

School Self-Evaluation January 2022/23

The SEF is as a summary / most important points of school information. We target about three to four priorities to carry forward to the SIP for each main area. We are clear on which areas to include in each section, so no duplication or omission is made. We ensure the points are the most crucial and data/info etc. justifies our choice. We use clear paths of accountability, and these are evident.

Sections –

A – Vision, ethos, aims

B – Context

C – Overall effectiveness – SMSC, drawn from all sections to give a judgement of the school overall

D – School Leadership and Management – safeguarding, Trustees, use of PP and SP, leadership and management at all levels including AEN.

E – Quality of Education - teaching and learning – literacy, maths, phonics, curriculum design and opportunities as well as outcomes for EYFS, Y1 Phonics, KS1, KS2

F – Personal development

G- Behaviour and Attitudes – attendance, punctuality,

H – EYFS – specific focus

At our school, our evaluation is developed through a variety of activities to gather evidence, including strengths, weaknesses, barriers, and opportunities.

During the year, observations, work scrutinises, pupil progress meetings, progression team meetings, as well as Trustee meetings take place. Further developments are discussed, and it is noted if further improvements are necessary. This is then supported by extended visits and validation to the school, children, family and community and staff surveys.

We gather as much information across the year to feed into future developments. Once National Assessments are available and any National Developments are publicised, we use this information to begin to update the SEF which identifies strengths, weaknesses, and improvements. During the pandemic 19/20 and 20/21 National assessments were cancelled. To inform our

progress we will use internal teacher formative assessment and formal summative assessments completed through the previous academic year and the Autumn term 2021.

The improvements form the School Improvement Plan with activities and monitoring dates to fulfil the success criteria. The plan is shared with staff and Trustees for any changes and then implemented through Performance Management, school developments and school teams.

There is a calendar of events to ensure completion of the tasks. This is then reported to Trustees and staff and within the Headteacher Report.

- **Responsibility:** Responsibility for this plan lies with Team Leads, Year Leads, Assistant Headteachers, Headteacher and Trustees. Curriculum Teams will meet at least twice every term and have defined actions within the remit of their team; their meetings will be noted with actions and outcomes recorded. Year Leads and Assistant Heads have a timetabled programme to ensure monitoring and reviews are completed. Reports are shared and presented across the team as well as through regular feedback to Trustees at each full trustee meeting. Progression team will meet weekly to review monitoring and development in teaching and learning progress.
- **Accountability:** Whilst accountability is democratically shared, it sits finally with the Headteacher and the Trustees.
- **Impact:** The impact of this plan will be assessed as we proceed and will be evaluated at different meetings across the school.

During the pandemic, the school adapted quickly to remote learning and events. As a school we continued to address developments and move the school forward. Our learning is unlimited through an exceptional curriculum that is never ordinary. It is delivered by the hard work of our talented teachers who strive to raise outcomes for all our children who come from an area that is complex in need and deprivation. On average, skills on entry are well below those expected for the children at Reception age and this has historically been the case. Our children leave having developed and secured our school's 'Abilities of a Standout Learner' and a love of learning ready for transition and adult life beyond.

Our school is safe; safeguarding is top in all our priorities. Our children's needs are significant, and we support and match provision through active support and safeguarding procedures. The main strength of our school is we keep our children safe. We go above in all we do to ensure our children attend school. We have been, and continue to be supportive through the pandemic as well as traumatic and wider life events that the children can experience and impact on them in many ways. These are understood by the team and approached with love and care; we do what needs to be done.

Significant Changes and Factors since our last Ofsted 12th July 2017. (Report 7/9/17)

- Redesigned SEF/SIP to include actions responsibilities and measures to identify the success of activities and outcomes to demonstrate improvement. (SEF/SIP 17/18, 18/19,19/20, 20/12)
- SEF/ SIP streamlined and evidenced in the schoolwork.
- New structure developed in Curriculum and Leadership Teams to ensure monitoring and developments are well planned and effective in identifying next steps for improvement.
- Progression Team meet weekly to review monitoring/ SIP.
- Trustees completed Trustee in School Day 2020 and 2021 to specifically monitor the School Improvement Plan and areas highlighted through meetings, visits, and time in school. A report is completed with actions and next steps shared.
- Planning and curriculum mapping has been completed for all year groups, for all subjects and aligned to the school's in-house assessment tool.
- Consistent assessments are reviewed, and data action plans created to focus sharply on improving outcomes for all children.
- AEN timetabling/ plans and interventions have been scrutinised and replanned to support need. Three external reviews have reported procedures and support to be the 'Rolls Royce' standard.
- Edukey recording system has been implemented for safeguarding and SEND to ensure good record keeping and robust tracking.
- The school has worked with Voice 21 and completed a series of CPD workshops and visits to develop oracy skills across the school. This was identified as a whole school priority through Speaking and Listening outcomes, as well as a rising Language and Communication need for children with AEN.
- A member of staff has trained to be an Oracy Lead in school to ensure that new members of staff are trained and to ensure approaches are consistent, maintained and developed.
- We take part in the Isle of Wight Speech and Drama Festival and have had continued successes in Years 2-6 in several categories.
- We have worked with the English Hub in Southampton to review and improve our phonic outcomes through a specific programme and approach in teaching and learning. This consisted of training visits, a review of phonic teaching and learning, investment in decodable books and ensuring that the teacher works with the children with the most need. We have also brought consistency to planning as well as monitoring and tracking gaps using specific assessment spreadsheets.
- We have been involved with the Maths Hub for several years training teachers across the school in Maths Mastery. We are completing a further training period with our current Maths Leads to help develop outcomes across the school.
- We have worked with a Maths consultant, Kieran Markell, who has completed CPD training, a review of the school, assessed maths teaching and learning across the school, demonstrated maths lessons to support an increased challenge of a specific concept within a lesson.

- We have been working with Talk for Writing for the last two years in training and development to raise outcomes in writing across the school with a particular focus on the most able. This has consisted of three training days, one in school review day, with demonstration lessons being taught and one further day to be decided once national assessments have taken place for this academic year.
- We are now in our fourth year of No More Marking which enables us to compare our writing nationally, track progress and identify areas of development in writing for individual children and across the school.
- The school participated in handwriting training for all staff to ensure our children's handwriting will meet the expected standard at year six.
- We have bought into Rockstar Maths and Reading Eggs to support home learning through the pandemic. We also share recorded lessons in English and Maths through Class Dojo and our school YouTube channel to help engagement and academic progress at home.
- The head teacher attended the National Leadership Hub through Thornden and is part of the school's involvement in the Island Teaching Alliance to help bring good quality training and speakers to the island.
- We have an Early Years Specialist Leader in Education, who has supported several Early Years settings.
- The school has informally supported schools in Early Years, Behaviour, SEND, school reviews both pre COVID and during COVID.
- The school has trained three members of the team to become MAYBO trainers to train in-house and across other schools.
- The school's budget is carefully used to increase to three full time classes in each year group across the school as well as developing the school's environment through the addition of a mile run track, mound, sensory garden, Active Wall, stage, trampolines, sensory and play therapy room and to maintain the positive and extraordinary ethos and environment of the school.
- The TAC team has been created through the joining of the Family Team and Inclusion Team to create a Team Around the Child to do what needs to be done for every child.
- The school is using the in-school tutoring grant to employ three Learning Support Assistants that are dedicated to support children identified to help recover and secure missed learning, focusing on securing key Literacy and Maths skills.
- The school has worked hard to achieve awards in PE, Early Years SEND, PEACH Bronze Award, Eco Award Bronze, Gender Award Bronze, First Aid Certificates and Mental Health Awareness for Children and Adults, an award by the Isle of Wight for supporting Mental Health and Well Being, the first on Isle of Wight, Trick Box Lead school and developing the Island Teaching Alliance.
- Trauma and Shame training has improved our understanding - particularly the barriers which some children have to their learning and their school day as a whole. Staff have a greater awareness of the difficulties some children face and therefore strategies for supporting children in our care.

- Languages have improved. Staff have had CPD and there is evidence of languages being taught in every year group. Also, introduction of Latin, Japanese and whole school events linked to culture: European Day of Languages, Hello Day and Mother Language Day. Partnerships with schools in Uganda and now in Turkey. Careful register and tracking of EAL children and families in school
- ICT investment in iPads, 3D printer, class VR sets, - Computing training with MR. P ICT.
- Cyber-attack through our IT providers wiped everything, nothing was recoverable as back-up also encrypted. Have restored and improved systems management systems with new provider.
- PE has been heavily invested in, with new resources, staff CPD and training sessions, a wider involvement and range of opportunities for children and successes in competitions.
- IRIS – we have developed our use of IRIS for in-ear coaching and for staff to share effective teaching with others. We are also building up a bank of model lessons from learning consultants to support staff CPD.

School Evaluation Overview August 2020 -December 2021

Main Focus SIP 20/21:

Maths – to secure and develop skills to raise outcomes for all children with an increased enjoyment and confidence.

- The curriculum has improved, through White Rose, curriculum mapping, training with Maths Hub engagement of Maths consultant. Investment in resources.
- White Rose Maths supports the planning, and this ensures that Maths concepts are revisited in a clear, cyclical curriculum.
- Flexible groups from formative assessments allow teachers to plan appropriate support for the children's next steps and development.
- Training has been positively impacted and there is a clear action plan developed with the Solent Maths Hub. (Maths staff survey).
- Maths Leads are working well as a team with dedicated time to monitor. (Evidenced by Team)
- Home learning (Maths) now has a more practical emphasis.
- To increase confidence in families, school now sends out a termly video on Maths.
- Half termly maths newsletter sent home.

- Learning walks an observation completed had been positive and good and above in evaluation. Validated by maths consultant.
- Raising Maths subject knowledge and confidence of specific processes and vocabulary in Maths for some of the LSAs, including extra training, is being planned.
- Maths Mastery training has taken place and is being embedded across the school with a focus on the more able.
- All lesson planning now has Maths specific vocabulary to support knowledge for LSAs, and Maths vocabulary is displayed in all classrooms.
- Due to the impact of the Covid pandemic, the knowledge of the children is not secure, and this has been highlighted in summative assessments in school. Answering 'testing questions' needs to be taught.
- Maths will continue to be a focus.
- 'A buzz' for Maths is seen and heard around school.

Trustees

- Whilst Trustees were confident that this focus was 'on track' to be achieved, Trustees acknowledged the impact of how, during the height of Covid pandemic and school closures, progress was more difficult to measure at this time.

Development of assessment, identifying gaps and reviewing the intervention cycle to support progress and raise outcomes for all.

- Survey to all families on reporting and assessment to help improve the information we share and help develop confidence in helping their children with their next steps. We made changes to the reports following the feedback.
- Meetings held with our data consultant and explored the ongoing barriers and frustrations around assessments
- We weighed objectives in difficulties and skills so this would enhance our in-house assessment procedures
- Invested in new and updated PUMA and PIRA papers so that we can utilise standardised scores for a measure of progress. Use of online MARK reporting system. This allows us to analyse children's gaps and plan accordingly.
- Reduced our assessment cycle from 6 to 5 reports
- Developed a dynamic and real time assertive mentoring report in Reception rather than an annual report
- Interventions are planned following assessment and gaps analysis
- Developed a small steps curriculum to support high needs children
- Focus on remarkable children to reassess and ensure progress across the school and that the curriculum matches their needs. This will lead into next year's plan as not fully developed.
- Monitoring of PPG children including regular meetings with Trustee.
- Assistant Head completed training with staff on the barriers identified
- We created an ACE assessment report and tracking tool to ensure all staff fully understand needs of children and can plan future support and interventions to ensure good progress
- IRIS is used to assess teaching, learning and progress for performance management for teachers

- Developed assessment and progress tracking for SEND and EHCP children. Detailed and specific timetables to support provision. Interventions now tracked for progress on Edukey

Trustees

- Trustees were fully involved in SEND reviews and reported back on PPG, interventions and LSAs

Post Lockdown support to further improve curriculum to ensure it continues to offer children engaging, broad and relevant learning opportunities with a clear progression and appropriate levels of learning.

- Trick Box revisited through weekly assembly, videos on school YouTube channel, additional staff training, development of Trick Box Team and lessons
- Wellbeing survey completed 2 times a year for staff, children, and families
- Boxall profile completed, areas of support identified, and interventions put into place
- More than 30% of our families have recognised an impact from COVID either on their children or on themselves
- Pupil Progress meeting reviews continued online to ensure families are fully engaged with academic progress. Assistant Head developing family engagement. Engagement in pupil reviews is very high.
- Curriculum teams regrouped into STEM, Wellbeing, and the Arts - team composition focused on staff skills, expertise and interests
- Curriculum teams and leads create and review action plans, progression grids and evidence that learning is engaging and relevant
- We transitioned into remote learning and adapted quickly to this change. Observations of remote learning showed excellent planning, engagement, variation of task and many opportunities to feedback on the learning. Targets for EHCP children and those on the AEN register continued to be worked on via remote 1:1 and small group sessions.
- Developed a 'can-do', positive childhood experiences to begin to balance the impact of COVID. Clubs started in bubbles as well as trips out in bubbles as soon as we could
- CPD continues including sessions on: PE, Talk for Writing, Mike Fleetham, Art, Shame, Trauma, Attachment, Mental Health First Aid, Remarkable and challenge.
- Trustee in school day focused on curriculum areas and developments have been put in place over the past 18 months
- Curriculum presentations to Trustees

Trustees

Feedback from Trustee in School Day (see report)

A focus of developing an awareness of diversity and engagement in challenging stereotypes.

- Awarded Gender Equality award receiving a Merit. This was a first in the country.
- Curriculum maps now have a section for exploring diversity within the topic
- Curriculum focus on diversity through our learning on the Mayflower and Black History Month
- Increasingly diverse school population
- Cultural award received
- Signed up to Global Equality Collective, an organisation created after the documentary Lanesend was involved in 'No More Boys and Girls'
- Booked virtual visitors to support diversity in school
- SCARF training and programme which plans specific learning on stereotyping, homophobic language and bullying
- We track racial incidents, homophobic and discrimination on Edukey. Incidents continue to be very low
- RSE curriculum refers to different types of families, and this is celebrated in displays around school
- Invested heavily in a range of diverse books for all Key Stages to celebrate all members of our community
- Celebrations of languages by families

Trustees

Trustees also supported the developed the work on diversity through supporting Eco school and monitoring diversity in school

A	<u>Vision and Ethos</u>	<p>Love Learning – Our Teachers Love Teaching and Teach our Children to Love Learning. We do what needs to be done for every child. Growing successful adults through opportunities to experience diverse aspects of learning and life. An Island school with boundless opportunities. Curriculum innovation for the twenty-first century. Inspiring a love of learning through positive choices Team Lanesend supporting each other always.</p>
B	<u>Context</u>	<ul style="list-style-type: none"> • Popular, above-average sized primary school. • School has been growing for ten years and is now above capacity. • Positive and engaging environment. • An inclusive school.

		<ul style="list-style-type: none"> • A commitment to smaller classes throughout the school (21 classes for a two-form entry school) • Predominantly White British although a more diverse community is being established. 10 of 17 recognized groups now within our school community • Much lower-than-average attainment on entry. • Above average deprivation – PPG 36% (155pupils increase from 145) • Above average - FSM 33% (141 increase) • Above average - AEN 29% 127 pupils (91 boys/36 girls increase) • Above average EHCP - 6.7% 29 pupils (24 boys/5 girls increase) • EAL – 11% 47 pupils (25 boys/22 girls increase) • Above national average boys in school • Mobility – remains high • Higher than average negative health and disability factors in pupils' households (IDACI 2019) • Lower than average skills and qualifications in pupils' households (IDACI 2019) • Lower than average employment and income (IDACI 2019) • Most of the children reside in deprived living environments (IDACI 2019) • Increase in crime within the community (IDACI 2019)
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School judgement		Strengths	Weaknesses and Identified Barriers	Priorities for SIP
<u>C</u> Good	<u>Overall effectiveness</u>	<ul style="list-style-type: none"> • All areas of SMSC (Peach Bronze award) • Comprehensive and varied activities promoting British values (Debate assemblies, Picture News, Oracy speeches, Head of House speeches, Democracy Day) • Development of Gender Equality and challenging stereotypes, embracing difference (evidence Wellbeing Survey) • Pedagogy and curriculum design is fresh, current and engaging (monitoring, Dojo, learning files, display, social media, website) • Gender equality in school recognises the higher percentage of boys that attend school and that two thirds of the children on the AEN register are 	<ul style="list-style-type: none"> • Diversity – school historically has been predominantly White British but we are experiencing a growing diverse community. 	<ol style="list-style-type: none"> 1. To gain PEACH accreditation (silver/gold) 2. Trickbox -implement family workshops as this was impacted due to Covid 3. Achieve Distinction in the Gender Collect Kitemark 4. Silver Eco-school award/Rob Hunter. <p>These are a continuation to keep developing from a school level focus.</p> <p>SIP priority:</p> <p>Diversity</p> <p>a) Diversity in school – quality of education, personal development, behaviour, and attitudes through the new outsiders' programme and ensure</p>

		<p>boys (CCG minutes and AEN meetings)</p> <ul style="list-style-type: none"> • Trickbox lead school • Oracy confidence to express opinions and points and build upon each other's views. The school's development in oracy over the last three years has been implemented and seen improvement and is now a strength (Oracy lead, award, monitoring) • Excellent training and knowledge in shame, attachment, trauma, barriers to learning, SEND, barriers to learning • The school is extraordinary in its feel (ethos, visitors to the school, retention of staff) • Very strong, positive, and influential relationships between staff and children • Celebration of characteristics including stick-ability through lanyards and certificates 	<p>Previous focus was impacted by Covid and remains an area of development both within our school and in the community.</p>	<p>diversity is planned and integrated into the curriculum.</p> <ul style="list-style-type: none"> b) To ensure that the voice of the child is heard and representative of their heritage. c) Continue to work on challenging stereotypes in all protected characteristics. d) To ensure curriculum areas, resources, hooks, and learning is fully representative for diversity and heritage. e) Explore further a contrasting range of faiths and beliefs and engage further with the community. f) Monitoring of challenge of stereotyping and prejudices are planned for and taught g) Plan for future opportunities to debate views regularly to prevent radicalisation and extremism
<p><u>D</u> <u>Good</u></p>	<p><u>Leadership and Management</u></p>	<ul style="list-style-type: none"> • Committed Trustee Body with efficient and effective clerk (clerk fully certificated) • Trustee in School Day enables specific focus and monitoring (report) • Leaders have a clear and ambitious vision (staff survey) • Targeted use of PPG and SPG. The school continues to develop and target disadvantaged families effectively and reducing the gap between identifying children (action plan, monitoring, reports, trustee monitoring, data reports) • Comprehensive safeguarding policies and procedures including prevent are well established and 	<ul style="list-style-type: none"> • Longevity of single academy with reducing numbers and rising costs of SEND • Quality of Early Years providers in the area which can lead to weak entry data • Coaching programme developed from review of last year. Time continues to be a pressure point for full implementation • Family engagement in academic support is limited • Concerns still arise over e-safety at home 	<ol style="list-style-type: none"> 1. Consider forming an Island MAT or consider joining an established MAT (Trustees focus) 2. To create a pre-school provision by extending our age range from 3. 3. Build upon the coaching programme developed in previous years so that all teaching staff are supported in teaching and learning within time restraints. 4. Staff Family Champion to develop engagement in the academic support of children in school 5. E-safety accreditation and train the trainer.

		<p>effective (Safeguarding audits and reviews)</p> <ul style="list-style-type: none"> • Strong TAC team keeps children safe both in and out of school • Keeping safe curriculum embedded • Good outcomes for children with no AEN, both disadvantaged and non-disadvantaged 2016-2018 (internal school tracking mirrors historic data) • Curriculum is engaging and develops skills, knowledge and understanding. Good progress has been made in developing curriculum skills and vision (Curriculum leads, pupil voice, curriculum, planning, skills progression, and jigsaws) • Repeated attainment in reading at Year 6 is above national at ARE and strong performance at Year 2 for more able children. • Attendance is outstanding. Children want to come to school and learn (CCG minutes, Attendance Lead and data dashboard) • Workload is appropriate across the school. Wellbeing and work life balance through the small classes and extensive teams (Staff wellbeing surveys) • Gold Sports awarded – awarded for two consecutive years and recognition through covid lockdown (PE lead) • AEN is recognized as a strength within the Island community (high numbers of EHCP) • Leaders protect staff • Leadership and curriculum structure is effective at monitoring and support throughout the school 	<ul style="list-style-type: none"> • Phonic outcomes are yet to be demonstrated following extensive support and development • Resource management was excellent (SMRA report) however due to a devastating cyber-attack; resource management has been impacted and needs to be supported to return to previous levels of excellence. • A dip in outcomes for Year 6 2019. The 2021 pandemic 	<p><i>Pupil Premium</i></p> <ol style="list-style-type: none"> 1. <i>Pupil Premium Plan – address boys with AEN, maintaining progress from Reception to Year</i> 2. <i>Maths – to ensure disadvantaged girls gain confidence in maths and can perform in assessment both at expected and above.</i> 3. <i>Writing – disadvantaged boys no AEN progress and attain in line with boys with no identified barriers at expected and above</i> 4. <i>Progress of AEN disadvantaged children is accelerated to close gap</i> <p><i>Phonics</i></p> <ol style="list-style-type: none"> 1. <i>To continue to implement the phonic programme from the English hub</i> <p><i>These are a continuation to keep developing from a school level focus.</i></p> <p><u>SIP priority:</u></p> <p>Resource management</p> <ol style="list-style-type: none"> a) The transition of financial leadership in school. b) Ensure that the new systems provide rigorous monitoring, particularly whilst going through a period of uncertainty and unforeseen circumstances. c) Recovery from cyber attack d) Update IT systems, replace missing information and resources impacted by the cyber-attack. e) Review policies and procedures for new IT provider f) SEND legal case and funding for EHCPs that is significant and appropriate for provision. Budgetary impact on school and children.
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			<p>national assessments were cancelled. (Outcomes)</p> <p>• To develop identified areas of diversity and heritage.</p>	<p>Monitor the use and impact of in-school Tutoring grant</p> <p>Implementation of support clearly impacts children and raises out comes.</p> <ol style="list-style-type: none"> Assessment from MARK and FLIC to identify need. Appropriate and timely provision one-to-one. Re-assessment and evaluation of progress <p>Improving outcomes for year 6 with particular focus on Greater Depth with 20% of Year 5 and Year 6 (+ or – 5%) to achieve Greater Depth in Combined subjects by May 2022</p> <ol style="list-style-type: none"> Identify children through standardised scores 110 and above. Assess IQ Plan programme and provision of support for identified need Monitor progress in all core areas Identify opportunities for further acquisition of skills and knowledge Identify opportunities outside of school Review success and barriers. <p>Diversity (overall effectiveness)</p> <ol style="list-style-type: none"> Ensure appropriate CPD is in place for all staff
<u>E</u> <u>Good</u>	<u>Quality of Education</u>	<p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> Curriculum design is strong (Progression documents/ jigsaws) All subjects have progression maps across the school which ensures sequencing of learning knowledge 	<ul style="list-style-type: none"> Challenge for most able children is not always evident in observations 	<p>SIP priority:</p> <p>Challenge and Remarkable (Link to Leadership and Management)</p> <ol style="list-style-type: none"> Focus on most able children across the school. Observe progress and monitor

		<p>and skills is planned effectively throughout the curriculum (curriculum leads)</p> <ul style="list-style-type: none"> • Cultural capital is developed through opportunities both on the island and beyond supported in our boundless opportunity vision (visits, dojos, social media) • Development of teaching and learning within their phase • Inclusive and targeted CPD to improve teaching • Strong evidence of CPD in handwriting, oracy and writing impacted positively. Use of learning consultant <p>Outcomes</p>	<ul style="list-style-type: none"> • To ensure Diversity and heritage is represented in the curriculum • STEMA CPD and development has been limited due to focus on key skills and core subjects 	<p>planning and activities are appropriate and challenging.</p> <ul style="list-style-type: none"> b) Development of appropriate task design to ensure all lessons are focussed and appropriately challenging for all children illustrating a clear understanding of pace c) Work with the AEN Team to tighten up recognition of more able children and track. A bank of resources is being developed to support staff including questioning cards. <p>Diversity (overall effectiveness)</p> <ul style="list-style-type: none"> a) New curriculum team working in partnership. Ensuring that curriculum have diversity element and development of the website for this. <p>STEMA</p> <ul style="list-style-type: none"> a) To ensure CPD for staff in planning and delivering high quality STEMA learning. b) Science Award Accreditation c) ARTS Mark award re-accreditation d) Maths focus continues from last year (ACTION PLAN) e) Music opportunities across the school to encourage an update of instruments f) ICT focus on coding as development of teacher skills and knowledge g) E-Safety weekly focus and family workshops. h) Curriculum Lead time to monitor areas to ensure sequence of learning and challenge of skills throughout the school. <p>1. To implement programme and learning approach form English hub</p>
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		<ul style="list-style-type: none"> • Oracy confidence and application of taught skills across the whole school community established and embedded (Oracy lead) • Key Stage 1 outcomes at Greater Depth were above average in all areas • Prior to Covid, pupils with no AEN have expected outcomes above the national average in all areas • Reading at Year 6 is significantly above national (8%) It is a strength for all children (below on entry to expected and above on exit) • Progress is +2.2 above national • Mobile pupils achieve well in all areas • Disadvantaged no AEN pupils achieve well and make good progress 	<ul style="list-style-type: none"> • Year 1 Phonics has decreased in 2019 and widened from the national • KS1 outcomes, although improved, are still below national • Boys reaching the expected standard in reading and writing is below • Headline attainment regressed in all areas from 2018-2019 • Maths is an area of concern and outcomes at KS1 were higher than at KS2 • Disadvantaged pupils in writing and maths are below national • AEN support pupils have progress scores in writing and maths significantly below national • Girls and Boys – to reduce gender gap • Greater Depth for all groups Higher prior attainment pupils in reading have experienced declining progress scores • Children's speed to input calculation for Year 4 multiplication check • Quick recall and application of multiplication tables 	<ol style="list-style-type: none"> 2. To complete a review of spelling provision and its impact to include phonic provision in KS2 3. Male figures to work on writing-based tasks and projects linked to children's areas of interest and work with gender collect to research National approaches to improving boy's writing. 4. Look closely at all year group attainers based on previous key stage results. <p><i>SIP Improvement 20/21</i></p> <ol style="list-style-type: none"> 5. Edukey online system to support AEN and evaluating impact of support 6. Ensure impact of planned interventions by adapting the provision map to ensure it gives the information the school needs and secures value for money (Pupil premium Leadership and Management) 7. To monitor and track progress of prior high attainers from KS1 to KS2 (Leadership and Management) 8. Current Year 3 into Year 4 timetabled sessions to practice data input and multiplication check. Ensure that families are aware of support at home. 9. Year 4 to develop skills in quick recall input using IT
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			through 99 club impacts arithmetic attainment.	These are a continuation to keep developing from a school level focus.
<u>E Outstanding</u>	<u>Personal development</u>	<ul style="list-style-type: none"> • Caring, interested and interesting environment (visits to school) • PSHE design is highly effective (PEACH and SCARF) • Good systems for transition • 'Stand-out Learner' abilities developed across the school (certificates, displays, lanyards) • Positive and supportive Culture (Wellbeing Survey) • Healthy Schools Award – Gold Award illustrates a dedication to sport and healthy lifestyle. The school was recognised in our continued focus on sport throughout the pandemic. • Etiquette (assembly, pupil voice, meeter/ greeter.) • Citizenship (development of school roles and charity groups) • Extended activities and enriching experiences beyond the classroom (school trips, social media, dojo) • We say 'yes' to every opportunity as it may ignite a love in a child. • Recognised work with NHS through intergeneration programme. (Afton Ward) • Support for community and events. (Remembrance/Art Project) • Dance Live has been a school event for twelve years and is fully inclusive • Learning with Island Special School in sport. (Medina House pre-covid) 	<ul style="list-style-type: none"> • Career aspiration activities and creating opportunities for active career experiences • To develop children's opportunity to support the community and charity events for upper phase 3 (years 4, 5 and 6) • Development of multi-cultural and heritage understanding • Staying safe on-line 	<ol style="list-style-type: none"> 1. Investigate virtual IOW successful pupils. Look for more creative ways to get them involved. 2. To request GCSE, A Level and career choices for past pupils to share with the school community 3. Careers Day and inviting employers in that are local in the community 4. To invite a range of different professions in to school to illustrate choice develop a strong learning behaviour 5. To create stronger links with university, with visits and projects 6. Community and charity experiences developed in 4, 5 and 6 through the creation of a pupil PTA, (as in, Pupil Teacher Association) <p>These are a continuation to keep developing from a school level focus.</p> <p>SIP priority:</p> <p>Diversity (overall effectiveness)</p> <ol style="list-style-type: none"> a) To develop engagement in the community and challenge stereotypes reinforced in the home environment <p>E-safety (Leadership and Management/ Teaching and Learning)</p> <ol style="list-style-type: none"> a) Children to know that what they post on-line impacts and is real.

<p><u>G</u> <u>Good</u></p>	<p><u>Behaviour and Attitudes</u></p>	<ul style="list-style-type: none"> • High attendance rate – top 10% • High punctuality rate – top 10% • Anti-bullying Ambassadors fully embedded • British Values underpins learning and personal development • Debate assemblies increase oracy skills and challenges thinking and perceptions • A calm and purposeful environment • Behaviour for learning is noticed by visitors • High engagement in learning and activities • Sport clubs and competition well attended • Dance live oversubscribed every year • Positive Childhood experiences a high focus for the school • Develop an attitude to learning to be eager to improve learning and work hard • Develop an outstanding resilience to challenge and learning • 	<ul style="list-style-type: none"> • Home Learning is inconsistent and families reluctant to engage (impact shown in data and outcomes) • EHCP/EAL children below others for attendance (minority but high impact) • E-Safety at home • Development of multi-cultural and heritage understanding through engagement of positive language 	<ol style="list-style-type: none"> 1. Engagement of families to promote a positive attitude to learning and resilience 2. Redesign home learning activities 3. Termly videos for Maths and English for each year group 4. To increase the attendance of children with an EHCP and have English as an Additional Language to the school target of 97.6% - COVID impact 5. Plan support for families who are anxious or reluctant for their children to return post COVID. <p>E-safety (Leadership and Management/ Teaching and Learning)</p> <p><i>These are a continuation to keep developing from a school level focus</i></p> <p><u>SIP priority:</u></p> <p>Diversity (overall effectiveness)</p> <ol style="list-style-type: none"> a) To monitor use of inclusive language and challenge inappropriate or discriminatory language choices.
<p><u>H</u> <u>Good</u></p>	<p><u>EYFS</u></p>	<ul style="list-style-type: none"> • Leadership and Management – AHT is Lead practitioner for EYFS and Key Stage 1 • Transition from Pre-school is excellent – ongoing process, home visits, events, opportunities for families to engage and meet staff 	<ul style="list-style-type: none"> • Variations in judgement from pre-school settings on entry - some unable to be validated 	<ol style="list-style-type: none"> 1. To further explore in-school nursery options (D Priority 2) 2. Moderation meetings with pre-schools to develop understanding of new EYFSP <p><i>These are a continuation to keep developing from a school level focus</i></p>

		<ul style="list-style-type: none"> • Learning environment well-resourced and organised • Positive relationships within the team and with children and families • Home learning opportunities are engaging, linked to prior learning and uptake is growing • Teaching and learning is strong, with focus on developing early Literacy and Maths skills alongside all areas of EYFS Profile • Strong progress from starting points across the school • 2019 performance was in line with national for EYFS • Average Total Points Score was above national and improved over three years • In 2019, the performance gap indicator for EYFS has improved from 2018 and is performing higher than national. • Support for EYFS children with AEN – National Award – use of specific, age-appropriate programmes • Early Adopter school for Baseline, new EYFS Profile 	<ul style="list-style-type: none"> • Predictions for GLD on entry (40%) are below previous national outcomes • Monitor gender gap and ensure provision engages and meets needs of boys and girls • Girls early Maths skills and confidence • Gross and Fine Motor skills are an area of concern for this cohort. • Bridge year between old and new EYFS profile – on entry data was not reflective of new profile. • Transition into Year 1-learning environment, provision, and use of Challenge Time 	<p><u>SIP priority:</u></p> <ul style="list-style-type: none"> a) To upskill new EYFS Lead and ensure staff have a secure understanding of new EYFS Profile expectations. b) To increase phonic standard to National at the end of Year 1 c) To raise boys' attainment at GLD and to reduce the gender gap d) To improve girls Maths skills, focussing on targeted children from Baseline assessment e) To secure early motor skills in order for targeted group to meet GLD. f) To develop EYFS specific Curriculum to ensure progression and coverage of skills g) To develop transition from EYFS to Year 1, maintaining outcomes from EYFS and a continuation of appropriate provision
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