to learning. Accountability on parents to attend meetings, respond to letters and meet with teachers to discuss progress. No excuse approach, 'no-shows' are followed up and parent's commitment to child's learning challenged if need be. A recent parent survey produced a low feedback rate of 50 surveys completed. SLT followed up with any parents who raised concerns or issues. Leaders have prioritised working with parents of children with additional needs to support and manage their expectations. Long waiting lists and high expectations around referrals to outside agencies has led to the school having to proactively manage the process of referral and the expectations of some parents around EHCPs and how these will support their children. The recruitment of a new AHT | |



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| | <p>with a SEND background has strengthened the school's provision in this area and has enabled some of our most vulnerable children to have their needs met more quickly when working with outside agencies.</p> <ul style="list-style-type: none"> • CPD and Development of Teaching: Leaders have responded well to the challenges of the pandemic by ensuring that teachers are well trained in any emerging issues from monitoring or progress data analysis. CPD is meticulously planned and delivered in "bite sized" sessions so that staff are able to implement training in to practice. This is constantly reviewed as part of the school's ongoing self-evaluation to ensure that CPD content and organisation has maximum impact on improving the quality of teaching. |
| | <ul style="list-style-type: none"> • Workload: Workload and well-being of staff is constantly evaluated and runs parallel with decisions made regarding teaching and learning. Although expectations of staff are high, the school offers a range of supportive measures to ensure that staff feel valued and well supported. These include: an 80% teaching commitment with 20% release time for PPA and leadership, smaller class sizes (25), support as part of a year group team of 4 teachers with allocated roles and responsibilities, data drop 3 times a year instead of 6, support with photocopying and resource making, staff meetings are an hour and keep to time. |
| | <ul style="list-style-type: none"> • Leadership at All Levels: The school restructured internal leadership roles in June 2022 ready for implementation in September 2022. Subject leaders, some new to role, now work alongside a group of lead practitioners who drive standards in teaching and learning under the leadership of the Deputy Headteachers. |
| 8 | <p>OVERALL EFFECTIVENESS</p> <p><u>Improvement Drivers</u></p> <ul style="list-style-type: none"> • Motivated SLT with clear vision and expertise to raise standards across the school • A committed staff team who want to "get it right" • A clear focus on the fundamentals of provision this year as outlined in the SDP priorities • A strong community of parents who are proud of the school and want their children to do well • Strong collaborative links with Coastal Academies Trust, enabling the sharing of best practice for staff and improved accountability and support for senior leaders • The school is well resourced • The coaching and training model adopted for Read, Write, Inc has had clear impact on the quality of teaching and can now be implemented more widely across the school (starting with Mathematics Mastery) • Learning behaviour is strong across the school and strengthening • The school has successfully recruited new staff across the school <p><u>Barriers to Improvement</u></p> <ul style="list-style-type: none"> • Ofsted outstanding judgement in 2017 has inhibited improvement across the school. • A lack of external auditing for teaching and learning has led to pockets of low professional confidence in staff • Staff turnover has been high over the last 2 years – many staff have moved on to promotion but this meant that stabilising the school took priority over driving improvement • Collaboration with other settings has not been valued in the past – this is new to school staff and will develop with rigour when the school converts to become an academy • A legacy culture of consistency has affected staff ability to adapt their teaching and consider the impact on learning. This has affected the impact of CPD historically and, although change has started to happen, it continues to affect the quality of teaching in pockets, across the school. |