

Summary of self-evaluation.

Please refer to complete version for detailed information.

Quality of education	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> • Strong, experienced senior leaders • Phonics KS1 consistently above Nat. • Attainment outcomes remain high and above average in all areas – EYFS, Y1 Phonics, end of KS1 EXS+ and end of KS2 EXS+ • Quality of teaching and learning including outcomes across school. • Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge. • Subject leadership (Including SLEs through Teaching School Hub). • Subject leaders attending local network meetings to share and gain good practice. • SEND identification of and provision is robust • Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support. • Nurture provision - enhanced by Family Support worker • Enrichment opportunities to extend and widen our curriculum offer. • ECT provision is robust and supportive 	<ul style="list-style-type: none"> • Further develop the support and CPD in place for new subject leaders or new to role to ensure equipped with skills, knowledge and expectations to lead effectively. • Embed the consistent approach to reading across the school including high profile and importance of reading as part of the curriculum. • Challenging but realistic target setting for SEND pupils based on their starting points and the individual's identified need. Not allowing SEND to be used as a justification for lower outcomes. • Continue to develop and extend opportunities for GD writing to further improve progress across school to ensure outcomes at end KS2 demonstrate above average progress • Ensure that all subject leaders have opportunity to develop skills, CPD and to shadow experienced leaders within school and other schools appropriate. 	

Behaviour and attitudes	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> • Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy. • Opportunities to celebrate positive behaviour, work, progress etc. • Individualised approaches for children based upon their need and also flexibility to ensure all needs are met. • Relationships and close working with parents at all levels between home and school. • Nurture work has highly positive impact on behaviour – use of internal resources and external agencies to enable all pupils to succeed in structure and unstructured time. All in partnership with home and parents. • Pre-covid - overall attendance is above national and clear systems are in place to support individual pupils and families. Attendance lead works closely with SENCOs, safeguarding lead, PP lead etc to ensure no gaps and all info is shared appropriately. • Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. • High quality relationships between peer to peer and children to adults across school. This comes about through curriculum planning, opportunities to build upon resilience and wellbeing in addition to 'pupil voice' opportunities inc School Council. We pride ourselves on building on positive relationships. 	<ul style="list-style-type: none"> • Ensure that all pupil groups remain above national attendance and procedures are in place for pupils at risk of low attendance. • Continue with embedding the use of emotion coaching and awareness of individual needs to manage behaviour effectively across the school and recognising individual needs when addressing behaviour and attitudes, for example, those with attachment needs inc LAC. • To embed STEPS behaviour support strategy for specific, identified children to positively impact and support them in school • As we move through covid and address the impact on children's education and schooling - to continue to work and support parents and children, and to maintain engagement and resilience. 	

Personal development	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> • SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school. • Pastoral provision ensures effective transitions are in place to give happy, safe, secure and successful start to our school. This links in with our Early Help procedures. • Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. • Both SENDCOs are fully trained as Emotional Health & Wellbeing Leads. • Nurture work has highly positive impact on personal development and resilience – use of internal resources and external agencies to enable all pupils to succeed in structure and unstructured time. All in partnership with home and parents through 'open-door' approach. • Pupils leave KS2 as Secondary Ready due to variety of support and transition arrangements we have made with link schools including additional opportunities to visit. • In-house year group to year group transition arrangements are robust and enable children to settle and succeed quickly 	<ul style="list-style-type: none"> • Healthy Schools Award submitted – Autumn 2021 • Further develop mental health & wellbeing across school and ensure mental health & wellbeing leaders have access to appropriate training • Explore options for professional counselling therapies to further support identified children and families. 	

Leadership and management	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> An inclusive culture is promoted across the whole school to enable all pupils to access the curriculum. Children at risk of seclusion, exclusion or generally falling behind in their learning, are offered a variety of support strategies and opportunities to ensure best opportunities are provided. As above, work with parents to support them to support their children. Family Support worker is part of network group (which she formed) with other FSW across local area. This provides highly effective communication and support networks as well as CPD which feeds into whole school and Early Help provision. Safeguarding procedures and systems are embedded across school. Cohesive unit between Headteacher, Deputy Head and Assistant Head. Governance – strong, proactive and challenging governing body. Actively involved with all aspects of school life inc regular subject visits/meetings and own CPD. 	<ul style="list-style-type: none"> Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills. Group our Subject Leaders to support and challenge each other and to share good practice enabling consistency of expectation and accountability. 	

Effectiveness of Early Years provision	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> Transition meetings with preschool settings, parents to ensure that children are 'school ready' and provisions are in place for a smooth start Parent workshops are used to share expertise and expectations across the curriculum Creative curriculum opportunities linked to child initiated needs Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration. Outcomes at end of EYFS consistently above National data Quality of teaching, learning & provision 	<ul style="list-style-type: none"> Ensuring quality of curriculum Transition from EYFS to Year 1 inc emotional resilience of pupils as they move into KS1 Monitor the attendance of pupils in Reception to ensure that this doesn't have negative impact on whole school attendance data. Extend the 'how to support children' at home idea across all years. 	

Overall effectiveness	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> SLT & Management All members of staff have high expectations of pupil achievement Staff work hard to effectively remove barriers to learning at an early stage which is pre-empted action School takes attainment on entry levels which are not above National, yet standards in Yr6 are above National. Phonics KS1 consistently above Nat. Attainment outcomes remain high for 2019 and above/well above average in all areas – EYFS, Y1 Phonics, end of KS1 EXS+ and end of KS2 EXS+ Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge. SEND identification of and provision is robust Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support. Nurture provision - enhanced by Family Support worker Quality of teaching and learning including outcomes across school. Enrichment opportunities to extend and widen our curriculum offer. Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy. Relationships and close working with parents at all levels between home and school. Overall attendance is above national and clear systems are in place to support individual pupils and families. Attendance lead works closely with SENCOs, safeguarding lead, PP lead etc to ensure no gaps and all info is shared appropriately. Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school. Pastoral provision ensures effective transitions are in place to give happy, safe, secure and successful start to our school. This links in with our Early Help procedures. Pupils leave KS2 as Secondary Ready due to variety of support and transition arrangements we have made with link schools including additional opportunities to visit. Safeguarding procedures & systems are embedded across school. Transition meetings with preschool settings, parents to ensure that children are 'school ready' & provisions are in place for smooth start Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration. Outcomes at end of EYFS consistently above National data Quality of teaching, learning & provision within EYFS 	<ul style="list-style-type: none"> Greater depth writing – high expectations and challenge to provide opportunities to develop writing skills further Curriculum review – further develop the provision, skills and knowledge across the school to ensure a broad and balanced curriculum with a clear focus on skills progression, knowledge and vocabulary enrichment SEND – ensure that expectations across the school are appropriate, challenging, meet needs of all pupils to ensure appropriate progression Reading – whole school approach to the consistent approach to the teaching of reading Support and CPD in place for new subject leaders or new to role to ensure equipped with skills, knowledge and expectations to lead effectively. Ensure that all pupil groups remain above national attendance and procedures in place for pupils at risk of attendance. Further develop and continue to develop and strengthen subject leadership Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills. 	

