

## Ewanrigg Junior School Self Evaluation Summary

EJS is a small junior school in Maryport (150 on role), which is a very deprived area of West Cumbria. We have many challenges to face but do so with enthusiasm and determination so as to ensure our children can live up to our vision of "be all you can be."

Children come to us at Y3 from three local infant schools. Some parents choose to send children with SEND and behaviour issues to our school from out of area as we have a local reputation as managing children with SEND and children with behaviour issues well.

There is a high proportion of Ever 6 (Pupil Premium) children at EJS –2017-2018 the figure stands at 52.2% putting the school in the top 20% of all schools nationally.

There is also a high proportion of children with SEN challenges and barriers to learning at EJS – 2017-2018 the figure stands at 53.4%

The Ewanrigg and Ellenborough wards lie in the top 10% of deprived areas in England. Areas of extreme deprivation in our wards are child poverty standing at 33%, unemployment 6.1%, life expectancy 79.2 years and health 9.9%. Ref: Cumbria Intelligence Observatory.

Safeguarding is a huge challenge here at EJS with 22% (32) of our children listed on our Safeguarding Register

	1	2	3	4
<b>Overall effectiveness</b>		2		
<ul style="list-style-type: none"><li>• We continue to judge ourselves as good in all areas</li><li>• Children are well prepared for life in modern Britain due to the effectiveness of our actions to promote British Values and our pupils' SMSC development.</li><li>• The schools capacity for sustained improvement is good</li></ul>				

## Ewanrigg Junior School Self Evaluation Summary

	1	2	3	4
<b>Effectiveness of leadership and management</b>		2		
<p><i>Key leaders, including governors, communicate high expectations and ambition. Senior leaders and the governing body work closely together to implement well-focused improvement plans which are based on thorough self-evaluation and include specific focus and actions from previous inspections. Self-evaluation is thorough and accurate, and the school's actions are carefully planned. The Head and leaders strive for excellence, demonstrate professionalism and consistently apply the school's policies and procedures.</i></p> <p><i>This year is a transitional year as staff take on new roles and responsibilities.</i></p> <p><b>Next steps:</b></p> <p><u>Governors</u> <i>Increase governor awareness and understanding of roles, responsibilities and OFSTED accountabilities.</i></p> <p><i>Increase CAPs and Finance and Staffing monitoring.</i></p> <p><i>Increase understanding of requirements of SEF and SDP.</i></p> <p><u>Safeguarding- KCSIE 2018</u> <i>Introduce and alert all school staff to changes in KCSIE 2018 and alter any relevant policies/practices to include said changes.</i></p> <p><u>Workload REDUCTION</u> <i>Support the DFE call for a national teacher workload reduction review in order to retain our high quality teaching staff.</i></p>				

## Ewanrigg Junior School Self Evaluation Summary

	1	2	3	4
<b>Quality of teaching, learning and assessment</b>		2		
<p>Teaching standards and subject knowledge are high here at EJS and both teaching and support staff are well trained. Performance management shows that the high majority of teaching is good here at EJS, with some outstanding features.</p> <p>Here at EJS we have a culture of achievement and high expectations. Good choices, hard work, good attendance and motivation are celebrated with as much vigour as attainment and progress. Children are given a "Success Path" and are taught at their own level so as to be successful and have firm learning foundations before moving forward. We link good personal academic success to work and employability and make sure that all children and families know that we EXPECT our children to succeed.</p> <p>Assessment is personalised and from this information, children are placed in the relevant learning group and focussed planning for learning to fill learning gaps can be delivered in high quality first teaching.</p> <p>Next steps:</p> <ul style="list-style-type: none"><li>• Increase the reasoning capacity across the curriculum by improving resilience.</li><li>• Increase the proportion of higher attaining children in all year groups.</li><li>• Review our curriculum in order to ensure that it is rich, broad and balanced and covers the required outcomes of the National Curriculum by the end of Key Stage 2.</li><li>• Improve the quality of marking and feedback by making it more accessible to all children.</li><li>• Improve the tracking of interventions, including vulnerable group.</li><li>• Embed an expectation of standard spoken English throughout the school.</li></ul>				

## Ewanrigg Junior School Self Evaluation Summary

	1	2	3	4
<b>Personal development, behaviour and welfare</b>		2		
<p>Attendance throughout 2017-2018 consistently stood at 96.2% which is line with national average and the rate of absence was 3.9% which is below the average for schools with similar a similar level of deprivation. This is closely monitored by the Senior Learning Mentor whose time table and role has been altered 2018. There were no permanent exclusions and no fixed term exclusions in 2017-2018.</p> <p>Children enjoy coming to school (99% 2018 pupil survey) and feel safe (97%). Children and parents feel that children are well behaved at EJS. (92% &amp; 92%)</p> <p>As our children transfer from three separate and very different Infant schools attitudes to learning are very different at Y3 entry and staff have to work hard to combine the three differing learning and behaviour cultures to match EJS expectations. As the children move through school however, learning attitudes are positive and the vast majority of children are eager and willing to learn. Those who struggle to be motivated are supported and helped to access learning opportunities given.</p> <p>Conduct at EJS is good with no permanent exclusions. Some children do struggle with accepting boundaries and understanding the concept of choices and actions leading to consequences and some of our children need to be overtly taught what appropriate and inappropriate behaviour is. Here at EJS we believe in educating the whole child and have long standing targeted intervention groups supporting children with any mental health, family or behavioural issues – Lego Therapy, Nurture, Hands To Self, Social Stories, Happy to be me, Learning to Get Along, mindfulness, meditation and yoga.</p> <p>EJS is a safe school. Safeguarding and child protection are a core thread of learning here at EJS. We have many vulnerable children (22%) on our Safeguarding Register and we have a well trained and experienced Safeguarding Team, led by the Head Teacher. Here at EJS children are taught how to keep themselves safe and how to prepare themselves for life outside the school, with particular focus on e-safety and issues of bullying, including homophobic and racial bullying. EJS has one fundamental golden rule – "To treat others and other's property as we want to be treated." Here at EJS we prioritise safety learning through the teaching of Kidsafe, E-Safety, Life Bus, SRE, First Aid and have regular safety assemblies led by both EJS staff. EJS Mini police and external specialists (police/fire/lifeboat etc.)</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• We need to increase the resilience of both the parents and children in our care</li> <li>• Staff will be increasingly able to recognise and alter delivery to match the vulnerability needs of the children by plotting children against the LSCB wedge and vulnerability triangle.</li> <li>• We need to ensure that our safeguarding procedures are of the highest quality so that none of our vulnerable children "fall through the net."</li> </ul>				

## Ewanrigg Junior School Self Evaluation Summary

	1	2	3	4
<b>Outcomes for pupils</b>		2		
<p><i>In spite of extremely challenging circumstances and lower than average attainment on entry, Attainment and progress in 2018 was in line with the national average in all subjects.</i></p> <p><u>Areas to celebrate are:</u></p> <p><i>Reading in 2018 was 77%, which is a 3 year upward trend and increase of 31%. GPS in 2019 was 79%, which is a 3 year upward trend of 11%. Maths was 74% and writing 84%. Combined reading, writing and maths was 63% which is 2% below floor target but broadly in line with the national average.</i></p> <p><i>Progress from KS1 to KS2 exit was in line with national average for all subjects. (Reading -0.9, writing 0 &amp; maths -0.7) Progress from our Year 3 Entry was significantly above national average for all subjects .Progress for EYFS to end of Ks2 is above average for all subjects but significantly above average in writing and GPS.</i></p> <p><i>We believe our success in both SEN and Pupil Premium is down to our philosophy of teaching to the learning needs of the child and keeping learning group sizes small. Excellent class teaching coupled with the deployment of very experienced and well trained support staff allows focussed and targeted learning opportunities and interventions to be offered to ALL of our children, including our children with SEND.</i></p> <p><i>Progress from KS1 exit is reported as lower for disadvantaged children in Reading, writing and maths but this is due to the long standing discrepancy between KS1 data and KS2 Entry data. Progress from our KS2 Entry points to KS2 exit shows that disadvantaged children make more progress than non-disadvantaged pupils. 2018 disadvantaged R +3.7,W +4.98 &amp; M +3.73.</i></p> <p><i>The percentage of students with SEN support at Ewanrigg Junior School achieving the expected standard in Reading, Writing &amp; Maths is 12.8% less than the School average, and 26.1% higher than the national average. The school gap has narrowed by 15.6% since 2015/16.</i></p> <p><b>Next steps:</b></p> <p><i>Every child to make expected or better personal progress from key stage 2 entry points in Reading, writing, maths &amp; EGPS.</i></p>				

## Ewanrigg Junior School Self Evaluation Summary

### Since the last inspection in 2015 we have:

- sustained our reading improvements so that there are no significant differences between reading, writing and maths
- achieved in line with national average for all subjects for both attainment and progress. This is in spite of extremely challenging circumstances and lower than average attainment on entry. Using EJS AOE data, progress is above national.
- a 3 year trend of making above average progress in all subjects from EYFS and are significantly above average in Writing +2.5, Maths +2.1 and combined R,W,M +1.6
- increased the proportion of pupils attaining greater depth for R,W,M combined at twice the rate of national (9% compared to 4%) over the past two years.
- Further reviewed and revised our feedback policy so that staff workload has reduced without diminishing the impact on learning.
- Further reviewed and refined our assessment processes to focus our planning and teaching.

Continued to maintain a broad curriculum offering (artistic, sporting and cultural) for our pupils which widens their horizons and enhances their aspirations. This includes a variety of visitors and visits (residential and day) which we aim to be as inclusive as possible (long term saving schemes and bursary support for example). In addition, we use our PE sports funding to offer pupils experiences they would not otherwise access (such as horse riding and water sports), many of which have been suggested by our pupils