

**Self-Evaluation Document - Autumn Term 2021/22**

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| Vision Statement  **“Open Hearts, Open Minds, Open Doors”**  We aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens, with a life-long love of learning, based on the foundation of the core Christian values of respect, perseverance, compassion, friendship, courage and honesty.  **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.”**  Mission Statement:  We are a vibrant learning community with a distinctively Christian character, and have proudly educated the children of Mobberley since 1838. We have a long and rich history and are passionate in preparing our pupils for the modern world.  Every child at Mobberley Primary School is recognised as being specially created in God’s own image. Children are celebrated and cherished here and in our village community. Our nurturing and supportive atmosphere ensures children feel safe and grow to adopt our six core Christian values of perseverance, respect, compassion, friendship, courage and honesty.  Through our high quality teaching which recognises the importance of achievement, we are committed to providing a diverse and rich curriculum, encouraging our children to develop into confident and independent global citizens. Our high expectations of work and behaviour allow pupils to achieve their full potential. |

**General School Context**

Mobberley Church of England (VC) Primary School is now 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 202 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) and 7 children with EAL. This brings a vibrancy to our school.

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 below the national average, although many of the pupils identified as ‘vulnerable’ within the school are not Pupil Premium and carry no additional funding (14%.) 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. Staff turnover is low and many staff have been established at the school for many years. The school receives considerably less in funding than the national average.

**Our current Cohort Profile:**

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| **Class** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| **No. of Children** | **30** | **29** | **28** | **30** | **28** | **28** | **29** | **202** |
| **SEND Support** | **0** | **0** | **0** | **2** | **6** | **1** | **4** | **13** |
| **EHCP** | **1** |  |  | **1** |  |  | **1** | **3** |
| **EAL** | **2** | **1** | **2** |  | **1** | **1** |  | **7** |
| **‘Vulnerable’** | **0** | **5** | **4** | **2** | **8** | **3** | **7** | **29** |

**Mobberley and Covid 19:**

**First National Lockdown – March 20-July 20**

The school technically closed to pupils in March 20, 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 12 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.

**Second National Lockdown Jan 21 - March 21**

During this time we provided daily ‘live’ teaching with additional recorded lessons for children to access remotely. 71 children of essential keyworkers (40% of the school population) were supported in school (not all on the same day) in three ‘bubble’ groups. These children would very often access the same ‘live’ lesson from their teacher who was either in the class or at home. Registers were taken each day and uniform was worn both in school and for home learning, helping to replicate school. We had a near 100% rate of children accessing lessons each day. 10 laptops were sent to children with technology issues and food vouchers were sent to all eligible families. 10 of our 19 pupil premium children (53%) were supported in school. Places were offered to **every** child we deemed ‘vulnerable.’

During this time, the full range of curriculum subjects were taught. Celebration and religious assemblies continued as normal (although remotely) led by HT, Fr Ian and Rev. Scott. Additional weekly music resources was sent out to replicate school provision. Enrichment activities came through motivational zooms (Alex Staniforth – Extreme Adventurer) and Nick Sharratt (Author/illustrator.) Each week there was also an additional ‘Goodness2Greatness’ focus/challenge linking physical and mental health – we bought 200 skipping ropes so every child could enter a skipping challenge, children were encouraged to try a new fruit/vegetable and ‘eat the rainbow’ and monitor how this makes you feel, etc.

Class teachers and Maddy Knowles made regular keeping in touch phonecalls to ‘vulnerable’ and SEND pupils. ELSA Emotional support materials were emailed to parents. HT co-ordinated appropriate responses with vulnerable families and safeguarding agencies, social services, court, police, etc.

Three noticeable trends following the second lockdown:

1. The work produced during lockdown was impressive overall
2. A significant number (20-30 children) had visible anxieties
3. Some of the older boys are exhibiting higher than usual levels of frustration and aggression

**Post (Second) Lockdown Academic Baseline – Based on April 21 Assessments (Yellow highlights a significant area of weakness)**

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|  | **Broadly In Line or better** | | | **Slightly Behind** | | | **Significantly Behind** | | |
|  | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** |
| **Y1** | 10 (36%) | 15 (54%) | 14 (50%) | 11 (39%) | 9 (32%) | 8 (29%) | 7 (25%) | 4 (14%) | 5 (18%) |
| **Y2** | 19 (68%) | 21 (75%) | 17 (61%) | 5 (18%) | 3 (11%) | 4 (14%) | 4 (14%) | 4 (14%) | 7 (25%) |
| **Y3** (27) | 16 (59%) | 15 (55%) | 12 (44%) | 4 (14%) | 6 (22%) | 6 (22%) | 7 (25%) | 6 (22%) | 9 (33%) |
| **Y4** (30) | 16 (53%) | 13 (48%) | 17 (63%) | 10 (33%) | 11 (40%) | 9 (30%) | 4 (13%) | 6 (20%) | 4 (13%) |
| **Y5** (27) | 17 (62%) | 14 (52%) | 18 (66%) | 5 (18%) | 8 (29%) | 5 (18%) | 5 (18%) | 5 (18%) | 4 (14%) |
| **Y6** (24) | 19 (79%) | 13 (54%) | 14 (58%) | 3 (12%) | 8 (33%) | 9 (37%) | 2 (8%) | 3 (12%) | 1 (4%) |
| **Total** | 97 | 91 | 92 | 38 | 45 | 41 | 29 | 28 | 30 |

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| **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. We are an approved British Council ‘Hub School’ for Global Learning, have achieved the SportsMark Gold standard for 4 consecutive years. The school now judges itself to be a ‘Good’ school under the current framework.  **Key Strengths:**   * Overall attainment at the end of all key measurement points (EYFS, Phonics, KS1 and KS2) have been above national consistently over time * Prior to the pandemic, the KS2 three-year average reading attainment score was in the highest 20% nationally * Provision, engagement and outcomes during the pandemic were consistently strong in every year group * Our provision for mental health/physical health/healthy lifestyles has been outstanding over time and especially through the pandemic. * Our curriculum Implementation has been reviewed over the past year to ensure a coherent sequencing and knowledge/skill requirements for each year group. * Leadership has been consistently strong 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 have been heavily involved in devising the school Vision and Mission, following this through to undertake focused learning walks with curriculum leads * The school is incredibly popular within the local community and demand for places is high. A number of appeals have taken place recently putting pressure on PAN. Full capacity could be reached this year/next year. * 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. |

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| **Actions for improvement relating to Overall Effectiveness:**   * Carefully target pupils currently slightly behind or significantly behind with interventions so that each cohort records high numbers of pupils ‘on track’ (typical expectation of 80% ‘on track’ for Exp and 20% for GD) * Our curriculum returns (in large part) to ‘normal’ during Autumn Term 2021, including trips, visitors and enrichment activities * Ensure Curriculum documentation in foundation subjects reflects a carefully sequenced progression in pupil knowledge and skills. * Curriculum leads drive improvements to contextual reading and subject specific vocabulary in foundation subjects. * As we ‘return to normal,’ build up evidence of Curriculum Impact - measured by pupils, parents, co-ordinators and Governors. Focused learning walks, book scrutinies and surveys will be a significant element of the year ahead. * Ensure KS2 SATs attainment in R,W,M at expected and GD is strong in June 2022 so that there is a 3 year trend of Y6 results being comfortably above the current benchmark of 2019 National and demonstrating good progress from KS1 starting points**.** * 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. * Build upon the (previously) very strong outcomes in reading by ensuring **every** Mobberley child becomes a good reader. We aim to fully embed the assessment, analysis and intervention aspects of the Lexplore system to help us achieve this outcome. |

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| **QAULITY OF EDUCATION**    **Curriculum**  **Key Strengths:**   * The Mobberley Curriculum has been reviewed to reflect our Curriculum Intent, Vision and Mission statements. It is ambitious and we feel appropriate consideration has been given to breadth, balance and enrichment. * Our ‘Mobberley Curriculum’ has 12 distinct ‘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 and allow them to achieve their full potential. * 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 and have built up strong subject knowledge. Many have received recent training/CPD opportunities to empower them with new ideas and recent initiatives (although disrupted.) This is often supplemented by research documents and twitter/social media updates. * 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 the current covid situation.)   **Teaching, learning and assessment**  **Key Strengths**   * The quality of teaching and learning has been outstanding over time resulting in strong pupil performance across the school. * Learning walks, Lesson Observations and pupil voice indicate that teaching is engaging, takes account of previous pupil understanding and challenges various abilities. This has been consistently strong over time. * 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. Reading material for the younger pupils builds carefully upon their phonic skills. * The Lexplore system gives us a detailed reading picture for every child and allows children with reading issues to be identified quickly. Enrichment activities in Reading have been strong over time. * 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 of learning within the vast majority of lessons is consistently good and teachers have strong subject knowledge. As a result pupils enjoy their learning and are challenged. * 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 English and Maths Leads. This is due to also include Foundation leads this year. * K.Whalley (Dept Head) is now in her fourth 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 planned programme of extra-curricular activities and competitive fixtures allow pupils to develop a vast range of skills and interests. * There are regular meetings (zoom/in person) with parents throughout the year so that they are well informed about the progress of their children and how they can support their learning. Strong parental support for the school has made a very positive impact on children’s learning over time, eg. Reading volunteers, PTA, etc. (In-school involvement is planned to resume after Oct half term.) * The school is very aware of the largely white, ‘middle class’ community it serves, so it goes to great lengths to celebrate diversity and provide rich learning opportunities. We are now a British Council approved ‘Hub’ school for Global Learning and have been an instrumental part of the nationally recognised Knutsford GL partnership. * Provision for SEND pupils has been strong over time. We have a proven track record of identifying needs and ensuring appropriate provision that enables SEND pupils to make good progress. We are an inclusive school catering for some very complex needs.   **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 learning environment is attractive and lends itself to high quality continuous provision, both indoor and out. * Teaching, Learning and assessment in EYFS are extremely strong and promote excellent progress. The new ‘Evidence Me’ system enables practitioners to combine current development milestones with comments and media clips from home to secure judgements. * We have been involved in the new EYFS baseline for two years before becoming compulsory this year. * 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 has been outstanding over time. Most 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 spellings/phonics, observations/comments within ‘Evidence Me,’ 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:**   * Overall outcomes for pupils (over time) have been outstanding. Reception baseline on entry is broadly equivalent to the national average but is typically well above local and national averages by July each year. * Phonics teaching has been a consistent strength of the school – Typically, the phonic pass rate has been well above local and national averages. * Outcomes in Y2 have typically been slightly above National pre-pandemic. Outcomes last year at Exp+ were broadly equivalent to a ‘normal’ year. * Outcomes in Y6 last July were broadly equivalent to a ‘normal’ year at Exp+ (Reading 88%, Writing 80%, Maths 84%) Attainment comfortably above the 2019 National. (+ one pupil did not sit SATs.) * 38% of Y6 pupils last year achieved GD in Reading. This, again, indicates very strong reading progress over time. * Of the 29 pupils identified as ‘Vulnerable’ by the school (14% of the school) outcomes are in line with their peers or better in reading, writing and Maths at the expected level and GD. * Pupil premium children -19 pupils (10% of the school) are in line with their peers or better in Reading, Writing and Maths at the expected level. * During Lockdown 2, all pupils received daily online teaching from their own class teacher. Pupil engagement was near 100% each day. Work produced during lockdown was strong overall across the school and can be evidenced by sample books. All essential keyworkers and vulnerable pupils were offered places in school. Around 75 of these pupils (38% of the school) were supported in school across the week. All these pupils were offered wraparound care 7.30-6 with meals and support for homework included. * Parent voice surveys indicated that 100% of respondents (41 surveys) were either happy or very happy with the Covid response of the school. |

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| **Actions for improvement relating to Quality of Education**  **Curriculum:**   * Ensure that the full ‘normal’ curriculum can be delivered in Autumn 2021 * Ensure Curriculum Leads and SLT continue to review sequencing of knowledge/skills with each year group to ensure best possible progression. This will involve observations, book scrutiny, professional conversations with staff, children’s voice, etc. * Ensure there is appropriate quality and quantity of subject specific reading materials within each classroom for each topic area. * Ensure appropriate training/CPD opportunities/current research is informing and impacting upon the knowledge of subject leads.   **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. |

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| **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. |

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| **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 21 and local guidance on best safeguarding practice fully. Maintain rigorous and effective safeguarding systems. |

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| **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. |

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| **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. |

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| **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. |

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| **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 |