



NCJPS Self-Evaluation 2018-19

Context				
<p>We are an average sized voluntary aided Jewish primary school with private nursery provision that shares our campus. Our catchment area includes Stockport, Manchester and Trafford. We currently have 222 children on role; 10 SEN /43 EAL/ 11 Pupil Premium. Although the majority of year groups have two classes, there are three year groups with a one-form entry. In addition, we have reduced our PAN (pupil admission number) to 30 children per year, which took effect from this September 2018. This has led, and will continue to do so, to a reduction in the number of classes as well as the number of our teaching staff.</p>				
Overall effectiveness				
<p>The Leadership Team and Governors believe that NCJPS remains an outstanding school that offers a <i>'highly motivating and academic atmosphere where children are encouraged and supported to reach their full potential. Children are confident and proud of their Judaism and have a strong identity regarding their own community and the State of Israel'</i> (Mission Statement).</p> <p>Our Pupil outcomes, both attainment and progress, from on-entry data as well as from other starting points is also outstanding and our results are amongst the top in the north-west and nationally and have been for a number of years. This is made more impressive when time constraints are considered, namely 10% of the week is dedicated to Jewish Studies and the school closes at 13:30 on a Friday from mid-October to February, due to the start of the Sabbath.</p> <p>The School's Leadership and Management, including a dynamic and supportive governing body as well a newly reformed SLT work tirelessly and collaboratively to drive the school forward and to ensure it remains one of the top schools in the UK.</p> <p>The quality of teaching learning and assessment remains outstanding and staff are continuously developing and sharing good practice and are committed to ensuring children enjoy learning through a broad, rich and balanced curriculum, which strives to promote British and Jewish value as well as Spiritual, moral, social and cultural development (SMSC).</p> <p>Personal Development, behaviour and welfare remains strong and especially in the area of safeguarding, which remains the number one priority and children feel safe, cared for and happy.</p> <p>Effectiveness of EYFS is also outstanding and the newly created outdoor area has further enhanced the provision and ensures high quality outdoor learning. The majority of the children enter Reception at 30-50 month secure with a few outliers who are at 40-60 months or developing. Children make outstanding progress with a very high percentage achieving a GLD and some exceeding.</p>				
Outcomes for children and learners				
<p>The staff and governors believe that the school remains outstanding in this area.</p> <p>Children's enter Reception with attainment broadly in line with what is expected – working within the 30-50months band. However, by the time pupils leave in Year 6, attainment as well as progress is well above the national average and has been so consistently for three years. This can be seen in the NC assessments (SATS) results in 2016 – 2018.</p> <p>Key Stage 2</p> <p>The cohort finishing Year 6, last year, achieved an average scaled score of 109 in reading, 110 in GPS and 110 in Maths, which is significantly above the NA. In addition, the percentage of pupils achieving the expected level (100+) shows a three-year upward trend in both reading and writing and a 2-year upward trend in Maths. 91% achieved the expected standard in R/W/M combined compared to 64% nationally. In addition, those pupils achieving a score of 110+ is also significantly higher than the NA and there is a two-year upward trend in both reading and maths and a three-year upward trend, in all three subjects, for both boys and girls for exceeding the NA.</p> <p>The value added progress for last year's cohort was above in reading (2.1), writing (2.1) and Maths (3.1) Of the High Attainers at the end of KS1, 70% achieved the higher standards (110+), in readings, 75% in writing and 65% in maths and 55% combined, compared to 56%, 46%, 54% and 26 % respectively at national level. Moreover, 92% of Middle Attainers achieved the expected standard in all R/W/M compared to, 70%, 78% and 74% nationally. Furthermore, of that group 25% achieved the higher standard in reading (NA2%) and 33% in Maths (NA 11%).</p>				

100% of Pupil Premium pupils achieved the expected attainment in all subjects and made above progress in reading and maths and average progress in writing. Finally, it is worth noting that 43% of the cohort were summer born compare to 26% LA.

Key Stage 1:

The cohort finishing KS1 last year exceeded the NA in achieving the expected standard in Reading, Writing, Maths and Science for the third consecutive year, despite 24% being EAL, 14% more than LA. In addition, there is a three-year upward trend in the number of pupils achieving a GDS in R/W/M, which for three years, has been above the NA.

Of this cohort, 73% who achieved EYFSP3 in reading achieved GDS at KS1, which is above national (70%) and 86% who achieved an EYFSP2 achieved the expected standard in line with NA and 21% who achieved an EYFSP2 made rapid progress and achieved GDS at the end of KS1. In addition, in writing, 85% of EYFSP3 achieved a GDS compared to 50% LA and in maths, 83% of EYFSP3 achieved a GDS compared to 56% NA. Finally, 22% of EYFSP2 made rapid progress and achieved GDS compared to 16% NA.

Phonics screening check:

Both in 2016 and 2017, our results have been significantly above both local and national. In the former, 89% passed the check compared to 81% nationally and in 2017, an incredible 94% of the cohort achieved the requirement compared to 81% national.

Last year (Summer 2018), 79% passed the check compared to 82% nationally. This is slightly down on our previous outstanding results, although over average phonic mark of 34% is above national of 33.9%.

This slight dip in the results was due a very disruptive year which resulted in the teacher missing the final two terms of school and eventually left to pursue a career outside of teaching. In addition, off the 6 children who did not pass, one child has been diagnosed with Autistic Spectrum Disorder and another possible dyslexia and the other 4 children all have an evidence trail of need and support.

Despite those children who did not pass the check, good progress has been made from their low starting point in EYFS, since the data show significant weakness in Communication, Language and Literacy (CLL) in Reception and overall low prior attainment.

100% of children who retook the phonic screening check in Year 2 passed and so there is no child in Year 3 who has not met the required standard.

EYFS

Children enter EYFS with attainment in line with national – the majority of children are working within the 30-50-month band. However, by the end of the year, the majority of those pupils make rapid progress and achieve a GLD, which has continued to be significantly above both local and national figures for the past three years.

Last year's GLD was 90% compared to national results of 72%. A similar pattern is evident in previous years, for example, in 2016, the school's GLD was 94% compared to 70% nationally. Furthermore, the school's Average Point Score is also significantly above that of national, e.g. 2018 36.9 whereas national was 34.6. Furthermore, in the majority of the 12 AOL, the school's results are above, and in some areas significantly above NA. Of last year's cohort, 75% of EAL pupils achieved GLD compared to 66% NA which signifies a 2-year trend of being above NA.

Internal tracking

Internal tracking, using SIMS as well as our own bespoke system shows that pupils make excellent progress from their various starting points in English and Mathematics. All other NC subjects are also assessed regularly and monitored by the subject leads. as well as in the other NC subjects.

Quality of teaching, learning and assessment	1			

The staff and governors believe that the school remains outstanding in this area.

Last term's teaching and learning focus was on effective questioning. Thus, four training sessions were dedicated to this area, which provided an opportunity to reflect on questioning practice and to explore a range of theories on effective questioning, such as the role of Bloom's Taxonomy in constructing challenging questions, the use of questioning to engage pupils, support learning, and encourage reflection across the curriculum and the balance of teacher and pupil-led questioning in the classrooms. As a result, and as can be seen via observations, teachers' questioning has become a real strength amongst the staff and effective questioning will continue to be a focus for the coming year.

Evidence from on-going monitoring (book scrutiny, lesson observation, drop-ins and pupil interviews), shows that teaching is at minimum good and in most instances outstanding. Consequently, many pupils are making rapid sustained progress from their various starting points. Any areas of development / barriers to learning are identified and support put into place. Where there have been some concerns about members of staff's teaching ability, support has been offered in the form of coaching and specific SMART target have been agreed upon. This has been very successful in most instances albeit leadership did have to intervene with a member of staff, who decided on a career change.

As a follow on, to help all teachers to improve their practice, Incremental Coaching was introduced last term (summer 2018), where peers observe each other and set small one step targets. This was welcomed by all staff and has had positive outcomes on results. Staff also welcomed the support from their colleagues and felt it was very non-judgemental. 89% parents say their children are taught well (July 2018).

Teachers plan very effective and engaging lessons, which are well resourced and managed, cater for all abilities, promote enthusiasm and foster curiosity. They demonstrate a deep knowledge and understanding and make the maximum use of lesson time, which is crucial as 5 lessons a week are taken up by Jewish Studies and Ivrit lessons and for half the year, the school closes early on a Friday afternoon for the commencement of the Sabbath, yet pupil outcomes remain outstanding. Staff have a high level of expertise and subject knowledge, which is shared amongst colleagues. For example, last term subject leaders led CPD staff meetings on reading, writing and maths etc.

Teachers embed reading, writing and communication and maths exceptionally well across the curriculum and phonics for younger children.

Teachers provide pupils with incisive feedback, in line with the schools Marking and Feedback Policy. The policy is used consistently throughout the school and pupils thus know, and are eager to, improve their work. It supports the developmental learning of children and is instrumental in setting next steps and setting challenges. Teachers plan 'Fix-It' time for pupils to respond to their marking, correct their work and reflect on their learning. Teaching is responsive. As a result, children show a commitment to improve their work and it is clear that they take pride in it too.

Resilience is one of the school's values and the children are encouraged at every opportunity to have a positive mindset and attitude to learning. In particular, they are told to refrain from saying, 'I cannot do it' but rather to say, 'I cannot do it yet.' Thus children are becoming more resilient to failure and love the challenge of leaning whether it be in class or through extra-curricular activities.

Following a Parental Homework Survey in 2016, the school responded to parents' views by introducing the Weekly Digest so that they would be aware how homework consolidates learning, deepens understanding and prepares pupils for the work to come. In the most recent parental questionnaire (July 2018), an impressive 83% of parents agreed or strongly agrees that their child receives appropriate homework for their age and only 13% disagreeing.

Parents and carers are provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the standards expected. In the parent questionnaire (July 2018), 86% of parents agreed or strongly agreed that they receive valuable information from the school about their child's progress. Parents are kept informed of their children's progress and achievement via mid-year and end of year reports, as well as two parents' evenings but are able to email staff directly at any time. In addition, reading, maths and phonic parent workshops are held during the year, which provide guidance about how to support their child to improve.

Following the move to SIMS as our assessment and tracking tool, teachers now have more accurate formative assessment data in Reading, Writing and Maths. Children are tracked weekly or at the end of a unit of work and teachers are able to quickly identify gaps and support those pupils.

Personal development, behaviour and welfare	1	2	3	4

The staff and governors believe that the school remains outstanding in this area, both for behaviour and personal development and welfare.

Behaviour:

Despite prior standards already being excellent, the school has seen a sustained improvement in behaviour over the course of the past term. (Summer 2018) and the start of this term. This has been largely due to the introduction of our new Good to be Green behaviour system, which has been incredibly well received by all children, staff, parents and other stakeholders. As a result of weekly monitoring of the Good to be Green behaviour logs, it is clear that any incidences of low level disruption are rare. This is also the case on the football pitch and playground, which in previous has led to some poor choices by some pupils. However, both inside and outside the classroom, pupils demonstrate impeccable conduct, which reflects the school's effective strategies to promote high standards of behaviour and equip children with the behaviours and attitudes necessary for success in their next stage of education and adulthood.

The improvement in behaviour can also be accredited to the focus on Growth Mindset and in particular, the new school core value of RESPECT (Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork). Displays can visibly be seen in classrooms and corridors but the embedding of these values, is taking place in the classroom, both in secular and Jewish Studies lessons. Each week there is a focus on a different value, which is initially introduced during the Monday morning assembly before being discussed and debated in a respectful way in class. The weekly Award Assembly celebrates children's achievements and these are based on these 7 core values. There is a real focus on self-discipline and demonstrating at every opportunity random acts of kindness both inside and towards the wider community. We are currently preparing for activities for World Kindness Day in November.

The school has helped individual children, who arrived with challenging behaviour, to improve. This has included interventions such as social groups, art therapy and Lego but to name a few. Furthermore, the school 'buy-back' Stockport Behaviour Support Services (BSS), who have liaised closely with teachers to support the most vulnerable children including arranging a behaviour mentor. Stockport have also ran whole staff meetings on different aspects of social and emotional behaviour and strategies that can be used in and outside the classroom. The school has also employed outside agencies to deliver staff training on various aspects of behaviour and welfare. As a results, and as can be seen from behaviour logs, as well as exclusion data and racist incident logs, there has been a reduced number of incidents over the last year.

Pupils' value their education and no group of children are disadvantaged by low attendance. Whole school attendance for the previous 2 years has been 96% and this is also the current attendance so far this term. SEN/PP/EAL attendance is at the same high level.

Where there have been any concerns about the attendance of a few individual pupils, actions has been taken promptly and the Education Welfare Officer (EWO) has been informed, when necessary, and their advice acted upon.

The school has worked hard, and will continue to do so, to prevent all forms of bullying, including online and prejudice based. Last year, the school Head and Deputy Head Boys and Girls, ran a weekly support clinic for those who felt vulnerable or experienced, what they considered a form of bullying. The clinic was a great success as can be seen by the reduction of incidences over the course of the year. The new Head Boy and Girl will continue to run the support clinic and build on its success.

Pupils have a good understanding of the different types of bullying as well as how to deal with it. As a result of high profile anti-bullying strategies, including anti-bullying week, NSPCC assemblies and workshops, visit from the local community police and the Community Security Trust, PSHE/ Jewish Studies lessons and assemblies, children have developed the correct emotional language so that they are able to articulate their feelings in a clear and precise way and respond to any bullying. Furthermore, pupils are aware who to speak to both in school and outside of school if they have concerns, such as Childline and NSPCC.

Any rare instances of bullying are taken very seriously and dealt with effectively by staff and SLT in line with the school's Anti-Bullying Policy.

In the recent parent questionnaire (July 2018), 94% either agreed or strongly agreed that their child is encouraged to show good behaviour.

Personal Development and Welfare:

Pupils are safe and feel safe at all times. This statement can be supported by the latest parent questionnaire, in which 90% of parent felt their child was safe in school and well cared for. Through assemblies, workshops and PSHE lessons, children clearly understand how to keep themselves safe both in and out of school and know who they can turn to for help about any concerns they may have. The school grounds are extremely well protected with a high fenced perimeter, 2 full time security guards, 24hr monitored CCTV and a parent security rota. Furthermore, security measures are in place for any visitor / contractor to the school and children are well versed into how to react to the fire/ intruder alarms.

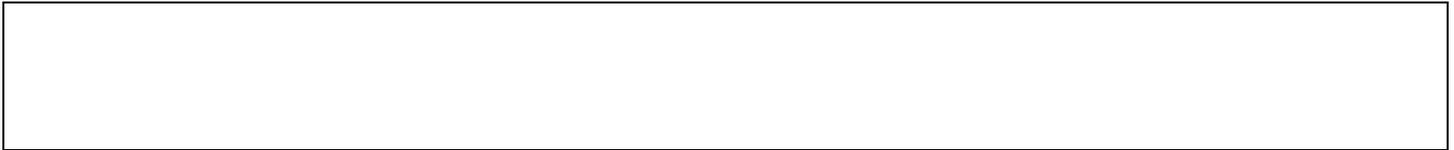
NCJPS is a healthy school and to take this further, all snacks excluding fruit and vegetables were banned from school. In addition, as well as weekly PE lessons and various clubs and sports coaching ran during and after school, the Daily Mile was introduced in the last summer term and as a result children are healthier and more aware of the positive impact exercise can have on their learning outcomes and lives as a whole. Children can explain accurately and confidently, how to keep themselves health and can make informed choices about healthy eating, fitness and their emotional and mental wellbeing.

Last term (Summer 2018), the school purchased a new PSHE scheme of work, 1decision and also introduced a compulsory PSHE lesson for all classes. The new scheme, together with regular assemblies and workshops has given pupils an excellent understanding of how to stay safe online, and the dangers of the inappropriate use of mobile technology and social network sights.

From lesson drop ins as well as regular pupil interviews and book looks, children clearly enjoy school and their learning and think teachers are fair and clear about classroom routines and procedures. In addition, children are proud of their work and keen to improve. Pupils are actively involved in school life such as the School Council and Pupil Voice and their views are valued.

All staff, including admin, kitchen and volunteers, have had up-to-date safeguarding training, including Prevent Duty and Channel and constantly receives updates via weekly staff briefings and meetings.

Effectiveness of leadership and management	1	2	3	4
<p>The staff and governors believe that the school remains outstanding in this area.</p> <p>Distributed leadership is fully embedded following the restructure of the SLT this September. The Headteacher, phase Leaders and Head of Jewish Studies, work collaboratively and are effective in the continuous improvement of the school through establishing a culture of both support and accountability. Teachers work in partnership, accepting advice and monitoring from colleagues such as incremental coaching, lesson observations, learning walks, and book scrutiny. These fundamental undertakings are reviewed regularly by the SLT and any issues or underperformance that arises are dealt with swiftly through either support plans or in-house coaching and mentoring. This has led to an improvement in T&L.</p> <p>Professional development is tightly focused on both individual need (identified by discussions or monitoring) and on the school developments, for example, effective questioning and challenging the most able.</p> <p>The quality of learning and assessment and outcomes for all groups of children, including those supported by Pupil Premium is meticulously monitored. The SLT are continually improving and tightening up the assessment procedure following the removal of levels in order to track attainment and progress. Summative assessment is on-going and formative every term. Results are tracked and analysed and the data informs the planning.</p> <p>Links with parents are strong with effective communication through the parent-staff email directory, the Weekly Digest, bi-weekly newsletters and Seesaw. In addition, parents are invited to weekly Shabbat Assemblies as well as to school performances and other events during the calendar year. In addition, 86% of parents agree that communication between home and school is good and 94% of parents would recommend the school to other parents. (July 2018)</p> <p>Curriculum:</p> <p>The school's broad and balanced curriculum inspires pupils to learn, with the promotional of fundamental British Values, (especially tolerance of different faiths and beliefs), children's SMSC development, and the protection of pupils from radicalisation and extremism at the heart. As well as teaching all NC subjects, just under 10% is taken up with Jewish Studies. It is during these lessons, where the weekly school value (Respect) is introduced before being disseminated and taught in secular lessons as well as in assemblies.</p> <p>The subject leaders ensure that the subject requirements are fully covered although teachers are encouraged to be innovative and provide memorable experiences such as the Year 6 residential to London in July and the Year 5 Victorian Day at Tatton Park. Furthermore, teachers are beginning to use DEAL (Drama, Engagement Active Learning) to inspire learning even more.</p> <p>The school also provides a wide range of extra-curricular activities such as dance, drama, coding, chess, Spanish and chess.</p> <p>Governance:</p> <p>The Governing Body works in collaboration with the school and Headteacher to ensure that the continuous improvement of the school is at the heart of everything we do. They play an effective strategic role and are well informed of the current school context and are proactive in carrying out their statutory duties. The GB are visionary and just as ambitious and committed as the SLT, to secure the highest possible standards and to this end they systematically challenge senior leaders on the effective deployment of all the school's resources in order to secure excellent outcomes for all pupils and drive improvement. Moreover, they take responsibility for developing their own skills by attending regular LA training as well as training provided by the Headteacher, the most recent on data (Summer 2018.)</p> <p>The school's leaders and governors have a deep and accurate understanding of the school's effectiveness. The Headteacher has a regular bi-weekly meeting with the CoG and there are also full governor body, foundation governors and committee meetings each term. The school leaders take into account the views of staff and, pupils are parents and in the most recent parental questionnaire (July 2018), 77% of parents agreed that the school was well led and managed and 78% agreed that the school deals effectively with any concerns raised.</p> <p>Safeguarding and SMSC:</p> <p>Pupils SMSC development and the promotion of fundamental British Values are at the heart of the school's work and we ensure that all pupils are prepared for life in modern democratic Britain. British Values are discussed with the children both in secular lessons and Jewish Studies, as well as during the weekly British Values and Picture News Assemblies, in a way to engage them in positive discussion about the diversity of our country and local community. We focus on respecting the heritage of our own community to help us to understand the vast cultural differences of those citizens who make up our society today.</p> <p>Safeguarding is effective within the school, which has created a culture of vigilance and the attitude that 'It could happen here.'" Pupils are always listened to and their welfare is actively promoted at every opportunity. There is no negative information, safeguarding or otherwise, of which the school are aware, on the internet or in the local press, from the LA, DFE, or police concerning our pupils.</p> <p>The school has robust safeguarding practices in place as well as procedures to ensure the wellbeing of all children, staff and visitors. All staff, including volunteers, have had at least the minimum Basic Awareness Safeguarding training required as well as Prevent training, CSE and FGM. All staff are able to identify and respond swiftly to any vulnerable children and will challenge any discriminatory views are challenged. Staff are reminded regularly at meetings and the weekly briefings about their safeguarding responsibility.</p>				



Effectiveness of the EYFS	1	2	3	4
<p>The staff and governors believe that the school remains outstanding in this area.</p> <p>Outcomes for children and learners The children’s outcomes continue to be high and children make sustained progress in relation to their starting points. These high outcomes at the end of the EYFS have been maintained in 2018 with 90% of children achieving a Good Level of Development, an increase of 8 percentage points on 2017 and 18% above national. There were 8 more children in this years’ cohort. The improvements were in the outcomes for Literacy, (Reading and Writing) Mathematics, People and Communities and The World.</p> <p>The effectiveness of Leadership and Management The EYFS Leader, together with her team, provides exceptional support and high-quality learning experiences for all children and drive to maintain the highest levels of outcomes for all children over a sustained period. During the latest visit by the EYFS Consultant on 18th July 2018, she commented, “strong leadership has led to observable improvements over the last 12 months...this is most noticeable in the increase in the quality of the outdoor curriculum.”</p> <p>The quality of teaching, learning and assessment The quality of teaching and learning has continued to be outstanding and assessments are frequent, accurate, and based on high-quality evidence as well as being individualised. This enables teachers to plan consistently challenging activities that build on what individual children already know, understand and can do so that they are continually moving forward in their learning. Target Cards are given to children to celebrate achievement as well to inform next steps in learning. In addition, Super Hero Challenge has been implemented to further develop children’s range of skills.</p> <p>Children access a range of learning opportunities covering all seven areas of learning in the EYFS and have recently purchase of a selection of large open-ended equipment for the children to use to make their own obstacle course and structures. In addition, the development of children’s gross motor skills are supported particularly well with the newly addition tyre swing on the climbing frame, a selection of wheeled and pedalled toys requiring strong upper body and leg strength to use successfully. This is all supporting the children’s physical skills and their imagination and PSED.</p> <p>The corridor space has been improved with the addition of a wall-mounted monitor/screen to support small group/focused teaching sessions. These have been phonic teaching sessions and one to one and guided reading.</p> <p>Personal development, behaviour and welfare Safeguarding procedures are rigorous and staff are exemplary in their observations of children and reporting to the EYFS Designated Safeguarding Lead and children’s health, safety and well-being are greatly enhanced by the vigilant and consistent robust policies and procedures. For example, we have one DSL in EYFS as well as a Paediatric First Aider.</p> <p>Parents are fully involved in their children’s learning. The parents’ information board provides clear information about the EY curriculum and what this looks like. Also included are examples of the children’s activities linked to the curriculum areas and the EYFS Characteristics of effective Learning. (COEL). Links are made to the current teaching focus and the weekly newsletter as a reminder for parent/carers. In addition, a reading and phonics workshop is ran in Autumn 1 to engage parents in their child’s learning.</p>				