

## SEF updates on SECURE FURTHER actions – Sept 2022

Quality of education	Self-evaluation grade:	1
<b>Key strengths:</b>	<b>Secure this further:</b>	
<ul style="list-style-type: none"> <li>• Strong, experienced senior leaders</li> <li>• Phonics KS1 consistently above Nat.</li> <li>• Attainment outcomes remain high and above average in all areas – EYFS, Y1 Phonics, end of KS1 EXS+ and end of KS2 EXS+</li> <li>• Quality of teaching and learning including outcomes across school.</li> <li>• Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge.</li> <li>• Subject leadership (Including SLEs through Teaching School Hub).</li> <li>• Subject leaders attending local network meetings to share and gain good practice.</li> <li>• SEND identification of and provision is robust</li> <li>• Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support.</li> <li>• Nurture provision - enhanced by Family Support worker</li> <li>• Enrichment opportunities to extend and widen our curriculum offer.</li> <li>• ECT provision is robust and supportive</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Small group and 1:1 support with external advisor, CPD training opportunities through LA and Teaching School, Maths Hub, visiting and meeting with other subject leads. Network meetings where possible. Additional non-contact time to focus on subject leader work. Shadowing and working with other subject leads inhouse to share good practice.</b></li> <li>• Embed the consistent approach to reading across the school including high profile and importance of reading as part of the curriculum.</li> <li>• <b>Introduction of Little Wandle into EYFS and KS1 as SSP phonic programme to ensure consistent and progressive approach to phonics. This tightened our teaching approach to phonics and reading to ensure cohesive link, and all teachers have clear understanding of the importance of fully decodable books to support teaching. All relevant staff trained in Little Wandle and parental involvement to ensure this is supported effectively at home. Resources purchased and organised to allow staff to effectively follow and implement the scheme. Focussed on consistent approaches to the teaching of reading from Rec to Yr6 and provided relevant CPD opportunities for staff. Subject leads have worked closely with SLT to review and develop reading curriculum. Reading mock 'Deep Dive' carried out by LA summer term 2022. Very positive and complimentary feedback which has been shared with governors.</b></li> <li>• 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.</li> <li>• <b>Specific and achievable targets set when reviewing coordinated plans for each individual pupil. Staff training provided including 'Working Memory' and precision teaching to upskill staff and provide additional knowledge and expertise for use in their teaching. Staff continue setting targets with SENDCos to ensure appropriate and challenging targets set. Shared and discussed with parents. Targets are not always attainment driven. Often will include pastoral and behaviour targets to ensure achieving full potential in class.</b></li> <li>• 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.</li> <li>• <b>Following covid, writing was clearly the subject area which was impacted negatively the most. Since returning to school, this has been a high priority and remains a key focus area into 2022-2023. Teaching provides additional short opportunities for writing across the curriculum, and this was done to re-develop the stamina for writing for all pupils. Writing for a purpose has always been a key element of our teaching and learning. Author visits, Wow-Days used to inspire pupils back into writing. Trips (e.g., Harry Potter) used to provide stimulus for writing which has engaged pupils. Recovery Premium used for small, focussed groups. Already identified progress and stamina for writing has already greatly improved. This will remain a key focus for whole school. Relevant CPD booked to support in 2022-2023.</b></li> <li>• Ensure that all subject leaders have opportunity to develop skills, CPD and to shadow experienced leaders within school and other schools appropriate.</li> <li>• <b>Addressed above</b></li> </ul>	

Behaviour and attitudes	Self-evaluation grade:	1
<p style="text-align: center;"><b>Key strengths:</b></p> <ul style="list-style-type: none"> <li>• Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy.</li> <li>• Opportunities to celebrate positive behaviour, work, progress etc.</li> <li>• Individualised approaches for children based upon their need and also flexibility to ensure all needs are met.</li> <li>• Relationships and close working with parents at all levels between home and school.</li> <li>• 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.</li> <li>• 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.</li> <li>• Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups.</li> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Secure this further:</b></p> <ul style="list-style-type: none"> <li>• Ensure that all pupil groups remain above national attendance and procedures are in place for pupils at risk of low attendance.</li> <li>• Member of SLT, working with office admin, takes lead on monitoring attendance of all pupil groups. Regular weekly/fortnightly discussions take place to identify both concerns re attendance and punctuality. Processes are in place to quickly identify any child with attendance falling below 97% (previously 96/95%). Contact made with parent/carer in writing, and this is monitored further until attendance improves to be 97+%. Unexplained absences are followed up on the day with phone calls to parents/carers to ensure reason for absence is acceptable. Any situation where contact cannot be made is followed up immediately with house visits. If initial 'soft letter' has no or minimum impact on improving attendance, a formal request to meet letter is sent home requesting face to face conversation to address and improve attendance. Involvement and guidance of LA is available if requested to support.</li> <li>• 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.</li> <li>• INSET day used for staff training to re-cap on benefits and strategies of emotion coaching to embed within our pastoral and behavioural support. Impact shows reduced incidents of pupils becoming distressed and behaviours escalating due to the use of emotion coaching.</li> <li>• To embed STEPS behaviour support strategy for specific, identified children to positively impact and support them in school</li> <li>• INSET day whole staff training. Behaviour Policy reviewed and updated to incorporate use of STEPS. Teachers more confident using the analysis tools within STEPS and using effectively within their approaches.</li> <li>• 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.</li> <li>• Parenting groups continued (when allowed) outside during COVID. Now re introduced Face to Face indoor parental workshops which have increased in attendance.</li> <li>• Parents Welcome Meetings for all Year groups used to establish and reinforce expectations with behaviours and attitude.</li> <li>• Parent Lesson Visit opportunities re introduced to allow parents to visit school and participate/work with their child in lesson.</li> <li>• Fluid and transparent relationships with parents, communicating throughout the day as and when needed. Positive feedback from parents and reinforce the strong working relationships.</li> <li>• Excellent, robust transition arrangements year on year to ensure smooth and effective start to the new school year for pupils and parents.</li> </ul>	

Personal development	Self-evaluation grade:	1
<p style="text-align: center;"><b>Key strengths:</b></p> <ul style="list-style-type: none"> <li>• SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school.</li> <li>• 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.</li> <li>• Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups.</li> <li>• Both SENDCOs are fully trained as Emotional Health &amp; Wellbeing Leads.</li> <li>• 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.</li> <li>• 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.</li> <li>• In-house year group to year group transition arrangements are robust and enable children to settle and succeed quickly</li> </ul>	<p style="text-align: center;"><b>Secure this further:</b></p> <ul style="list-style-type: none"> <li>• Healthy Schools Award submitted – Autumn 2021</li> <li>• First stage of Healthy Schools Award achieved (Bronze) in December 2021. We now continue the next stage (Silver) which can be achieved at 12month intervals.</li> <li>• Further develop mental health &amp; wellbeing across school and ensure mental health &amp; wellbeing leaders have access to appropriate training</li> <li>• Mental Health &amp; Wellbeing Lead training completed in summer 2022. Our school is part of the TT Education network group which provides ongoing support and updates/training. Now in process of updating Mental Health and Wellbeing Policy (Aut 2022). Website updated to provide resources and information to support parents and staff. Staff issued with overview of year indicating key dates of mental health and wellbeing awareness events which then feed into assemblies and classroom learning. Each month, the MH&amp;W leads provide staff with a mental health and wellbeing focus. Now planning for more MH&amp;W training across the school year with a focus on staff wellbeing as well as pupil wellbeing.</li> <li>• Explore options for professional counselling therapies to further support identified children and families.</li> <li>• Links with Little Miracles – play therapist. This is an external agency and independent charity which work in and out of school. We sign post our parents to Little Miracles which then helps to get support for the child.</li> <li>• We are in the process of a new structure within Peterborough to provide schools with a direct link to a mental health nurse.</li> <li>• We are exploring options of a placement within our school for students in final year of counselling training.</li> </ul>	

Leadership and management	Self-evaluation grade:	1
<p><b>Key strengths:</b></p> <ul style="list-style-type: none"> <li>• An inclusive culture is promoted across the whole school to enable all pupils to access the curriculum.</li> <li>• 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.</li> <li>• As above, work with parents to support them to support their children.</li> <li>• 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.</li> <li>• Safeguarding procedures and systems are embedded across school.</li> <li>• Cohesive unit between Headteacher, Deputy Head and Assistant Head.</li> <li>• Governance – strong, proactive and challenging governing body. Actively involved with all aspects of school life inc regular subject visits/meetings and own CPD.</li> </ul>	<p><b>Secure this further:</b></p> <ul style="list-style-type: none"> <li>• Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills.</li> <li>• Insight purchased as a data recording system to allow us to track and monitor pupil attainment and progress over time in all subject areas.</li> <li>• PE has own GetSet4PE which does same but specific to PE.</li> <li>• These systems enable teachers to identify gaps in learning and understanding which then feeds into next steps and/or intervention strategies.</li> <li>• Increased confidence of curriculum coverage and knowledge using the curriculum progression of skills documents. (These can also be found on our website)</li> <li>• This will enable teachers to identify those children on track, working below, working above and identify children at risk of falling behind in one or more curriculum areas.</li> <li>• Group our Subject Leaders to support and challenge each other and to share good practice enabling consistency of expectation and accountability.</li> <li>• Pre-covid, we grouped subject leaders into working teams to share good practice for their subject areas; share evidence types gathered; discuss strategies for monitoring their own subject areas and how to further develop their own subject. Where identified, CPD provided as an additional layer of support.</li> <li>• To further develop their own subject knowledge and confidence, leads questioned, discussed and challenged each other on depth of knowledge and understanding of the subject in both standards and curriculum knowledge.</li> <li>• Moving this forward, we have paired ECTs with strong subject leaders (at their request) to allow them to learn from and observe curriculum subject leadership as part of our succession planning.</li> </ul>	

Effectiveness of Early Years provision	Self-evaluation grade:	1
<p><b>Key strengths:</b></p> <ul style="list-style-type: none"> <li>• Transition meetings with preschool settings, parents to ensure that children are 'school ready' and provisions are in place for a smooth start</li> <li>• Parent workshops are used to share expertise and expectations across the curriculum</li> <li>• Creative curriculum opportunities linked to child-initiated needs</li> <li>• Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration.</li> <li>• Outcomes at end of EYFS consistently above National data</li> <li>• Quality of teaching, learning &amp; provision</li> </ul>	<p><b>Secure this further:</b></p> <ul style="list-style-type: none"> <li>• Ensuring quality of curriculum</li> <li>• Early adopters of new EYFS curriculum.</li> <li>• Completed full curriculum review to include the needs and interests of all pupil groups.</li> <li>• Work with subject leads to ensure full understanding of EYFS curriculum and coverage, and how this leads to NC.</li> <li>• Delivered whole teaching staff training</li> <li>• Ensure ambitious challenge for all pupils, regardless of starting points</li> <li>• EYFS lead met with several other EYFS leads to investigate and explore curriculum design opportunities and share good practice.</li> <li>• Long term planning reviewed and updated to ensure full and appropriate coverage</li> <li>• Introduced tapestry to EYFS to record evidence and ensure full and appropriate coverage of EYFS curriculum which is then monitored and reviewed and shared with parents.</li> <li>• The EYFS rich curriculum provides hands-on and real-life opportunities for all pupils.</li> <li>• Transition from EYFS to Year 1 inc emotional resilience of pupils as they move into KS1</li> <li>• Year 1 teachers work with and observe in EYFS to ensure a smooth transition and maintain high standards and expectations.</li> <li>• Thorough transition meetings and hand over including with parents attending when appropriate and necessary (ie. Children with coordinated plans or identified needs), to ensure continuity of provision and that nothing slips through the net.</li> <li>• Reception summer term, staff work together to support children ready for Yr1, ensuring that the children have the confidence and skills to move smoothly into Y1 including behaviour and nurture.</li> <li>• Year 1 autumn term curriculum and structure builds upon the end of EYFS to enable pupils to still have high quality play &amp; learn opportunities. This is extended for pupils who will benefit from longer transition.</li> <li>• Monitor the attendance of pupils in Reception to ensure that this doesn't have negative impact on whole school attendance data.</li> <li>• EYFS work with attendance lead to monitor and track attendance. The process is identical to rest of school following attendance policy. Where need is identified, Family support Worker involvement and/or SENDCo would be involved. Also, communications with parents through discussions on phone, face to face, emails etc to highlight any concerns and identify actions to support.</li> <li>• Extend the 'how to support children' at home idea across all years.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Website used to provide pupils/parents with quality links and resources to support and challenge a wide range of subjects and other aspects of school including attendance, SEND, well-being &amp; mental health.</li> <li>• Subject leads have provided detailed information inc 'how to' videos to support their children at home with phonics and reading.</li> <li>• Pre-recorded/filmed story time readings for use at home</li> <li>• Links to online resources which can be accessed free of charge (school has purchased) to further support learning at home.</li> </ul>
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Overall effectiveness	Self-evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> <li>• SLT &amp; Management</li> <li>• All members of staff have high expectations of pupil achievement</li> <li>• Staff work hard to effectively remove barriers to learning at an early stage which is pre-empted action</li> <li>• School takes attainment on entry levels which are not above National, yet standards in Yr6 are above National.</li> <li>• Phonics KS1 consistently above Nat.</li> <li>• 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+</li> <li>• Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge.</li> <li>• SEND identification of and provision is robust</li> <li>• Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support.</li> <li>• Nurture provision - enhanced by Family Support worker</li> <li>• Quality of teaching and learning including outcomes across school.</li> <li>• Enrichment opportunities to extend and widen our curriculum offer.</li> <li>• Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy.</li> <li>• Relationships and close working with parents at all levels between home and school.</li> <li>• 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.</li> <li>• Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups.</li> <li>• SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school.</li> <li>• 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.</li> <li>• 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.</li> <li>• Safeguarding procedures &amp; systems are embedded across school.</li> <li>• Transition meetings with preschool settings, parents to ensure that children are 'school ready' &amp; provisions are in place for smooth start</li> <li>• Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration.</li> <li>• Outcomes at end of EYFS consistently above National data</li> <li>• Quality of teaching, learning &amp; provision within EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Greater depth writing – high expectations and challenge to provide opportunities to develop writing skills further</li> <li>• Following covid, writing was clearly the subject area which was impacted negatively the most. Since returning to school, this has been a high priority and remains a key focus area into 2022-2023. Teaching provides additional short opportunities for writing across the curriculum, and this was done to re-develop the stamina for writing for all pupils. Writing for a purpose has always been a key element of our teaching and learning. Author visits, Wow-Days used to inspire pupils back into writing. Trips (e.g., Harry Potter) used to provide stimulus for writing which has engaged pupils. Recovery Premium used for small, focussed groups. Already identified progress and stamina for writing has already greatly improved. This will remain a key focus for whole school. Relevant CPD booked to support in 2022-2023.</li> <li>• 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</li> <li>• Reviewed whole school curriculum in 2018/19.</li> <li>• Attended Ofsted curriculum event on broad balanced curriculum.</li> <li>• Addressed 3x I's (intent, Implementation and impact) against our curriculum design to ensure meeting and addressing needs of all pupils.</li> <li>• Provided whole school training – went back to basics and questioned staff: Q. What do we want our children to be able to do/know by the time they leave our school? Q. What type of learners do we want our pupils to be?</li> <li>• Subject leaders reviewed and rewrote their skills and progression documents.</li> <li>• We reviewed topics taught across school and ensured National Curriculum coverage for each subject, and continuity of skills and progression was priority.</li> <li>• Subject leaders CPD – TT Education worked with us. This was to review their own roles and how to ensure meeting requirements to be effective subject leads. Provided additional release time to support subject leaders with this.</li> <li>• Further on, we then purchased the new TT Education skills &amp; progression documents which supported each subject. We revised and made any further changes to our approaches and coverage.</li> <li>• SEND – ensure that expectations across the school are appropriate, challenging, meet needs of all pupils to ensure appropriate progression</li> <li>• Specific and achievable targets set when reviewing coordinated plans for each individual pupil. Staff training provided including 'Working Memory' and precision teaching to upskill staff and provide additional knowledge and expertise for use in their teaching. Staff continue setting targets with SENDCos to ensure appropriate and challenging targets set. Shared and discussed with parents. Targets are not always attainment driven. Often will include pastoral and behaviour targets to ensure achieving full potential in class.</li> <li>• Reading – whole school approach to the consistent approach to the teaching of reading</li> <li>• Introduction of Little Wandle into EYFS and KS1 as SSP phonic programme to ensure consistent and progressive approach to phonics. This tightened our teaching approach to phonics and reading to ensure cohesive link, and all teachers have clear understanding of the importance of fully decodable books to support teaching. All relevant staff trained in Little Wandle and parental involvement to ensure this is supported effectively at home. Resources purchased and organised to allow staff to effectively follow and implement the scheme. Focussed on consistent approaches to the teaching of reading from Rec to Yr6 and provided relevant CPD opportunities for staff. Subject leads have worked closely with SLT to review and develop reading curriculum. Reading mock 'Deep Dive' carried out by LA summer term 2022. Very positive and complimentary feedback which has been shared with governors.</li> </ul>	

- Support and CPD in place for new subject leaders or new to role to ensure equipped with skills, knowledge and expectations to lead effectively.
- Small group and 1:1 support with external advisor, CPD training opportunities through LA and Teaching School, Maths Hub, visiting and meeting with other subject leads. Network meetings where possible. Additional non-contact time to focus on subject leader work. Shadowing and working with other subject leads inhouse to share good practice.
- Ensure that all pupil groups remain above national attendance and procedures in place for pupils at risk of attendance.
- Member of SLT, working with office admin, takes lead on monitoring attendance of all pupil groups. Regular weekly/fortnightly discussions take place to identify both concerns re attendance and punctuality. Processes are in place to quickly identify any child with attendance falling below 97% (previously 96/95%). Contact made with parent/carer in writing, and this is monitored further until attendance improves to be 97+%. Unexplained absences are followed up on the day with phone calls to parents/carers to ensure reason for absence is acceptable. Any situation where contact cannot be made is followed up immediately with house visits. If initial 'soft letter' has no or minimum impact on improving attendance, a formal request to meet letter is sent home requesting face to face conversation to address and improve attendance. Involvement and guidance of LA is available if requested to support.
- Further develop and continue to develop and strengthen subject leadership
  - Addressed above
- Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills.
- Introduced POP Tasks (proof of progress) which allowed us to identify and evidence of: 'pre-learning, what we want to know, what we have learned.'
- We developed an increased and improved focus on assessment opportunities and use of assessment across all subject areas to inform next steps. This had focus on what pupils already know and being able to build upon their prior learning and prior knowledge. Also, in teams, using moderation, we agreed expectations of outcomes across school for each year group.
- Recently (from summer term 2022) we have introduced INSIGHT which is an excellent and effective web-based resource for recording assessment outcomes quickly, clearly and informatively on subjects/classes/year groups/individual pupils.