

School Context/Additional Information about the School

- Abington Vale Primary School is a large primary school with 450 children across three sites.
- Park Campus is the original site and Stirling Campus (a converted 3 storey office block) opened in September 2013.
- Abington Vale were asked to take over the Pavilion Pre School and they joined in March 2018.
- In 2015, the school was asked to open a new Year 3 and 4 class at the newly converted Stirling Campus, due to a lack of school places in Northampton. The school is now at full capacity and stable.
- Year 6 children at Stirling are all new to the school from year 4.
- Abington Vale Primary School has a very culturally diverse community. The school has seen an increased three-year trend in the numbers of children from minority ethnic groups and is above national average (2015: 40.4% 2016: 45.8%; Sept 2017: 53%; January 2017 national 32.1%).
- The school shows a similar trend for children whose first language is not English: 2015: 23.3%, 2016: 27.8% September 2017 36%. In January 2017 national average was 20.6%. There are currently over 30 different first languages spoken in the school.
- The school's percentage of SEND (2017 9.7%) is below the national average. (National 2016 12.1%)
- The percentage of pupils who receive Pupil Premium Funding is currently 10.3%, below national at 2016 25.2%). 48% of these children are new to school in KS2.
- Abington Vale is part of Northampton Primary Academy Trust; schools with the same ethos and values. Abington Vale Primary School works closely with the other schools in the Trust and schools in the wider community to other support.
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Key Strengths of the School:

- The school has an ambitious vision which is shared across all stakeholders and this underpins the excellent personal development, behaviour and welfare of children.
- Inclusion at the school is excellent and the school makes excellent provision for children with additional needs.
- All teaching is now at least good across the school.
- The school provides extensive wider opportunities for children within sport, the arts and technology.
- The school is engaged in collaborative school improvement work with the academy trust and benefits from this support

Areas to develop further:

- To ensure effective leadership exists at all levels in school and establish a culture of coaching.
- To develop a curriculum that builds children's knowledge and provides rich experiences.
- To further develop provision for vulnerable learners in the school, establishing a nurture provision.
- To continue to develop subject leadership and teaching approaches to ensure high quality teaching is evident in all subjects and classes.

Self-Evaluation Summary for Abington Vale Primary School 2018-2019

The Quality of Leadership and Management

- The Leaders' and Governors' vision for Abington Vale Primary is to provide an outstanding environment and culture where all stakeholders are able to excel. They focus on improving outcomes by setting rigorous targets, particularly focusing on vulnerable groups.
- Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school, and play an active part in evaluating the school's provision. Governors regularly join leaders for internal reviews and specific observations. They have high expectations for outcomes and provision for pupils.
- The Senior Leadership Team are involved in a wide range of quality assurance activities and work together, carrying out detailed analysis of school data and offering high quality, constructively critical feedback to teaching and support staff. They also lead many staff CPD sessions, ensuring that school CPD is personal and carefully targeted towards school improvement priorities.
- Leaders set high expectations of pupils and staff and lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school across both sites.
- Core Subject & Phase Leaders have an excellent understanding of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that high quality teaching across the curriculum is sustained.
- Staff and pupils have excellent relationships that create a culture of learning whereby all parties have opportunities to develop personally and academically. The school's mind-set is one of growth, reflected in the school's motto, 'Growing Together'.
- The school has achieved the following awards: Inclusion Quality Mark, Active Schools Award, Gold School Sports Award, Winners of the Anti-bullying song competition and Gold Award for Northampton in Bloom. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.
- Rigorous self-evaluation and performance management at all levels ensure that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are highly effective.
- Abington Vale actively seeks to promote inclusion and diversity; prejudice is not tolerated. Pupils are well prepared for life in Modern Britain as a result of visible celebrations of the diversity of the school community. A range of opportunities for pupils to share opinions and have an active voice in the school have been established, largely as a result of a well implemented PSHCE curriculum and high-profile school council. Relationships between staff, pupils and parents are excellent and a highly positive school culture is well established.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. My Concern is used across the school.
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Future priorities to sustain excellence for the academic year:

- *To restructure SLT to develop clarity, responsibility and accountability for SLT and curriculum subject leadership.*
- *To develop a coaching and solution-focused culture across the school to enable further engagement from all staff in improving outcomes and establishing high aspirations.*
- *To further develop school policies and processes to reduce teacher workload and support staff wellbeing.*
- *To further develop governors challenge and monitoring of the curriculum to ensure maximum impact on school standards.*

Developing Teachers

- Teachers have high expectations for pupil outcomes and insist on well-presented work which demonstrates an ethos of pride and engagement in learning.
- The rigorous monitoring systems and procedures inform quality ongoing CPD, which in turn is reviewed and evaluated for impact. As a result, pupil outcomes are good.
- Teachers give high quality feedback using incisive questioning to provide good opportunities for pupils to make next step improvements.
- Pupils show an enthusiasm for learning and are able to articulate how teachers help them to improve; they are resilient and take ownership of their learning.
- A team of specialist TAs target interventions for identified SEN, PP and children .
- Engagement in the many extra-curricular activities is extremely high and reflective of the diversity in the school.
- Additional provision includes trips related to the curriculum, musical instrument tuition and participation in other cluster projects.
- Abington Vale is an RSC Associate School, providing additional opportunities for children who are keen to learn and improve their skills and confidence.
- Formative assessments in Reading, Writing and Mathematics are used exceptionally well to inform provision at all levels.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified.
- Homework is set weekly in all year groups which is differentiated and marked according to school policies.
- Accelerated Reader is used to engage children in reading and inform children and parents of progress.
- Curriculum newsletters are sent out each term in each phase, a beginning of the year expectations meeting, regular parents meetings and a maths and reading workshop are held to ensure that parents are well informed about how their children are progressing
- Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Future priorities to sustain excellence for the academic year:

- *To continue to develop effective classroom instruction informed by evidence-based research.*
- *To develop further effective CPD for Teachers including a coaching model to continually improve teaching and learning outcomes.*
- *To use assessment for learning and feedback effectively to respond to children's learning needs to improve outcomes.*
- *To develop a shared understanding of 'high challenge; high support' as an alternative to differentiation to challenge all learners.*

The quality of Personal Development, Behaviour and Welfare -Inclusion and Behaviour

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- Pupils are supportive of each other in lessons and the behaviour around the school is good.
- Pupils at Abington Vale encourage others to conduct themselves well and there are many well embedded role models such as MIEEs, young leaders, lunchtime helpers and buddy readers. They are confident and self-assured learners with excellent attitudes to learning.
- The school works well with outside agencies which offer additional support for pupils with additional needs, and this, alongside the dedicated school staff, ensure high quality 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 as a result of high profile anti bullying strategies including anti bullying week and the use of P4C to talk through sensitive issues.
- All classes have a reflection area and a protective behaviour programme is embedded across the school. For individuals or groups of children with needs, improvements can be seen.
- The teaching of the risks of cyber bullying and safety is also high profile.
- Parents are very supportive of the school.
- As well as regular P4 C sessions, pupils have a voice through the school and class councils.
- A number of healthy living and growing projects including a gold award for Northampton in Bloom, ensure pupils understand how to stay healthy.

Future priorities to sustain excellence for the academic year

- *To continue to develop effective strategies and interventions to support higher attainment of children in different vulnerable groups.*
- *To improve the overall punctuality and attendance rates of pupils including those eligible for PP.*
- *To develop the school's Nurture Provision further including integration within mainstream provision and transition in/out.*
- *To further develop the behaviour strategy to reflect the changing context of the school.*

Outcomes for pupils at this school - Curriculum

Outcomes of the school are good. Historic data shows that outcomes and progress are broadly in line with national expectations. Current data across the school shows improving outcomes and progress. Phonics data is exceptional. KS1 data this year is above national due to a stable cohort that have mostly been at AVP since reception. PP children achieve good outcomes.

All children	National	All PPG
■ EYFS GLD 70%	71%	80% (5 ch.)
■ Phonics Y1 95%	81%	75% (4 ch.)
■ PhonicsY2 (Cumulative) 98% K	92%	100% (3 ch.)
■ KS1 Reading 80%	76%	100% (3 ch.)
■ GD Reading 20%		0%
■ KS1 Writing 73%	68%	100% (3 ch.)
■ GD Writing 17%		0%
■ KS1 Maths 80%	75%	100% (3 ch.)
■ GD Maths 20%		0%

- Whole school data shows Pupil Premium children's attainment is cohort dependant. Year 6 PP attainment has improved year on year.

Self-Evaluation Summary for Abington Vale Primary School 2018-2019

	School 2018	2017 National
EYFS (GLD)	70%	69%
Y1 Phonics	95%	81%
Y2 Phonics	80% (4 out of 5) 98% <u>cumulative</u>	92%
KS1 Reading	80%	76%
KS1 Writing	73%	68%
KS1 Maths	80%	75%
KS2 Reading	70% (75% with 2 EAL removed)	71%
KS2 Writing	79% (81% with 2 EAL out))	76%
KS2 Maths	71% (78%with 2EAL removed)	75%
RWM Combined	69% (71%)	61%

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Self-Evaluation Summary for Abington Vale Primary School 2018-2019

Maths – Puma scores along with teacher assessment show good progress. Books show strong evidence of reasoning activities. Challenge is embedded in lessons

- Reading – Pira scores along with TA show good progress.

Future priorities to sustain excellence for the academic year:

- *To further develop the school's curriculum principles, structures and mapping.*
- *To embed clear approaches to the acquisition of language and vocabulary across all areas of school and specifically for those with EAL.*
- *To develop the spelling curriculum and refine teaching approaches to improve spelling in line with age related expectations.*
- *To continue to develop core mathematical knowledge in order to improve fluency in mathematical concepts.*
- *To further develop the connections between reading and writing to ensure high levels of teaching in all classes.*

Self-Evaluation Summary for Abington Vale Primary School 2018-2019

Overall Effectiveness	Self-evaluation Grade
Leadership and Management	2
Teaching, Learning and Assessment	2
Personal Development, Behaviour and Welfare	2
Outcomes for pupils	2
Early Years	2