

HONILANDS SCHOOL SELF-EVALUATION SUMMARY SHEET



INTRODUCTION

School context: High level of deprivation with many CP issues. Only 39% of pupils start school at age related. Pupil Premium is 60% of the school. Deprivation indicator is 0.53

Key strengths:

- Headteacher has built a strong team of leaders who are ambitious with a shared vision for the school.
- Governors have an acute understanding of the school, ask rigorous questions and share the headteacher's vision for the school.
- Teaching is good, teachers new to the school quickly become effective practitioners.
- Children make good progress in Early Years. Staff work closely as a team to ensure learning and personal needs of all children are met.
- The very strong partnership with parents reflects the school's aim of helping the local community more cohesive and successful.
- Inclusion provision (IQM Flagship) and kite mark for KS1 Nurture. The early and accurate identification of individual learning difficulties enable staff to deploy resources and staffing carefully to meet the needs.
- The creative approach of Honilands College interests and engages pupils, developing enthusiasm in their learning.
- Pupils' good behaviour and positive attitudes makes for a harmonious atmosphere at all times. They try hard in lessons and take great care in their presentation.
- Pupils feel safe in school.

Progress since Previous Inspection (May 2015)

Key Issue	Progress -
Progress in writing needs to be as rapid as in reading and maths.	These sections will be completed in the future.
Expectations in the Early Years need to be raised in writing.	
More able pupils need to be challenged more and encouraged to take risks	

SECTION 1: QUALITY OF LEADERSHIP IN AND MANAGEMENT OF THE SCHOOL Good

STRENGTHS	HOW WE GET TO OUTSTANDING
Leaders set high expectations	Leaders need to ensure that monitoring and self evaluation is robust and closely linked to data.
Improving teaching is at the heart of the work of all leaders.	Performance Management and Pupil Progress Meetings need to be more cohesive and more closely linked to pupils' outcomes.

We are recognised nationally as a flagship for our successful inclusive approach.	We need to share this good practice by supporting and working with other schools.
Safeguarding is a high priority and implemented effectively	A more systematic and robust approach needs to be implemented to reduce absence.
The governing body is well led asking rigorous questions along with using the on-line self evaluation tool to review their performance.	To extend the use of GRASP so that the whole governing body takes ownership supporting them in understanding their performance
SECTION2: BEHAVIOUR AND SAFETY OF PUPILS Good	
Behaviour & Safety	How we need to get to outstanding
The behaviour of pupils is good. They show great respect to each other and adults.	To reduce the number of racist incidents and increase awareness of homophobia to reduce the incidents of unacceptable name calling
The pupils represent the views of others, such as on the school council.	To increase the representation of pupil voice across the school enabling all pupils to take ownership of their learning and of the environment
Firm action has been taken to tackle persistent absence	Implement a rigorous system to support early identification of poor attendance in order to reduce persistent absence
Punctuality of most pupils is good.	The school needs to address the punctuality of some families by engaging parents in taking responsibility to get children to school on time to ensure they are not affected in their learning
SECTION 3: QUALITY OF TEACHING Good	
STRENGTHS	AREAS FOR DEVELOPMENT
Teachers manage behaviour well and make lessons interesting. They have good subject knowledge	There needs to be a more consistent approach to effective questioning especially to challenge the more able encouraging them to take more risks so they can learn by their mistakes
Support staff are carefully briefed	Support staff need to take more initiative and take ownership of supporting more children's learning during whole class teaching

The teaching of reading and maths is good	A programme of daily skills teaching need to be in place to support maths, through DSR the school needs to address slow progress earlier in year one, in KS2 a programme needs to be implemented to ensure all pupils are at age related. Teachers need to make it clear that writing should be the same quality as in literacy lessons.
Most teachers use marking to help pupils improve their work	The school needs to ensure there is a more consistent, systematic, efficient approach to giving feedback
Section 4: ACHIEVEMENT OF PUPILS Good	
Strengths	Areas for Development
Pupils' make good progress in reading, writing and maths	Progress in writing needs to be as rapid as in reading and mathematics
The small number of most able makes good progress	The school need to identify more pupils to reach above age related and close the gap with national.
The progress made by disabled pupils and those with needs is good	To ensure that resources are deployed effectively to meet the needs of all pupils.
There is a steady rise in phonic screening outcomes	To ensure that rapid progress in the teaching of phonics closes the gap between national and the school and early identification of under achievement is planned.
SECTION 5: THE EFFECTIVENESS OF THE EARLY YEARS PROVISION Good	
STRENGTHS	AREAS FOR DEVELOPMENT
Achievement in Early years is good	Ensure phonics is taught systematically from nursery
Adults respond well to pupils needs and help them engage in activities	Ensure that all provision engages children and adequate resources are available to challenge all children and particularly the more able
Teaching focuses sharply on each child's identified needs	Opportunities need to be provided to capture children's imaginations for use in their creative writing
Consistently good teaching helps children who enter with weaknesses in skills close the gap	To close the gap between boys and girls to better than national
OVERALL EFFECTIVENESS Good	

