

'Striving for success with pride and happiness'

2016-17

West Melton J&I School Self-Evaluation Summary

CONTEXTUAL INFORMATION FOR OUR PRIMARY SCHOOL

Characteristics of the school

West Melton is a smaller than average primary school, however the number of pupils on roll has increased by over a third since the last inspection due to housing developments in the area. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery (15 morning and 15 afternoon). The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families, a growing proportion of pupils are entering the school with English as an additional language. The majority of these are of Eastern European origin.

On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year, but in 2015/16 6 out of 18 children were significantly below and 17 out of 18 were below. In 2014, 6 out of 30 were significantly below and 12 out of 30 were below on entry. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support. In addition, we use some of the pupil premium funding to provide additional 'key person' capacity so that the ratio is 1:9.

In the January 2015 census the school had 64 out of 177 pupils (36%) recognised with SEN. At the time, none had statements but 2 progressed to an EHCP referral. The current position for pupils with SEND is 21.5% of the population, with 2% EHCP, 10% formal and 10% informal. With regard to pupil premium, all of the current year groups, except FS, have much higher than average percentages. For example, Y4 has 75%, and Y6 has 62%. The lowest proportion is in Y1, but there are still 33% in the group.

The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. There is also a higher than average number of children in receipt of pupil premium. Currently, there are no looked after children. There are a number of vulnerable families (9) requiring social care intervention through child protection conferences and Child in need meetings. There are 19 children receiving support from social workers and a number of vulnerable families are accessing support from Early Help. In addition, 3 children are receiving counselling support from the MAST team and 1 receiving support from CAHMS. An additional 5 children have been identified for further emotional support. The school provides lunchtime Nurture Group for vulnerable pupils in need of additional support.

The most recent attendance data (June 2016) shows that attendance was at 94.8%. The target had been 93.8%. While this remains below the national average, it has increased by an average rate of 0.4% per year since 2012. This is because of successful strategies to target and support families, working effectively and closely with the EWO and the rigorous monitoring of persistent absence pupils.

There have been changes to leadership following the inspection in April 2014 which judged the school to be requiring improvement. The governors appointed an Executive Headteacher from the secondary school in the local community who provided strategic leadership to the school until October 2015. The Head of School provided day-to-day management and was led by the Executive Headteacher during this time. Following this, the school received support from a Consultant Headteacher during a period of bereavement leave for the Head of School (Sept.-October). A further Executive Headteacher from a successful local primary school provided support from October 2015 until March 2016 when he had to leave due to new commitments. At this point, the governors, with the approval of the LA, agreed to appoint the substantive Head of School as Headteacher in an acting position. At the same time, the assistant Headteacher became acting deputy Headteacher and the FS Leader became acting assistant Headteacher. The reason for these posts continuing to remain 'acting' at this time is due to the school entering into a formal partnership with Wickersley Multi-Academy Trust. The agreement to join the MAT is in its early stages and decisions about the substantive leadership structure after joining the MAT will be part of the due diligence process.

The Governing Body has been strengthened in the past year, however they are new in the role and, as a result, they are working with the LA Governor Services to access training, support and further development. They are very supportive of the acting Headteacher and are increasingly providing challenge to improve leadership. They are small in number as there are currently 6 vacancies and 6 governors on the GB. It is important, however, that when we do appoint it will be quality that will add additional expertise to the group. It is envisaged that the academy conversion process will facilitate this going forward.

The profile of teaching staff, including some middle leaders, has also undergone significant change. As a result of higher expectations by school leaders, 3 teaching staff decided to leave in the summer. They have been replaced by new staff with a range of experience and it has also provided the opportunity to reassess leadership roles and responsibilities. In total, due to staff leaving, covering maternity leave and some additional capacity for leadership, 6 new teachers joined the school in September 2016. The new members of staff include a Leader of Literacy and 2 other experienced teachers, one leading on maths and another leading on the arts. There are also 2 NQTs (Y1 and Y4) and an RQT (Y5). The new staff have made a very positive start and have contributed to the school's new vision: 'We are striving for success with pride and happiness'. It is an exciting time for our school, with higher expectations and a very cohesive staff team with high ambitions for the children and the school.

Most recent Ofsted inspection: 3	Inspection date: 8-9 April 2014 14/15th Sep 2016	Overall Grade: 2
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<p>Action Point 1 Improve the quality of teaching so that it at least good or better in order to raise standards and increase achievement by:</p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> - Since March 2014 we have implemented talk for writing, use of WAGOLLS, reciprocal reading, RWInc, Big maths and are in the process of introducing RWInc spelling. The impact of this has been that children are now speaking in full sentences, asking for clarification of new vocabulary and beginning to implement it in their writing. <p>Phonics outcomes have improved from low starting points. Writing outcomes have improved. Although cohorts are still playing catch up to age expectations, progress on the whole is good.</p> <p>Basic number skills and quick recall has improved in most year groups and pupils are much more confident in maths lessons.</p> <p>M & F policy has been updated and reviewed in order for children to clearly edit, uplevel and improve their work using a different colour. Pupils are set termly and weekly targets and know what they have to do to improve.</p>
<ul style="list-style-type: none"> - Improving the pupils' vocabulary to deepen their thinking and reasoning in all subjects - Ensuring pupils have quick recall of number facts and apply them accurately to mathematical calculations and problem-solving - Making sure that teachers' marking and feedback is successful in helping pupils to learn from their mistakes - Ensuring that all the work pupils undertake consistently builds on their learning and fully challenges them 	
<p>Action Point 2 Strengthen leadership and management to bring about the fastest rates of improvement by:</p>	<p><u>Progress</u></p> <ul style="list-style-type: none"> - New teams and more rigorous M & E systems introduced and lead by SLT members. (teacher on a page). - New curriculum teams introduced involving all staff with clear expectations and opportunities for distributed leadership. - CPD is both focused on the DEP and personalised to enable subject knowledge, skills and clarity of expectations and responsibilities. - Governors are more aware of the school's priorities and will now challenge underperformance.
<ul style="list-style-type: none"> - Ensuring that all those with responsibility for leading curriculum subjects have a good knowledge of the strengths and weaknesses in their subjects in order to be able to make full contribution to decisions to improve the work of the school - Improving procedures for the governing body to check on all aspects of school developments to ensure the fastest rates of improvement 	

Overall Effectiveness

Standards in reading, writing and mathematics at the end of key stage 2, although rising, remain low. This is because variable teaching over time has slowed progress. Learning tasks are starting to now provide sufficient challenge for different groups. The progress of the most able pupils is sometimes delayed when they have to wait for other pupils to finish their work before tackling the next learning task. The school's policies on providing feedback are now used effectively to help pupils improve the content and presentation of their work. There are new systems in place for the teaching of phonics for reading and spelling is. Training and support have been put into place to ensure adults are sufficiently confident or knowledgeable about how to teach phonics effectively. Leaders are now using information systems to analyse learning progress, behaviour patterns and the attendance of different pupil groups. Since the previous inspection there have been many changes of staff and leadership and this has restricted the pace of school improvement. The governing body has struggled to be fully effective since the last inspection as a result of leadership and membership changes.

Curriculum, assembly and new RE syllabus plans are put in place to ensure that Pupils have better knowledge and understanding of other faiths and cultures.

M & E triangulated outcomes in the Autumn term 2016 and the good rate of progress recorded in all year groups show that there is a higher and more consistent standard of learning expectations and outcomes form the new team now.

Strengths	Next Steps
<p>As identified from the recent Ofsted Report.</p> <ul style="list-style-type: none"> • The new Headteacher has quickly identified where urgent improvements are required. Leaders promote a strong vision for the school that sets out high expectations of staff and pupils. • Staff demonstrate cohesive teamwork and new teachers value the good support that they are now receiving. • New leaders and governors have already made some difficult decisions to bring about change for the better. • The behaviour of pupils is much improved and learning attitudes are becoming more positive because leaders and staff have clarified expectations. • Children in the early years get off to a flying start as a result of the good teaching they receive in a stimulating 	<ul style="list-style-type: none"> • Increase rates of progress in key skills so that more pupils reach the standards typical for their age by: <ul style="list-style-type: none"> - using lesson time effectively and providing learning activities that offer challenge to all groups - providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects - helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the school's policies. • Make better use of school information systems to: <ul style="list-style-type: none"> - check on the progress of all groups of pupils, particularly the most able and those who are disadvantaged or who have special educational needs and/or disabilities - identify patterns of poor attendance for individual pupils and

learning environment.

groups of pupils so that support can be more effectively targeted
- analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply.

- Improve the quality of learning support that pupils receive by:
 - ensuring that all adults have the knowledge and skills to meet the needs of pupils who need extra help
 - monitoring the effectiveness of phonics teaching to check that it is consistently good.

Overall Judgement for Overall Effectiveness – 3

Leadership and Management

Our school is led by a vibrant, dedicated and outward looking team, made up of the acting Head Teacher, acting Deputy Head and acting Assistant Headteacher and we are looking forward to becoming part of a larger network when we join the Wickersley Multi-Academy Trust. We see this as an opportunity to benefit further from the excellent practice from within the MAT, but also being able to contribute as equal partners to the body of expertise. We have some excellent practice, particularly in leadership of Foundation Stage, Inclusion and mentoring teachers needing support to develop. The team has very clear ambition for the school to continuously improve. Distributed leadership has become increasingly possible as leaders have developed into their roles and there is now more leadership capacity in the school than there has been for many years. Despite facing challenges with some teaching along the way, as a result of tenacious and creative leadership, outcomes have continued to improve and the teaching profile is now strong as below standard teachers have left the school.

- Standards at the end of Foundation Stage have an established 3 year upward trend and in 2015 (moderated) and 2016, outcomes were above the national average (despite low starting points)
- Phonics in 2016 rose by 16% to 76.7%, just 2% below the national average
- From 2013 until 2015, the gap to national in KS1 narrowed year on year. In 2016, the results from the new tests were disappointing but expected. This is the weakest year group in the school who, in FS, achieved just 40% GLD and 61% in phonics in Y1. In addition, 4 extra children were taken into the class after Christmas, all of whom were low-ability - and 4 children were dis-applied. There is a high proportion of SEND children in this cohort. Now they are in Y3, they have been allocated an outstanding teacher (the DHT) and another very experienced teacher in order to ensure they make rapid progress.
- As a result of inconsistent teaching lower down the school, especially in lower KS2, the Y6 cohort had a lot of ground to make up in 2016. While attainment was disappointing, it was not unexpected, but our monitoring told us they had made very good progress. This has been confirmed by the release of the progress measures where writing and maths have positive indicators. While reading is a -2.5, this is still well above the national floor standard.

- The quality of teaching and learning has improved, through focussed monitoring, coaching systems and clear guidance and expectation. Recent recruitment through a very robust recruitment process has meant the profile of teaching in 2016/17 will be stronger still.
- The use of data is improving; it is central to termly pupil progress meetings with teaching staff, and pupils. It is used to analyse gaps and individual pupil needs and informs our proactive interventions.
- The new and ambitious leadership team are totally committed to driving school improvement further.
- Introduction of new assessment procedures following the removal of levels and consistency of approach through systems such as Big Maths and Chris Quigley's Language of Assessment to empower children to talk about their learning.
- A strengthened Governing Body who are keen to develop their knowledge and understanding further.
- A continued focus on improving attendance.
- A focus on learning behaviours, readiness to learn and high expectations for behaviour. Evidence of impact is in the dramatic reduction in exclusions and the proportion of rewards compared to the minimal use of sanctions. This is a significant change from the last inspection.

All statutory policies are in place and reviewed regularly. Safeguarding is paramount; all statutory responsibilities are carried out. Governors are very aware of the school's strengths and areas for improvement and hold leaders to account for what they are doing to improve. Staff and other resources are well deployed. Through the curriculum children are increasingly able to understand their historical heritage, how this has shaped their future and their place in a global landscape. Children are confident with the use of new technology to support their learning.

Strengths	Next Steps
<ul style="list-style-type: none"> • Devolved Leadership is becoming a strength • Leaders committed to school improvement and improved outcomes for all children. • Rich and varied curriculum which engages children in learning, providing them with first hand experiences where possible. • Safeguarding is key strength of the school. • Rigorous monitoring ensuring an accurate view of position and areas for improvement. • Parents/carers are kept informed through the regularly updated website, half-termly letters, monthly celebration assemblies, parent workshops to help them support their children (e.g. Read, Write, Inc and e-safety), curriculum events to celebrate children's learning and an open-door policy for parents to come in to discuss any worries. 	<ul style="list-style-type: none"> • Work towards an effective transition into the Wickersley MAT • Drive the school's newly developed vision so that it is embedded in the full life of the school and reflected in all outcomes. • LA to support new Governors to establish and build more capacity within the Governing body. • Continue to develop the new GB into their roles. • Make better use of school information systems to: <ul style="list-style-type: none"> - check on the progress of all groups of pupils, particularly the most able and those who are disadvantaged or who have special educational needs and/or disabilities

- Governing Body involvement, questioning and holding to account has improved significantly in the past year.

- identify patterns of poor attendance for individual pupils and groups of pupils so that support can be more effectively targeted
- analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply.

Overall judgement for Leadership and Management: 2

The quality of teaching, learning and assessment

Since the last inspection there has been a newly configured Senior Leadership Team and only 3 members of staff still remain at the school. There has been a marked improvement in the quality of teaching, with most being judged as good, and a small proportion of teaching is now outstanding. The staff are motivated and determined that all children succeed and this

Focus has been placed upon

- Learning Intentions and success criteria to frame all learning
- 'WAGOLLS' to model good examples, including style and vocabulary
- Structured mentoring, including weekly support for planning, from SLT
- Weekly monitoring with clear expectations and actions as a result (see Teacher on a Page)
- Pupil progress meetings to ensure no child is falling behind
- Same day interventions
- The impact of teaching assistants and developing their skills to provide good quality marking and feedback
- Improved marking and feedback - recognition of strengths, areas for development and time for pupils to respond and improve their learning (see purple pen)
- Stimulating learning environments which support independent learning and engagement
- Whole-school reading strategies, including Read, Write, Inc and Reciprocal Reading. Impact of RWI can be seen in the improved phonics outcomes.
- Impact of teaching on outcomes through the appraisal process and pay progression.

Strengths	Next Steps
<ul style="list-style-type: none"> • Mentoring systems leading to improved teaching and learning • Improved number of good/outstanding lessons • Stimulating and supportive learning environments • Appraisal and Quality Assurance systems focussed on school improvement and pupil progress • Current teaching is more consistent as a result of better use of resources, careful planning of tasks to provide challenge to different groups and a strong focus on learning and behaviour routines. Teachers follow the new feedback policy closely. 	<ul style="list-style-type: none"> • Following a recent introduction of 'the 5 Rs' (Resilience, Resourceful, Responsible, Reasoning and Reflective), ensure that this becomes part of the school's language for learning and developing good learning behaviours. • Support the new Leader for Literacy to audit the curriculum, develop a plan to enhance literacy and implement it. • Improve the quality of learning support that pupils receive by: <ul style="list-style-type: none"> - ensuring that all adults have the knowledge and skills to meet the needs of pupils who need extra help - monitoring the effectiveness of phonics teaching to check that it is consistently good.

Overall Judgement for teaching, learning and assessment – 2

Personal development, behaviour and welfare

Learning attitudes are increasingly positive for most pupils because teaching and routines are more consistent. However, there are a minority of pupils who have not yet adjusted to the new expectations and become inattentive in lessons, unless closely managed. Pupils are starting to take more pride in their work but there are still inconsistencies evident in work in books and in displays. The focus on improving presentation is relatively recent. Pupils like the regular homework provided and feel safe in all areas of the school and trust the adults who look after them. They say that there is very little bullying now and that the teachers help them to resolve friendship fall-outs. Some parents voiced concern through the online survey that bullying has not been addressed fully in the past but the pupils said that they get along much better now. Older pupils have a clear understanding about how to use electronic communication sensibly, having remembered the safety messages given in lessons and assemblies. Pupils know that it is important to maintain a healthy diet and not to eat too many fatty or sugary foods. They were keen to point out that 'our school meals are very healthy', and appreciated the availability of hot snacks at morning break time. A wide range of jobs and responsibilities helps pupils to play their part in helping the school to run smoothly. These roles include assembly audio support, playground leadership and librarian duties. An elected student council meets to discuss and present ideas for school improvement, and each class is represented. While the work of the school in promoting an understanding about democracy and community contribution is strong, pupils have a weaker knowledge and understanding about other

faiths and cultures. Leaders are aware of this and have planned for assemblies and thematic work to better prepare pupils for life in modern Britain.

Strengths	Next Steps
<ul style="list-style-type: none">• Improved behaviours for learning.• Effective school monitoring/recording systems for vulnerable/disadvantaged pupils.• Nurture room provision available for use.• Site is secure and safe.• Improved learning behaviours and higher staff expectations for behaviour.• Pupils have knowledge about their rights and encourage others on how to use them respectfully.• Current HT-New safeguarding lead -systems under review in order to provide support and improve the new structure.• Plans to train rest of SLT in safeguarding in place..• Increased leadership capacity means that from September the Inclusion leader will be out of class for 3 days a week to support SEND and vulnerable pupils in school.• All agencies -LSS, Ed Psych, BSS, SALT booked to provide INSET training for new staff in September.• Early Help booked in to work with SLT in order to support key families from September,• alternative provision /setting and timetable provided to meet the needs of a vulnerable FS2 pupil- used and recognised as effective practise amongst the LA	<ul style="list-style-type: none">• 4.1 To enhance provision and partnership for the vulnerable and disadvantaged children in order to effectively support behaviour and safety in school.• To develop the language used for learning skills further and promote with the children.• For pupils to take more pride in their work on books and for displays.• To have sufficient analysis of any possible underlying patterns or reasons for any poor behaviour.• For pupils have better knowledge and understanding about other faiths and cultures

Overall Judgement for Personal development, behaviour and welfare –2

Outcomes for pupils

At the end of key stage 1 and key stage 2 too few pupils have reached or exceeded expected standards. Standards were below those nationally in both 2015 and 2016.

Our previous O track assessment system demonstrated some progress for all year groups over the previous school year; however, progress varied across cohorts. Recent book scrutinites show a more consistent picture of challenge and feedback. Leaders are taking action to inject more rigour into assessment through a new marking policy, and there was clear evidence of acceleration over the last term.

Despite the low standards achieved, progress from starting points for pupils at the end of key stage 2 in 2016 was above national minimum expectations in reading, writing and mathematics. Progress was strongest in writing, an area was prioritised for improvement. In reading the progress was least strong.

The progress of pupils who have special educational needs and/or disabilities is variable. Most pupils are working at standards below those that are typical for their age. Staff are focusing on identifying where understanding is insecure and a programme of same-day interventions is now in place to address this, Those in key stage 1 are making more consistent progress.

In Year 1 pupils' phonics skills showed significant improvement, and the proportions of pupils meeting the standard rose considerably to be close to those seen nationally. This was the result of a new, more structured approach to the teaching of phonics. Pupils are less confident, however, in using phonics for reading and spelling further up the school.

Most read fluently and expressively but for some reading remains a struggle. The broad curriculum provides contexts for pupils to read for different purposes, but teachers do not always make the most of opportunities to provide additional practice and support for weaker readers.

Pupils produce writing for a variety of purposes, including tasks drawn from thematic work. Improvements in the quality and extent of writing for the older pupils are evident but there is little application of mathematics across other subjects and not enough problem-solving activities to deepen learning.

The most able pupils are now starting to work at greater depth because teachers are taking better account of their needs when planning learning tasks.

Strengths	Next Steps
<ul style="list-style-type: none"> • Standards at the end of Foundation Stage have an established 3 year upward trend and in 2015 (moderated) and 2016, outcomes were above the national average (despite low starting points) • Phonics in 2016 rose by 16% to 76.7%, just 2% below the national average • From 2013 until 2015, the gap to national in KS1 narrowed year on year. In 2016, the results from the new tests were disappointing 	<p>Increase rates of progress in key skills so that more pupils reach the standards typical for their age by:</p> <ul style="list-style-type: none"> –using lesson time effectively and providing learning activities that offer challenge to all groups –providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects –helping pupils to improve the accuracy and presentation of their

but expected. This is the weakest year group in the school who, in FS, achieved just 40% GLD and 61% in phonics in Y1. In addition, 4 extra children were taken into the class after Christmas, all of whom were low-ability - and 4 children were dis-applied. There is a high proportion of SEND children in this cohort. Now they are in Y3, they have been allocated an outstanding teacher (the DHT) and another very experienced teacher in order to ensure they make rapid progress.

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work through providing constructive feedback in accordance with the school's policies.

Overall Judgement of Outcomes for pupils – 3 (EYFS-2)

Self Evaluation Overview

Strengths

- Standards at the end of Foundation Stage have an established 3 year upward trend and in 2015 (moderated) and 2016, outcomes were above the national average (despite low starting points)
- Phonics in 2016 rose by 16% to 76.7%, just 2% below the national average
- From 2013 until 2015, the gap to national in KS1 narrowed year on year.

Areas for Development

- 1.i To close the gap to national in reading, writing, mathematics and SPAG in KS1.
- 1.ii To narrow the gap to national in reading, writing, mathematics and SPAG in KS2.
 - using lesson time effectively and providing learning activities that offer challenge to all groups
 - providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects
 - helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the school's policies.

Outcomes for pupils

Self Evaluation Overview

Strengths

- Currently 67% 6/9 of teaching is judged as consistently good/outstanding.
- Current teaching is more consistent as a result of better use of resources, careful planning of tasks to provide challenge to different groups and a strong focus on learning and behaviour routines. Teachers follow the new feedback policy closely and, as one Year 5 pupil said, 'Teachers help us more when they mark our books now'.
- Teachers use effective questioning to good effect, exploring the meaning of new words in depth and helping to ensure pupils' understanding is secure.
- Teachers are helping with the development of pupils' oracy skills, identified as a weakness in the previous inspection.
- The quality of teaching phonics is variable across school.
- Written work is also improving because teachers are now pitching tasks
- providing appropriate additional resources to assist spelling.
- Presentation has been inconsistent across the school in the way that handwriting is

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-using lesson time effectively and providing learning activities that offer challenge to all groups providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects, helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the school's policies.

Leadership & management

Self Evaluation Overview

Strengths

- Improved behaviours for learning.
- Effective school monitoring/recording systems for vulnerable/disadvantaged pupils.
- Nurture room provision available for use.
- Site is secure and safe.
- Improved learning behaviours and higher staff expectations for behaviour.
- Pupils have knowledge about their rights and encourage others on how to use them respectfully.
- Current HT-New safeguarding lead -systems under review in order to provide support and improve the new structure.
- Plans to train rest of SLT in safeguarding in place..
- Increased leadership capacity means that from September the Inclusion leader will be out of class for 3 days a week to support SEND and vulnerable pupils in school.
- All agencies -LSS, Ed Psych, BSS, SALT booked to provide INSET training for new staff in September.
- Early Help booked in to work with SLT in order to support key families from September,
- alternative provision /setting and timetable provided to meet the needs of a vulnerable FS2 pupil- used and recognised as effective practise amongst the LA

Areas for Development

- Make better use of school information systems to:
- Check on the progress of all groups of pupils, particularly the most able and those who are disadvantaged or who have special educational needs and/or disabilities
 - identify patterns of poor attendance for individual pupils and groups of pupils so that support can be more effectively targeted
 - analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply.