

SEF/SIP

Wheeler's Lane Primary School



Self-Evaluation and
School Improvement Plan
2022 - 2023

Vision

Wheelers Lane Primary School 'A community of inspiration, aspiration and enrichment.'

School Aims

Wheelers Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

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| <p>Context</p> | <p><u>What are we proud of?</u></p> <p>We are proud of our school vision to be “A community of inspiration, aspiration and enrichment” which was developed in collaboration with staff, children, parents, carers and Governors. Our vision is embedded throughout our school community, it is used to inform decision making at all levels, in particular the ongoing evolution of our curriculum.</p> <p>Our children are motivated and inspired to learn through our curriculum, which was developed carefully with the needs of our children in mind, and provides creative ways of exploring our learning concepts as well as opportunities and experiences to enrich and embed learning. Children often tell us that they enjoy learning.</p> <p>A range of support is available for children and staff to support their well-being and enable them to engage positively socially and academically. We take a positive individualised approach to supporting well-being in school and work closely with the families, children and external agencies to access additional support.</p> <p>As well as the themed weeks and themed days which enhance our curriculum, our children enjoy a wide range of extra-curricular opportunities, including sports, music and the arts, enabling them to further develop their talents and interests.</p> <p>We have developed a culture of children as leaders supporting them to share knowledge through a “learning buddy” programmes, Junior Leadership Team and House Captains as well as regular sharing good practice opportunities for staff.</p> <p>We have achieved the silver Rights Respecting Schools Award. In 2021, our school was nominated for, and has received, a Birmingham Civic Society School Stars Award for our “engagement with pupils and school community during the Covid pandemic”.</p> <p>We are most proud of the people in our community, children and adults, the way they work together and support each other in order to achieve the best possible outcomes for our children.</p> <p><u>Facts and Figures</u></p> <p>Wheeler Lane Primary is a 3-form entry primary school with a nursery. There are 638 children on roll including nursery. The children come from a range of backgrounds; 74% have English as their first language with the remaining 26% speaking one or more of 29 different languages. 30% of children are in receipt of pupil premium funding. 17% of children are identified as having SEND and 10 of these children have an Education Health and Care Plan or Statement.</p> <p><u>Behaviour 21-22</u></p> <p>85 notable behaviour incidents logged using CPOMS.</p> <p><u>Exclusions: fixed and permanent 21-22</u></p> <p>7 fixed term exclusions.</p> |
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Bullying data 21-22

18 bullying incidents were logged, the school deals with bullying swiftly using a restorative approach. There are rarely repeat incidents, if these do occur school seeks support from outside agencies.

Discrimination data 21-22

3 homophobic incidents logged and dealt with.

3 racist incidents logged and dealt with.

Attendance 21-22

Overall attendance 93.3% PP attendance 91.21%

At the end of Key Stage 2, attainment and progress is in line with national data. At the end of Key Stage 1, attainment in Writing and Maths is below the national average. Reading at Key Stage 1 and Phonics outcomes are in line with national averages.

For our school location, the deprivation indicator is average (quintile 3), however, the pupil base is in quintile 4 (more deprived) for deprivation. Our children come from a range of different backgrounds with many coming from deprived backgrounds and living in overcrowded or poor housing. In contrast, we have many children coming from more affluent backgrounds. Our pupil population covers both ends of the deprivation spectrum with the majority of children towards one end or the other and fewer in the middle.

The stability of our pupil population is above average – around 88%. Staff retention is also high with staff generally only leaving for promotion, relocation or retirement.

The Leadership structure is regularly reviewed and from September 2022 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Upper Leaders (Lead Practitioner for Pastoral Needs, Maths Lead, English Lead, Pupil Premium Lead for EY and KS1 and Pupil Premium Lead for KS2) and Middle Leaders (Computing Lead, Interventions Lead, PSHE Lead, ICT Manager and Senior Office Leader). Since the previous inspection, we have appointed a new AHT for Curriculum and Assessment, who started in January 2021. We have also created a new leadership role for a Lead Practitioner for Pastoral Needs as we recognised that this was an ever-increasing barrier to learning for a growing number of our children, this post began in September 2022.

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| | <p>A broad and balanced curriculum is in place. Each subject is taught discretely and this runs alongside a commitment to providing various enrichment opportunities for our children throughout the year.</p> <p>Standardised tests and teacher assessments recorded on an in-school system are used for assessment and tracking progress. We moderate both internally and externally to ensure secure and accurate judgements are made.</p> <p>The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools, we work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools. Peer Reviews took place in June 2015 with a focus on curriculum and assessment, March 2017 focusing on Key Stage 1 and pupil premium, March 2019 and March 2022 focusing on Writing.</p> <p>We work with our local Maths Hub to provide training and development for staff on practical methods of teaching Maths. We also work with Little Sutton English Hub to further develop our teaching of Phonics. Our school has links to the local P.E. and Sports Partnership and takes part in inter-school competitions on a competitive and non-competitive basis.</p> |
| Progress against previous inspection | |
| Areas to improve | Progress |

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| <p>Staff training and implementation to be a focus for staff new to Key Stage 1 and Early Years in September 2022.</p> <p>Reading Practice sessions to be implemented across Key Stage 1 and EYFS from September 2022.</p> <p>Focus on using assessed pieces of writing to determine next steps in learning.</p> <p>Focus on continuing to close learning gaps as a result of learning missed during school or bubble closures and/or not accessing online lessons during the pandemic, including use of the National Tuition Programme and School-Based Tuition.</p> <p>Further development of High Quality Teaching to ensure consistency across Year Groups and for all learners.</p> <p>Embed work done as part of the Developing Local Provision project to support learners with SEND.</p> | <p>New programme for Phonics started September 2021 – Little Wandle Letters and Sounds. Staff training and implementation for all KS1 staff has been implemented.</p> <p>Writing baseline completed informing staff of the areas they need to target.</p> <p>Closing The Gap tasks are personalised for each class further addressing areas for development. Misconceptions are addressed then revisited – impact seen in children’s books.</p> <p>Disadvantaged children are targeted first and frequently in lessons which ensures that they access the learning and maximises their time to complete tasks.</p> <p>Additional teaching groups for are in place in Reception and Years 1, 2, 5 and 6 to focus on closing gaps. (2021/2022) Additional teaching groups in place in Year 6 to focus on closing gaps for identified children. (2022)</p> <p>Tuition for children in Years 3 and 4 through National Tutoring Programme funded through the Catch Up Premium.</p> <p>NELI programme used in Reception in 2021.</p> <p>No Nonsense Spelling is being used in KS2 with greater consistency.</p> <p>Little Wandle implemented in September 2021, all staff received training and have seen children making good progress in Phonics across the year.</p> <p>Exciting and engaging opportunities are being planned which results in children being motivated to write.</p> <p>Books evidence children having more opportunities in their own decisions for content and how it looks.</p> |
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| | | <p>High-quality texts are used to motivate the children in their writing. Children give positive feedback on the texts used and quality of writing has shown an improvement. Writing progression grids introduced Sept 2022 and unit overviews completed. (July 2022)</p> <p>Themed weeks and educational visits and visitors have provided opportunities and experiences for children to write. There has been positive feedback from children, staff and parents across school.</p> <p>Letter formation is being taught in EYFS in line with Little Wandle guidance and pre-cursive script is being taught from Year 1. Presentation is improving in all books.</p> <p>Expectations for presentation are clear for all staff.</p> <p>Books evidence teachers revisiting presentation expectations.</p> | |
| Area for Development | Intent By July 2023 | Implementation | Impact |

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| <p>Disadvantaged children' skills, particularly in writing, are developed further to match those achieved in reading and mathematics.</p> | <p>Monitoring and evaluation will show that disadvantaged children's skills in Writing will be comparable to those in Reading and Maths.</p> <p>Outcomes for disadvantaged children in Writing will be in line with Reading and Maths at the end of each Key Stage and year group. Specific writing skills will be planned and taught in all lessons involving writing.</p> <p>Teachers will know what the gaps in learning are for all of their disadvantaged children and will target those gaps through planned activities and in lesson support - individual children's writing will show an improvement as a result.</p> | <p>Teachers will carry out a baseline and end of unit assessments to identify learning gaps for individuals then plan, support and monitor for improvement.</p> <p>Teachers will plan for and teach specific writing skills to address gaps in English lessons and across the curriculum using the relevant writing overview documents.</p> <p>Teachers will use strategies to activate prior knowledge and to anticipate and address common misconceptions.</p> <p>Teachers will use CTG tasks to address areas which need further targeting and/or revision. These will be class specific to address needs of the current cohort.</p> <p>Increased adult focus for disadvantaged children in lessons – verbal feedback, targeted questioning, modelling etc.</p> <p>Specific, time limited Writing interventions where appropriate. Monitoring – books, assessments, teaching, pupil voice, planning. Teachers will have opportunities to moderate writing within year groups, across Phases and externally (Y2 and Y6)</p> | |
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| | | <p>Focused year on year comparisons for each cohort and individual children to monitor how gaps are reducing.</p> <p>Specific support for individual teachers to develop their teaching of writing.</p> <p>CPD for all staff on developing writing skills at all levels.</p> <p>Pre-Key Stage targets and SEND continuum will be used to identify and plan for next steps in learning for identified children and progress will be assessed using these criteria.</p> | |
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| | <p>Outcomes for children in Writing will show an improvement across the school, including an increase in those achieving EXS+.</p> | <p>Quality writing across the curriculum will be celebrated by year groups through Twitter, displays, celebration assemblies and sharing with other staff. (ULT, previous teacher etc.)</p> <p>Real-life opportunities for writing will be used regularly e.g., invitations to class assemblies, letters/emails to trip venues, letter to Santa, posters to publicise school events such as the Summer Fayre, writing for website following themed weeks etc.</p> <p>Teachers will use high quality resources as stimuli for writing as well as the children's interests.</p> <p>Higher level writing skills will be specifically taught for children with the potential to achieve GDS.</p> <p>Children judged to be securely achieving expected will be targeted for GDS.</p> <p>Scaffolding for editing will be planned relating to individual or group needs e.g., appropriate year group spellings, specific skills to address gaps etc.</p> | |
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| <p>All adults have consistently high expectations of children' presentation in books and develop a greater consistency in the quality of children' work.</p> | | <p>Letter formation using Little Wandle L&S will be taught in Reception. Pre cursive and cursive will be taught from Y1.</p> <p>Continuous cursive writing script will be used and modelled by all staff. Teachers will share presentation expectations at the beginning of the academic year and at regular intervals throughout.</p> <p>Signs and labels around school will model the continuous cursive or pre cursive script as appropriate, including in EYFS.</p> <p>Basic expectations for presentation in all books will be taught and regularly revisited.</p> <p>Expectations for presentation will be the same in all subjects.</p> <p>Specific targets and time limited support for children where presentation needs improvement. Progress in presentation will be celebrated and shared with other staff.</p> <p>Consistent procedures for editing and use of gold books will be determined, shared with staff and embedded.</p> | |
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| | | Monitoring of books will include a presentation focus. | |
| School improvement priorities | <p>Quality of education – closing the gap between disadvantaged children and those who are not, improvement in progress from individual starting points, refining of assessment systems, embedded the updated curriculum to cover all aspects of the equality duty, support for subject leaders, further improve the pedagogical skills of all class-based staff</p> <ul style="list-style-type: none"> ● Behaviour and attitudes - improving attendance for disadvantaged children, embedding behaviour processes to support children and staff, improvement in behaviour and attitudes to learning for children with complex and specific needs. ● Personal development - promotion of the Equality Duty through all aspects of school life and learning, embed British values in the curriculum to develop children’s understanding, further develop opportunities for spiritual, moral, social and cultural experiences and learning. ● Leadership and management - induction of new leaders including Governors, further develop CPD for all staff to include an individualised approach focusing on improving pedagogy. ● Quality of education in early years – implementation and embedding of the new EY framework, embed language and communication programmes to improve curriculum access, embed Reading and Phonics programmes, further develop the curriculum to promote emotional security and character development, further develop engagement and support for parents and carers to enable them to support their child at home. ● Overall effectiveness – monitoring, challenge and support to ensure the school is progressing in all areas towards outstanding. | | |

| Strengths | <p>The school seeks to balance a strong academic curriculum with an exciting enrichment curriculum through a variety of quality, memorable experiences.</p> <p>New structured and sequenced curriculum implemented last year</p> <p>Dedicated job roles in school to focus on closing the gap between disadvantaged and non-disadvantaged children</p> <p>English, Maths, Pupil Premium and SEND leads all part of SLT or ULT so are able to raise issues to senior leaders easily and quickly</p> <p>Assessment has been strengthened in core subjects allowing tracking of attainment and progress</p> <p>The school's approach to teaching remains rooted in evidence and the key elements of effective teaching, with a clear focus on our Wheelers Lane teaching and learning toolkit.</p> <p>Most children say they enjoy being at school and the learning they do</p> <p>Most parents believe their children make good progress at the school</p> | | |
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| Area for Development 2022 - 2023 | Intent By July 2023 | Implementation | Impact |
| Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work children produce. Where available, impact is reflected in results from national tests | <p>All end of Key Stage attainment and progress data to be in line with or above national averages</p> <p>Children in Year 2 and Year 6 will achieve in line or above the national average in the End of Key Stage Tests.</p> <p>Children achieving Reading, Writing and Maths (combined) will be in line or above national average</p> <p>Children achieving a pass on the Phonics Screening check in Year 1 in line with or above national average</p> | <p>Focused interventions in Year 1 and Year 6</p> <p>Identify focus children based on previous year's data, PPMs and baseline assessment</p> <p>More practice at test technique</p> <p>Continually review progress throughout the year and adapt</p> | |

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| <p>Children are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.</p> | <p>All children make good progress from their starting points within lessons and over time</p> <p>Attainment data for all children will show progress</p> <p>Books will show the learning journey across the unit and through the year - progress will be clear (misconceptions identified, corrected, applied correctly later etc.)</p> <p>Strategies to support semantic memory (e.g., last lesson/last term/last year, CTG, Low stakes quiz) will be used in every lesson across the curriculum and will support children to remember previous learning and show how that can build on what they will learn next</p> <p>Tools such as low stakes quizzes at the end of each unit will give an indication of what the children have learned and remembered and a further opportunity for children to recall their learning</p> <p>Children will confidently talk about their learning across a range of subjects</p> | <p>Staff training on new assessment tools and how to use these to inform future planning – making use of assessment tools as both summative and formative</p> <p>Monitoring across the curriculum (book looks, pupil interviews etc)</p> <p>Consistent use of the Wheelers Lane Teaching and Learning Toolkit</p> <p>Consistent use of verbal feedback in lessons – plus use of V symbol to show this in books</p> | |
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| <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | <p>All curriculum subjects will be taught in a structured and sequenced manner with a focus on key knowledge and skills</p> <p>Leaders will continually review all subjects to identify strengths and weaknesses and adapt where necessary</p> <p>All children will receive the full curriculum offer</p> <p>Subject leaders can talk confidently about their area and justify why we do what we do and when we do it</p> | <p>Monitoring across the curriculum (book looks, pupil interviews etc.)</p> <p>Subject leaders will be given release time to ensure this can happen</p> <p>New subject leaders (PE and RE) given relevant CPD</p> <p>Ensure all interventions across school are rotated to ensure no child is missing the same subject every week</p> <p>Support subject leaders and direct towards relevant CPD</p> | |
| <p>The curriculum reflects the school's local context</p> | <p>The curriculum will cover all protected characteristics of the Equality Duty and will reflect our community.</p> <p>All staff will have a secure knowledge of where safeguarding fits into the curriculum</p> <p>Children will be taught safeguarding through the curriculum</p> | <p>Regular review of curriculum content to ensure that our school community is reflected in the curriculum.</p> <p>Class teachers adapt planning to meet the specific needs and make up of their class relating to the protected characteristics</p> <p>Identify where safeguarding opportunities pop up in the curriculum either explicitly, implicitly or opportunistically.</p> <p>Share with subject leaders and all staff</p> | |

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| <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> | <p>Reading for Pleasure is embedded in school on a daily basis to promote a lifelong love of reading.</p> <p>Full fidelity to the new Little Wandle Phonics Programme will ensure that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>The reading curriculum is sequenced using the progression of skills from EYFS to Year 6.</p> <p>The teaching of reading comprehension across school will effectively delivered, covering all strands within the curriculum.</p> | <p>Bottom 20% of readers identified in each year group</p> <p>Using formative assessment tools, identify gaps and support children to fill these</p> <p>Interventions are designed to address gaps in phonics knowledge and reading comprehension throughout the school.</p> <p>Phonics should be a priority for those children who have not passed the PSC in Y1</p> <p>Create a skills progression map for reading and use this to sequence the curriculum</p> <p>Insets devoted to the effective teaching of reading. (Each strand of VIPERS).</p> <p>Author visits</p> <p>New library areas</p> <p>Trips to local library</p> <p>Children's recommendations</p> <p>Reading area in every classroom</p> | |
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| <p>Disadvantaged children and children with SEND acquire the knowledge and cultural capital they need to succeed in life</p> | <p>Reduce the gap between disadvantaged and non-disadvantaged children across all subjects</p> <p>The gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged children will be smaller than the previous year</p> <p>The gap between disadvantaged and non-disadvantaged children achieving combined is smaller than the previous year.</p> <p>Any gap that may exist between disadvantaged and non-disadvantaged children in the wider curriculum will be identified and addressed.</p> | <p>Areas of concern identified through previous year data</p> <p>Continue with 'PP first' policy</p> <p>PP team to oversee use of resources for PP and track impact</p> <p>Analyse assessment data throughout the year to track the gap between disadvantaged and non-disadvantaged children.</p> <p>Use of continuum to track and work on key gaps.</p> <p>One-page profiles used to understand the barriers children have to learning.</p> | |
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| <p>The quality of children' writing improves</p> | <p>The writing curriculum is sequenced and is designed to instil cumulative knowledge</p> <p>Teachers have a secure knowledge of the skills which must be taught in each year group</p> <p>Quality first teaching techniques will be delivered consistently</p> <p>Children will be taught spelling using a consistent, high-quality approach across the school</p> | <p>Skills progress map produced and shared with teachers</p> <p>Planning day focused on mapping Writing curriculum</p> <p>Monitoring and support throughout the year</p> <p>CPD moderation</p> <p>Cross year group moderation</p> <p>Review current spelling curriculum Research spelling teaching strategies / schemes etc. Develop structured spelling curriculum which will be embedded into the new writing curriculum Staff CPD on spelling teaching</p> | |
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| Consistency of quality first teaching across school | Quality first teaching will be embedded throughout school using consistent strategies | <p>Launch Wheelers Lane Teaching and Learning Toolkit</p> <p>Create workshops based around the toolkit</p> <p>Monitor consistency through formal observations</p> <p>Ensure every member of staff have a QFT PM target</p> <p>Sharing good practice throughout the year</p> <p>Create more teaching videos to be used as CPD</p> | |
| Progress to date: | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> | | |

BEHAVIOUR AND ATTITUDES - Good

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| Strengths | Behaviour is good across the school with the Behaviour Policy used consistently. The majority of children report that they feel safe in school. There has been in reduction in low-level disruptions in lessons and children show a positive attitude to learning. 95% reported they enjoy learning at this school. Those children with specific, individual behaviour needs have clear support plans in place. Staff use restorative approaches to deal with problems which arise and refer to the KiVa anti-bullying programme to help resolve breakdown in relationships. Outside agencies are accessed and used well to support staff and children with specific needs. Leaders and mentors support staff and children well to manage behaviour. | | |
| Area for Development 2022 - 2023 | Intent By July 2023 | Implementation | Impact |
| Recognising what bullying is and when it is unkind behaviour – Percentages from parent and pupil questionnaires suggested that there was a high level of bullying occurring in school – school data shows that cases were investigated and many incidents were not bullying. | All children will feel safe at school. Children will understand the language and actions associated with bullying. Parents and carers will be aware of the procedures and expectations of behaviour at WLPS. All parents will know their concerns are listened to and have a better understanding of what constitutes bullying, our response and support we provide. | Thorough implementation of the KiVa scheme, teachers will support the children with their understanding of the term bullying and be able to understand the difference between falling out and bullying. Parent workshops using the KiVa resources will be carried out regularly. (Julie, Karen, John C) Karen to review Anti-bullying policy to ensure it is clear with procedure and includes the new KiVa materials. Anti-bullying week Observations by all staff in class and outdoors Regular pupil voice | |

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| <p>Having one consistent reward system might be more effective Ensuring the sanction side is used if required for the low-level behaviours. Adapting our system to meet the needs of children from EYFS to Year 6</p> | <p>All children and teachers will be familiar with and consistently use the new system across school. Children will be regularly rewarded for meeting behaviour expectations. They will enjoy gaining rewards and understand when and why sanctions will be implemented.</p> | <p>Julie, Richard and John Byron to work on a digital system of rewards and sanctions. CPD for staff Launch assembly Follow up with up pupil voice and teacher feedback</p> | |
| <p>Relationships outside in the playground are not consistently positive when using the MUGA space for games.</p> | <p>All children will feel safe in the Multi use games area (MUGA) and have an opportunity to play games of their choice.</p> | <p>Discussion with KS2 about the use of the MUGA. JLT to find solutions about the use that means everyone has equal opportunities to use the space.</p> | |
| <p>PP children have lower attendance than non-PP overall.</p> | <p>PP attendance will improve on the previous year and close the gap with non-PP attendance.</p> | <p>Regular home visits and meetings with parents Three houses for children with below 90% attendance First day phone calls Rewards and sanctions Birmingham Community Healthcare Plus who will deliver targeted support for children with attendance issues.</p> | |
| <p>Progress to date:</p> | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> | | |

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| Strengths | <p>A wide range of opportunities are offered to the children, beyond the academic including: themed weeks, trips and visitors in school, the use of sports premium funding to provide additional opportunities for physical activity, lunchtime and after school clubs, forest classroom. School enhances the children's spiritual, moral, social and cultural development well: RE and PSHE curriculum, behaviour policy, restorative justice and code of conduct, RRSA, assembly themes, work through the vision on community, celebration of festivals. Healthy lifestyles are encouraged through curriculum topics and themed weeks., working at the allotment and growing our own food. Children's talents and interests are encouraged through opportunities in school: sports events, talent competitions, assemblies, JLT leadership, Eco Warriors, Enterprise group, fund raising. Pastoral support given daily across school from class teachers, TAs, SLT, mentors, support staff. Outside agencies work with the school supporting the needs of the children, play therapist, forest classroom nurture group and Junior Duke of Edinburgh Award.</p> | | |
| Area for Development 2022 - 2023 | Intent By July 2023 | Implementation | Impact |
| The children are prepared for life in modern Britain. They have a better understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. | All children will be better prepared for life in modern Britain by having a better understanding of the British values. Children will be able to talk to each other and adults about the British Values. | Assembly Class display Embed within class learning throughout the year. | |

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| <p>Pupil voice and Pupil leaderships skills will be developed.</p> | <p>Children will feel that their views and opinions are respected. Pupil voice will have a strong presence in school Well-rounded, confident children with a developed strength of character.</p> | <p>Autumn term all children participate in reviewing and developing new school code of conduct and class expectations School leaders to regularly talk to groups across the school to collect pupil opinions e.g., English, PSHE, playground behaviour, school lunch Natalie Fletcher to organise and arrange initial JLT to establish a regular meeting time. Weekly circle time to explore the collective themes and any class specific issues. More opportunities for children to lead their learning, e.g., through group work, debates, drama, class vote</p> | |
| <p>Promote equality duty more across the whole curriculum</p> | <p>Children understand the protected characteristics as defined in law and no forms of discrimination are tolerated</p> | <p>Curriculum leaders to regularly review the content to ensure it reflects our diverse community (Mark and subject leaders) Assemblies PSHE curriculum English literature Stereo typing challenged regularly-particularly boy/girl as there has been raised by KS2 children</p> | |

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| <p>Pupils know how to eat healthily and maintain an active lifestyle and keep physically and mentally healthy. They have age-appropriate understanding of health relationships.</p> | <p>Children know how to keep physically and mentally healthy and understand healthy relationships.</p> | <p>New Lead Practitioner for Pastoral will work on the curriculum to ensure that explicit, implicit and incidental are all threaded throughout.</p> <p>New Lead Practitioner for Pastoral will work with teachers to support their understanding of how to thread safeguarding through all teaching e.g., understand the links beyond PSHE/RE.</p> <p>Staff receive regular CPD including on sexual behaviours</p> <p>DSLs to monitor and record incidents using CPOMS</p> <p>Assemblies</p> <p>PSHE curriculum</p> <p>KiVa lessons</p> <p>Pupil voice</p> <p>PE and other outdoor activities</p> <p>Enrichment opportunities</p> | |
| <p>The school provides children with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.</p> | <p>All children will understand their role in caring for the world and the impact of global warming</p> | <p>Curriculum links e.g., Science, Geography</p> <p>Visits and visitors</p> <p>Litter picking</p> <p>Newsround</p> <p>Eco/community group</p> <p>Earth Day</p> <p>Themed week-Stand Up for Nature</p> | |

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| Progress to date: | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> |
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LEADERSHIP AND MANAGEMENT – Good

Strengths

There is a clear school vision which is used to inform decision making

Safeguarding policies and procedures are in place, understood and implemented by all staff – all statutory duties are met. There is a strong culture of safeguarding across the school.

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge to enhance teaching and impact upon progress and outcomes for children.

Staff feel trusted to be able to take risks and try new strategies when teaching.

Staff feel that workload is considered by leaders when making decisions.

Staff feel that their well-being is supported by leaders and participate in weekly online surveys about well-being using Satchel Pulse. The information collected is used by leaders to make decisions about well-being support.

Staff feel that the Sharing Good Practice INSETs are valuable to support their learning and development as well as giving them the opportunity to share successful learning strategies.

Governors understand their role and hold leaders to account. They have a strategic overview of the school and focus on statutory duties.

Quality CPD is provided for all staff through in-school expertise, local schools (Billesley Research School, STEP and Consortium schools), visiting services (PE coaches, Artis, Play Therapist), engagement with projects (DLP, KiVA, Maths Hub, English Hub, NELI) coaching, National College online training and external CPD opportunities.

Staff mental health and well-being is supported by all leaders through open door policies, individual coaching and/or mentoring, provision of a counsellor, specific external services available. When introducing any new strategies or programmes, impact on workload is considered and changes made or appropriate time given where appropriate.

Relationships with parents, carers and local community are good. School leaders are visible and available at the beginning and end of every day for informal contact and make time for formal meetings where appropriate. Families find leaders approachable and supportive.

Area for Development 2022 - 2023

**Intent
By July 2023**

Implementation

Impact

| | | | |
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| Recruitment of new Governors. | <p>The Governing Body will have no vacant roles.</p> <p>Appointments to the Governing Body will meet the needs of the school and reflect a range of skills and knowledge.</p> | <p>Audit of skills of current Governors to identify gaps.</p> <p>Advertisements placed for new Governors in local businesses, Governor recruitment sites and on the Local Authority recruitment site – skills required included in adverts.</p> <p>Chair to meet with interested candidates to identify suitability.</p> <p>Appropriate vetting and barring checks carried out along with full DBS.</p> | |
| <p>Induction for new and recently appointed Governors.</p> <p>Training for all Governors.</p> | Those responsible for governance understand their role and carry it out effectively. | <p>Induction training for new and recently appointed Governors.</p> <p>Audit of skills and knowledge of all Governors and training programme planned.</p> <p>National College online training available to all Governors with specific courses directed to complete.</p> <p>Increase engagement of Governors with school through Link Governor roles and attendance at school events.</p> <p>Annual Safeguarding training to take place in the Autumn term.</p> | |

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| <p>Leaders' roles are clearly defined and all staff will understand where different responsibilities lie.</p> <p>Leaders have a shared understanding and drive to move the school forwards in all areas.</p> | <p>All in-school leaders understand and carry out their role in promoting the school vision and strong shared values, policy and practice.</p> | <p>Review and share role descriptions for all leaders.</p> <p>Establish and agree clear protocols for teams, individuals and meetings.</p> <p>Regular meetings of Upper Leadership Team and Middle Leadership Team to establish new teams and support individual leaders.</p> <p>Audit skills and knowledge of all leaders and plan a training programme to meet individual and team needs.</p> <p>Coaching between leaders to support individual needs.</p> <p>Establish an expectation that leaders will challenge each other to enable consistency of practice and behaviours and continued improvement.</p> <p>Leaders will be supported to respond appropriately to challenge and take action as a result.</p> <p>Leadership Action Plans produced, implemented and monitored by individuals and teams.</p> <p>Implementation and embedding of "Messy Leadership" training with ULT.</p> <p>Sharing of the processes with MLT and wider staff team.</p> <p>Subject leaders will develop their skills through monitoring, providing and undertaking CPD and making supported strategic decisions for their subject.</p> | |
| | <p>All in-school leaders will carry out their individual roles effectively, understanding their responsibility for their area of expertise, enabling children's outcomes to improve and continued progress to be made by the school.</p> | | |

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| Further development of the school CPD programme to include an individualised approach with more coaching, online training and research – focusing on improving subject, pedagogical and pedagogical content knowledge. | Staff will receive appropriate CPD which improves their subject, pedagogical and pedagogical content knowledge. | Audit of staff knowledge and skills related to pedagogy, pedagogical skills, subject specific knowledge and wider role-based skills. Information about expectations for CPD will be shared with all staff. | |
| | The impact of the CPD programme will be seen in individual lessons, units of learning and improvements in outcomes for children. | The needs of individuals and groups will be used to promote CPD opportunities, plan INSETs and provide support including coaching, mentoring, team teaching etc. Research and information gathering to identify training available to school, including costs and impact on time and/or workload. | |
| | Staff will understand and undertake the different types of CPD available to them and use it to develop their skills and knowledge. | Training programme planned and implemented. | |
| | Staff will understand their responsibility for identifying, undertaking and sharing CPD that is appropriate for their needs and the school's needs. | Formal coaching programme planned, implemented and reviewed to ensure impact. Video analysis CPD undertaken by individuals and groups. Peer observation programme trialled and implemented. Regular monitoring activity carried out by leaders to ensure continued progress. Opportunities for leadership CPD promoted with all staff including subject based peer reviews, NPQs and National College training. | |

[illegible]

All staff with know and use the expectations for communication.

All staff will know what information can or must be shared and understand that GDPR or safeguarding concerns may restrict what can be shared.

Feedback will be given and accepted in a supportive manner recognising that its purpose is to support development and improve outcomes for the children.

Progress to date:

Autumn Term:

Spring Term:

Summer Term:

QUALITY OF EDUCATION IN EARLY YEARS – Good

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| Strengths | PP performed better non-PP in PSED Physical Development Gross Motor Skills. Literacy Comprehension. Expected or better progress in writing PP perform slightly better in PSED than Non-PP PSED good overall Gross Motor Skills good overall Strong comprehension skills Good relationship building skills Communication GLD percentage was good and good progress has been made | | |
| Area for Development 2022 - 2023 | Intent By July 2023 | Implementation | Impact |
| The school has the same academic ambitions for all children. For children with particular needs, such as those with SEND the curriculum is designed to be ambitious. | The gap between PP and non-PP in specific areas of learning will close, which will in turn, improve the levels of GLD achieved by PP children. | Staff members trained in fine motor and deliver interventions with small groups. Utilise outdoor area and equipment on a timetable. Audit resources and practice. Observe and monitor children’s participation in fine motor and specific areas learning opportunities. Target PP children through interventions for Specific areas. More targeted parent workshops. | |

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| Children are ready for the next stage of their education; they have the knowledge the need for the next stage and are ready to move on. | To increase the percentage of children achieving the writing Early Learning Goal at the end of reception. | Curriculum – more drama, talk for writing, helicopter stories. The use of Drama to improve writing opportunities – Jo Pearson to lead Writing examples in the environment Further embed the phonics – little Wandle Modelled writing regularly in teaching time Independent opportunities set up for writing Phonics displays to support independent writing Weekly phonics sentence writing Display common exception and tricky words in the environment. Display children's writing | |
| Physical Development: Fine Motor Skills. Physical ELG in children is low - in particular fine and gross motor skills - impact on writing. | More children are more successful in Fine Motor Skills, achieving the Physical ELG | Review current provision and timetables. Resources required to support the development of fine motor skills Sessions with OT to develop understanding of supporting fine motor. Dough disco, drawing disco etc. | |

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| <p>The maths curriculum provides a strong basis for more complex learning later on.</p> | <p>Increase the percentage children to achieve ELG for Maths Number in comparison to previous years.</p> | <p>Curriculum – more physical resources for maths. Maths examples in the environment Further embed new maths curriculum Independent opportunities set up for maths Maths displays to support independent work in classroom Daily number lessons following White Rose Maths and mastery maths approach.</p> | |
| <p>52% of PP children achieved in Reading</p> | <p>Pupil Premium Children will make good or better progress in their reading from the starting point and close the gap with non-PP.</p> | <p>Little Wandle further embedded Phonics daily teaching. Implement new Little Wandle reading weekly – three times a week. Use of the Little Wandle new books with word cards. Home readers sent weekly Keep up Parent workshops. Book and a bite.</p> | |
| <p>Progress to date:</p> | <p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p> | | |

OVERALL EFFECTIVENESS – Good

Strengths

All statutory safeguarding requirements are in place and safeguarding policy, practice and procedures are effective.
The quality of education provided is good.
All other judgements have been assessed and evaluated as good.

Area for development
2022 - 2023

Intent
By July 2023

Implementation

Impact

| | | | |
|--|--|---|--|
| Induction and support for new Governors. | All staff and Governors will understand and implement their duties as required and work with the school to ensure continued school improvement. | Clear induction programme and support implemented for individual Governors related to need. | |
| Monitoring of whole school provision and addressing needs that are identified in a timely and supportive way. | All leaders will carry out regular monitoring addressing any needs identified to ensure the school continues to progress and outcomes for children improve in all areas. | Monitoring activities will include – 1:1 meetings with staff, pupil voice, questionnaires, lesson observations, book scrutiny, data analysis, peer review, moderation meetings. Action plans will be produced and implemented following monitoring activities – whole staff, group and individual support will be carried out as required. | |
| Focus on continued improvements in all areas ensuring all good criteria are met and progressing towards outstanding. | All of the good criteria will be met and some elements of outstanding. Progress and attainment outcomes for children in all areas will show improvement. | Self-evaluation will be reviewed termly to keep track of progress and plans to address needs implemented. Outcomes for children will be monitored termly and plans to address needs implemented. All staff will be held to account by leaders for their role in continuous school improvement. | |

