

Self-Evaluation Form academic year 19-20

Judgements	Actions/Strengths <i>(Actions and strengths during COVID-19 affected schooling in red.)</i>	Areas for SIP 20-21
<p>Quality of education Self-Evaluation: Outstanding <u>SIP objectives 19-20</u> *Implement a revised, challenging and broad-based curriculum * Improve writing at greater depth * Foster a love of reading throughout the school * Training for teachers in areas of curriculum outside of expertise.</p>	<p>Implement a revised, challenging and broad-based curriculum We have devoted INSET and staff meeting time to reviewing, revising and implementing our curriculum especially in the foundation subjects. This includes staff meeting input from SENco on how to support children with SEND across the curriculum Training opportunities given to staff regarding improving curriculum opportunities for children with SEND IMPACT - The revised curriculum meets the new Ofsted framework. There is greater evidence of a progressive knowledge and skills building thread running through each subject. Barriers for children with SEND to accessing the foundation subjects have been greatly reduced. <i>Comprehensive and wide-ranging home learning curriculum during school closure. Safe, efficient and quick wider opening of school achieved from June 1st. All children had the opportunity to return to school before the summer holidays. See parent questionnaire evidence.</i></p> <p>Improve writing at greater depth Writing was the subject of our November lesson observations. INSET presentations given by Emma Lomas, writing lead on developing greater depth writing. IMPACT - Early projections for KS1 and KS2 indicate on track for 25% KS1 and 35% KS2 GD writing.</p> <p>Foster a love of reading throughout the school Considerable investment into reading books for classrooms especially in Key Stage 2. Reading challenges in Years 3-6. Read aloud time allocated by each class teacher for the pure enjoyment of listening to a story. Read aloud investment in books to come in 20-21. IMPACT - Classes are equipped to a greater level. Children are enthusiastic about the challenge in KS2 and are reading a wide range of fiction. Get caught reading and reading emphasis on World Book Day.</p> <p>Training for teachers in areas of curriculum outside of expertise. We have invested in new resources to equip teachers to improve confidence and pedagogy. This is especially so in MFL, music and PE where we have bought into comprehensive online resources. Open door policy from subject leads enables staff to be supported. IMPACT Staff have increased confidence in subject areas that they are not specialists in. Subject knowledge is increasing quickly in music and PE. <i>In house support to enable teachers to deliver online lessons.</i></p>	<p>Quality of Education *KP – Broad and ambitious curriculum *Enhanced blended learning provision using G suite *Identify children for the national catch up premium ensuring rapid recovery of lost learning * Foster a love of reading throughout the school</p>
<p>Behaviour and Attitudes Self-Evaluation: Outstanding <u>SIP objectives 19-20</u> * Consistent behaviour throughout the school day * Develop resilience and growth mindset * Ready, respectful and safe embedded as school rules * Maintain high attendance and improve punctuality</p>	<p>Consistent behaviour throughout the school day Key CPD target on each teaching member of staff's performance development objectives. Staff meeting time allocated to go through implementing effective classroom management practice based on large research-based evidence from Education Endowment Fund (EEF) study. All LSAs have this as a performance development target. IMPACT - There are less instances of children needing Respond and Restore (R and R) consequences due to improved behaviours within classrooms. <i>Throughout lockdown and once school reopened, the behaviour of pupils was excellent. Even at a time where pupils had different adults teaching them and were often with different pupils, high standards of behaviour were maintained.</i></p> <p>Develop resilience and growth mindset Growth mindset visuals are evident in classrooms. Growth mindset ethos delivered via collective worship themes, class-based worship, PSHE lessons. <i>Growth mindset and resilience evident when children returned to school in spite of the COVID-19 restrictions in place. Children keen to be in school demonstrating a love of learning. Activities for growth mindset and resilience sent home during the lockdown period. Pupils who were struggling to get motivated at home were contacted and support was offered to parents.</i></p> <p>Ready, respectful and safe embedded as school rules Reiteration of Ready, Respectful, Safe through collective worship, PSHE lessons. Visual signs in corridors and classrooms. IMPACT - Rules are embedded into ethos of the school. Lunchtimes are calmer. <i>Children were considerate and respectful of each other during wider opening of school from June 1st adhering to adapted behaviour policy.</i></p> <p>Maintain high attendance and improve punctuality</p>	<p>Behaviour and Attitudes *High behaviour expectations in COVID-19 affected environment. * Growth mindset in COVID-19 environment *High and punctual attendance in light of COVID-19</p>

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	<p>Autumn attendance 97.3% SEND attendance is 96.6% We are offering support to PP and SEND pupils who have poor punctuality, giving them an opportunity to attend breakfast club. Attendance was very high during wider return to school with up to 70% of children in school at any one point. Parents were very punctual for staggered start and end of day.</p>	
<p><u>Personal Development</u> Self-Evaluation: Outstanding <u>SIP objectives 19-20</u></p> <ul style="list-style-type: none"> * Develop character education * Promote protected characteristics * Further develop an enriched curriculum * Global Neighbours Scheme Bronze Award 	<p>Develop character education Specific opportunities for children with SEND to record pupil voice contributions. Encouragement for all children with SEND to take up after school and lunchtime activities. Support given where necessary to facilitate this. There is culture of supporting others. Eg Global Neighbours scheme, social advocacy within lessons across school. Supporting child-based charities. Pen pal scheme with elderly parishioners. Organised a collection of food and household products for two local foodbanks to complement our collective worship theme of serving without looking for reward.</p> <p>Promote protected characteristics Taught implicitly through PSHE etc. Collective worship sessions due to be carried out postponed. Staff and children addressed BLM and equality issues in age appropriate way.</p> <p>Further develop an enriched curriculum Around a dozen lunchtime and after school clubs held throughout any given week. Celebration assembly every Friday celebrates achievements inside and outside of school. Increased participation in competitive sport opportunities across the school year. DCE is supportive of a flexible approach to teaching for elite athletes/dancers. Eg approving release during school time for gymnast on elite training squad.</p> <p>Global Neighbours scheme Bronze Award Mrs Thompson is lead on this project and has made initial contact and held meetings with accreditation staff from Christian Aid who run the Global Neighbours scheme. Planned assemblies postponed.</p>	<p><u>Personal Development</u> *Health, safety and well-being of all staff in COVID-19 affected environment * Understanding and appreciation of diversity. * Attain Bronze Global Neighbours Award * Develop interests and talents using online and in person opportunities</p>
<p><u>Leadership and management</u> Self-Evaluation: Outstanding</p> <ul style="list-style-type: none"> * Equip teachers for revised curriculum * Actively seek to reduce workload * Enhance safeguarding culture in school * Complete new safeguarding audit 	<p>Equip teachers for revised curriculum Substantial investment in resources has been made to enhance the revised curriculum. This includes resurfacing of the main and nursery playground, reading for pleasure books, online resources and subscriptions key to high quality music, Spanish and computing and PE. Training courses for English, maths, PE, RE, music and science leads have taken place. Subject leads have been given time to observe their subject being taught across the school. Staff felt reassured and supported in their return to work in June. Individual risk assessment carried out with those with underlying health risks. Teachers identified which areas of the curriculum they did not manage to cover due to the school closure and these were passed onto the next year group teacher so they can plan accordingly to help close the gaps.</p> <p>Actively seek to reduce workload Trust workload and well-being survey was completed before the academic year started. The main outcomes are being worked on. INSET and staff meeting time allocated to developing each teacher's role as a subject lead/middle leader. Data drops reduced to three a year in line with DFE recommendations. Marking policy was revised in Spring 2020. IMPACT - Feedback from staff is that they feel well supported and appreciate that we are taking practical measures to reduce workload.</p> <p>Enhance safeguarding culture in school Regular safeguarding updates (half termly) have started. Updates regularly given to staff to support them in uploading incidents and follow up actions on CPOMs. Ruth Whittaker appointed as DSL to replace Emilie Smith Use of CPOMS to identify most vulnerable children in school in order to make regular contact with vulnerable families who were not in school.</p> <p>Complete new safeguarding audit The substantial S175 safeguarding audit was completed in the Autumn term by HoS. Actions from it have started to be undertaken. Time for discussion and clarification given. Further dissemination required.</p>	<p><u>Leadership and management</u> *Lead pupils and staff through 20-21 ensuring health, safety, well-being and high academic standards. *Awareness of staff workload * Safeguarding culture throughout school *Improve staff subject and pedagogical knowledge</p>
<p><u>Quality of early years education in schools</u> Self-Evaluation: Good</p> <ul style="list-style-type: none"> * Revised high quality EYFS curriculum * Ensure more opportunity at UW and EAD * Develop a love of early reading 	<p>Revised high quality EYFS curriculum We have devoted INSET and staff meeting time to reviewing, revising and implementing our curriculum in the EYFS especially in the specific early learning goals. IMPACT - Children have greater engagement in activities. The curriculum is more progressive and links better to subject areas in KS1./ EYFS curriculum adapted in the light of COVID-19. High % of children in school for second half of the summer term. Crucial lessons in phonics and early reading continued.</p> <p>Ensure more opportunity at UW and EAD This is a key action on the EYFS action plan this year. In Reception the children have been focussing on looking at a world map and finding out information about different animals around the world. The children have been learning how to engage with 2Simple software using a child friendly keyboard and mouse.</p>	<p><u>Quality of early years education in schools</u> *High level EYFS curriculum * More opportunities at UW and EAD</p>

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<p>* Develop risk assessments for indoor and outdoor provision</p>	<p>Visits to school from Owls having looked at nocturnal animals as a topic.</p> <p>Develop a love of early reading A read aloud programme has been built into the school day in both EYFS classes. Some classic early story books have been purchased to facilitate this. Develop risk assessments for indoor and outdoor provision Risk assessments have now been completed to cover the climbing frames in respective outdoor provision and inclement weather.</p>	<p>* Develop a love of early reading</p>
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