

+ #	<h1 style="text-align: center;">ST WENN SCHOOL</h1> <h2 style="text-align: center;">Summary Self Evaluation Form</h2> <h3 style="text-align: center;">2020 – 2021</h3>
June 2021 review	
<p>RESPONSE TO COVID19</p> <p>CATCH UP PROGRAMME</p> <p>CONTEXT</p>	<p>Please see separate document – Summary of Response to COVID19 – Report for Governors</p> <p>We started our Catch up programme at the beginning of the school year - September 2020 and it ran throughout the Autumn term. This involved a fully qualified teacher teaching groups of 4 children across the school. For the first half of the Autumn term, every child across the school had focused intervention within these small groups – EYFS and KS1 targeting Phonics and pencil control (Reception revising phase 1 aspect 7, Y1 revising phase 3 and 4 depending on assessment, Y2 revising phase 3 – 5 depending on assessment); LKS2 phonics, sentence and handwriting (Y3 also revising phase 3-6 where need identified) ; UKS2 targeting place value, layout and times tables. These targets were agreed with teachers.</p> <p>In Autumn 2 (after first data drop – October 2020), intervention lead and teachers agreed focus groups with specific targets linked to assessments. See Intervention lead (SBt) records and data folder 2020 for evidence of progress. This continued throughout the second half of the Autumn term.</p> <p>Due to the 3rd lockdown (January 5th to March 8th) which led to schools closing with the majority of children learning remotely, we deferred further assessments until return. These have now taken place and Pupil progress meetings scheduled for week beginning April 19th.</p> <p>June review: Our current internal end of year predictions demonstrate positive impact of Catch Up programme and Quality First Teaching. End of year summative assessments take place in mid July.</p> <p>St Wenn is a Foundation School (maintained by the local authority) which is not part of a MAT. It is situated in a very rural area which means that children come from some distance. The community is very strong but there is little opportunity for children to encounter diversity.</p> <p>In the current financial year, the percentage of children eligible for FSM is significantly below national (7.0% school/17.7% national)</p> <p>SEND</p> <p>The school has a lower proportion of children on the SEND Record of Need than national (2019/20: 5.2% school/12.6% national. 2020/21: 4.2% school/12.8 National). We have 0 children with a current EHC plan although we are currently awaiting the outcome of a request for one child. We have 3 children on the Record of Need (1 PLAC, 1 speech and language and 1 SEMH) with 17 On Alert. We have 3 children currently on roll who receive Service Child Premium.</p> <p>Out of 71 children on roll in September 2020, 42% were boys and 58% girls. There are currently 7 girls and 2 boys in the Y1 class but 3 girls and 8 boys in the Y2 class; this reflects how the dynamics within a small school are unpredictable.</p> <p>Mobility fluctuates as some parents choose to send their children to our school for the duration of EYFS and KS1, then move them to private education at some stage during KS2.</p> <p>Last OFSTED full Inspection in 2011 rated the school Good in all areas. Both interim inspection 2014 and short inspection in 2016 confirmed this.</p> <p>School deprivation</p> <p>19% of children in our school live in the most deprived 30% of small areas in England compared to a LA: 22%</p> <p>Attendance</p> <ul style="list-style-type: none"> • 2018/19: 95.3% • 2020/21 overall Autumn term: 96% • 2020/21 summer term to date: 96% <p>Partnerships</p> <p>We have effective links with 2 other small rural schools which are still under the Local Authority. These links are planned to strengthen further over the next year. We have already jointly planned (hosted by us) a highly successful KS1 maths investigation day following which 2 children commented that they ‘...Now really enjoy maths’.</p> <p>Due to COVID, our plans for a triad of writing moderation for May 2020 and peer to peer HT reviews for June 2020 to feed into the next academic year were put on hold but we fully intend to agree dates for reviews to take place in the summer term 2021. Further mutual support has been given in completing the annual Safeguarding Assurance (S157) and also during the period of lockdown and return to school – for example sharing risk assessment formats and the approach to reporting impact of Pupil Premium funding.</p> <p>Peer to peer reviews deferred to Autumn term 2021 due to current ongoing restrictions.</p>

	<p>Governance</p> <p>Governance is strong. Governors are well informed of the current school context and challenge robustly; they scrutinise information about pupil progress in Standards and Curriculum committee meetings. Governor monitoring is now directly linked to the OFSTED Short Inspection Report 2016 and the School Development Plan (OFSTED action point 2016). Governors have a clear understanding of the strengths of the school and also of areas to develop further. Pupils attend Governor meetings where appropriate, and pupil voice is now part of the visit process. The school council is led by the Curriculum Governor. We were visited by a School Improvement Consultant who commented on: ‘... how detailed (the Chair of Governor’s) safeguarding report was; it showed evidence and impact. It was thorough and well thought out forming a useful monitoring document’. He also commented that both the Chair and Vice-Chair of Governors: ‘Knew the school well and could articulate the changes made in recent years’.(Nov 2019)</p> <p>Current Chair of Governors to retire in July 2021, new Chair of Governors appointed for September 2021</p>
<p>OUTCOMES</p> <p>2017/18 /19</p> <p>IMPACT</p>	

Progress KS1-KS2	2017	2018	2019
Reading		-0.91	6.47
Writing		-0.31	2.91
Maths		-0.12	-3.32

Negative progress in maths was one child who achieved L3 in Y2 SATS and was 2 marks off (standardised scoring) achieving GDS at Y6

Attainment KS1

Standards	2017	2018	2019	2020/2021
EYFS GLD	72%	57%	78%	100%
Y1 Phonics	90%	100%	77%	Note – Y2 phonic screening Autumn 2020 outcome: 100% achieved
KS1 EXP+	R=69.2%,W=61.5, M=53.8%	R=80%,W=70%, M=80%	R=91%, W=67%, M=91%	Internal data
KS1 GDS	R=30.8%,W=15.4%, M=15.4%	R=0%,W=0%, M=0%	R=9%, W=9%, M=18%	Internal data

Attainment KS2 – Note: The children in Y6 have unanimously voted to take last year's SATS test internally.

This will take place during the week beginning June 21st

Standards	2017	2018	2019	2021
KS2 EXP+	R=x%,W=x%, M=x%	R=77.8%,W=77.8% M=77.8%	R=100%,W=80% M=80%	Internal data
KS2 GDS	R=x%,W=x%, M=x%	R=22.2%,W=11.1% M=22.2%	R=60%,W=60% M=0%	Internal data
KS2 RWM	R=x%,W=x%, M=x%	66.7%	80%	Internal data

NO EXTERNAL DATA FOR 2020/2021

LEADERSHIP/
MANAGEMENT

Strengths:

Grade 2

- Our vision, policies and practice are coherent and aspirational. Staff, governors and parents are included in the process of writing and monitoring these (for example Wellbeing and behaviour policy July 2020). Practice has

become increasingly consistent across the school. Staff CPD is continuously updated which enables all staff training to conform with statutory requirements. For example whole staff Safeguarding update March 2021 - see CPD records and training folder. Update re Keeping Children Safe in Education 2020 was undertaken by all staff in September 2020 before returning to school. All new staff and volunteers undergo induction which includes safeguarding policies and practices. [Whole staff Safeguarding annual training March 2021](#).

- CPD supports carefully targeted areas of need of individuals. For example our TA who leads children's wellbeing has received training in TIS and Lego Therapy, and another TA had CPD in dyslexia/dyspraxia to address the specific needs of an individual child – see CPD records. [Paediatric First Aid Level 3 training for preschool lead – May 2021](#)
- The Head Teacher and senior teacher have an accurate awareness of the strengths and areas for development in the school's performance. For example we have chosen a curriculum focus of phonics/reading and developing vocabulary across the school as these areas of learning are central to all learning; this focus then feeds into progress in writing which is a current target area in both KS1 and KS2 (OFSTED action point 2016). The school development plan continues to evolve and is increasingly more precise. For example Priority 1 on the SDP addresses COVID 19 and our Catch up programme; the Governor monitoring programme now directly links to the SDP (OFSTED action point 2016); and we have clarity of intent driving our curriculum development.
- We are currently developing our curriculum which we adapt in order to give the children meaningful experiences. For example Y5/6 Fiver Challenge. We have created a bespoke Life skills programme which we are now introducing as the backbone of our teaching and learning. This incorporates: British values, Learning Power Approach and Rights Respecting Children. The curriculum builds on pupils' enthusiasm for learning, for example in the Autumn term children across KS1 and KS2 worked on the book 'The Tin Forest' at different levels and produced quality developed writing from this.
All staff attended a 'Creative Curriculum' training conference and ideas from this have fed into the curriculum Design (training: Oct 2019). [Long term Curriculum planning to be completed by July 2021](#)
Pupils value the broad range of additional activities available which in 2019/20 included signing club, choir, running and judo. Leaders make effective use of the additional funding for sport. For example, Plymouth Argyle lead football After Schools Club which we fund to encourage active lifestyles, team spirit and resilience. We also fund extra support at lunchtimes to encourage and stimulate active play, and we regularly hold skipping workshops which result in skipping becoming a focus play activity for many children. (Bubble Skipping workshops took place in Autumn 2020) [Clubs fully reintroduced from June 7th including netball and cricket](#).
- Safeguarding has been audited externally and found to be robust. Conclusion: 'Overall I was impressed with the openness and engagement of the staff I met ...they appeared very receptive to critically reflect on their own practice...The headteacher clearly has a strong commitment and energy to ensuring safeguarding is prioritised within the school...' (Feb 27th 2019). We have another audit booked for May 11th 2021. [Conclusion: '...From my visit to the school and discussions with the Headteacher, children and briefly with the safeguarding governor I consider the school to be in a strong position regarding safeguarding.'](#)
- Pupils with special educational needs and/or disabilities are well supported and monitored carefully. We work closely with external agencies to meet pupils' needs where appropriate, in particular those who have speech and language or social and emotional needs We actively seek support from the Early Help Hub; we have also worked closely with a Play Therapist in compiling an EHC plan. We have appointed a Wellbeing Champion who supports children individually. 90% of UKS2 children said in a survey (Feb 2020) that she is the person to whom they would turn to if they needed to talk with an adult in school about concerns. Next pupil survey prepared for April 2021. [Outcomes of this survey currently being processed](#)
- We focus, plan for and monitor the progress of children eligible for Pupil Premium funding. We have appointed a governor with an allocated role of monitoring Pupil Premium. We consider the full breakdown of allocated monies and their impact. It is through these meetings, for example, that it was suggested further funding was needed to support one child, this was then agreed by the full Governing Board. All children who are in receipt of pupil premium are discussed at pupil progress meetings with the Headteacher. It is through these discussions that the impact of intervention programmes are monitored and changed where impact is not evident. For example removing a child from group support to individual support as his self esteem was being effected by his level of progress compared to others in the group. We offer all disadvantaged children free keyboard lessons; this has proved hugely beneficial particularly to one child who now excels in playing the keyboard.
- We have a 'well-being' teacher/staff Governor who monitors staff wellbeing and regularly feeds back to HT. He has been responsible, for example, for extending the length of time we had agreed to have completed our long term curriculum planning. As teachers were writing plans for up to 3 subject areas, this was becoming overwhelming. We have now extended expected completion of these plans to July 2021.
- Peer to peer reviews with partner schools has extended to include a third school. A triad of reviews was to be initiated in Autumn 2020 – this has been postponed to the summer term 2021. [Reviews postponed again until September 2021 due to current restrictions](#). Collaboration with other local schools has had an impact on progress across the school through joint monitoring of books. This monitoring reinforced need for high expectations of presentation in KS1; it also supported a border line EXS for writing in Y6. We joined together for

	<p>a KS1 sports event (July 2019) and friendly football match (May 2019) This was a positive experience for our children particularly as they were able to mix with a wider variety of children from different backgrounds; they could also take part in team sports with greater numbers in teams which resulted in a more challenging game. Similar events were planned for the Spring/summer of 2020 but are now on hold.</p> <ul style="list-style-type: none"> • Governor monitoring is now closely linked to the SDP and Headteacher is challenged effectively. This is evidenced in governor minutes and monitoring reports (OFSTED action point). • All teaching and non-teaching staff strongly agree that the school is well led and managed (see staff survey Feb 2020) . Next staff survey prepared for April 2021. Outcome: 100% of staff say that the school is well led and managed. <p>Overall Effectiveness/impact Pupils are prepared for the next stage of their learning, and so their life ahead. We received feedback (October 2019) from 2 secondary schools where a number of our children move on to. Both said how impressed they were with the level of ability of children from St Wenn; and also with the level of confidence and eagerness to learn that they demonstrate. Parents also report children settling well, displaying confidence and maturity; and achieving well academically (see parent section of HT evidence folder). This preparation is rooted within their own community of people and place. We have strong ties with the community and church (see weekly newsletters for evidence of this). We were given sole use of both the church and the village hall throughout lockdowns – this enabled us to increase our space to spread Bubbles safely; it also enabled our Catch Up programme to be led safely. This preparation equips children with the knowledge and skills to step forward into a diverse culture with particular regard to self confidence (ref secondary school comment above) and resilience, tolerance and kindness For example: termly focus on one aspect of these enables children to articulate their understanding of the importance of these values; online safety (see Governor monitoring on safeguarding for children’s comments on this), real life skills and enterprise underpin our curriculum (see Life Skills whole school planning and the Fiver Challenge in Y6 – see CF folder for evidence) . St Wenn curriculum engages, inspires and involves children enabling them to take risks and embrace change</p> <p>Areas for Development:</p> <ul style="list-style-type: none"> • The broader curriculum is established and assessment procedures implemented and monitored. • Subject leaders monitor their subjects effectively across the curriculum. They use this to develop accurate next steps. High standards of provision for PPG and SEND children are maintained and achievement gaps are minimised • Partnerships – impact is evident from peer reviews, moderation and joint sporting events. • Teacher workload is managed and policies offer efficiencies whilst maximising impact on pupil learning. <p>Leadership and Management: Target 4 SDP review April 2021</p>
<p>QUALITY OF EDUCATION</p> <p>Grade 2 Intent</p> <p>Implementation</p> <p>Grade 2</p>	<p>Strengths Despite COVID 19, our curriculum remained broad and balanced. Skills build on each other phase by phase whilst allowing for flexibility of content. We root our learning in life skills and values. Our curriculum meets the needs of our disadvantaged pupils by being practical and incorporating outdoor learning - for example through weekly Forest school and new outdoor learning facilities and resources (eg Active Maths and Active Grammar). SEND children receive targeted support and we are committed to equal opportunities for all. More able children are challenged through research and enquiry (Mastery Flow Model); they are given opportunity to reason and problem solve. We choose high quality engaging texts, curriculum days (see RE floor books for examples) and visitors (for example ‘Benji’ who was on the ‘X Factor’ spoke and sang to/with Y5/6 children sharing his experiences of mental struggle and determination – December 2019. These opportunities and challenges improve the cultural capital of pupils. African Dance workshops across the school – May 2021. These were inspiring and noticeably stimulated children who do not normally take a lead role to demonstrate this skill with increasing confidence.</p> <ul style="list-style-type: none"> • School leaders recognise the importance of an ambitious curriculum that meets the needs of our pupils and prepares them for life in the 21st Century. Our School Development plan identifies areas and timeline for completion of our new curriculum; this is in the process of being written through a rigorous restructuring of planning. Deadline for completion: July 2021 • We excel in music across all year groups. Our music lead has written his own scheme of work which reflects the latest requirements as set out in the Model Music Curriculum March 2021. • Children talk enthusiastically about their learning; they are beginning to make links between current and previous learning. They are beginning to talk about how they can move their learning on and lessons focus on

helping children remember their learning. (See lesson observations Feb 2020 in Performance Management folder).

- Positive relationships between staff and pupils benefit pupils' motivation and achievement. Teachers use well-crafted questions to deepen and reinforce pupils' learning and to spot pupils' misconceptions (see lesson observations Feb 2020 in Performance Management folder). Teachers create an expectation that everyone can learn from their mistakes, consequently pupils are confident and willing to 'have a go' (see lesson observations Feb 2020 in Performance Management folder)
- Pupils make good progress in reading and maths. In 2019, the results were significantly above the NA (see data for KS1 and KS2 outcomes above). Pre lockdown, pupils' use of adventurous and precise vocabulary was evidenced as improving due to our curriculum focus on vocabulary – this was monitored through pre and post-unit assessments evidenced in children's books. This did not continue to progress sufficiently during lockdown so remains a focus. In addition to this, and in response to identified gaps resulting from missed learning during lockdowns, we have moved phonics and reading for comprehension into priority focus. Fluent and well-constructed pieces of writing are evident – especially in UKS2 (see evidence in children's books). [Progress in writing outcomes across the school and in all subject areas is monitored weekly and is now clearly evident.](#) Over the last two years, the school has benefitted from an approach to maths which focuses on application and includes a larger element of investigation and problem solving. Lessons include chilli challenges which are open ended questions which extend and challenge children to apply their learning (OFSTED action point 2016). In response to missed learning during lockdowns, we are currently addressing gaps identified in learning. EYFS focuses on number and number patterns in the main, reflecting EYFS reforms March 2021. [External advisor concluded that maths is now a strength of the school \(May 2021\).](#) The broader curriculum is assessed at the end of every unit of work and revisited to ensure learning is embedded in long term memory. Medium plans identify vocabulary to be learned, what children need to know pre unit, what they will learn, links to the National Curriculum and what their learning experience will involve. These plans are annotated as assessed formatively and at the end of each unit. Long term planning is annotated at the end of the year to show coverage and children who are 'exceeding' and 'working towards'. These plans are passed to the next teacher as children progress through the school to ensure work is accurately targeted.

Overall effectiveness/ impact linked to OFSTED action points 2016:

Evidence of writing in Y4-6 which demonstrates developed composition skills (see book scrutinies within lesson observations Feb 2020)

Evidence of impact of questioning, reasoning and investigative approach to learning maths across the school but particularly in Y2 and 3 (see book scrutinies within lesson observations Feb 2020)

Evidence of effective marking and feedback applying Fourquarters marking policy (see book scrutinies within lesson observations Feb 2020).

Governor monitoring is now directly linked to priorities in the School Development Plan. Governors are clear about strengths and areas for development and they record and act upon these. They challenge HT and subject Leaders effectively (see Governor monitoring planner and records) This has had a direct and significant impact on all aspects of our children's learning (for example in Standards and Curriculum meeting (09/03/20) HT and curriculum lead were challenged to explain the curriculum design with questions such as: 'How does topic planning fit into the new curriculum plan?' and 'What are the resource implications?' 'How do we address joiners or children who have gaps in learning?'.

Areas for Development:

- Mastery flow and life skills programme is evident across learning
- Long term coverage of the curriculum demonstrates building knowledge, skills and understanding across the school in all subjects and is communicated to all staff, governors and parents. Subject Leaders are clear and held accountable for responsibilities in embedding progressive and structured systematic learning. This is demonstrated in clarity of long term, medium and short term planning, and through outcomes in data, books, pupil conferencing.
- Medium plans include systematic recall of previous topic and links to previous learning/real experiences.
- Systematic and progressive learning of phonics, reading comprehension and vocabulary is evidenced and our Catch Up programme establishes and supports high expectations; a culture of reading is embedded across the school.
- 'Fourquarter' marking and feedback is effective
- Children are confident in articulating their learning and making links
- Assessment is systematic and affective across the curriculum

Quality of Education: Target 2 SDP review April 2021

<p>PERSONAL DEVELOPMENT</p> <p>Grade 2</p>	<p>Strengths:</p>
	<ul style="list-style-type: none"> Children talk about British values and how these apply to their own lives. The school has a termly BV and Learning Power Approach focus which is both discussed and celebrated in assemblies – whole school and class. Currently full assemblies on hold; return in September Children learn about ‘developing understanding of a market economy; encouraging leadership and working collaboratively’. Life skills are planned progressively and thread through all teaching and learning. A further demonstration of this is the highly successful reward system used in UKS2 where star coins can be spent on rewards in the reward shop. The rewards have been invented by the children and regularly change. If a reward becomes popular, it increases in price just like in a market economy reflecting supply and demand. Others may fall in price to encourage children to ‘have a go’ and take risks. Our music curriculum is a strength and, pre-COVID, we had an excellent and thriving choir. This has restarted as a KS1 Bubble club. We have committed considerable financial resources to enable us to employ a specialist music teacher who plans rigorously and whose assessments demonstrate accelerated progress in music across the school (see music evidence folder and assessments). A Junk band competition is a feature of lunchtimes in the spring and summer terms. The children have written a school song under the guidance of our music teacher (DVD); this can be found on the school website. Residentials celebrate diversity. Y5/6 children visit Bath and Bristol with a rich culturally diverse programme (including a Treasure Trail of Bath identifying key features of the city’s cultural heritage and a visit to the ‘M’ Centre in Bristol which explores the social and cultural history of the city) . Y3/4 children’s residential is based on Outdoor Adventure. For 2021, we have booked residentials for the whole of KS2 locally - June 2021. These are based on Outdoor Education. Confirmed We have expanded our councils to include a Green Team. We also have a ‘Snag’ group who work alongside the cook to encourage pupil involvement in food, hygiene and healthy diet. We have been awarded 5 stars for hygiene in the kitchen. The school council is active and meets half termly leading fund raising projects (for example collecting to raise money for DT resources). We had a first meeting (post lockdown) via TEAMS on March 31st 2021. The SC is led by a Governor. Children ran their own lunchtime clubs pre COVID (computing, lego and art and craft). Pre COVID our Healthy schools lead ran a Mile a Day club focusing on improving childrens’ personal best. The group had been adding their miles together to reach the North of Scotland. This is currently on hold although all children have an active 15 minutes planned into every afternoon. We have extended our outdoor learning space by creating a decked area doubling the capacity of the pavilion. Children are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working For example Choir performances/pantomime. Children have been involved in having a say as to the speed of traffic passing the school; they have planted trees in the woodlands opposite the school and bulbs around the car parking area. We have excellent links with the Church and community – the church is used regularly by children - For example for dance workshops and (pre COVID) weekly assemblies. The church is currently used for Catch up groups. Members of the church and community speak highly of children’s behaviour and attitude, and they value these links (see behaviour comments in HT evidence folder). Children attend/entertain at community lunch at Christmas and (pre COVID) we held clubs (eg judo) and PE lessons) in the village Hall. Both the Church and Village Hall committees have given the school sole use of their buildings during the pandemic. Children talk positively of their experiences and understanding of the benefits of diversity within and beyond the school. We are currently renewing links with our contact in Uganda and planning African Dance workshops across the school. Letters have been written and sent to our link school in Uganda/African dance workshops have taken place. We regularly invite a visitor from the Indian community into school who talks about similarities and differences between life in England and India. We have invited a Quadriplegic visitor into school to talk with children across the school about living with severe disability - this is planned to take place in May 2021.

	<p>Postponed until September. We actively celebrate diversity. Due to the rural context of our school community, Equality and Diversity remain on our SDP (Target 3 – Personal Development)</p> <ul style="list-style-type: none"> Children talk of 'Big Me Day' and the wide variety of employment opportunities there are beyond school (see evidence – CF) Children in KS2 are given three levels of challenge in maths; through this, they have become more independent and are empowered to make choices about their own learning (see children's books). <p>Areas for Development</p> <ul style="list-style-type: none"> Choice of topic reflects focus on developing cultural capital. Rights Respecting Children (UNICEF) award is achieved, and this aspect of learning is threaded through the curriculum. Children talk and debate knowledgeably about the positive force of diversity. A still wider variety of visitors are invited into school from varied cultures and faiths – Ugandan school links are renewed. Religious Education explores cultural capital and diversity affectively. Bias is addressed through the history curriculum and study of media. Children debate complex issues recognising bias by the time they reach Y5/6. Creativity is actively promoted through the arts beyond music. The visibility and role of pupil voice is developed to raise their profile and enrich the curriculum. Relationships and health curriculum leads to deeper understanding of personal relationships. <p>Personal Development: Target 3 SDP review April 2021</p>
<p>BEHAVIOUR and ATTITUDE</p> <p>Grade 2</p>	<p>Strengths:</p> <ul style="list-style-type: none"> Children demonstrate positive learning behaviour; they collaborate well and work with a purpose. The school actively promotes values of respect and resilience (Comment from a Major in the armed Forces who worked with Y5/6 children to show them what sort of qualities were required if joining the army '...it was great to witness children respecting each others' opinions and working together...' Jan 2020 - see HT evidence folder) The school has a robust antibullying and wellbeing/behaviour policy and children have a good understanding of what bullying is and how to deal with it (100% of parents say they agree/strongly agree that their child feels safe at school – parent survey March 2020). We host E-safety workshops for children annually ('Stay safe' – October 9th 2019) Children talk confidently about keeping safe on-line, road safety and fire safety. (see gov monitoring report ref safeguarding in gov folder). We subscribe to a monthly internet safety newsletter which is emailed to all parents. Attendance is in line with national at 96% summer 2021 to date. Although 2018/19 figures are in the highest 20% of schools with a similar level of deprivation (IDSR 2019), we have evidence of 2 children who had a significant impact on this figure and can explain the circumstances that led to this. A governor has been appointed to monitor attendance and meets with HT termly. Individual concerns are monitored and HT is challenged about the circumstances of absence. (See attendance folder). Parents who take their children out of school for short breaks are asked to give a clear explanation of how the trip will support cultural capital and diversity. These are monitored by this governor. (see Attendance folder for examples of letters) We have appointed mental wellbeing champions for staff and children. One member of support staff is Emotional Wellbeing trained and speaks about mental wellbeing weekly in whole school assemblies. This member of staff is also 'Trauma informed schools' trained (See Wellbeing folder – MC). School rules are clear, simple and all staff and pupils have been involved in compiling these. All children know these and they are displayed in every classroom. Parents support positive behaviour. Children, parents, all staff and governors are involved in the process of agreeing our wellbeing and behaviour policy. Children understand and apply our 'Restorative Justice' approach to resolving problems and acknowledging differences. <p>Areas For Development:</p> <ul style="list-style-type: none"> A culture of Growth Mindset and resilience is evident. Children and parents talk knowledgeably about healthy living habits. Healthy Schools Award is updated. Children apply a Restorative approach to resolving problems independently. <p>Behaviour and Attitude: Target 2 SDP review April 2021</p>
Disadvantaged	Disadvantaged

The most able, disabled pupils and those with special needs	<p>The number of disadvantaged children is too low to draw any conclusions statistically regarding related progress KS1 – KS2. 2019 = 2 disadvantaged pupils in Y6.</p> <ul style="list-style-type: none"> Y 1 phonics 2017=90%, 2018=100% including one disadvantaged child. 2019 =77% including 1 disadvantaged child KS1 Attainment 2019 –One disadvantaged child also on the RON achieved reading but did not achieve maths or writing KS2 Attainment 2019 – One disadvantaged child also on the RON (SEMH) achieved EXP in reading and SPAG but not maths or writing. <p>Areas for Development:</p> <ul style="list-style-type: none"> Continue to identify disadvantaged children putting intervention in place to minimise the gap Ensure more able children are challenged through, for example, investigating and problem solving across the curriculum, and taking part in group debates. Mastery Flow Model is embedded.
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Evidence to support Summary Evaluation	
Generic	Website Policies Minutes of meetings – staff and Governors' Surveys SIP reports External monitoring – Adrian Massey, Geraldine Louch 2019 Inspection Data Summary Analyse School Performance data Newsletters
PREVIOUS INSPECTION	Ofsted Report November 2011 Short Inspection: April 2014 March 2016
LEADERSHIP/ MANAGEMENT	SEF SIP Governors minutes of meetings Heads report to governors SIP report of visit Parent, Staff & Pupil questionnaires Pupil premium reports
QUALITY OF EDUCATION	Monitoring of teaching & learning Summary of other monitoring (books etc) CPD Case studies Governor reports
PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE	H&S Audit Safeguarding Audit Accident books Parent, staff and Pupil questionnaires Minutes of Council meetings – school/eco learning Attendance data SEND observation records
OUTCOMES	External testing/ SATS IDS Corestats ASP Year Group Mapix data Summary of year group attainment & progress – pupil progress meetings EYFS attainment & progress of groups Moderation reports – internal & external and between other schools SEND - Interventions & impact