

Avondale Preparatory School Self Evaluation Summary

January 2021



The context of the school

- Avondale is a small semi- rural independent nursery and primary school with seven classes. The school has 101 pupils ‘on roll as at October, 2020).

Room Leader/ Teacher	Class	Total	Boys	Girls	Service Families	SEND	EHCPs (or working towards)
Shannon Pavey	Tots	13	9	4	4	1	
Vicky Scadden	Nursery	26	15	11	17	3	2
Charlotte Hibbs	Reception	12	7	5	8	1	
Amy Worley	Year 1	12	6	6	4	4	
	Year 2	4	3	1	4	2	1
Georgie Barrington- Tolan	Year 3	11	7	4	3	1	1WT
Joshua Tolan	Year 4	10	6	4	5	4	1WT
Celina Summerhays	Year 5	9	4	5	4		
	Year 6	5	1	4	1	1	

- The majority of pupils are of White British heritage (88%). The proportion of pupils from minority ethnic groups is below average (12%) made up of Afro Caribbean (9%), Mixed Race (2%) and Arabic (1%).

Progress since last Ofsted Inspection (June, 2018)

- The school ‘continues to be good’ following the full inspection in June, 2018
- Sustained ‘above’ national results in maths, and reading at the end of KS2.
- Behaviour, health and safety remain exemplary and graded as such- ‘outstanding’.
- Exceptional start for children in the Tots and Nursery.
- Children with SEN are particularly well catered for.
- A coherent assessment system runs throughout the school, tracking progress in Reading, Writing, SPAG and Maths from Years 1-6, negating the need for standardised tests at the end of KS1 and 2.
- Student directed learning, employing the use of technology and takes into account a pupils’ prior knowledge, is now commonplace across KS2.
- The school continues to make use of ‘online platforms’ for developing core skills in SPAG, Maths, Reading and ICT.

<p>The quality of teaching, learning and assessment:</p>	<p>Current Inspection Grade: Good Previous Inspection Grade: Good</p>
<p>Main Strengths:</p> <ul style="list-style-type: none"> -teaching staff have good subject knowledge, particularly in English and mathematics -the quality of teaching of mathematics is strong -the teaching of reading is good. Younger pupils make good progress in their phonics -regular reading is promoted across the school, with challenging and diverse texts. Pupils read fluently and with good intonation and have good comprehension. -pupils have a wide vocabulary and continue to extend this. Children are encouraged to be more independent as they mature -older pupils make good use of thesaurus's and dictionaries to improve their writing -pupils with SEN make good progress as their needs are met well. Annual reviews of specific needs is thorough and well adjusted, based on evidence. -intervention groups are planned well -teachers manage learning well and they have strong relationships with their pupils. Classrooms are happy places and children are not afraid to make mistakes. -teachers regularly assess pupils' understanding in all subjects, particularly in Years 3-6. Pupils use the feedback they receive to improve their work 	<p>Why the quality of teaching, learning and assessment is not higher:</p> <ul style="list-style-type: none"> -pupils are articulate, however, their writing does not reflect this and inaccurate spelling and use of punctuation can detract from the quality of their work -occasionally there is insufficient consideration of pupils' prior knowledge and understanding, so pupils do not make the accelerated progress they are capable of
<p>Main priorities for improving the quality of teaching, learning and assessment at the school:</p> <ul style="list-style-type: none"> -SATs to be replaced with internal assessment system -marking policy needs to be adhered to by both staff and pupils -internal observation schedule to be structured in a way that reflects the importance of English and mathematics teaching within the classroom -reporting arrangements to reflect the assessments undertaken each term; parents evenings to respond in- sync -handwriting and writing in general, to be given greater emphasis; school- wide approach to be adopted -adopt a student directed learning approach, with the help of technology, that takes into account a learner's prior knowledge 	<p>Practical action being taken:</p> <ul style="list-style-type: none"> -the thematic English curriculum, with linked core texts, that is being delivered in Years 5 and 6 needs to be extended into Years 2-4 in the Spring Term -purchase of 'The Power of Reading Scheme', adding to it over time - training on the use of Century Tech resource for relevant staff and parents -GAPS, PIRA, PUMA Assessments to be introduced across Years 1-6. Testing to take place after half term of the Autumn Term and every half term from the start of the Spring Term. Parents Evenings to be held at the end of each term- reports emailed out prior to the evening. -Chromebooks purchased for all children across Years 3-6. These will provide platforms for the use of Student Directed learning approaches using CenturyTech. Children are to take them home each night- this will allow online/ remote learning to continue in the event the school is shut due to the pandemic. -Purple pen introduced to marking policy for children to 'upscale' and reflect on direction given by the class teacher -ATOM online tool to be sourced for online 11+ training -Staff to be trained in IPEELL and the self- regulatory approach to writing implemented across the school

The quality of personal development, behaviour and welfare:

Current Inspection Grade: **Outstanding**
Previous Inspection Grade: **Outstanding**

Main Strengths:

- the school works hard to promote pupils' development and welfare and this effort is recognised as outstanding
- pupils are well cared for and supported; pupils are knowledgeable, sensitive, self-confident and self-assured
- pupils have very positive attitudes towards their learning
- pupils' respect for other pupils, staff and visitors is of the highest order. Children are inclusive of one another, including all visitors to the school
- educational visits and off-site activities are used effectively to enhance pupils' experiences and understanding of risk
- children embrace the wide range of sporting opportunities available and enjoy competing against other schools
- teaching staff give thought to developing pupils' confidence. Activities are planned that widen experiences through trips and extra-curricular activities.
- British values are promoted well
- pupils make strong progress in PSHCE
- pupils show pride in their school and presenting their work to the highest standard, particularly in handwriting!
- the behaviour of pupils is outstanding; there is consistency across the whole school
- the reward system is particularly effective
- behaviour logs show that incidents of poor behaviour are extremely rare and are resolved quickly by staff
- attendance is extremely high!

Main priorities for maintaining the personal development, behaviour and welfare at the school:

- implementation of the new PSHCE curriculum across all parts of the school
- continue to do what we are doing; respect and manners to be encouraged as a school priority

Practical action being taken:

- purchase of 1Decision PSHCE Programme and online portal across Rec- Year 6
- PSHCE and RSE Policies to be developed in consultation with parents
- communication with home via email in respect to a child achieving a gold certificate. Award to be presented in the classroom (bubble) rather than assembly (COVID procedures).
- extra-curricular programme to be widened further; more opportunities sought for education outside the classroom
- continuation of our close link with children in orphanages in Romania

<p>The quality of outcomes for pupils:</p>	<p>Current Inspection Grade: Good Previous Inspection Grade: Good</p>
<p>Main Strengths:</p> <ul style="list-style-type: none"> -vast majority of pupils make good progress -by the end of year 6, most pupils are working at the standard expected for their age in reading, mathematics and English grammar, spelling and punctuation. The most able pupils in Years 3-6 make particularly strong progress! -in Years 1 and 2, most pupils make steady progress, with some making accelerated progress, especially in mathematics -vast majority of pupils in Years 1 and 2 are working at the standard expected for their age -pupils who have SEN or disabilities are well catered for with gaps in learning reducing over time -in recent years, pupils' attainment by the end of Year 6 has been in line with the standard expected for their age -pupils are well prepared for their next steps in education 	<p>Why the quality of outcomes is not higher:</p> <ul style="list-style-type: none"> -relatively few children are working above the standard expected for their age in Years 1 and 2 -higher grades decreased for children in KS2 in 2016 -in the Early Years, the proportion of pupils reaching a good level of development was low in 2017 -pupils' progress in writing continues to be less rapid than in reading and mathematics. In Years 1 and 2, pupils do not routinely use their phonics to improve the accuracy of their spelling. This is hindering their writing. -across the school, the quality of pupils' handwriting is variable. Many pupils show that they can write neatly when it is demanded of them, but this is not seen consistently in their work.
<p>Main priorities for improving the quality of outcomes at the school:</p> <ul style="list-style-type: none"> -school results in Mathematics, Writing, Reading, Grammar and Spelling to reflect the overwhelming majority of pupils achieving greater than nationally expected levels. -all children to be demonstrating (and reflected in assessments) good progress in Mathematics, Writing, Reading, Grammar and Spelling -at least half of children demonstrating (and reflected in assessments) accelerated progress in Mathematics, Writing, Reading, Grammar and Spelling -consistent high- quality presentation of learning across all year groups -evidence shown of children reflecting on advice given -evidence shown of improvements made to pieces of learning 	<p>Practical action being taken:</p> <ul style="list-style-type: none"> -handwriting scheme to be agreed and introduced across the school, showing progression; specific handwriting instruction to be given three times a week in Years 1 and 2/ twice a week in Years 3-6. Intervention groups to be orchestrated for those that are struggling -termly handwriting competition to be run across all parts of the school; school divided into three parts- EYFS/ Pre- Prep (Yrs ½) and Prep (Yrs 3-6)- most improved/ best presentation. -themed writing task to be implemented across Years 1-6 every half term. Children to up-scale their work. Best pieces to be displayed across the school. -further training to be sought for staff to further writing development in the school -Pink, purple and green pen policy to be implemented across Years 1-6 -Years 1-6 to follow the same timetable -PIRA/PUMA/ GAPS testing to be implemented across Years 1-6. Assessment to be carried out five times a year. Report templates to be modified to reflect these changes. Parents Evenings to be conducted three times a year to outline the new structure and what the data means. -purchase of Chromebooks across Years 3-6 -three- year package of Centurytech resource to be sourced. Student directed learning to be embedded in planning across Years 3-6. -Staff to be trained in IPEELL and the self- regulatory approach to writing implemented across the school

-Whole class input is tailored to suit the needs of all children in the class, meaning that higher achievers are sufficiently challenged and children who need extra support, receive it.

-Various learning programs are being implemented to ensure good levels of development in all areas. These include Oxford reading buddies, Cued Articulation, Read Write Inc, and 1 decision. This leads to children experiencing a wide range of activities and resources to support learning.

-There is a strong link between Nursery and Reception with the implementation of Cued Articulation and phase one Letters and Sounds, leading to continuity in learning and a strong foundation for the children that continue throughout the school.

<p>The effectiveness of leadership and management:</p>	<p>Current Inspection Grade: Good Previous Inspection Grade: Good</p>
<p>Main Strengths:</p> <ul style="list-style-type: none"> -the school fully complies with the independent school standards -the Head has a clear understanding of the school's strengths and weaknesses <p>Appropriate plans are in place to rectify any shortcomings.</p> <ul style="list-style-type: none"> -there are suitably high expectations of staff -leaders have implemented a curriculum which is preparing pupils well for the next stage in their education. This curriculum is broad and ensures that pupils have a wide range of experiences that prepare them for life in Modern Britain. -children enjoy the extra- curricular activities that the school offers, including visits to foreign countries -leaders promote British values and equality of opportunity well and this is interwoven in the curriculum -the leadership of SEND is good. Children's progress and the effectiveness of provision is regularly reviewed, including children with EHCPs. There are good links with specialists who provide advice about individual pupils' needs and train staff. -the Head ensures the premises are maintained well and that all health and safety checks are made -staff are proud to work at the school and feel well supported in receiving a wide range of training. They all recognise the improvements being made since the last inspection. -parents receive regular updates about their children's progress and parents with children on IEPs are consulted when plans are reviewed -vast majority of parents agree that their children are safe, happy and make good progress. They value the progress reports they receive. -staff complete risk assessments for planned activities and venues they use -admission and attendance records are maintained -strong safeguarding culture and promotion of the welfare of pupils 	<p>Why the effectiveness of leadership and management is not higher:</p> <ul style="list-style-type: none"> -a small number of parents feel that they do not always receive information in good time -in some aspects of the school's administration, the quality of record- keeping is not as rigorous as it needs to be -cohesive strategies are not in place that run through classes. For example, in the development of pupils' writing and in the presentation of their work. Consequently, progress in these areas is not as strong as it should be.
<p>Main priorities for improving the effectiveness of leadership and management at the school:</p> <ul style="list-style-type: none"> -improve leadership and management to ensure that there is a cohesive strategy in place to improve pupils' writing and their spelling, punctuation and grammar -ensure the highest standards of presentation are maintained across the school -administrative records are fully complete, accurate and maintained well 	<p>Practical action being taken:</p> <ul style="list-style-type: none"> -update of employment checklist and referee forms for applying candidates -up-coming events emailed out to parents of the week preceding -online 'Backdrop' pastoral system to be introduced to improve communication across the school and document patterns of behaviour -handwriting scheme introduced and set times for thematic writing approach. Purple pen introduced for children reflecting on their learning and 'up-scaling' their work. -Staff to be trained in IPEELL and the self- regulatory approach to writing implemented across the school