

Self-Evaluation Summary

Summer 2021



SCHOOL IMPROVEMENT AIM 1	Impact of work done	Next Steps																												
<p>1. At least 80% children achieving GLD at the end of Receptions</p> <p>2. At least 90% of children achieving the expected standard in the Year 1 phonics screening</p> <p>3. Maintain outcomes of 90%+ at combined Expected Standard and 40%+ at combined Greater Depth at the end of KS1 and KS2</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • Ensured quality first teaching and teacher subject knowledge of whole curriculum enhanced • Interventions delivered for pupils from R-Y6 through year • Full programme of remote learning with differentiation for Key stages implemented • NELI implemented in reception • West London Zone targeted interventions in place in all Key stages • Work with local maths hub • Consistent focus on teaching of times tables for pupils in year 3 and 4 with training for teachers in strategies 	<p>1. At the end of reception, the GLD was 69%.</p> <p>2. Teacher assessment of Phonics at the end of Year 1, showed that 89% of pupils, met the requirement of the phonics screen check.</p> <p>3.</p> <table border="1" data-bbox="622 563 1279 708"> <thead> <tr> <th></th> <th colspan="3">EXS+</th> <th colspan="3">GDS</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>74</td> <td>71</td> <td>83</td> <td>38</td> <td>21</td> <td>31</td> </tr> <tr> <td>Year 6</td> <td>87</td> <td>91</td> <td>91</td> <td>49</td> <td>40</td> <td>42</td> </tr> </tbody> </table> <p>The combined Greater Depth for the end of KS1 is 17%</p> <p>The combined Greater Depth for the end of KS2 is 31%</p>		EXS+			GDS				R	W	M	R	W	M	Year 2	74	71	83	38	21	31	Year 6	87	91	91	49	40	42	<ul style="list-style-type: none"> • Maintain established high standards in KS2 (90%+ EXS, 40%+ GDS) teaching, learning and outcomes • Earlier intervention for pupils in EYFS, KS1 and KS2 to ensure greater proportions (90%+) on track and at greater depth (40%+) • Ensure consistent teaching of phonics and early reading in EYFS and KS1 to achieve 90%+ passing the screening check in Year 1 • Put in place catch-up intervention for children so that 100% of children achieve phase 3 phonics by the end of reception • Focus on language development from entry point in Nursery so that 80% children are at age related expectations in C&L by the end of reception • To implement the reception baseline and plan based on the data. • Greater focus on writing in nursery and reception, so that pupils are ready for Year 1 • Non-negotiable reading strategies in place in all classes, leading to outcomes below • Greater focus on writing in Year 1, so that children moving from Reception into Year 1 close the gaps in this area. • Greater focus on vocabulary in all year groups, linked to the wider curriculum • Consistent focus on teaching of times tables for pupils from Year 1 • All classroom support staff to have a linked curriculum responsibility. • Home reading approach to be standardised across the school and monitored. • Pupils to read to an adult at least once a week in all classes and tracking in place to ensure consistency. • Opportunities during subject time for team teaching where subject leaders can model expectations
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		<ul style="list-style-type: none"> • Guided Reading to be continued to be monitored half termly and adjusted as required • New end of the day reading texts to be evaluated for quality • Reading assemblies to be linked to the SMSC calendar • Reading routines and expectations to be monitored weekly in phase meetings. • Reading across the curriculum and link with subject leaders to be shared in reports to the governing body • Pupils books to be monitored half termly at minimum • Writing and spelling to be monitored half termly at minimum, with Subject Leaders team teaching modelling expectations. • Wider reading to be systematically implemented and monitored e.g Reading café, Reading Events, Library, World Book/Poetry Day, Reading Sheds <p>Aim for Next Year:</p> <ul style="list-style-type: none"> • At least 80% children achieving ELG at the end of Reception • At least 90% of children achieving the expected standard in the Year 1 phonics screening • At least 90% of children achieving the expected standard in the Year 4 multiplication check • Maintain outcomes of 90%+ at combined Expected Standard and 40%+ at combined Greater Depth at the end of KS1 and KS2 <p>Impact Measures:</p> <ul style="list-style-type: none"> • Outcomes in books • End of Key Stage tests
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SCHOOL IMPROVEMENT AIM 2	Impact of work done	Next Steps																															
<p>The links between curriculum areas are increasingly well developed and meaningful. They are relevant to all pupils from all backgrounds.</p>	<table border="1"> <thead> <tr> <th rowspan="2">EXS+</th> <th colspan="3">STEM</th> </tr> <tr> <th>Science</th> <th>Computing</th> <th>DT</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>84</td><td>82</td><td>84</td></tr> <tr><td>Year 2</td><td>83</td><td>90</td><td>90</td></tr> <tr><td>Year 3</td><td>85</td><td>77</td><td>82</td></tr> <tr><td>Year 4</td><td>79</td><td>90</td><td>84</td></tr> <tr><td>Year 5</td><td>87</td><td>98</td><td>93</td></tr> <tr><td>Year 6</td><td>98</td><td>96</td><td>98</td></tr> </tbody> </table>	EXS+	STEM			Science	Computing	DT	Year 1	84	82	84	Year 2	83	90	90	Year 3	85	77	82	Year 4	79	90	84	Year 5	87	98	93	Year 6	98	96	98	<ul style="list-style-type: none"> • Create opportunities to promote diversity through all aspects of the curriculum • All classroom support staff to have a linked curriculum responsibility.
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<p>Key Actions:</p> <ul style="list-style-type: none"> • Planning of curriculum cycle ensured clear progression from Nursery to Year Six – full NC coverage by end of Year Six with no repetition of content and skills progressing year-on-year • Greater focus on vocabulary, with planning explicitly setting-out subject specific and high-level vocabulary. • All subject leaders received tailored CPD • Termly moderated outcomes in books reflected strong progress in all curriculum areas • Created end of unit/ year tests to assess children’s knowledge and understanding against curriculum objectives • Full curriculum delivered remotely during the lockdown and differentiated for each Key stage. 	<table border="1"> <thead> <tr> <th rowspan="2">EXS+</th> <th colspan="3">Humanities</th> </tr> <tr> <th>History</th> <th>Geography</th> <th>RE</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>78</td><td>78</td><td>76</td></tr> <tr><td>Year 2</td><td>79</td><td>79</td><td>83</td></tr> <tr><td>Year 3</td><td>68</td><td>70</td><td>78</td></tr> <tr><td>Year 4</td><td>86</td><td>74</td><td>86</td></tr> <tr><td>Year 5</td><td>82</td><td>84</td><td>93</td></tr> <tr><td>Year 6</td><td>96</td><td>96</td><td>98</td></tr> </tbody> </table>	EXS+	Humanities			History	Geography	RE	Year 1	78	78	76	Year 2	79	79	83	Year 3	68	70	78	Year 4	86	74	86	Year 5	82	84	93	Year 6	96	96	98	<ul style="list-style-type: none"> • Promote engagement of visiting speakers to school to broaden children’s perceptions for all year groups (N-Y6) of equality and diversity • Ensure the school calendar provides opportunities to reflect and remember the importance of diversity
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		<ul style="list-style-type: none"> • Resources to be collated by the subject leaders and linked support staff half termly in advance of topic changes. • Opportunities during subject time for team teaching where subject leaders can model expectations • Meaningful immersive showcases for each subject • Create meaningful links with external providers e.g. secondary schools, club providers, other primaries and engage with interschool and other competitions where appropriate. • Leaders to run CPD sessions to develop staff pedagogy • Lead and manage the artists in residence 																															

	Year 6	96	98	<ul style="list-style-type: none"> Phase Leaders and Subject leaders to monitor the impact of the curriculum progression documents 	
					Aim for Next Year:
					Ensure that the school curriculum provides all pupils with the knowledge, skills and understanding that they need to be able to apply their learning in different contexts.
					Impact Measures: <ul style="list-style-type: none"> Pupil voice Staff voice Parent Voice

SCHOOL IMPROVEMENT AIM 3	Impact of work done	Next Steps																																							
<p>New STEM Centre is used to support excellent teaching and learning in Science, Technology and Engineering, in school and locally</p> <p>Key Actions:</p> <ul style="list-style-type: none"> Launched new STEM Centre and integrated fully into the life of the school New planning format made knowledge and skills more explicit Deepened content of Computing curriculum to ensure it included coding and programming beyond the content of the NC 	<table border="1"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> <tr> <th></th> <th>Maths</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>73</td> <td>38</td> </tr> <tr> <td>Year 2</td> <td>83</td> <td>31</td> </tr> <tr> <td>Year 3</td> <td>70</td> <td>35</td> </tr> <tr> <td>Year 4</td> <td>79</td> <td>42</td> </tr> <tr> <td>Year 5</td> <td>73</td> <td>31</td> </tr> <tr> <td>Year 6</td> <td>91</td> <td>42</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">EXS+</th> <th colspan="3">STEM</th> </tr> <tr> <th>Science</th> <th>Computing</th> <th>DT</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>84</td> <td>82</td> <td>84</td> </tr> <tr> <td>Year 2</td> <td>83</td> <td>90</td> <td>90</td> </tr> </tbody> </table>		EXS	GDS		Maths	Maths	Year 1	73	38	Year 2	83	31	Year 3	70	35	Year 4	79	42	Year 5	73	31	Year 6	91	42	EXS+	STEM			Science	Computing	DT	Year 1	84	82	84	Year 2	83	90	90	<ul style="list-style-type: none"> Continue to seek enriching experiences in Engineering and Technology so that each class has a visit or visitor each term linked to these disciplines STEM Centre increasingly used to offer CPD locally and to colleagues in the partnership – at least three events held for schools locally between January and July. Deepen the content of the Design Technology curriculum with focus on pupil outcomes with clear examples of intended outcomes. Resources to be collated by the subject leaders and linked support staff half termly in advance of topic changes. Create opportunities to promote diversity through all aspects of the STEM curriculum Promote engagement of visiting speakers to school to broaden children’s perceptions of equality and diversity
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<ul style="list-style-type: none"> Recruited Scientist in Residence and other STEM volunteers to run extra-curricular activities Developed the curriculum in food technology into one that utilises a new purpose-built space within the main school building Developed beautiful and green outdoor space that increased the number of flowers and vegetables we produced. These were used within the delivery of food technology and to supplement science work Embedded the use of Google classroom through the new chrome books and ensure teacher competence in all areas of distance learning 	<table border="1"> <tr><td>Year 3</td><td>85</td><td>77</td><td>82</td></tr> <tr><td>Year 4</td><td>79</td><td>90</td><td>84</td></tr> <tr><td>Year 5</td><td>87</td><td>98</td><td>93</td></tr> <tr><td>Year 6</td><td>98</td><td>96</td><td>98</td></tr> </table>	Year 3	85	77	82	Year 4	79	90	84	Year 5	87	98	93	Year 6	98	96	98	<ul style="list-style-type: none"> Ensure the school calendar provides opportunities to reflect and remember the importance of diversity Lead the Ogden Trust and run CPD for staff and external STEM Ambassadors to be recruited and trained from Upper Key stage 2 and to support others Opportunities during subject time for team teaching where subject leaders can model expectations Create meaningful links with external providers e.g. secondary schools, club providers, other primaries and engage with interschool and other competitions where appropriate. To deepen content of Computing curriculum to ensure it includes Raspberry Pie and new coding and programming apps with focus on pupil outcomes with clear examples of intended outcomes. Online safety workshops for parents from Preschool to Y6 																
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STEM curriculum to provides all pupils with the knowledge, skills and understanding that they need to be able to apply their learning in different contexts.																																		
Impact Measures:																																		
<ul style="list-style-type: none"> STEM attainment outcomes Outcomes in books Feedback from CPD sessions 																																		

SCHOOL IMPROVEMENT AIM 4	Impact of work done	Next Steps
Build on strong Mind up provision and develop specialists in behaviour who	100% of class delivered the MindUP curriculum including online in lockdown, however in recognition of the	<ul style="list-style-type: none"> Clear messages to staff, pupils and parents about expectations

<p>can support teacher internally and through outreach</p>	<p>circumstance in which we found ourselves the school also offered the following interventions to support pupil wellbeing during the pandemic.</p>	<ul style="list-style-type: none"> • Clear monitoring of the school Behaviour Policy
<p>Key Actions:</p> <ul style="list-style-type: none"> • In light of the interruption to schooling there will be a return to the start with the Mind Up programme so that the school can complete a full year of the initiative. • This means that the final terms work on community will be completed once the cycle has been resumed and revisited • Behaviour champion in school to support staff with anticipating and supporting children post lockdown. Working in class, coaching and supporting teachers and also providing a link between the school and external services 	<ul style="list-style-type: none"> • Trailblazer – Supported families, individuals and whole classes with social and emotional issues as a form of early intervention preventing the need to escalate to social services involvement. • MIND supported staff and families with practical strategies to de-escalate anxiety. • LCAT provided art therapy in person and remotely during the pandemic as part of the individual support plan provision. • CAMHS provided therapy in person and remotely during the pandemic as part of the individual support plan provision. • West London Zone provided therapy in person and remotely during the pandemic as part of the individual support plan provision. • Teacher Support – daily providing coaching, mentoring and guidance at an age appropriate level across all classes. • Wider Admin Staff – Provided financial advice, social and emotional support as well as sign posting to services for all families in need • During January to March 2021 lockdown – Widening of the vulnerable criteria in recognition of family circumstances and stress led to 190 pupils being on site daily. • Sensory Curriculum – Children on Individual Support Plans accessing the provision routinely 	<p>Aim for Next Year:</p> <p>Build upon existing staff understanding of how to support and develop a range of different behaviours and attitudes in pupils of all ages and develop a consistent communication approach</p> <p>Impact Measures:</p> <ul style="list-style-type: none"> • Attendance • Exclusions • Low level behaviour tracking • Pupil voice specific to MindUp before/after