West Moors Middle School

School Self Evaluation Report 2017/18

School Context

NOR: 209	21% SEND status	49% SEN needs	38% FSM	39% Disadvantaged	47% Boy	53% Girl

Description of school

- West Moors Middle School is considerably smaller than the average-sized secondary school. The school roll had fallen in recent years, but in the last year it has started to grow again. The NOR currently stands at 209.
- The current headteacher has been in role since September 2015
- The leadership team consists of the Headteacher; Deputy Headteacher who is also the maths lead, the Head of English and the SENDCo
- There are 11 teachers (10.5 FTE) and 7 TAs (6.96 FTE) supporting academic outcomes with two TAs supporting pastoral outcomes
- The school has amassed a significant deficit budget due to a falling roll in recent years. There have been forced redundancies at SLT, teacher and TA level during the last 24 months.
- The school will host a base for Complex Communication Needs as of September 2018 (10 places); all students on roll are educated on the school site.

Standards

- The school is above the floor standards, which set the minimum expectations for students' attainment and progress for the KS2 national tests.
- The school is not in a coasting category, but has met these indicators in the past two years.
- Support has been identified as a category 3 school by the local authority; interventions are required to avoid the school being deemed 'coasting'. An LA advisor meets with the Headteacher and CoG on a termly basis.
- The Headteacher is supported by a School Evaluation Partner, appointed by the LA.
- The school liaises closely with a local TSA with respect to the improvement of maths learning and moderation of assessment in all core subjects.
- The Headteacher is involved in school-to-school support for middle leadership, acting as a facilitator for Wimborne Teaching School.

Learning environment

- West Moors Middle School site is 40 years old in 2017. It presents very well, being managed by an experienced site manager.
- The school could accommodate 400+ pupils, so it appears spacious to visitors, considering the 208 NOR.
- The middle school boasts several secondary standard practical teaching rooms such as a laboratory, DT areas and music studio.
- All teaching rooms are equipped with smart boards and there are two PC suites and a half class set of tablet computers. Teachers are able to use tablet computers to enhance learning.
- There is a fully functional canteen to prepare hot school meals on site.

Pupil characteristics

- Almost all students are of White British heritage. Very few students do not speak English as their first language. A small proportion of students are of Gypsy or Romany heritage, or are from Traveller families.
- The proportion of students known to be eligible for free school meals is well above the national average of 14% (Source DFE statistics 2016) being at 38%.
- The proportion of disabled students and those with special educational needs is above the national average of 14% (Source DFE statistics 2016) being at 21%.
- The proportion of mobile pupils is 11.5%
- Attainment at KS1 is above average compared with Dorset and National data, and deemed significantly above average for maths (40% L3+) which should be considered in relation to the data below and Ofsted's recent guidance (School Inspection Update September 2017).

Outcomes for pupils

Headlines	Impact of recent actions	Priorities for further improvement
Pupils at the school achieved attainment at least in line with national figures on all measures. There were big gains in KS2 progress scores for mathematics, GPS and overall R/W/M, this year. There is evidence of good accelerated progress based on year 8 outcomes and predicted GCSE scores. The school has two years of meeting coasting school criteria, with maths progress being the key factor. There are still gaps in achievement, particularly in writing and maths for disadvantaged and SEND pupils as well as gender variation.	Since disappointing maths results in 2016, Singapore maths approach has been adopted. There has also been training and redeployment of staff. Attainment and progress in maths has improved greatly. Since disappointing GPS results in 2016, the whole school was trained by a county advisor. Attainment in GPS has improved a great deal. 3 INSET days were devoted to the establishment of a system of assessment without levels. The school has moved away from sets and progress and attainment at Y8 is good.	Carry out further training, moderation and peer-to-peer support within school and with local TSA partners, to strengthen and sustain mastery approach to maths. Build on the clear wins in reading interventions, applying good practice towards maths and writing interventions. Use SIMS interventions to increase tracking and accountability of 3-wave model. Carry out further moderation and peer-to-peer support within school and with local TSA partners, to formative assessment in writing, adhering to new NCA guidance.

Outcomes for pupils – key evidence and commentary

National tests for Year 6

Progress

- Overall progress in reading is average (-1.34) though this has improved by 0.5 points from last year
- Overall progress in writing is average (-0.76) though this has improved by 0.8 points from last year.
- Overall progress in maths is below average (-2.94) though this has improved markedly by 2 points from last year.
- Progress made by disadvantaged pupils is favourable in reading with a positive gap over non-disadvantaged pupils. However, there is a large negative gap when comparing disadvantaged and non-disadvantaged pupils in writing. There is also a gap in progress in terms of progress in maths for disadvantaged pupils.
- Progress made by SEND pupils falls well behind the progress on pupils not on the SEND register, but is most pronounced in writing
- Progress made according to gender varies with girls making by far better progress in writing. Boys make slightly better progress in maths. Whereas, progress in reading is fairly even.
- The progress made by middle ability pupils in mathematics and writing is considerably behind higher ability pupils
- The progress made by the small proportion of low ability pupils is significantly behind other pupils.

Attainment

- The proportion of pupils overall reaching the expected standard in R/W/M is 64% which is above national figures (61%) which is a significant increase of 26% on last year.
- The proportion of pupils reaching the expected standard in reading is 78% which is above national figures (71%) and pleasing increase of 7% from last year.
- The proportion of pupils reaching the expected standard in maths is 76% which is above national figures (75%) and represents a significant increase of 30% from last year.
- The proportion of pupils reaching the expected standard in GPS is 78% which is above national figures and an increase of 18% from last year.
- The proportion of pupils reaching the expected standard in writing is 76% which is in-line with national figures, but an increase of 9% from last year.

Drop-off

- Fewer children failed to reach ARE+ from 2B starting points in Y2 (2013) compared to national data
- In all other comparisons, there was a bigger 'drop-off' between 2013 and 2017, particularly in maths. However, the data also emphasises the pupils KS1 scores are greatly elevated from national data.

Summative tests for Year 8

- 69% of pupils demonstrate 'exceeding' reading comprehension outcomes (predicted GCSE A* – B or 9- 6), compared with 42% HA at KS1 Reading for matched pupils (27% increase).

- 57% of disadvantaged pupils demonstrate 'exceeding' reading comprehension outcomes (predicted GCSE A* – B or 9- 6), compared with 50% HA at KS1 Reading for matched pupils (7% increase).
- 50% of pupils are demonstrating 'exceeding' maths skills (predicted GCSE A* – B or 9- 6), compared with 33% HA maths at KS1 Maths for matched pupils (27% increase).
- 57% of disadvantaged pupils are demonstrating 'exceeding' maths skills (predicted GCSE A* – B or 9- 6), compared with 50% HA maths at KS1 Maths for matched pupils (7% increase)
- 73% of disadvantaged pupils made at least expected progress from KS1 starting points in reading
- 82% of disadvantaged pupils made at least expected progress from KS1 starting points in maths
- 100% of SEND pupils made at least expected progress in reading: predicted GCSE 4-6, with one pupil making accelerated progress
- 100% of SEND pupils made at least expected progress in maths: predicted GCSE 4-6, with one pupil making accelerated progress

The quality of teaching, learning and assessment

Headlines	Impact of recent actions	Priorities for further improvement
The school has evolved and embedded a system of assessment without levels as well as greater consistency of quality and assessment in pupils' exercise books. Evidence of dialogic talk being a firm cornerstone of learning in all lessons. Furthermore, resilience and independence of pupils has increased using the 'Learning Pit' analogy. Learning objectives and outcomes are being used more consistently. Furthermore, the school has moved away from sets, preferring 'quality first' mixed ability teaching where all pupils are focused on ARE+ outcomes. The school has transformed its approach to intervention to improve accountability.	Evidence that teachers are planning more effectively for wave 1 interventions in lessons as a result of INSET and greater accountability. Pupil voice indicates that they value LOs and the tick system against it, to assess progress. This practice is also seen to be more consistent from recent work scrutiny and lesson observations. 168 planned academic interventions are now being tracked using SIMS, representing wave 1 sessions with lessons, wave 2 work led by teachers and specialist TAs and 1:1 support led by specialist TAs.	Use regular whole team work scrutiny to share good practice and highlight development areas. Further develop consistent expectations to lesson design, including wave 1 interventions, differentiation and provision for greater depth outcomes. Use lesson study to encourage peer-to-peer professional development on SDP priorities including wave 1 interventions, differentiation and provision for greater depth outcomes. Use HHTSA phase meetings to develop formative assessment and moderation of KS2 maths and English. Use five pupil progress meetings across the year to rigorously monitor the impact of these interventions.

The quality of teaching, learning and assessment – key evidence and commentary

Evidence of impact, from learning walks and work scrutiny carried out in 2017/18:

- Greater consistency in communicating of secure and greater depth outcomes
- More strategic use of 'In-class booster' (Wave 1) interventions for targeted pupils
- No 'glass ceilings' placed on pupils in terms of differentiation
- DUMTUMLO used consistently throughout pupil books.
- Better phrasing/unambiguous NOW tasks.
- Improved presentation and pride in books.
- Generally, ticks used effectively against LO which is a good indicator of progress and attainment.

Areas still to improve, from learning walks and work scrutiny carried out in 2017/18:

- There is a need for a more consistent approach to planning and teaching with respect to:
  - ✓ Communicating greater depth and secure outcomes
  - ✓ Modelling key skills
  - ✓ Intelligent differentiation of tasks which makes use of TAs (where available), is not driven by supplementary worksheets
  - ✓ Better planning to include pupils (SEMH) who may disrupt lessons
  - ✓ Active use of classrooms displays to support learning, including reference to 'The Learning Pit'
- There is a need for greater consistency in terms of pupils' books:
  - ✓ Greater consistency with spellings - identify mistakes and pick out 3 spellings to be written out 3 times.
  - ✓ Factor in time for NOW tasks (to be completed) when planning.
  - ✓ More opportunities for extended writing.
  - ✓ Show evidence of differentiation and greater depth, in next Work Scrutiny, including evidence of pupils making progress as a result of wave 1 interventions
- There is a need for greater consistency in terms of curriculum delivery and assessment:
  - ✓ Audit of curriculum maps
  - ✓ Clarity and robustness of secure and mastery objective-led learning in foundation subjects

Personal development, behaviour and welfare		
Headlines	Impact of recent actions	Priorities for further improvement
Overall absence and that for specific groups is in bottom 10% of schools, with FSM and SEN supported groups being of most concern. Adjusted figures (removing extenuating pupils) reveals falling rates of absence from 2016.	The school has introduced three-wave intervention model for attendance. It has employed a pastoral support officer to work with parents and pupils with low attendance and the school has reaffirmed its commitment to prosecute periodic absence. As a result, overall attendance is currently 93.5%, a 3% improvement on this point last year.	Use SIMS interventions to measure success rates of tutor and PSO interventions.
Student voice identified that bullying behaviour was being noticed more commonly that deemed acceptable. School has aligned itself with the Anti-Bullying Alliance, repurposing its policy and practice towards anti-bullying.	Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow.	Continue to train staff and pupils and monitor impact, particularly with governors.
School Values and a Growth Mindset have been firmly established as cornerstones of the school ethos.	After 18 months of implementation, student voice reveals that Values and a Growth Mindset are viewed as important. Examples are regularly shared during assemblies and have been woven into our school's rewards system which seeing more rewards being issued.	Carry out audit prior to VbE accreditation.
The school completed the DCC safeguarding audit, grading itself as good. It has implemented MyConcern and trained staff in its use. It continues to work closely with all agencies, including the Family Partnership	The school has trained 4 members of staff to DSL level and all staff are trained to use my concern. This has led to more timely interventions and improved accuracy of record keeping.	Carry out new audit in Spring Term.

Zone, to ensure that pupils' welfare needs are met. The school has amended its behaviour policy to include an enhanced role for tutors and the pastoral support officer.	There has been a noticeable reduction in fixed-term exclusions and pupil exits in recent weeks. Also, an increase in overall achievement points compared to this time last year.	Top-up training from BSS consultant regarding 'reasonable provision' planning for SEMH pupils. Further accountability of tutors and PSO with regards to wave 1 and wave 2 interventions.

Personal development, behaviour and welfare – key evidence and commentary

Summary of 2016/17 Absence (*adjusted figures)

Overall: 6.5%	FSM: 8.5%	Non FSM: 5.3%	Boys: 7%	Girls: 5%	No SEN:6%	EHC: 6.4%	SEN Sup: 9.2%

Commentary on 2016/17 attendance

- Overall attendance (absence) is in the bottom 10% of schools
- There are unacceptable discrepancies for vulnerable groups such as SEND and FSM
- Attendance is influenced by a small but significant GRT population who feel they are exercising a cultural right to allow their children to absent from school, particularly at KS3.
- Once adjusted for extenuating pupils (GRT/Dual Registered/Significant multi-agency support including CAMHS), there are improvements on the previous year; regular attendance assemblies, rewards and parent communication has had an impact.
- There is some correlation between staff (tutors) attendance issues and the attendance of their tutor groups. Two teachers who were being managed according to the attendance policy have moved on and this is seen as a positive

Most recent attendance data after first autumn half term 2017

- As of October 2017, overall attendance is currently is 93.3% (compared with 90.7% at this point last year).
  - Girls 93.1%
  - Boys 93.6%
  - Disadvantaged 88.8%
  - Non disadvantaged 96.1%
  - SEND 90.1%
  - Non SEND 94.2%
- Overall authorised absence is 4.7% (4.4%)
- As of October 2017, overall unauthorised absence is 1.8% (3.6%)

West Moors Middle School – SEF Autumn 2017

Parent/Pupil voice

- Student voice reveals that pupils overwhelming choose positive words to describe their school overall
- Student voice reveals that pupils are recognising the 12 school values as important
- Student voice reveals that 77% of pupils felt safe in school.
- Surveys reveals that 80% of parents feel positively that their children are happy and safe at the school.
- Surveys voice reveals that 79% of parents feel that their child is making progress at the school.
- Surveys reveal that 77% of parents feel their child's needs are being met by the school.
- Anti-Bullying alliance pupil survey to follow.

Behaviour: sanctions and rewards
- Current overall behaviour scores for year groups
    - Year 5 at +285
    - Year 6 at +167
    - Year 7 at 0
    - Year 8 at 99
- The behaviour policy has been amended to adopt a more sustainable approach to rewards and sanctions, including enhanced roles for tutors (wave 1 interventions) and an extra role for the pastoral support officer (wave 2 interventions). There has been an emphasis on all teachers planning for 'reasonable provision' to ensure pupils with pastoral support plans are included in lessons. A RAG system of behaviour reports has now been adopted along with the move away from reflection room towards 'parking' pupils exited from lessons within mini reflection spaces in all classrooms. All of these factors have made a positive impact in recent weeks: there have been no fixed-term exclusions in the past fortnight and fewer instances of pupil exits. The school will receive 'top-up' training from a Behaviour Support Specialist in forthcoming weeks, focusing on reasonable provision and wave 1 intervention to ensure access and engagement of key pupils.

The effectiveness of leadership and management		
Headlines	**Impact of recent actions**	**Priorities for further improvement**
There is clear accountability and focus for Senior Leadership Team, following timely re-purposing of school development plan. There is an expectation for greater leadership actions for tutors with respect to attendance and behaviour. Also, greater accountability for class teachers for interventions in English and mathematics. The school development plan is underpinned by Google Calendars and Google Documents which are accessed by all staff. Governors are included in the SEF process. Appraisal objectives have been streamlined to address SDP priorities. The school has brokered the services of an HMI inspector to perform an internal review of effectiveness.	There was a clear upturn in attainment and progress in the academic year 2016/17. There is an improving understanding amongst teachers and governors of the improvement agenda and shared accountabilities within.	Use Internal Inspection to review effectiveness of leadership at all levels. Ensure improvements in attainment and progress so that school exceeds coasting measure in 2018. Strengthen accountability of SLT, Governors and class teachers by maintaining focus on SDP and thorough self-evaluation. Engage with external partners (LA, SEP, TSAs) to ensure progressive approach.

The effectiveness of leadership and management – Key evidence and commentary

Recent actions (and impact) on outcomes for pupils

- Revised intervention programme to include more use of wave 2 intervention with TAs *(Good impact on disadvantaged pupils in receipt of intervention for reading – often creating a positive gap)*
- Revised intervention programme to allow teachers to support pupils during assembly time TAs *(Good impact on disadvantaged pupils in receipt of intervention – often creating a positive gap)*
- Implementation a new assessment and reporting policy to embrace life without levels *(Evidence of raised expectations within lessons around secure and mastery outcomes. However, there is still disparity in teacher's summative judgements using EDSM descriptors.)*
- SEF/Appraisal and calendar (Better understanding of process and timely elicitation of key evidence)
- SLT to meet twice per half term and follow a 'single conversation' agenda, underpinned by SDP and SEF.

Actions on teaching, learning and assessment

- Revised teaching and learning policy with training on outstanding pedagogy *(Evidence of improvements in relation to dialogic learning, climate for learning, collaborative learning and references to Growth Mindset. Work still needed with respect to differentiation and formative assessment)*
- Rewritten appraisal policy through consultation with all stakeholders *(Improved understanding of process on behalf of appraisers and appraises)*
- Revised SEF policy and corresponding assessment calendar. *(Improved understanding and clarity of process)*. All staff to move across to Google Calendar to make even more effective.
- Established pyramid moderation event for writing at KS2 and KS3 (Takes place in summer *term)*
- Arranged peer observations within local TSAs *(Observations of SEP, "Children engaged and keen to learn. Classrooms well organised with good classroom routines and high expectations of learning behaviour". Yet, there is still room for improvement with respect to differentiation and use of manipulatives/modelling within KS2 mathematics teaching)*
- Specific assemblies on Growth Mindset and pupil progress *(Evidence of Growth Mindset ideology within lessons and mirrored in pupils' language)*

Actions on pupils' personal development, behaviour and welfare (including safeguarding)

- HT to assume attendance responsibility to drive home LA policy and practice. (A marginal improvement in overall attendance figures, compared to this time last year. Yet, there is still an unacceptably high absence overall and for key groups such as SEND and disadvantaged pupils).
- DSL role to move to DH who has already been trained. Continued good relations with other agencies.
- Specific assemblies on attendance with regular rewards (Greater awareness amongst pupils. Yet, still only small gains in attendance).

Overall effectiveness

	Headlines	Impact of recent actions	Priorities for further improvement
Outcomes for pupils	Pupils at the school achieved attainment at least in line with national figures on all measures. There were big gains in KS2 progress scores for mathematics, GPS and overall R/W/M, this year. There is evidence of good accelerated progress based on year 8 outcomes and predicted GCSE scores. The school has two years of meeting coasting school criteria, with maths progress being the key factor. There are still gaps in achievement, particularly in writing and maths for disadvantaged and SEND pupils as well as gender variation.	Since disappointing maths results in 2016, Singapore maths approach has been adopted. There has also been training and redeployment of staff. Attainment and progress in maths has improved greatly. Since disappointing GPS results in 2016, the whole school was trained by a county advisor. Attainment in GPS has improved a great deal. 3 INSET days were devoted to the establishment of a system of assessment without levels. The school has moved away from sets and progress and attainment at Y8 is good.	Carry out further training, moderation and peer-to-peer support within school and with local TSA partners, to strengthen and sustain mastery approach to maths. Build on the clear wins in reading interventions, applying good practice towards maths and writing interventions. Use SIMS interventions to increase tracking and accountability of 3-wave model. Carry out further moderation and peer-to-peer support within school and with local TSA partners, to formative assessment in writing, adhering to new NCA guidance.
Teaching, learning and assessment	The school has evolved and embedded a system of assessment without levels as well as greater consistency of quality and assessment in pupils' exercise books. Evidence of dialogic talk being a firm cornerstone of learning in all lessons. Furthermore, resilience and independence of pupils has increased using the 'Learning Pit' analogy. Learning objectives and outcomes are being used more consistently. Furthermore, the school has moved away from sets, preferring 'quality first' mixed ability teaching where all pupils are focused on ARE+ outcomes. The school has transformed its approach to intervention to improve accountability.	Evidence that teachers are planning more effectively for wave 1 interventions in lessons as a result of INSET and greater accountability. Pupil voice indicates that they value LOs and the tick system against it, to assess progress. This practice is also seen to be more consistent from recent work scrutiny and lesson observations. 168 planned academic interventions are now being tracked using SIMS, representing wave 1 sessions with lessons, wave 2 work led by teachers and specialist TAs and 1:1 support led by specialist TAs.	Use regular whole team work scrutiny to share good practice and highlight development areas. Further develop consistent expectations to lesson design, including wave 1 interventions, differentiation and provision for greater depth outcomes. Use lesson study to encourage peer-to-peer professional development on SDP priorities including wave 1 interventions, differentiation and provision for greater depth outcomes. Use HHTSA phase meetings to develop formative assessment and moderation of KS2 maths and English. Use five pupil progress meetings across the year to rigorously monitor the impact of these interventions.

Personal development, behaviour and welfare	Overall absence and that for specific groups is in bottom 10% of schools, with FSM and SEN supported groups being of most concern. Adjusted figures (removing extenuating pupils) reveals falling rates of absence from 2016. Student voice identified that bullying behaviour was being noticed more commonly that deemed acceptable. School has aligned itself with the Anti-Bullying Alliance, repurposing its policy and practice towards anti-bullying. School Values and a Growth Mindset have been firmly established as cornerstones of the school ethos. The school completed the DCC safeguarding audit, grading itself as good. It has implemented MyConcern and trained staff in its use. It continues to work closely with all agencies, including the Family Partnership Zone, to ensure that pupils' welfare needs are met. The school has amended its behaviour policy to include an enhanced role for tutors and the pastoral support officer.	The school has introduced three-wave intervention model for attendance. It has employed a pastoral support officer to work with parents and pupils with low attendance and the school has reaffirmed its commitment to prosecute periodic absence. As a result, overall attendance is currently 93.5%, a 3% improvement on this point last year. Over 15% of pupils trained as 'bullies out' champions and peer supporters. Whole school audit of provision undertaken as well as baseline survey of all pupils' attitudes and perceptions. More data to follow. After 18 months of implementation, student voice reveals that Values and a Growth Mindset are viewed as important. Examples are regularly shared during assemblies and have been woven into our school's rewards system which seeing more rewards being issued. The school has trained 4 members of staff to DSL level and all staff are trained to use my concern. This has led to more timely interventions and improved accuracy of record keeping. There has been a noticeable reduction in fixed-term exclusions and pupil exits in recent weeks. Also, an increase in overall achievement points compared to this time last year.	Use SIMS interventions to measure success rates of tutor and PSO interventions. Continue to train staff and pupils and monitor impact, particularly with governors. Carry out audit pior to VbE accreditation. Carry out new audit in Spring Term. Top-up training from BSS consultant regarding 'reasonable provision' planning for SEMH pupils. Further accountability of tutors and PSO with regards to wave 1 and wave 2 interventions.
Leadership and management	There is clear accountability and focus for Senior Leadership Team, following timely re-purposing of school development plan. There is an expectation for greater leadership actions for tutors with respect to attendance and behaviour. Also, greater accountability for class teachers for interventions in English and mathematics. The school development plan is underpinned by Google Calendars and Google Documents which are accessed by all staff. Governors are included in the SEF process. Appraisal objectives have been streamlined to address SDP priorities. The school has brokered the services of an HMI inspector to perform an internal review of effectiveness.	There was a clear upturn in attainment and progress in the academic year 2016/17. There is an improving understanding amongst teachers and governors of the improvement agenda and shared accountabilities within.	Use Internal Inspection to review effectiveness of leadership at all levels. Ensure improvements in attainment and progress so that school exceeds coasting measure in 2018. Strengthen accountability of SLT, Governors and class teachers by maintaining focus on SDP and thorough self-evaluation. Engage with external partners (LA, SEP, TSAs) to ensure progressive approach.

Key and glossary:

ARE	Age Related Expectations
BSS	Behaviour Support Service
DH	Deputy Headteacher
DSL	Designated Safeguarding Lead
DUMTUMLO	Date/Underlined/Miss a line/Title/Underlined/Miss a line/Learning Objective
GPS	Grammar, Punctuation and Spelling
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
LLE	Local Leader of Education
NOR	Number on roll
R/W/M	Reading, Writing and Maths
RI	Requires Improvement
SEF	Self-evaluation form
SEND	Special Educational Needs and Disabled (pupils)
SEP	School Evaluation Partner
SLT	Senior Leadership Team
TA	Teaching assistant
TSA	Teaching School Alliance