

*Compassion Hope Wisdom Trust Thankfulness Forgiveness
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Frittenden CEP School



Self Evaluation Form

2020 - 2021

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Frittenden C.E.P. School Self Evaluation
September 2020

SUMMARY EVALUATION

1

INTRODUCTION

School context.

Frittenden Church of England Primary School (Voluntary Controlled) is a good school with many strengths and strong links with the neighbouring St. Mary's Church. Currently, we have 101 pupils on roll, arranged in four classes, with mixed-age groups in Key Stages 1 and 2: Year R, Year 1/2, Year 3/4 and year 5/6.

Contextual information from school summary sheet:

- 6 pupils are disadvantaged (6.1% against 13.7% nationally)
- 5 Pupils are identified as SEN support (5.7% against 15% nationally)
- 3 Pupils have HNF and individual support, 2 of which have an EHCP
- 4 pupils have EAL (3.8% against 21.2% nationally)
- The School's IMD rank 428th out of 455

Attendance for the previous academic year was 94.4 whilst this is in the lowest quintile, the school is working closely with the local authority and parents to improve both attendance and punctuality.

The leadership team consists of the Headteacher and the SENCO. All staff is united in the pursuit of excellence; together we review the achievement of the previous year and the progress against the SIP, identifying trends, areas of strength and areas of weakness. All stake holders are provided the opportunity to identify targets for the forthcoming year: we work as a team and value contributions from all.

The school has developed its own tracking systems: teachers diligently assess against the objectives taught and use this to inform the next steps in terms of teaching and learning. Additionally, these statements are analysed to predict AES and whether there is a need for interventions. The SENCo closely monitors the impact of interventions and adjusts the provision accordingly. Teachers are actively involved in tracking all groups' progress; pupil progress meetings are conducted as a whole staff in order to share expertise. These meetings take place termly.

The school has close links with St. Mary's, this is achieved through: the weekly delivery of Open the Book; the use of the church for collective worship; special school services; the Nativity and Harvest Festival. The incumbent Vicar regularly visits the schools to share his knowledge and experiences. Pupils enjoy planning and leading weekly collective worship. The school is proud of its positive Christian ethos and we take pride in upholding our Christian values.

The school is part of a collaboration with 2 local schools and a wider cluster of 12 primary and 3 secondary schools. We work together to support teaching and learning, for example through learning walks, lesson observations and triangulation. Additionally teachers work together to moderate their judgements, share resources and expertise.

Governors provide support and challenge to the school and have recently received training for: effective monitoring, Ofsted and Governance, Finance, curriculum and safeguarding.

Regular reviews of health and safety, website compliance and safeguarding are carried out and action plans created if areas of weakness are identified. The school has recently had a successful health and safety inspection (July 19) and financial compliance (Nov 19).

The previous Ofsted inspection, June 2017, rated the School as GOOD. We are currently working towards becoming outstanding, in line with the new Common Ofsted framework.

		The Statutory Inspection of Anglican and Methodist Schools, in March 2018, rated the school GOOD.		
2	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key issues	Progress	
		<p>The mathematics curriculum is reviews to ensure that it allows pupils to work within and beyond national expectations.</p> <p>Teachers improve pupils' mathematical reasoning skills, particularly for more able.</p>	<ul style="list-style-type: none"> School received support and funding through collaborative bid. New co-ordinator is making a positive impact, reasoning and problem-solving skills are improving and pupils' attitudes to maths are positive. Maths results are broadly inline or better that national in EYFS and KS1 statutory testing. The changes in mathematic teaching is filtering thought the school and showing fruition in key stage 2. SLE has identified that teaching and learning has improved and as a result the school has moved from amber to green 	
3	AREAS FOR WHOLE SCHOOL	Quality of Education:		
		<ul style="list-style-type: none"> To fully embed a broad and balanced curriculum (self, others, the world) To improve outcomes at the end of EYFS, KS1 and KS2 		
		Behaviour & Attitudes:		
		<ul style="list-style-type: none"> To reduce the % of persistent absence and decrease the instances of late arrival. 		
Personal Development:				
<ul style="list-style-type: none"> To further develop the whole child. 				
Leadership & Management:				
<ul style="list-style-type: none"> Faculties to effectively monitor teaching and learning in all subjects (linked to QofE) Governors to continue monitoring and holding leaders to account 				
4	QUALITY OF EDUCATION	Strengths and Judgement	Good	Areas for Development
		<p>Intent: Through Stakeholder involvement (pupil, parent and staff), leaders are constructing a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to be successful, for example, whole class guided reading, using quality text allows pupils to extend their vocabulary significantly; open air theatre allows pupils to experience drama in a way that many would not have the opportunity too. We strive to give our pupils a rounded education drawing on all the resources available to us.</p> <p>.A new curriculum is under development and is being implemented; it is underpinned by the robust teaching of PSHE, using three themes: health and wellbeing, relationships and living in the wider world (Self, Others and the World). Pupils, staff and parents have identified that these themes are important to them.</p> <p>Forest School has had a major impact on pupil well-being and their enthusiasm for being in the woods has resulted in pupils becoming passionate about environments issues: as a result, this features more prominently in pupils learning. Pupils are conscientious and care about the world we live in and the creatures that inhabit it.</p>		<p>Continue developing curriculum to meet the needs of our pupils.</p> <p>Faculty models: progression and coverage.</p> <p>Development of knowledge organisers or other means of centralising key information.</p> <p>Maths curriculum: problem solving and reasoning across the school –</p>

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	<p>Staff collaborate to ensure that the curriculum is coherently planned and sequenced, building upon what pupils already know and identifying where new knowledge fits within the bigger picture.</p> <p>Leaders identify progression within subjects to ensure not only coverage, but that it is at the appropriate level: we have high expectations for all our pupils; our curriculum is designed and adapted to meet the needs of all pupils including those identified with additional needs.</p> <p>Pupils at Frittenden study a full and enriched curriculum, with visits and visitors carefully planned to bring learning to life. For example, KS2 visits to the Houses of Parliament whilst learning about democracy; an open-air theatre production of <i>The Wind in the Willows</i> after the text being used as a whole school focus; KS1 Owl and bug visits to complement environmental science week and deepened the pupils' knowledge of what they had been taught. Visits to places of worship such as a mosque and synagogue to allow pupils to contextualise their learning and understanding in R.E.</p> <p><i>The school provides a very well-rounded education and doesn't just concentrate on the 3r's.' Parent Survey July 2019</i></p>	<p>evidence and impact.</p>
	<p>Implementation:</p> <p>Teachers have secure knowledge of the subjects that they teach and this is evident through monitoring teaching and learning. Where there are gaps in subject knowledge leaders provide CPD through utilising internal capacity or outsourcing.</p> <p>Teachers explain to pupils what they are learning and why they are learning it; they present subject matter clearly, promoting discussion about what they are being taught. Pupils learning often spills out of the classroom and on to the playground.</p> <p>Teachers have high expectations of all pupils and they give them demanding work that matches the aims of the curriculum. All learning is coherently planned and sequenced to enable all pupils to achieve.</p> <p><i>My child likes their lessons and finds them challenging. 96/105 Parent survey July 2019</i></p> <p>Classroom environments are calm and orderly spaces that promote learning. Working walls are used effectively to support learning, this is evident during learning walks and drop-ins. Teachers use carefully selected materials to support learning.</p> <p>Pupils enjoy being involved in their learning; this is evident through pupil voice, learning walks and well-being and involvement surveys. Pupils talk enthusiastically about what they are learning and aspects of the curriculum they enjoy.</p> <p>Teachers assess pupils learning and give informative feedback; to reduce teacher workload, teachers use a one-page whole class feedback system to identify misconceptions, what went well and the next steps. Pupils are involved in self-assessment which empowers them to reflect upon their learning. Teachers action misconception and common mistakes swiftly.</p>	<p>Cluster (Inc. secondary) subject leader meetings.</p> <p>Agree non negotiables in classrooms: monitor use of WWs to include problem solving and reasoning not just fluency.</p> <p>Monitor consistency of 1-page feedback system.</p> <p>Reading – whole school celebration to encourage reluctant readers.</p>

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Teachers and leaders use assessment to check understanding and inform their teaching. Pupil progress meetings, carried out as a whole staff (to share expertise), focus on groups of pupils and are used to plan and monitor the success of interventions. Data drops are completed 3 times a year: teachers use a range of informal and formal means to assess pupils and measure progress.

Reading is highly valued across the school: the library has been relocated to allow greater access; pupils take reading scheme and library books home; benchmark assessments are used to guide pupils through the levels and ensure appropriate challenge. PIRA reading assessments are used to track progress. Pupils enjoy reading and this is evident through discussion and book looks- all teachers use The Power of Reading teaching sequences and pupils say they enjoy the books: as a result many pupils purchase copies to read alongside lessons and at home. All teachers read to their classes for pleasure. Whole class guided reading takes places with all pupils focussing on the same text together, this allows for greater understanding and an opportunity to discuss themes and learn from each other in a supportive way. Unfamiliar vocabulary is explored, discussed and used in context. The school is keen to increase parent involvement in reading, last year key stage 1 parents read with their child in school once a week.

Phonic results in year 1 were significantly above national as was key stage 1 reading result. In EYFS there is a sharp focus on ensuring that our children acquire a wide vocabulary, communicate effectively and have a secure knowledge of phonics, ensuring that they become confident and fluent readers.

Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in their development.

***'It is easy to see how the whole school team are committed to delivering education and well-being to the children.'* Parent Survey July 2019**

Impact:

Book looks, pupil voice and drop-ins confirm that pupils are developing detailed knowledge and skills across the curriculum and, as a result, achieve well. A recent SIA visit confirmed that pupils work across the curriculum is of good quality and that progress is evident across the school through comparative judgement.

Pupils have gained knowledge from first hand experiences such as participating in the village commemorations for WWI, visiting the Imperial War Museum and holding their own commemoration service in the church. Leaders ensure that learning is meaningful and relevant.

Case studies, EHCPs, Pupil progress meeting records and SENCo paperwork show that pupils with SEND achieve the best possible outcomes.

EYFS	GLD	Reading	Writing	Maths
Girls	100	100	100	100
Boys	0	25	25	25

Focus on maths
UKS2

GPS across the
school

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cohort	67 (17 exc)	75 (33 exc)	75 (33 exc)	75 (17 exc)
National	71	73	73	78

Phonics	Year 1	Year 2
Girls	100	-
Boys	90	100
Disadvantaged	100	-
All	93	100
National	83	92

Key Stage 1	Reading	Writing	Maths
Girls	100 (83 exc)	100 (67 exc)	100 (33 exc)
G scaled score	109.7		103.8
Boys	89 (23 exc)	78 (11 exc)	78 (11 exc)
B scaled score	106.8		103.3
Disadvantaged	100	0	0
D scaled score	109		98
Cohort	93	87	87
National	75	69	75
Cohort GD	47	33	20
National GD	25	14	22
Scaled score	108		103.5

In key stage 1 pupils achieved significantly better than national and Kent for age expected and greater depth. Additionally pupils outperformed Fisher Family Trust predications.

Key Stage 2	Reading	Writing	GPS	Maths
Girls	88 (44 GD)	90 (40 GD)	56 (33 GD)	56 (11 GD)
Prog Girls	1.55	2.09	-	-4.73
SS Girls	108.11	106.1	105.1	100.9
Boys	50 (0 GD)	60 (0 GD)	67	67 (0 GD)
Prog Boys	-8.81	-1.71	-	-6.54
SS Boys	94.7	99	98.7	82.8
Disadvantaged	75 (25 GD)	50 (25 GD)	50	50
Prog Dis	-2.5	-0.2	-	-6.6
Prog Non Dis	-2.25	0.96	-	-4.57
SS Dis	99	-	99.3	98.3
SS Non Dis	104.1	-	103.7	100.9
Cohort AES %	73 (27 GD)	80 (27 GD)	60 (20 GD)	60 (7 GD)

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National AES %	73 (27 GD)	78 (20)	78 (36 GD)	79 (27 GD)
Prog cohort	-1.9	0.5	-	-5.5
SS cohort	102.7 (104.2)	103.2 (104.1)	102.5 (104.1)	100.4
National SS	104	-	106	105
Combined	53% (7 GD)			
National combined	65% (10 GD)			

Reading and writing results are broadly in line with national, whilst maths continues to be a focus area. Key stage 2 data and progress is cohort specific- case studies high light individual pupils' circumstances at the time of, and leading up to the KS2 SATs.

2018-19	Reading		Writing		Maths		Combined
Year 1	86		86		86		86
	80	100	80	100	80	100	
Year 2	93		87		87		87
	89	100	78	100	78	100	
Year 3	57		57		79		57
	50	67	50	57	75	83	
Year 4	67		67		80		53
	67	67	67	67	78	83	
Year 5	64		64		64		57
	67	63	67	63	67	63	
Year 6	73		80		60		53
	50	88	60	90	67	56	

Reading attainment across the school is broadly in line with national statistics.

Maths attainment is improving across the school; but not rapidly enough in UKS2. However the school are putting booster sessions, preteaching and interventions to implement a rapid turnaround. The school is working alongside an SLE to identify barriers and remove them to ensure accelerated progress.

The vast majority of pupils at the school make good progress because teachers diligently check that pupils understand their learning. The majority of disadvantaged pupils are also making good progress. Ofsted 2017

5	BEHAVIOUR & ATTITUDES	Strengths and Judgement	Good	Areas for Development
		<p>All staff have high expectations for pupil behaviour and conduct. All staff members consistently apply the school behaviour policy, which is linked to our school values. Pupils respond positively and understand the need for rules. Relationships between staff and pupils is positive and respectful: this evident through actions such as holding doors open, standing aside in corridors, serving in the lunch hall and helping to regulate each other's behaviour. Low level disruption is not tolerated and does not disrupt the lessons or day to day school life.</p> <p>My child is encouraged to show good behaviour in school. 97/105 score July 2019</p>		<p>Reduce % of late children.</p> <p>Increase whole school attendance.</p> <p>Introduce 5Rs-learning behaviour.</p>

The good behaviour and respectful attitudes create an effective climate for learning. SIAMS 2018

Incidents of negative behaviour are recorded and patterns investigated: DSLs and staff discuss pupil behaviour with regularity (weekly staff meeting agenda item). Appropriate sanctions are applied when necessary. Where needed, in consultation with parents, individual behaviour plans are written to help modify wrong choices.

Clear and explicitly Christian values have a clear and positive impact on behaviour, attitudes and on well-being. SIAMS 2018

Any incidents of bullying, aggression, discrimination and derogatory language are rare, and should they occur are dealt with quickly and effectively. The school has not had to make any time table reductions or fixed term exclusions since 2017 (1 exclusion).

**This school deals effectively with bullying Parent Survey 2018
50% agreed, with over half of those strongly agreeing. 50% of parents felt they didn't know. Comments included: 'we've never had an experience as it hasn't happened to my child,' and 'never had cause to find out.'**

Pupils attitudes to their education are positive. They are committed to their learning and enjoy it; this is evident during drop ins and through talking to pupils about their experiences. Pupils are enthusiastic about sharing their learning- often pupils visit other classes to share their learning and celebrate it. Pupils receive recognition through post cards home, certificates and visits to the headteacher or other staff members. Pupils take pride in their work: this is evidence through book looks; handwriting is improved across the school with KS1 and KS2 writing cursively.

Attendance and punctuality remain a focus for the school: leaders rigorously track pupil data. Class teachers and leaders meet with parents to discuss pupils who are causing a concern. The local authority is informed and involved if there is no discernible improvement ((3 A1 referrals 2018/19) GRT Y6 attendance >60%). Leaders highlight attendance and punctuality through the weekly celebration service; rewarding pupils; sending letters home with termly statistics; weekly inclusion on the newsletter; the school website and the notice board on the playground. The school has sought feedback from parents regarding attendance: overwhelmingly parents agreed the school do all they can.

Attendance Policy updated T3 and letter sent home to highlight expectations: improved punctuality T4 and 5.

2018/19 whole school attendance 94.3%

Disadvantaged 90% / Non disadvantaged 95%

SEN 88% / Non SEN 95%

Persistent absence : 15% (4 have since left/ 3 persistent illness)

Safeguarding is effective at Frittenden: there are 3 trained members of staff (DSL). All staff have had up to date safeguarding and online safety training delivered by county specialists in house. Staff have recently completed positive handling training. Headteacher reports to FGB and an annual report is submitted to governing body. Headteacher has completed safer recruitment

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	<p>training, applying principles and makes regular checks of the single central record.</p> <p>My child feels safe and well cared for in school. 94/105 Parent survey July 2019</p>	
6	<p>Strengths and Judgement</p>	<p>Good</p>
PERSONAL DEVELOPMENT	<p>Our curriculum extends beyond the academic and provides for pupils' broader development. Our work to enhance pupils' SMSC development is of a high quality and this was recognised during our last SIAMS inspection. Experiences that enhance pupil's cultural capital include: performing opportunities; roles of responsibility; visits to galleries, museums, places of worship and theatre company visits to the school (linked with whole school focussed learning); learning about other cultures; village and community involvement; using our values and ethos to enhance pupils spiritual and moral wellbeing. Forest school is an integral part of what Frittenden school is and pupils appreciate and have a deeper understanding of their environment and environmental issues.</p> <p>There are ample opportunities, including in the forest school, for pupils to experience awe and wonder. This means that pupils develop well spiritually, morally, socially and culturally. SIAMS 2018</p> <p>'We love the strong connection to the church and the strong sense of morals.' Parent survey July 2019</p> <p>Our curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. Through opportunities to lead child led collective worship, school council, house captains and buddies, pupils at Frittenden relish being involved in school life: they are confident and this is evident in the manner in which they conduct themselves. Pupils enjoy being part of the wider community and getting involved in village events such as: harvest lunch, visits to Larchmere and participating in historical society exhibitions.</p> <p>We provide high-quality pastoral support through our teaching of PSHE and RSE. Stakeholder involvement and guidance from the diocese has enabled us to shape a curriculum that meets the needs of our pupils.</p> <p>Because we are a small school, with an open-door policy, parents and pupils know that they have a voice and that welfare is at the heart of what we do. Leaders have completed Mental Health First Aid training and Mental Health Champion training. The school has a SENCo who is effective in deploying their role and ensuring pupils with additional needs have the support that they need in order to be successful at school. The school are part of the Wealden Family Hub and Fegans Counselling service, which enables families to gain support and pupils to engage with counselling if it is needed. Kindness and Mental Health Awareness weeks are embedded into our curriculum to raise awareness and give pupils valuable strategies which they can use effectively.</p> <p>Parents survey July 2019: Frittenden School care for the children.... Everyone knows everyone.... It is inclusive.... there is always recognition of when support is needed.</p>	<p>Areas for Development</p> <p>Educational visits are booked to enhance pupils understanding and educational experiences</p> <p>Explore further opportunities for village involvement</p> <p>Global citizenship</p> <p>RSE delivery – stakeholder involvement/ develop our curriculum</p> <p>Development of cross school Healthy living week.</p> <ul style="list-style-type: none"> - Daily circuits - Play leaders <p>Eco school status</p>

	<p>As part of the curriculum, pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p> <p>We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests, this includes a range of after school clubs including: sport, crochet, county dancing, mindfulness, sign language, environmental, hand chimes and singing, this list is not exhaustive and changes to meet the needs of our pupils. Our pupils appreciate these opportunities and make good use of them. Approximately 60% of pupils currently attend at least one club a week. An active start club is provided prior to the start of the school day, on average 15% of pupils at the school attend.</p> <p><i>The many clubs cater for the interests of all pupils. As a pupil commented, 'the clubs show that everyone's talents are important'. SIAMS 2018</i></p> <p>We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. Pupils learn about democracy through voting for school council representatives, making choices in their learning and through visits from local representatives such as an M.P. or local magistrate, or visits to the Houses of Parliament, this gives pupils a deeper understanding of democracy and what it means. Through learning in history, they also know the roots of democracy. Pupils know that they have a voice and are listened too through circle time and their class council. Pupils know and understand the need for rules (school and laws). They understand that every action has a reaction and the need for sanctions; through teaching in history they know about crime and punishment. Pupils know how to keep safe: this is taught and revisited frequently and embedded through high lighting it with in the curriculum and planned visits by the NSPCC, PCSO, Fire services and other stakeholders. Pupils tell us that they feel safe in school. Pupils at Frittenden have the right to make choices in some areas of their learning; activities and interests that they follow at Forest School and whether they want to lead acts of collective worship. Additionally, we teach pupils to be tolerant of others and their beliefs through religious education and events in history. Our pupils are respectful and this is evident in the way they treat each other.</p> <p><i>Pupils have a good understanding of diversity and this is supported by the many visits, including to places of worship. These visits and the teaching in the school help pupils to understand the variety of contexts in which other people live. SIAMS 2018</i></p> <p>We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Through religious education and collective worship pupils learn about other religions and their festivals, promoting tolerance of others and their beliefs. Learning about their cultures, through multi-cultural experiences enables pupils to have a wider understanding of the world they live in (visits to mosques, hosting a Sikh Langar, museum visits (British Museum/ V and A/ Imperial War Museum).</p>	<p>Global / national / local links to other schools?</p>
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	<p>Parents and pupils from other cultures or with different beliefs are encouraged to share their experiences with pupils.</p> <p>Diversity is valued so that everyone is made to feel that they matter equally as a child of God. SIAMS 2018</p> <p>Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. Any instances are dealt with swiftly and effectively.</p> <p>There is a real respect for and interest in differing opinions and beliefs. Pupils are encouraged to express their views in the knowledge that these will be listened to sensitively. This ensures that everyone feels valued. SIAMS 2018</p> <p>We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society, such as through the school council which provides pupils with a voice and an opportunity to change things at school, such as lunchtime procedures; class-based worship or playtime. Additionally, through the school council, fundraising focusses and charities are identified for school support. This empowers pupils.</p> <p>Pupils are generally very caring and concerned to help others. They raise money for a wide range of charities, including the NSPCC and the Alzheimer's Society. Pupils' awareness of global issues and needs is raised by worship which sometimes focuses on world events. SIAMS 2018</p> <p>Our pupils know how to discuss and debate issues and ideas in a considered way. Pupils are given opportunities to fulfil a number of roles where they can model positive behaviour, for example house captains sit with their house during celebration service, they monitor the corridor during transition times and they aid the administration of lunch.</p>		
7	Strengths and Judgement	Good	Areas for Development
LEADERSHIP AND MANAGEMENT	<p><i>I feel the school is well led and managed. 93/105 parent survey July 2019</i></p> <p>Senior and middle leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Parents and staff are consult regularly, for example opinions were sought when redesigning a curriculum relevant to our school and pupils. Key themes have been incorporated: self, others and the wider world. Key Stake holders are involved in writing and reviewing key documentation such as the SEF and SIP. Policies are reviewed regularly. Leaders have identified the short, medium- and long-term plans for the schools: the SIP reflects this.</p> <p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. Teachers use CPD effectively to ensure high standards of teaching and learning in the core subjects. Staff meetings are used to disseminate knowledge gained from CPD sessions. Recent involvement with a local teaching school and funding for SLE support has seen maths teaching and learning across the school increase for</p>		<p>Embed faculty model</p> <p>CPD for foundation subjects – Local secondary schools/ primaries.</p> <p>Collaboration monitoring / assessment</p> <p>Ensure progression in subjects</p>

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	<p>amber to green, with strong evidence to support findings. The practice and subject knowledge of our staff, including NQTs, build and improve over time; this is evidenced by subject monitoring and staff audits. Assessment is used to inform planning; teachers alter short term planning to ensure progress for all and understanding of the objectives covered.</p> <p>Subject leadership has been restructured to a faculty model: several staff members, including support staff, have ownership of several subjects under a faculty: communication, life skills and wider world. Dedicated release time is given to faculties to ensure action plans are written and adhered too, monitoring is rigorous and feedback actioned. Staff meetings are allocated to faculties to feedback and review monitoring, agreeing next steps. Each faculty is assigned members of the governing body who actively support and monitor the progress made against the objectives.</p> <p>Leaders aim to ensure that all pupils successfully complete their programmes of study. Support is given to staff to make this possible: pupil progress meetings focus on vulnerable groups, the SENCo leads meetings and challenges staff to justify attainment and progress made. SENCo monitors interventions: interventions deemed ineffective are stopped and more effective interventions put in place. Pupil premium monies are used effectively: statutory reports are written and published to ensure transparency; the Education Endowment Foundation toolkit is consulted to identify the most effective use of money. We create an inclusive culture and don't allow gaming or off-rolling.</p> <p>School leaders engage effectively with pupils and others in their community, including, when relevant, parents and local services. Leaders work with governors and staff to ensure school improvement foci are relevant and sustained and that statutory obligation are met, i.e. sport funding, pupil premium funding and website compliance. Leaders collaborate with local schools to share expertise and validate judgements. The SENCo liaises with outside agencies to ensure that pupils have the best education possible and the best life chances, for example through using Local Inclusion Forum Team to seek advice and guidance and through the use of specialist teaching services.</p> <p>The vast majority of pupils at the school make good progress because teachers diligently check that pupils understand their learning. The majority of disadvantaged pupils are also making good progress. Ofsted 2017</p> <p>Engagement opportunities are focused and purposive, for example parents are invited into school to meet the teacher at the beginning of the academic year, for informal visits to classes seasonally, for parent consultations twice a year, to volunteer in school/ Forest School and to attend weekly celebration services. Parents feel informed and included in school life and know what is going on. A new website has been commissioned and is mobile friendly to reflect the way that parents access the web. Additionally, parent questionnaires have informed changes to homework, attendance rewards and sanctions and our curriculum offer. Areas for improvement are investigated and further responses requested for advice and clarification.</p> <p>I feel the regular newsletters/App messages keep me informed about events in school.96/105 Parent Survey July 2019</p>	<p>Performance management monitoring must be more rigorous</p> <p>Pupil survey</p> <p>Staff wellbeing and workload survey to be completed</p> <p>Leaders to host subject meetings with parents to cascade methodology and terminology used.</p>
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		<p><i>I feel that there are sufficient opportunities for parents to be involved within the school. 90/105 Parent Survey July 2019</i></p> <p>Our leaders engage with their staff and are aware and take account of the main pressures on them and as a result there are no longer planning formats for short term planning; marking and feedback policies have been altered to reduce workload and ensure feedback is more meaningful and formal assessment cycles and data drop are now seasonal. Staff are treated as professional and expected to carry out their statutory obligations without unnecessary and excessive paperwork, assessment and monitoring. Staff are protected from bullying and harassment.</p> <p>Those responsible for governance understand their role and carry this out effectively. A Senior governor meets with the senior leader fortnightly to review the SIP and discuss any matters arising. Our governors ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>Governors are involved with:</p> <ul style="list-style-type: none"> - completing the SEF and SIP and ensuring that focus areas are relevant - monitoring learning and development and resources through committee meetings - governor visits and meetings with faculty leads - holding leaders accountable for attainment and progress - challenging practice in the school, including learning walks, pupil conferencing and book looks - reviewing safeguarding and ensuring the SCR is up to date and that there are no issues with regard to recruitment, i.e. safer recruitment guidance and best practise is used during employment processes - ensuring policies and procedures are up to date and published where statutory - ensuring health and safety and finance is compliant <p>Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. This ensures that the school is compliant and not complacent.</p> <p><i>Leadership is responsive and compassionate and genuinely cares about what is best for the children. Parent survey July 2019</i></p> <p>We have a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> • Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation • Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help • Manage safe recruitment and allegations about adults who may be a risk to pupils <p><i>Pupils feel safe at school and parents are satisfied with how you care for their children. Policies and procedures are fully in place and pupils can identify the designated safeguarding lead. Ofsted 2017</i></p>	
8	EF EF	Overall Effectiveness Judgement	Good

Compassion Hope Wisdom Trust Thankfulness Forgiveness
to engage every child in an exciting and meaningful educational experience, in an
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		<p>The quality of education in our school is at least good.</p>
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All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.

Safeguarding in our school is effective.