

## Summary Self Evaluation Form: September 2023

Our curriculum intent is good	Our curriculum implementation is good	Our curriculum impact is good	Personal development, welfare and safety are outstanding	Leadership and management are good
<ul style="list-style-type: none"> <li>We have an accurate baseline and take full account of very low starting points when planning our curriculum, teaching and environment in the EYFS.</li> <li>We know that we must focus on enriching vocabulary, raising aspirations and providing first-hand experiences to overcome our pupils' barriers to learning.</li> <li>Our curriculum capitalises on our urban locality, which is reflected across it.</li> <li>The curriculum is progressive and well sequenced and contains the key concepts in all subjects children need to master.</li> <li>The programmes for teaching reading, writing and mathematics are effective and result in good outcomes that are sustained.</li> <li>The curriculum offers opportunities to apply transferable skills across the domains.</li> <li>We have high ambition for all pupils including PPG and SEND and skilful teachers adapt their teaching to ensure access for every child.</li> <li>We do not narrow the curriculum in any Key Stage with every child receiving a broad and engaging curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The National Curriculum forms the basis for our curriculum, and it has been enhanced by carefully planned, broad and engaging experiences.</li> <li>The curriculum has been expertly mapped out by subject leaders, and curriculum maps outline the key concepts in every subject in which children need to be fluent.</li> <li>Teachers are clear about the expectations at the end of the year, as indicated on the curriculum maps.</li> <li>Teachers' pedagogy and practice are enhanced through comprehensive CPD, including Action Research.</li> <li>Every lesson starts with a recap of prior knowledge and how the lesson is going to progress. Misconceptions are identified and overcome swiftly.</li> <li>Reading and phonics teaching is at least good in every Key Stage.</li> <li>Subject leaders monitor the curriculum's implementation rigorously and respond swiftly to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 2 results have been above national averages for the past three published years in all domains and combined measures.</li> <li>The number of children attaining the higher standards and greater depth is above the national average.</li> <li>Progress in reading, writing and maths is outstanding from EYFS starting points.</li> <li>GLD is in line with the national average. Progress within the EYFS is outstanding: in 2022-23 the Reception Baseline was 9%.</li> <li>Progress in Key Stage 1 is good and is improving over time.</li> <li>Progress and attainment in non-core subjects are improving over time.</li> <li>Evidence in books and from pupil voice show that children are learning and remembering more.</li> <li>The pupils are well prepared for life at secondary school because of our robust transition arrangements and the extra care given to disadvantaged and SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Personal development is equally valued and celebrated along with academic progress.</li> <li>The school is proud of the responsible and respectful young people it is helping to create through a strong programme of PSHCE and wellbeing.</li> <li>Pupils understand the difference between right and wrong in line with their stage of development. Through a carefully planned personal development programme, pupils learn to respect and contribute to the local, national and global community.</li> </ul> <p><b>Behaviour and attitudes are outstanding</b></p> <ul style="list-style-type: none"> <li>The systematic application of clear policies, systems and procedures result in outstanding behaviour for the vast majority of pupils and low-level disruption is rare, enabling learning time to be maximised.</li> <li>Pupils are proud to attend the school; pupil voice indicates they feel happy and safe.</li> <li>Pupils are productive and work hard in their lessons. They are praised for effort as well as attainment.</li> <li>Attendance is broadly in line with national averages.</li> <li>Relationships in the school are exceptional. Parent voice indicates these are valued highly.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional leadership has led teaching effectively to at least good, with pockets of outstanding practice in every Key Stage.</li> <li>The school's leaders were instrumental in the development of the curriculum intent and skilling up subject leaders to plan a sequenced and progressive curriculum.</li> <li>Senior leaders have high expectations about every aspect of the school's work. This strong ethos permeates across the school where staff believe that all pupils are capable of making at least good progress from their starting points.</li> <li>Leaders use CPD systematically to drive sustained school development that has resulted in improved content and pedagogical content knowledge in most subjects.</li> <li>The governors carry out their statutory duties effectively. They have an accurate understanding of data and challenge senior leaders well.</li> <li>Safeguarding and child protection is effective and fully compliant.</li> </ul>
<b>To be better than good, we need to:</b>	<b>To be better than good, we need to:</b>	<b>To be better than good, we need to:</b>	<b>To maintain outstanding, we need to:</b>	<b>To be better than good, we need to:</b>
secure teachers' knowledge of the theory and pedagogy that support tiered vocabulary and develop Brunswick's Rhetoric Road Map.	minimise discrepancies in teachers' subject knowledge to ensure implementation is consistent across the school.	improve attainment in Key Stage 1 phonics and narrow the attainment gap between EAL and non-EAL pupils.	reduce the amount of persistent absence and poor punctuality in identified groups and develop pupils' skills to self-regulate in all areas of the school.	develop middle leaders' capacity to interpret evidence and use it to drive sustained improvement in their subject domains' pedagogy.