

School Self Evaluation Form (SEF)

Updated September 2022



Sections		Summary Evaluation	
Current areas for whole school development:	Strengthen the quality of education through extending our early reading provision, further evaluating the curriculum and continuing to embed the improvements in quality first teaching.		
	Embed and further strengthen recent significant improvements within behaviour and attitudes.		
	Continue to embed the improvements within personal development and welfare including further strengthening high quality pastoral support, consolidating understanding of new school values and further extending the enrichment offer during the school day and beyond.		
	Further improve leadership and management by consolidating strengths within the newly extended SLT and ASC and further developing the roles and impact of middle and subject leads.		
Progress in previous inspection key areas:	Area for development	Progress	
	Improve the quality of teaching so that it is consistently good.	A robust new leadership team is now in place. Non-negotiables and key daily expectations for teaching have been introduced. Systems and structures for core subjects are becoming embedded. Significant changes in the teaching staff team have improved the quality of education.	
	Improve planning and implementation of learning activities for children with SEND.	The SENCO has shown leadership strength and has made vast progress in this area. Support for staff to meet the needs of the children with SEND has significantly improved.	
	Reduce the rate of persistent absence and improve attendance rates overall.	New admin systems are in place and the EWO from the MAT is supporting with this. SLT regularly analyse patterns in attendance and action plans are becoming embedded to secure further improvement.	
Improve teaching and pupils' progress in writing, maths and science.	Maths teaching has improved due to the implementation of the NCETM programme which has strengthened teacher's subject knowledge. A new English lead has been appointed who, with support from the Trust, is embedding improvements in this subject area. Science is now regularly being taught with full coverage of National Curriculum objectives. Children's understanding of scientific concepts has improved.		
Quality of Education	Strengths		Next steps
	Children study a full and broad curriculum.		<ul style="list-style-type: none"> To continue to embed and extend the whole-school reading offer, with particular focus on early reading. Consolidate and further strengthen the effective use of assessment information. Continue the evaluation of the curriculum and ensure that knowledge and skills are fully embedded. Continue to strengthen and embed teacher subject knowledge across all subjects. Raise outcomes for all children including those with SEND needs.
	Teacher's subject knowledge is improving and a layer of middle leadership has been implemented to strengthen the leadership of core subjects.		
	Reading is prioritised and a SSP scheme has been introduced to ensure that early reading skills are fully developed and embedded to allow all children to fully access the curriculum.		
	Assessment practices have improved. Teachers are now using assessment to embed learning, check understanding and inform teaching.		
Behaviour and Attitudes	Strengths		Next steps
	The new SLT support all staff in managing behaviour. Both positive and negative behaviours are dealt with fairly and consistently through clear policy.		<ul style="list-style-type: none"> Ensure that all staff apply the improved positive behaviour strategies consistently and effectively. Further develop accountability of all staff to ensure that significant reductions in low level disruption are maintained and further improved. Consolidate recent gains and further improve pupils' attitudes towards their learning and education. Continue to improve attendance for all groups.
	The new SLT have quickly created a positive climate for learning where low level disruption and bullying incidents are not tolerated. Any incidents that do occur are dealt with swiftly and consistently.		
	Fixed term exclusions are used appropriately and the school reintegrates pupils effectively on their return to school.		
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.			
Personal development and welfare	Strengths		Next steps
	The school provides high quality pastoral support for children and their families.		<ul style="list-style-type: none"> Further develop the high quality pastoral support offered by school. Embed the new school values and ensure that emotional education is prioritised within the curriculum. Further develop the wider curriculum and enrichment opportunities for all children including clubs, visits and visitors. Further develop understanding of British values.
	The wider curriculum has been developed so children have opportunity to learn new skills and visit new places. Breakfast club, early bird club, after school clubs, trips, visitors to school and residential visits are all embedded in practice.		
	The school offers a wide range of opportunities for children to engage in musical, artistic, sporting and performance-based activities throughout the year.		
The school continues to prioritise pupil voice. A well-established school council allows children to have a say in decisions at school. School has representatives on the Trust Parliament.			
Leadership and Management	Strengths		Next Steps
	A new, experienced leadership team is in place including EHT, HoS, AHT and SENDCO. They have a clear and ambitious vision for school through a culture of strong, shared values, policy and practice.		<ul style="list-style-type: none"> Further develop high quality CPD for all staff leading to improved teaching, learning and outcomes. Further embed the newly extended SLT. Establish and develop effective middle and subject leadership. Further develop and extend the role of the ASC. Further strengthen and build on existing effective safeguarding arrangements. Further strengthen relationships with all stakeholders and the wider school community.
	The new SLT have engaged effectively with children and all stakeholders including families, local schools and the wider community. The school's reputation has improved.		
	School leaders engage well with staff and manage pressures and workload effectively. A new layer of skilled middle leadership has been established.		
Safeguarding arrangements are effective. There is a positive and pro-active culture of safeguarding within the school.			

KEY: Quotes from external validation (Ofsted, BSQM, MAT day review, behaviour review, LA moderations)

Current year school data – bold blue FFT and ASP (historical) data – bold purple