

Self-Evaluation Summary Sheet

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| SCHOOL | St Germans Primary School | HEADTEACHER | Ingrid Bennett | DATE | October 2022 |
| SCHOOL CONTEXT SUMMARY | St Germans is a small, successful, rural primary school with excellent links to the local community. In some cohorts, mobility is high and this can impact on a small school. The latest OFSTED report January judged the school to be good. Children enjoy a creative curriculum which helps them build on prior learning. They feel valued, safe and flourish in a caring and supportive school environment. Staff have high expectations of what children can achieve and pupils make good progress and achieve at least in line with National expectations. There are currently 78 pupils on roll, in addition there is a nursery group and a popular newly-formed baby and toddler group. | | | | |
| LAST INSPECTION | | | Date January 2018 | GRADE: GOOD | |
| Key Issues: | | | Progress summary on key issues from last OFSTED: | | |
| <p>1. Monitor the teaching of mathematics rigorously to ensure that pupils' learning and achievement continue to improve.</p> <p>2. Ensure that pupils gain writing skills in a coherent and logical progression.</p> <p>3. Improve pupils' editing skills to correct punctuation, grammar and spelling in their writing, particularly in extended writing.</p> | | | <p>1. A mastery maths curriculum has been successful in raising standards over the last four years. This impact is reflected in progress and attainment data in recent years. Links with Cornwall's Maths Hub have been strong and given opportunity for collaboration with local schools.</p> <p>2. A progression of skills in handwriting and spelling is now well embedded. Assessment is secure, as validated by County moderation in 2022.</p> <p>3. A focus in writing across the curriculum and on editing has raised standards in these aspects.</p> | | |
| OVERALL EFFECTIVENESS: taking account of all key judgements | | | Judged as: GOOD | | |
| Rationale: Outcomes reflect the consistently good offer the school provides in practice. The has shown itself to be robust and resilient in the face of substantial challenge and change in the last few difficult years. All children get a soundly good education at St Germans. | | | | | |
| QUALITY OF EDUCATION: Intent Implementation Impact | Strengths | | Judged as: GOOD | Areas for Development (link to SIP) | |
| | <ul style="list-style-type: none"> Consistently good education across key stages and across subjects. A caring and supportive environment in which all children, including those with additional needs thrive. Strong support for mental health meeting the needs of every child. Consistently good outcomes evidence the consistently good quality of education of the school. | | | <p>1. Refine the teaching of reading in key stage 2 to ensure a rigorous approach to the teaching of reading which develops systematic rigour in learners' skills, confidence and enjoyment.</p> <p>2. Develop the WILD curriculum in order to apply and enrich the National Curriculum most appropriately to St Germans.</p> | |
| BEHAVIOUR AND ATTITUDES | Strengths | | Judged as: GOOD | Areas for development (link to SIP) | |
| | <ul style="list-style-type: none"> Judged as soundly good. Attendance, suspension and exclusion data for recent years have shown a consistently improving trend and are all now at least in line with National. Pupils' behaviour continues to be exemplary both inside and outside the classroom (OFSTED 2018). | | | <p>1. Develop and implement a relational behaviour policy in line with the THRIVE approach across the school.</p> <p>2. Further develop the resilience and confidence of all children following the COVID pandemic.</p> | |
| LEADERSHIP AND MANAGEMENT | Strengths | | Judged as: GOOD | Areas for Development (link to SIP) | |
| | <ul style="list-style-type: none"> Successful succession plans have ensured staff stability in a time of substantial change, including headship, governance and teaching staff. Leaders and managers set and monitor a rigorous school development plan and outcomes show the success of this. Subject leadership has been strengthened through CPD and time allotted to implement improvement. | | | <p>1. Continue to build leadership capacity, particularly in terms of curriculum.</p> <p>2. To continue to develop community links such as Toddler group and links with local organisations.</p> | |
| PERSONAL DEVELOPMENT | Strengths | | Judged as: GOOD | Areas for Development (link to SIP) | |
| | <ul style="list-style-type: none"> Pupils enjoy a rich and varied curriculum and benefit from a wide range of opportunities to develop their own talents and interests. Clubs such as sport, forest school, enrichment clubs, choir and strong music provision support a rich offer. The Eco Team and School Council are active and impactful. | | | <p>1. Develop the role of Mental Health Lead and the impact of the Mental Health Practitioner.</p> <p>2. Ensure an inclusive offer in all aspects for all children.</p> | |
| EARLY YEARS PROVISION | Strengths | | Judged as: GOOD | Areas for Development (link to SIP) | |
| | <ul style="list-style-type: none"> All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. The percentage of pupils attaining a Good Level of Development has been in line with National percentages in recent years, with children making good progress from baselines. The standard of teaching from all adults is consistently good and all groups of children make good progress. | | | <p>1. Further develop an enabling environment to fully maximise the potential of the outdoor environment.</p> | |

