

**Livingstone Road Junior School**  
**Self-Evaluation Form: Autumn 2021**

**Overall effectiveness:**

Area	SEF Grade	Comments
Leadership and management	2	
Quality of education	2	
Behaviour and Attitudes	2	
Personal Development	2	
Overall	2	

AfIs from Ofsted	Actions and progress
<p>Improve the overall quality of teaching to good by ensuring teachers:</p> <ul style="list-style-type: none"> <li>• help pupils to develop their writing and spelling skills by extending their key vocabulary</li> <li>• provide more opportunities for pupils to use and apply their mathematical understanding in different subject areas to accelerate their progress.</li> </ul>	<p>Teaching has improved over the last three years such that most teaching is now good. Writing attainment in 2019 at the end of KS2 was in line with national expectations, having risen rapidly from half of the children achieving an expected standard in 2017. 2019 showed writing progress has improved from well below national (-5.03) to average (-0.01). Children's workbooks demonstrate increased rigour in writing, with a sharper focus on grammar and spelling, resulting in a higher proportion of pupils keeping up with year group expectations. In mathematics, a clear and systematic approach to teaching ensures children have opportunities to practice and apply their knowledge widely. Attainment at the end of KS2 has risen close to national expectations from 29% in 2016 to 74% in 2019. Additionally, whilst progress remains below national, it has risen by 4.78 points since 2017. 2021 teacher assessment and mock tests showed data is on an upward trajectory since 2019, with children achieving: 70% combined; 80% Reading; 75% Writing and 73% Maths.</p>
<p>Raise achievement of all groups of pupils by the end of Year 6 through ensuring that their skills in reading, mathematics and especially writing are developed and applied more quickly.</p>	<p>Attainment and progress are improving for all groups. This is particularly notable in mathematics. In 2019 progress made by disadvantaged pupils was similar to other pupils in school. SEN pupils are making progress from their individual start points, but we continue to work with this group to support more children to achieve the national standard. Again, 2021 teacher assessment and mock tests showed data is on an upward trajectory since 2019, with children achieving: 70% combined; 80% Reading; 75% Writing and 73% Maths. This was validated through internal tests and external writing moderation.</p>
<p>Raise the attendance of pupils to at least average levels so that they can maximise their opportunities to achieve.</p>	<p>This is our SDP 1. Executive Head leads on this. A range of positive strategies have been put in place to raise the importance of attendance with our parents and children. Our Pastoral HLTA has been working with a range of small groups with positive impact on attendance of key pupils. However, attendance continues to be below national though data shows an improving picture.</p>
<p>Improve the weak behaviour of a minority of pupils by:</p> <ul style="list-style-type: none"> <li>• continuing to use the new strategies developed by senior leaders to promote good behaviour</li> <li>• ensuring that all teachers consistently praise good behaviour.</li> </ul>	<p>Behaviour has improved rapidly across the school; even though exclusions remain high, the amount of children being excluded has reduced. Children are clear about behaviour expectations and key behaviour plans are in place for specific pupils to support the modification of complex behaviours.</p>

School context	Pupil profile	Pupil needs
<p>The Junior School is federated with the Infant school.</p> <p>Executive Headteacher was appointed in September 2017.</p>	<p><b>NOR:</b> 247 pupils</p> <p>Historically as a school in turnaround, a number of pupils have sought to attend other schools at the end of Year 2. Proportionality, it has been the lower attaining children who have enrolled at Livingstone Road Junior. As a federation, much of our work over the last years, has been to create an improved Year 2/3 transition so that more children choose the Junior school. However, only 76% moved to the Junior school due to siblings elsewhere or continued perceived perception.</p>	<p><b>SEND</b></p> <p>SEND pupils – 26% (63 pupils)</p> <p>Year 3 – 17% (12 pupils)</p> <p>Year 4 – 29% (14 pupils)</p> <p>Year 5 – 27% (19 pupils)</p> <p>Year 6 – 30% (18 pupils)</p> <p><b>LAC</b></p> <p>LAC = 3% (9 pupils)</p>
<p><b>SLT info:</b></p> <p>Executive Headteacher</p> <p>Deputy Headteacher</p> <p>Assistant Headteacher (T&amp;L)</p> <p>SENDCo</p>	<p><b>Girl/Boy Ratio</b></p> <p>G/B = 112/135 = 45%/55%</p>	<p><b>Number of EHCPs</b></p> <p>2 EHCPs</p> <p>1 child going through assessment process</p>
<p><b>Governance info:</b></p> <p>The chair and vice chair of governors know the school well and have rigorous monitoring in place.</p>	<p><b>Class Organisation</b></p> <p>Year 3 = 2 Classes (69 pupils)</p> <p>Year 4 = 2 Classes (48 pupils)</p> <p>Year 5 = 3 Classes (71 pupils)</p> <p>Year 6 = 2 Classes (59 pupils)</p>	<p><b>Number of Pupil Premium</b></p> <p>37% = 92 pupils</p> <p><b>Number of EAL</b></p> <p>17% = 41 pupils</p>

#### Effectiveness of leadership and management:

- Leaders accurately evaluate the school's effectiveness and take the right steps to improve the school. Having now removed the barriers to progress, including a leadership restructure in February 2019, the school is rapidly improving.
- Through rigorous analysis of assessment, gaps are identified and support put in place.
- A robust monitoring and evaluation schedule, which includes learning walks, book scrutiny and pupil conferencing ensures we put the right support and action plans in place to improve teaching. Our new T&L Coaches recruited Sept 21, will continue to embed and develop good or better T&L and strengthen the middle leadership team.
- Middle Leaders have been effective in strengthening their subjects to support a more rigorous progression in knowledge and skills. This has had the greatest impact in Maths, English, Science and Humanities.
- Whilst in particular DT and Art were a strength, COVID had an impact on the T&L of key skills within these subject. However, leaders are showing significant ambition to rapidly improve these areas since school reopening.
- CPD is matched to school development priorities. For example, as a result of the Reading support and training, children now have appropriately matched books with an expectation of regular reading at school and home. Reading planning now also reflects the teaching of key comprehension skills which has resulted in improved quality responses to the text. The planned NQT programme has ensured that NQTs make sufficient progress in their own knowledge and pedagogy, to have a stronger impact on pupils' outcomes. SLT are now embedding the ECT programme.
- Strong Governor Body who hold School Leaders to account well. Their regular challenge and support, reflected in their monitoring reports, ensures Leaders focus on the right priorities.
- Leaders are reflective and responsive to the needs of staff so that they can do their job well. Whilst we recognise the pace of change has been necessary to secure good or better outcomes for our children, adjustments have been made



where possible, for example modifying PPA arrangements and feedback arrangements in books, to support teachers manage their workload.

- Safeguarding processes are effective. All at the school understand and fulfil their responses for keeping pupils safe.

#### Areas for improvement:

- Leaders continue to embed consistent practice across the school, to alleviate 'catch up' pressure in Year 6
- To continue to embed and develop the LRPF curriculum
- Ensure new SENDCo is well supported to continue to drive rapid improvements in provision

#### Quality of Education:

- Pupils' outcomes over the last three years is improving and 2021 TA showed children achieving: 70% combined; 80% Reading; 75% Writing and 73% Maths.
- Our curriculum is broad and balanced. It has been planned to provide continuity and progression across the primary federation. Practical opportunities are woven through topics and subjects to ensure pupils understand and experience learning linked to real life.
- Livingstone Learning Handbook has been developed alongside staff to raise consistency and expectations of T&L across the federation. This is used to support monitoring undertaken by all staff.
- TA CPD specifically looking at their role within the class and effective strategies to impact on pupil progress, is also happening alongside the handbook. A working party of a range of staff is being developed to look at an action plan of implementation of the different strategies.
- Teaching of reading has further improved; it is cohesive and planned to ensure that pupils who need to catch up are supported systematically. The texts that support reading are also used to develop pupils' writing skills and to link to the wider subjects where possible. For example, part of the Year 4 History topic of Anglo-Saxons, links to the high quality text Beowulf, to further support their learning. In addition to the planned curriculum, our learning environment supports the love of reading. For example, the development of a 'Book Factory' (School Library) and Reading Garden.
- CPD with a focus on phonics has supported staff with an understanding of early reading and 'catch up' for key pupils. A reading scheme is in place across KS2 which has enabled a consistent and structured approach to teaching reading fluency.
- Teaching of maths has improved in all year groups. The sequence of learning is well planned. Attainment at end of key stage 2 in 2019 came out broadly in line with national average and progress is improving; with 73% of pupils being teacher assessed at or above ARE in 2021. Work in books demonstrates that learning is pitched accurately for all year groups.
- Where assessment is used effectively, it identifies children's needs and addresses gaps. For example, use of baseline assessments to ensure curriculum meets the needs of children and catch up since partial school closure.

#### Areas for improvement:

- Use of new T&L Coaches to continue to drive improvement and consistency of teaching in specific year groups
- Ensure consistency in overcoming barriers for lower ability pupils in all classrooms
- Continue to accelerate progress for all pupils, including those who are disadvantaged
- Embed the work with parents to actively engage with learning at home, in particular reading at home

#### Behaviour and attitudes:

- Pupils behave well; with any issues raised by children or parents/carers being dealt with swiftly.
- Though exclusion remains high, there has been a reduction in the amount of children being excluded. Key pupils last academic year were successful in gaining EHCPs and moving to more specialised education to support need.
- Incidences of bullying are low. Although pupils recognise and comment on this, some parents still perceive the historic issues to be ongoing.

- Tracking and analysis of attendance are leading to improvements in attendance. The school works proactively with other agencies and has used a LA Educational Psychologist to lead CPD with staff. However this still remains a priority area.
- A range of positive strategies are in place to raise the importance of attendance with our parents and children. This has resulted in our attendance being 94.37% and PA being 13%. Though this is still an area to improve, it is beginning to show an upward trajectory.
- Persistent absence is also a key priority area this year, in particular for vulnerable pupils.
- Children who have left the school have done so because of change of location or movement to specialist provision. There are currently two part-time timetables in place; one for emotional support and one for as part of behaviour plan.

#### Areas for improvement:

- Continue work to improve attendance and reduce persistent absence for all children and in particular vulnerable pupils.
- Continue to strengthen pupils' behaviour for learning.
- Continue work with parents regarding their perception of bullying.

#### Personal Development:

- School offers a wide range of extra-curricular activities, including karate, gym, choir, music lessons. However, these are currently on hold due to current climate.
- Wrap around care is provided by an external company; pupil premium pupil places are funded by PPG to ensure they are ready and well prepared for school.
- Pupils hold responsibilities such as House Captains, Library Monitors and Lunchtime Helpers.
- British values are promoted through a well-planned RE and RHE curriculum, through which pupils learn about respect and tolerance. They experience democracy through voting, freedom of speech through opportunities to debate in RHE lessons and opportunities to learn about similarities and differences in beliefs of other faiths in RE.
- Pupils learn to be safe, including road, water and internet safety. They also learn cycling proficiency in Year 6. Additionally the school responds to local contextual needs by providing the children and community with information, such as issues like County Lines.
- The wider curriculum opportunities are supported through educational visits, such as Yr4 Birds of Poole Harbour and outside visitors in school.
- 'Storm break' has been implemented this year throughout the whole school. This initiative is to support children with their mental wellbeing and teaches them mini activities to release negative energy.

#### Areas for improvement:

- Continue to increase pupil premium pupils' uptake of clubs and experiences.
- To raise pupils' aspirations for their futures, so that they can see from an early age, how they contribute positively to society.
- To develop a 'safety' curriculum linked to needs within the community.