

Self-Evaluation Form academic year 20-21

Judgements	Actions and Impact	Areas for SIP 21-22
<p>Quality of education Self-Evaluation: Outstanding SIP objectives 20-21 *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>Key Priority Implement a broad and robust curriculum across the school, that identifies and addresses lost learning. Baseline assessment completed in September for all classes. Whole class refresh maths and English sessions at the start of the day to refresh concepts missed/forgotten from Summer term 2020. Refresh sessions completed throughout the academic year. Further assessment at the end of the Spring term to identify those that had lost the most learning during the restricted opening and those that would benefit most from catch up curriculum sessions. IMPACT Assessment figures throughout the year indicate that children had recovered a lot of the lost learning from the original 2020 closure and the Spring 21 closure.</p> <p>Enhanced blended learning provision using G suite Full G Suite for Education capability established in October 2020. All teachers had initial basic training in October. Peer training by staff for staff on January 5th to enable Google Classroom and Google Meet operational by January 6th. Google Classroom and Google Meet used as the principal platforms for remote learning in January and February. Constant refining and improving by staff throughout January most notably in producing increasing amounts of live lessons. IMPACT High standard of remote learning provision delivered since January. High engagement levels from all classes. Higher standard of work produced compared to the first lockdown. Children receive and act upon teacher's feedback. Children feel connected to class teacher and to other class members due to Google Meet morning sessions. Teachers skillset in using digital platforms have hugely increased</p> <p>Identify children for the national catch up premium ensuring rapid recovery of lost learning Children who have lost the most learning identified and extra catch up interventions given. Catch-up premium money was used to employ an extra TA from November 2020 specifically to support children identified as those who had lost significant learning across the previous Summer term in the areas of Maths and Spelling, Grammar, and Punctuation (SPAG) and phonics in Year 2. Reviewed and revised catch up support. Children assessed following the full reopening of school in March. After a change of employed personnel, teachers delivered catch up support to identified children after school in Key Stage 2In Reception and Years 1 and 2, catch up support delivered during the school day to identified children by non-class based teaching staff. IMPACT Some progress was made with making up lost learning but impact was reduced due to the restricted opening in January and February. Excellent phonics results 96% passed the deferred test from Year1</p> <p>Foster a love of reading throughout the school Reading challenges have been introduced throughout Key Stage Two. Children encouraged to read a wide range of fiction and non-fiction in order to explore new and unfamiliar genres. Teachers reading to the class on a regular basis. Reading events such as World Book Day have become more book focused. IMPACT Children enthused and engaged by reading challenges and teachers reading to children on a regular basis.</p>	<p>Quality of Education</p> <p>Maintaining online learning</p> <p>Resourcing and training for areas of the curriculum that need enhancing</p> <p>Catch up premium programme 21-22</p>

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<p>Behaviour and Attitudes Self-Evaluation: Outstanding <u>SIP objectives 20-21</u></p> <p>*High behaviour expectations in COVID-19 affected environment. * Growth mindset in COVID-19 environment *High and punctual attendance in light of COVID-19 *To ensure continued compliance with the risk assessment approved for the full opening of school in September.</p>	<p>Ensure that high expectations of learners' behaviour and conduct are applied consistently in light of COVID-19 affected schooling. The children have had clear expectations of the learning behaviours expected in class and in the playground area. The expectations have been rooted in good practice surrounding health and safety and consideration of others. Children have adopted particular routines when walking around school and in the school lunch hall. There are high and clear expectations of the learning behaviour required when learning remotely. Good mental health activities were a priority as the children returned to the full reopening of school in March. Children have continued to stay within their class bubble and not mix in anyway with other classes. IMPACT Children have responded well. Learning behaviours in class have been excellent. Children's conduct across playtimes has also been very good. The more restrictive routines at lunchtime have led to boredom in some children and lunchtime behaviour will be a priority next year. The children have kept to the practices and procedures outlined to them and there has been a reduction in playground incidents. Online behaviour during home learning has been very good with very few incidents occurring. The children have a positive attitude to their education and a hunger to learn.</p> <p>Equip children to be resilient and adopt a growth mindset to overcome challenges and setbacks in the light of learning in COVID-19 affected environment. Additional PSHE and well-being work has been carried out on the return to school in September and throughout the year especially after the full reopening of school in March. In addition, we utilised the Resilience and Engagement Scale Toolkit (REST) - additional resource from Jigsaw. A resilience scale that helps to identify children with low resilience. Introduced in Autumn 2 with the identified children in each class working through a programme. IMPACT Children have displayed a resilient approach to their learning. INSERT Overview of the mental health survey completed by children.</p> <p>High attendance is maintained at 95%+ and learners are punctual for staggered start/end of days. The staggered start to the school day was streamlined at the beginning of the Autumn term to make it a more efficient process. Attendance has been constantly over 97%. Children with underlying health conditions have been supported to return to full attendance. After the full reopening of school in March, children with specific complex needs returned to school on a transition timetable. All others returned to school on a full timetable and achieved 98 attendance since the school fully reopened. IMPACT High attendance has contributed to children's well-being and academic progress and recovery of lost learning. There is no significant difference between the attendance of children within the BAME community and other children.</p> <p>To ensure continued compliance with the risk assessment approved for the full opening of school in September. The September 2020 risk assessment was reviewed at October half term and again in January and finally in March for the full reopening of school. Throughout the year we responded to dynamic situation regarding COVID. In the second half of the Autumn term staff meetings once again went back online and the number of adults allowed in communal areas was reduced. In the January half term, the wearing of masks in public spaces was introduced and the capacity in communal areas was further reduced. IMPACT Staff and pupils feel secure and have adapted to the revised risk assessments. Across the whole school year only four class bubbles had to close. Staff and children feel confident and safe in school.</p>	<p>Behaviour and Attitudes</p> <p>Replace current Smiler system</p> <p>Ready Respectful, Safe embedded</p> <p>Re establish pupil groups that will have a high impact on school life</p>
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Personal Development

Self-Evaluation: **Outstanding**

SIP objectives 20-21

*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

Ensure the health, safety, well-being and a sense of Belonging and community for pupils and staff through training, updated policies, classroom environment and support. All children were welcomed back in September and we had a very high attendance from the start of the term. Children had a well-being and health and safety orientation week to help them re-engage with school and feel the sense of belonging. Staff had training input for the return to school. Friday Zoom Gold award assemblies brought a sense of togetherness in the Autumn and live Gold Award presentations on Google Meet during the closure in January and February. Children in school and children at home had the same learning during the restricted opening. Hot lunches served from the second week into school. Families of children who are pupil premium/on SEN support/have an EHCP and are not in school have received calls on a regular basis. Children's Mental Health week shared in February. We maintained celebrations throughout the school year adapting them to ensure a safe environment and sharing them with the community appropriately. Eg filmed nativity plays, Harvest, Christmas and Easter services. At the end of the school year we held in person Year 6 production, leavers' service and playground prom. IMPACT Children have felt secure and safe (safeguarding report) and enjoyed being back in school. Children have adapted well to new routines and use of the hall at lunchtime has given them a sense of a change of space. There has been a sense of togetherness despite being restricted to class bubbles throughout the whole academic year and also despite some learning in school and some learning at home in the Spring term. Children/families who are more vulnerable have felt connected to school. Children adapted well to the full reopening of school in early March. Attendance now is higher than it has ever been this year - 98%. Staff have also attended in high numbers. Those shielding were keen to return to work as soon as they could.

Understanding and appreciation of diversity. A respect for the different protected characteristics in law is promoted to all learners in an age appropriate way. The curriculum now reflects greater diversity in terms of artists and significant people in history studied. Respect for the different protected characteristics and diversity within society, is promoted through PSHE sessions and other aspects of the curriculum. The RSE curriculum was introduced in the Summer term following an extensive consultation led by Miss Lomas, RSE lead. RSE lessons reiterate the wide range of relationships and family structures within society. Children study wider ranging and diverse composers and sport stars seeing the difference that they make in society. IMPACT Children have a greater awareness of the diversity in society and in institutions such as families.

Attain accreditation for the 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 were postponed and it has not been possible to fully develop this project due to the lack of opportunity to complete collaborative work. This will be a priority for next year.

Further develop an enriched curriculum utilising a blended approach combining online and in person opportunities for the development of interests and talents. Limited opportunity to develop interests and talents due to restrictions on after school clubs and mixing class bubbles. Children in KS2 took part in remote inter school sports activities. After school sports and activity clubs resumed after the full reopening of school in March including football, tennis, cricket, lacrosse and dance. Also, children have entered competitions regarding environmental and societal concerns and spoken to a Minister of State with responsibility for homelessness and the local MP via Zoom. In the summer term, we held a class-based sports day. At the end of term Year 6 performed a musical production to a live audience of Year 6 parents. Year 6 children

Personal Development

Enhance work on diversity and inclusion

Re-establish lunchtime and after school clubs and trips and visitors into the enriched curriculum.

Character development opportunities

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	<p>completed a residential weekend. IMPACT All children in Years 1 to 6 have had opportunities across the year to take part in after school sports activities.</p>	
<p><u>Leadership and management</u> Self-Evaluation: Outstanding <u>SIP objectives 20-21</u></p> <p>*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>Lead pupils and staff through 20-21 ensuring a safe environment, a full and challenging academic curriculum, mental health and well-being provision and enhanced online learning. Comprehensive whole school risk assessments and individual risk assessments have been put in place for staff who are vulnerable. They have been reviewed in light of restricted opening in January. Progressive steps taken to ensure risk of transmission is minimized eg use of face coverings for parents when picking up their children and staff when in communal areas from January onward</p> <p>The full academic curriculum has been in place throughout the academic year. Effective online teaching has taken place during January and February and during the class bubble closures. Further individual risk assessments have taken place as staff returned to work in March. No mitigating measures have been relaxed despite the drop in the number of cases in late Spring and early Summer. IMPACT Staff and pupils feel safe in school. Children at home during the restricted opening felt connected to both their teacher and also to each other due to Google Meet, pre-recorded and live lessons. High engagement with learning ie 95% each week. Online engagement did not tail off as online learning stayed in place into March. This is due to the increased number of live lessons that helped teachers further engage with and motivate children. Children returned to school well and school attendance improved to 97+%</p> <p>Increase awareness of the main pressures on staff via consultation and actively seek to reduce workload through a series of practical measures. There was positive feedback from DCE staff in the trust workforce survey in Summer 2020 regarding well-being and workload. However, normal working patterns have been disrupted during the Autumn and especially so in January. Teachers were not class based during current restricted opening. This freed teachers to concentrate on producing quality home learning. IMPACT The staff surveys from both Summer 2020 and Summer 2021 shows that teachers feel supported and listened to in school with regard to the school ethos around safety and well-being. This will remain a main focus on next year's SIP.</p> <p>Enhance the school's culture of safeguarding, identifying those learners at risk via greater analysis of CPOMS. Complete any action plans to ensure full compliance of S175 safeguarding audit. COVID-19 section of S175 safeguarding audit completed and returned to Manchester City Council in the Autumn term. Use of CPOMS to maintain comprehensive safeguarding records maintained during restricted attendance. Further online safeguarding audit completed in February 2021. Updated version of S175 completed in July 2021. IMPACT Safeguarding protocols throughout the Covid-19 pandemic are secure in the school. We are accountable to Manchester LA Safeguarding lead.</p> <p>Improve staff's subject knowledge especially in the areas of RSE, MFL and online learning Further improve pedagogical knowledge to enhance the teaching of the curriculum. Online training by Primary Languages Programme to help support the subject knowledge in Spanish. Teachers in KS2 have been leading their own Spanish lessons since Autumn 2020. Support given by MFL lead. Further training for staff in RSE led by PSHE/RSE lead – two staff meetings, INSET sessions, staff have received the consultation video RSC engaging parents course/Trust consultation, LGBT inclusion training?? IMPACT Teachers have a greater sense of ownership of Spanish lessons. Teaching MFL sessions is a challenge but teachers have access to a quality website and feel supported by MFL lead. Teachers feel supported and are better equipped to lead RSE sessions in the new curriculum.</p>	<p><u>Leadership and management</u></p> <p>Equip subject lead middle managers</p> <p>Further enhance safeguarding culture</p> <p>Reduce workload through practical measures.</p>

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Quality of early years education in schools

Self-Evaluation: **Good**

SIP objectives 20-21

High level EYFS curriculum

* More opportunities at UW and EAD

* Develop a love of early reading

Implement a detailed, high-level EYFS curriculum that is carefully sequenced and progressive. For the 20-21 academic year – topics have been revised and sequenced to provide a greater flow. Adaptations were made to the current curriculum to ensure that children are ready for the Year 1 curriculum. The EYFS curriculum was revised by staff in line with the new curriculum that starts in September 2021. Training for the new EYFS framework has taken place for the EYFS lead and also for the Nursery teacher. IMPACT Despite the disruption to the school year in January and February, children made good progress and built on previous learning. Key staff are trained for new EYFS curriculum.

Ensure that there is greater challenge and opportunity within Understanding the World and Expressive Arts and Design via both indoor and outdoor provision Understanding the World and Expressive Arts and Design curricula have been strengthened and provide greater links to work in Year 1. More targeted opportunities to learn outdoors due to investment in outdoor learning areas. There has been continued investment into the Outdoor areas making use of Sports premium funding to enable more challenging and imaginative outdoor activities. IMPACT Confident use of new vocabulary in Understanding the World. Good recall of key knowledge and facts. Ability to explain differences and similarities clearly and in detail.

Develop an early love of reading via a read aloud programme of early children's literature to be read with children. Read aloud programme in place throughout the school year. High quality texts were read to the children on a daily basis. Texts were available for children to select and re-read independently. IMPACT Children enjoy listening to stories and can talk confidently about their favourite stories and authors. They have a bank of well-known stories that they can retell.

To provide opportunities to develop fine motor control leading to improvements in handwriting by the end of Reception. Daily clever fingers/letter formation activities for targeted children. Wide variety of fine motor control activities in the learning areas inside and outdoors. Emphasis on correct pen grip using the tripod grip and correct letter formation using the Read, Write, Inc letter rhymes. Focussed word/caption writing session within daily phonics lessons to build up stamina for writing. Use of thick markers in the first term to enable children to write without having to focus on using pressure with a pencil. Children who have needed further support have had specific timetabled intervention to enable them to develop handwriting and letter formation. IMPACT Great progress was evident with letter formation and sizing by the end of the Autumn term Continued good progress throughout the rest of the school year. All children are using a pencil and writing is mostly of a good size and on the line.

Quality of early years education in schools

New EYFS curriculum content is established

Skills and knowledge of EYFS team is developed

Administering assessment in new framework