

**Self-Evaluation Document - Autumn Term 2020/21**

|  |
| --- |
| Vision Statement**“Open Hearts, Open Minds, Open Doors”**We aim to provide all of our children with a rounded education based on the foundation of six core Christian values: **Respect** – Treating everyone in our school with kindness and politeness**Perseverance** – Keeping going when things get hard **Compassion** – Being able to relate to and understand others in need**Friendship** – Enjoying the company of others and being there for them **Courage** – Taking brave steps forward**Honesty** – Always telling the truth Through this approach, we aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens.**Our Vision is Inspired By:** Matthew 7:7**“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”** |

**School Context**

Mobberley Church of England voluntary controlled primary is a broadly average sized, semi-rural school which dates back to 1838. The school is extremely popular, a central part of the village and is oversubscribed in many year groups. We serve the immediate Mobberley village community and we are experiencing significant interest from the wider Knutsford catchment area. In recent years, some local families have not been able to gain places in reception due to high demand and high sibling numbers. Currently there are 198 pupils on roll and although most pupils come from a white British background (93%) there is a growing diversity within the school (6 out of 17 possible ethnic groups.)

We have a distinctively Christian ethos and active pupil citizenship. We benefit from strong links to the neighbouring St Wilfrid’s parish and community. Due to the popularity of the school, there has been significant growth over last 10 years resulting in a doubling of the NOR. The PAN for each year group has now increased to 30 and it is quite possible we will reach full capacity at 210 pupil next year. One of our limitations is the size of the current building and there is an ongoing feasibility study by the LA to improve the fabric of the school, including expanding the current school hall.

Currently, the 10% of pupils eligible for Pupil Premium is well below the national average, although many of the pupils identified as ‘vulnerable’ within the school are not Pupil Premium and carry no additional funding. The percentage of children with SEND is broadly in line with the national average, however there are a number of children who have joined the school with undiagnosed SEND. The school has low mobility indicator.

The school workforce has almost 20% less absence than the national average. There have been no full-time teacher vacancies for many years and staff turnover is very low. Many staff have been well established at the school for many years. The school receives considerably less in funding than the national average.

**Mobberley and the Covid 19 Pandemic 2020:**

The school technically closed to pupils in March but remained open every day (including school holidays and Bank Holidays) for children of key workers and vulnerable pupils. We had a high number of eligible pupils (around 60) for our size of school. Arrangements were made to open at 8am each day and provide childcare after school until 6pm for anyone who needed it. Breakfast was provided to all pupils and a light tea for anyone staying after school as well as a normal dinner. All staff volunteered to supervise and (as far as possible) teach normal lessons in core subjects. All pupils received remote teaching (not necessarily their own teacher) in Maths/English/Topic (KS2) and English/Phonics/Maths/Yoga (Rec/KS1) across the week.Lessons were well received with all but two pupils regularly engaging. We loaned out two laptops where access to technology seemed to be an issue. Food vouchers were distributed to all our pupil premium children. Class teachers and Maddy Knowles (ELSA lead) regularly phoned vulnerable pupils to check on mental health. Home visits were also carried out where we had particular concerns and wellbeing resources were distributed to any children we felt would benefit.

When all children returned to school in September, a number of assessments were carried out, i.e. Puma, Pira and SATS (Y2 and Y6.) This information in conjunction with teacher knowledge gave us the following spread of ability:

Our Self Evaluation and School Improvement Plan for 20-21 is very much based upon our Sept baseline and our agenda around ‘catch up.’ Please refer to the Covid ‘Catch up’ funding report for further details of additional funding.

|  |
| --- |
| **OVERALL EFFECTIVENESS**School was judged Outstanding by OFSTED in July 2012. In the SIAMs inspection of June 2017 the school was judged as Good overall with Outstanding Christian Distinctiveness.**Key Strengths:*** Overall attainment at the end of all key measurement points (EYFS, Phonics, KS1 and KS2) have been above national consistently over time
* The KS2 three-year average reading attainment score was in the highest 20% nationally
* Our curriculum Intent reflects our Vision/Mission statements and Curriculum Drivers for each subject
* Our curriculum Implementation has been reviewed over the past year to ensure appropriate sequencing and knowledge/skill requirements for each year group.
* An external Curriculum review has been undertaken by the School Consultant, Julie Downing
* Teaching, learning and assessment can be evidenced as good overall with many outstanding features – many classes show consistently good and outstanding practice over time
* Leadership has been outstanding over time. A remodelled SLT are increasing in capacity to effectively monitor all aspects of provision with input from the new Bursar. Subject leaders are pro-active in driving subject development and are increasingly involved in monitoring impact. Governors are increasingly informed of school issues by undertaking focused learning walks with curriculum leads
* The school is incredibly popular within the local community and demand for places is high in almost all year groups. A number of appeals have taken place recently putting pressure on PAN. Full capacity will be reached very soon.
* Parent voice and pupil voice are both incredibly positive with the overwhelming majority of pupils/parents extremely happy with school provision.
* Personal Development, behaviour and Welfare are consistently outstanding. Attendance is consistently higher than other schools with similar deprivation indicators. Behaviour is exemplary in all classes. No permanent exclusions have taken place in a very long time.
* The distinctive Christian ethos of the school combined with the determination to enrich the experiences of the children has impacted on providing children with outstanding opportunities to develop their spiritual, moral, social and cultural understanding.
* Pupil Premium children and those we deem ‘Vulnerable’ are well supported emotionally, achieve well and deliberate attempts are made to increase their cultural capital ensuring they have every opportunity to develop holistically.
* The school has a high-profile focus on global learning and has strong links with our partner school in Dhobighat, Nepal. The ongoing cultural exchanges with our partner school and the focus on ‘Global Sustainability goals’ are having a powerful effect on pupil understanding of global and ethical issues.
* All children at Mobberley will, during the course of their time,: Learn two languages, learn a minimum of one instrument, represent the school at least once in a sporting fixture, take part in seven Christmas Nativity performances and three summer shows, learn to swim, learn to ride a bike, learn to cook a basic meal, learn first aid and learn to love, respect and relate to others through a deep understanding of the Christian values.
 |

|  |
| --- |
| **Actions for improvement relating to Overall Effectiveness:*** Carefully target pupils currently slightly behind or significantly behind so that all pupils catch up in their learning by Summer term 2021
* We return to a ‘normal’ curriculum by Summer 2021
* Ensure Curriculum documentation in foundation subjects reflects a carefully sequenced progression in pupil knowledge and skills.
* Curriculum leads drive improvements to contextual reading in foundation subjects.
* In light of the recent changes to Intent and Implementation, curriculum Impact continues to be measured by pupils, parents, co-ordinators and Governors. Focused learning walks, book scrutinies and surveys will be a significant element of the year ahead.
* Improve KS2 SATs attainment in R,W,M at expected and GD in June 2021 so that Y6 results are similar to previous cohorts and comfortably above National**.**
* Improve the KS2 Maths percentage achieving at the expected level and GD through appropriate emphasis on reasoning skills throughout Y6 and younger year groups.
* Ensure that moderation of all judgements are regular and robust with increasing professional challenge, especially at KS1 to avoid the inaccuracies of data as in the past.
* Ensure Pupil Premium children close the gap in writing across the school at expected and GD.
* Ensure ‘Vulnerable’ pupils close the gap in writing at GD.
* Continue to maintain the (previously) very strong outcomes in reading and the good improvements across the school in Writing.
 |

|  |
| --- |
| **QAULITY OF EDUCATION** **Curriculum****Key Strengths:*** The Mobberley Curriculum has recently been reviewed to reflect our Curriculum Intent, Vision and Mission statements. It is ambitious and appropriate consideration has been given to breadth and balance.
* Our ‘Mobberley Curriculum’ has 12 drivers or areas of deliberate emphasis which overarch all that we teach. They allow us to personalise the curriculum to the needs of the pupils in the Mobberley context.
* Curriculum leads have reviewed all curriculum topics in all year groups to ensure a carefully sequenced set of study areas. Each subject leader has tracked the curriculum journey from Reception class through to Year 6, looking critically at the coverage of knowledge and skills in each year group, building on past learning and experiences.
* Curriculum leads in conjunction with class teachers have built up sets of (one page) ‘topic overviews’ for each foundation study area. Each topic overview sets out key content to be taught, previous knowledge to underpin learning, where learning will lead to, key subject specific vocabulary, etc.
* Most curriculum leads are well established within their subjects, are very knowledgeable about them and many have received recent training/CPD opportunities to keep them ‘up to speed’ with recent initiatives.
* Class teachers in conjunction with curriculum leads have mapped out a comprehensive programme of educational visits and visiting experiences (visitors in school) which will enrich learning and lead to high levels of engagement for all pupils. (subject to restrictions being lifted.)

**Teaching, learning and assessment****Key Strengths*** The quality of teaching and learning has been outstanding over time resulting in strong pupil performance.
* Learning walks and Lesson Observations indicate that teaching is engaging, takes account of previous pupil understanding and challenges various abilities. This has been consistently strong over the past three years.
* Teachers are creative in learning opportunities and the teaching they provide.
* The teaching of Reading takes a central role within the school and pupils are regularly exposed to subject specific vocabulary and quality texts.
* Work scrutiny shows pupils have engaged well with their learning and make good ‘in year’ progress.
* Marking and feedback are more effective in encouraging pupils to reflect on their work.
* Teachers set homework which pupils complete to underpin basic skills.
* The pace within the vast majority of lessons is consistently good and teachers have strong subject knowledge. As a result pupils enjoy their learning.
* There is a robust program of assessment including the use of external tests as well as teacher assessment. Accurate assessment drives learning through planning which meets pupils needs.
* Teacher judgements are routinely moderated by the Phase leads, English and Maths Leads. K.Whalley (Dept Head) is now in her third year moderating for the county and plays a considerable role moderating judgements within school.
* Children overwhelmingly enjoy their learning as the high attendance would indicate.
* The wide programme of extra-curricular activities allow pupils to develop a vast range of skills and interests.
* There are regular meetings with parents throughout the year so that they are well informed about the progress of their children and how they can support their learning. The planned themed weeks for Summer 2021 will actively encourage parents to contribute and become involved in the enriched curriculum. Strong parental support within the school makes a positive impact on children’s learning, eg. Reading volunteers, PTA, etc.
* The school is very aware of it’s largely white, middle class community so it goes to great lengths to celebrate diversity and provide rich learning opportunities through links with schools/organisations in different contexts within Manchester and abroad, e.g. Nepal partner school.
* Provision for SEND pupils effectively meets their needs and allows them to make good progress.

**EYFS*** The effectiveness of the early years provision is extremely strong. This can be seen through the excellent outcomes and day-to-day experiences for pupils over time.
* The new build for EYFS/Y1 and soft surfacing has had a positive impact on provision. The environment is attractive both indoor and out. This leads to an effective and stimulating environment through which children thrive.
* Teaching, Learning and assessment in EYFS are extremely strong and promote excellent progress.
* The EYFS staff contact and visit to meet all settings/homes prior to children starting. As a result transition to Rec is highly effective and children very quickly settle into established routines.
* Behaviour of children in EYFS is outstanding. They are eager to learn and they enjoy the challenge of learning. Children are caring towards each other and take good care of the features of their environment.
* An outstanding feature of the provision is the children managing their own learning and challenging themselves to make progress.
* Parents are encouraged to be strongly involved in their children’s learning through the provision of: home/school reading, learning of spelling, etc. Strong links between teacher and parents means that topics are planned around pupil’s interests and the curriculum is highly responsive to their needs.

**OUTCOMES FOR PUPILS****Key Strengths:*** Outcomes for pupils over time have been outstanding. In the last 3 assessed years the GLD has been 80%, 83% and 80% respectively. This is well above local and national averages. Children in Rec class made strong progress over the year from a Sept baseline at the national average.
* Phonics teaching has been a consistent strength of the school – In the last 3 assessed years the phonic pass rate has been well above local and national averages.
* Outcomes in Y2 were above national in reading (4%), writing (3%) and maths (3%) at the expected level. Outcomes were also above national at greater depth – Reading (5%) Writing (1%) and Maths (2%)
* Of the 22 pupils identified as ‘Vulnerable’ by the school (12% of the school) outcomes are in line with their peers in reading and writing and 4% above their peers in Maths at the expected level.
* Pupil premium children (14 pupils) are in line with their peers in Writing and Maths at the expected level. We do have an 8% gap in reading outcomes for these pupils.
* Outcomes in Years 1,3,4,5 indicate that the majority of pupils make consistently good progress and have high standards of attainment in all subjects.
 |

|  |
| --- |
| **Actions for improvement relating to Quality of Education****Curriculum:*** Ensure that a full ‘normal’ curriculum returns by Summer 2021
* Ensure Curriculum Leads and SLT review sequencing of knowledge/skills in overviews within each term.
* Ensure there is appropriate quality and quantity of subject specific reading materials within each classroom for each topic area.
* Ensure Curriculum leads have been on appropriate training/CPD opportunities to keep them ‘up to speed’ with current developments

**Teaching, Learning and Assessment:*** Ensure consistency with the marking and feedback policy so that it impacts positively on pupils learning and reduces teacher workload.
* Improve teaching and learning opportunities for the most able pupils so that they make outstanding progress
* Finding more creative ways to promote independent, creative learning will be a focus this year.
* Improve teaching and learning for lower average pupils so that they make consistently good progress.
* Further develop enrichment opportunities so that a vibrant curriculum leads to high standards across all subjects
* Ensure the new curriculum lead of Art/DT is well supported to drive high quality provision for all pupils
* There is evidence of challenge, however, extending the most able and raising the attainment of lower average pupils are a key focus going forward.

**EYFS:*** Review and improve the provision for more able learners to increase the % of children reaching the exceeding ELG
* Ensure the Rec Teacher is well supported to continue Outstanding provision in the absence of the EYFS lead.
* Ensure that any SEND issues are quickly detected, documented and that the SENDCO co-ordinates provision well matched to need.

**Outcomes for Pupils:*** Ensure those pupils identified as behind due to the pandemic make sustained progress over Autumn and Spring term.
* Improve KS2 SATs attainment in R,W,M at expected and GD in 2021 so that results are similar to previous cohorts and comfortably above National**.**
* Improve the KS2 Maths percentage achieving at the expected level and GD through appropriate emphasis on reasoning skills throughout Y6 and younger year groups.
* Ensure that moderation of all judgements are regular and robust with increasing professional challenge, especially at KS1 to avoid the inaccuracies of data as in the past.
 |

|  |
| --- |
| **Personal Development****Key Strengths:*** Personal Development and Welfare continue to be an outstanding feature of the school.
* The pioneering ‘Goodness to Greatness’ initiative is having a powerful impact on pupils. Themes have included body image, social media, benefits of healthy lifestyles, nutrition, gaming addiction, quality of sleep, etc.
* Pupils take an active part in church services, community projects and many are members of the vibrant school choir who perform regularly.
* Pupils are enthusiastic learners, highly articulate and are very keen to celebrate their learning. Children display positive attitudes to their learning, they work co-operatively together and enjoy a range of learning styles.
* CPOMs is well established now which further strengthens the recording and reporting of safeguarding/behaviour. Evidence systems are effective, paperless and recording is centralised.
* Student council, ethos team, recycling officers, Internet safety officer, sports ambassadors and young leaders provide pupils with many opportunities to develop leadership skills. Expanding the scope and remit of these experiences will provide enhanced opportunities to establish leadership characteristics.
* The enriched curriculum provision provides opportunities for children to learn about how to keep themselves and others safe both online and in everyday lives.
* Pupils are taught how to lead healthy lifestyles. The outstanding sports provision and the School Sport Gold (fourth year in a row) award celebrates the school’s success in promoting healthy lifestyles.
* Strong links with St Wilfrid’s church mean that our children have opportunities to contribute to village life, e.g. Harvest festival, flower arranging, remembrance services, etc.
 |

|  |
| --- |
| **Actions for improvement relating to Personal Development:*** Ensure all those children adversely impacted by the pandemic are supported in their mental wellbeing through class activities and regular contact with Maddy Knowles (ELSA lead.)
* Further develop the scope and role of leadership at pupil level.
* Ensure the ‘Goodness to Greatness’ initiative has a sustained impact on all pupils in all classes.
* Work collaboratively with other local schools on the Global Sustainable Development Goals to make Knutsford a ‘plastic free’ town.
* Develop global learning links even further so that children’s SMSC experiences are consistently meaningful, thought provoking and challenging throughout their time in the school.
* Embed KCSIE 20 and local guidance on best safeguarding practice fully. Maintain rigorous and effective safeguarding systems.
 |

|  |
| --- |
| **Behaviour and Attitudes****Key Strengths:*** Pupil behaviour in classrooms and around the school is exemplary. The golden rules are clear and well understood by pupils who are encouraged to be reflective and manage their own behaviour choices. The VIP (Values In Practice) system promotes and celebrates the influence of Christian Values within pupil behaviour. Pupil voice confirms that instances of poor behaviour/bullying are very rare and are dealt with effectively.
* Teachers approach to promoting positive behaviour and dealing with poor behaviour choices is strong and consistent. The ‘Good to be Green’ system and set of ‘Golden Rules’ are well established and understood by staff and children alike. The system does not rely on personalities and individual implementation of the rules.
* All classes are calm, settled and work focused. Low level disruption to learning is well managed and kept to an absolute minimum. Pupil voice and parent voice indicated that children enjoy their studies and display high levels of engagement.
* Playtimes are well organised and supervised. Very few children get into trouble for poor behaviour at playtimes.
* Attendance has been consistently outstanding over time. This would indicate that pupils enjoy coming to school and are keen to learn.
 |

|  |
| --- |
| **Actions for improvement relating to Behaviour and Attitudes:*** Ensure rewards for positive behaviour and demonstrating ‘Values In Practice’ continue to be both achievable and desirable
* Improve mentoring, emotional support (ELSA) and structured motivators for the very small amount of pupils who make repeated poor behaviour choices
* Implement ‘Goodness to Greatness’ activity bursts throughout the working week to gain whole class positive behaviour benefits.
* Implement ‘Goodness to Greatness’ nutritional plans throughout the working week to gain whole class positive behaviour benefits.
* Implement ‘Goodness to Greatness’ screen time advice throughout the working week to gain whole class positive behaviour benefits.
 |

|  |
| --- |
| **Leadership and Management** **Key Strengths:*** The SIAMS report of June 2017 recognised the Christian Distinctiveness of the school as outstanding. The report mentions how the Christian nature of the school impacts positively on the excellent relationships between pupils themselves and between pupils and adults.
* Governors know the school well. Governors are supportive of new initiatives led by the headteacher and are actively engaging with co-ordinators to undertake joint learning walks. Findings are fed back at full governing body meetings.
* Overall outcomes at all levels have been consistently above local and national averages over time (one exception being KS2 2019.) This is in part due to the highly supportive, nurturing ethos of the school.
* Relationships between adults and pupils are excellent. Children feel safe and enjoy coming to school.
* Governors are ambitious for the school and manage finances well – this enabled them to build the EYFS/Y1 unit which has impacted positively on provision for the children.
* The small number of disadvantaged pupils do consistently well across the school, particularly in writing and mathematics.
* ‘Vulnerable’ pupils are exceptionally well supported emotionally and achieve consistently well. (Of the 7 within the Y6 cohort last July 19, 2 achieved GD in Reading and 1 achieved GD in Writing. Writing at Expected overall for the ‘Vulnerable pupils was 10% above all pupils.)
* Rigorous performance management is in place for teachers and a new system for TA appraisal has been introduced – the SENCO monitors the impact of TAs on pupil progress.
* Roles and responsibilities have been reviewed and clear guidance given to staff regarding expectations – building capacity for distributive leadership at all levels is a further area for development this year.
* Governors have ensured there is a broad, balanced and ambitious curriculum. This curriculum is hugely enriched by carefully planned visitors, educational visits, themed weeks, links with our partner school in Nepal, etc.
* School leaders are committed to a rounded, deeper understanding of British values. There are lots of opportunities for every pupil to develop their talents through sport, music, art, etc. Participation in clubs and additional events is always high. Building on external expertise, e.g. modern languages are effectively taught throughout KS2. Every child will have a working knowledge of French and German by the end of Y6.
* The arts are celebrated throughout the school and we aim to achieve Artsmark over the next 18 months.
* Safeguarding is a high priority for the school and systems are highly effective. Leaders ensure that safeguarding is highly effective. Pupil voice confirms that children feel safe and know how to keep themselves safe. Parental consultation also confirms that children are safe in school. 4 senior leaders have DSL training and all staff have up to date training. Further E-safety training for teachers and parents is planned for the Spring term. Level 1 safeguarding training has been done with all governors and there is a safeguarding link governor who regularly checks aspects of practice.
 |

|  |
| --- |
| **Actions for improvement relating to Leadership and Management:*** Develop capacity at senior level with the new member of SLT so that she can evidence their positive impact on school improvement.
* Further strengthen governance so that they are well informed, school leaders are regularly challenged and systematically held to account.
* Review and update the website so that it reflects the vibrancy of the school
 |