TRIMLEY ST. MARTIN

S.E.F – School Self Evaluation 21-22

Key Documents Linked to the TSM School Evaluation

Issues identified from RAISE/OFSTED Action Plan doc

Attainment & Progress Summary RAISE doc

TSM S.E.F

School Development Plan

RAISE ONLINE 2015 / SIS School Owned data
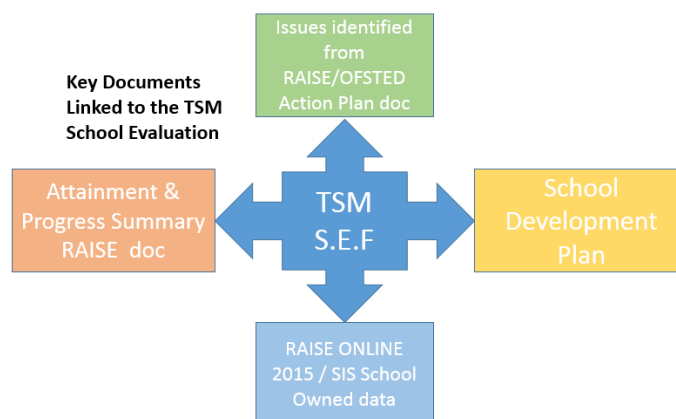
Trimley St Martin Primary School
Updated Sept 2021

TRIMLEY ST MARTIN PRIMARY SCHOOL SELF-EVALUATION SUMMARY SHEET 2021-22

SECTIONS	SUMMARY EVALUATION
INTRODUCTION	**School Context:** Trimley St Martin School is situated in open countryside equidistant between the villages of Kirton, Falkenham and Trimley St Martin. It is a community school for pupils aged 4-11 years. Most pupils live in the immediate vicinity of the school with 24% out of catchment. The school also hosts the local Pre-School on site for holiday provision since 2012. The Pre-School runs Breakfast Clubs and After School Clubs for the school population and operates closely with the school to ensure pupils can access wrap around care. Children are predominantly from a white British background; 3.1% are from other ethnic backgrounds. 1% of pupils have English as an additional language. 21% of pupils are on the SEN Register. 10 pupils have an EHCP. There are no children who are Looked After. 10.5% of pupils are currently in receipt of free school meals. 9.4% of pupils qualify for pupil premium. Our cohort has varied over the past three years especially the number of children in the mainstream school with EHCPs which has increased significantly. The school serves pupils from a range of different socio-economic backgrounds. There is little religious diversity, most families would classify themselves as Christian. The Head teacher has been in post since September 2016 (formerly the Assistant). A new Assistant Headteacher was appointed in January 2017 (formerly a senior leader at the school). The leadership structure includes the Headteacher, Assistant Headteacher and the Curriculum Lead. - Judged 'Good', Ofsted 2018 - Language Quality Mark (Bronze), School Games (Gold), Artsmark (Silver)
AREAS FOR WHOLE SCHOOL DEVELOPMENT	• To continue to develop an ambitious, engaging and coherently sequenced curriculum that meets the needs of all children and equips them with the knowledge and skills required for future learning. • To continue to embed an enriched and appropriate curriculum with high quality teaching and learning. • To maintain a clear, distributed and sustainable leadership structure and share of whole school responsibilities. • Continuation of Closing the gap: Pupils returned to school with varied 'gaps' in their knowledge and recall of core aspects of the curriculum. • To continue to improve outcomes for children attainment and progress. • To continue to strengthen reading across the school. • To further develop the teaching and quality of writing across all curriculum areas. • To continue to refine and embed a teaching for mastery in Maths. • To develop a consistent approach to behaviour with ownership from all stakeholders. • To further develop our whole school approach to promoting good mental health and wellbeing for children and staff, parents/carers and the wider community under the participation of the SWERL project. • To improve the resources and facilities in the Early Years under the new EYFS Framework

1	PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION	Key Issue	Progress made
		• The consistency and quality of teaching and learning across key stage 1 enables all pupils to make strong progress, particularly in phonics • More pupils learn at greater depth in all subjects, but particularly writing, through sharing best practice among staff and explicitly demonstrating to children what greater depth looks like.	• Ongoing monitoring provides evidence that this aspect is by part a majority of time consistently good- Sept 2021- Consistency in Teaching Framework introduced and new Phonic scheme introduced. (2019 Phonic Screening just above National/ 2020- Y1 in Y2 C19 screening- 76%. • K2 RWM 2019 at GD 10% (N- 10.56%) an increase from 3.23% 2018. • KS1 2019- GD- R- 37% (25% National), W- 20% (15%) and M- 30% (22%).

2	THE QUALITY OF EDUCATION Curriculum Intent, Implementation and Impact: Quality of curriculum, quality of teaching, reading and achievement.	Strengths	Areas for Development	2
		Headline Data 2019 • *+ KS2 writing continues to improve with a 2.6% increase from 2018, to be slightly above national at 80% (Nat- 78.5%). GPS increased by 12.3% to be above national with 83.3% (Nat- 78%)* • *+ Results for Year 2 at greater depth see % increase to be above national- Reading 36.7% (Nat- 25%), Writing- 20% (Nat- 14.8), Maths- 30% (Nat 21.7), RWM- 20% (Nat- 11.2%)* • *+ Results for Year 1 Phonics see 6% increase to be slightly above national- 82.8% (Nat 81.9%)* • *+ Results for EYFS see 4% increase to be slightly above national at 73.1% (Nat- 71.8%)* There is no validated data for September 21 due to Covid19 *__July 2021__* • + In year progress across the school is above expected progress at 7.1 (Expected 6.0) • {EYFS- 7.6 (Expected 5.0)} • + PP children made equal progress in reading, writing and maths to non-PP and the school cohort within the school- 7.1. (R- 7.34/W- 6.9/M- 7.1) • + Children of SEND achieved 7.0 comparable to whole cohort of 7.1 • + Rates of progress are continuing to rise across year groups and subjects. • + During lesson observations and staff CPD, teachers invest a huge amount of time in ensuring their subject knowledge is secure in each area. • + Lesson observations, learning walks, work scrutiny and pupil progress meetings indicate that 90% of the teaching is 'Effective' or better over time with an increasing amount judged as 'Consistently high.'	1. Increase the rate of progress from starting points, including key stages closing the gap in knowledge across the school. **SDP OBJECTIVE 2, response to KS1 & KS2 progress data results & Ofsted** 2. Increase the number of children achieving SECURE in reading within KS 1 by focusing on teaching of Phoniccs **SDP OBJECTIVE 4, response to KS1 results & Ofsted** 3. Increase the number of children achieving SECURE in maths within KS 2 by focusing on teaching of maths. **SDP OBJECTIVE 6, response to KS2 results & Ofsted** 4. Increase the number of children achieving SECURE & EXCEEDING in R/W/M by making at least expected/rapid progress by focusing on quality teaching and learning. **SDP OBJECTIVE 2, 3, 4. 5 & 6, response to KS1 & KS2 results & Ofsted** 5. Increase the rate of progress for children with SEND/PP. **SDP OBJECTIVE 2, Response to SATs results & school progress data** 6. To teach 100% consistently effective lessons and increase the amount of consistently high lessons. **SDP OBJECTIVE 3** 7. The intent and implication of the curriculum is shared and consistent across the school in all subjects- including the foundation subjects. **SDP OBJECTIVE 1 & 3**	

		• + The school has a rigorous monitoring and evaluation cycle which focuses on development in all subjects. Teaching and learning is tracked regularly through learning walks, drop ins, book scrutinies and lesson observations. Follow ups and CPD are linked to the findings. There is a constant drive to be better.		
		• + A programme of staff development is in place to develop teaching and learning across the school.		
		• + The school has a broad and balanced curriculum, where the school has been recognised as STEM Ambassadors for science and was recognised at the National Engineering Awards.		
		• + School has achieved Bronze mark for MFL, Silver for Artsmark and Gold for Schools Games in PE.		
		• + We have specialist teachers to teach PE and ICT, which ensures the high quality of these lessons. The children have a vast range of opportunities to compete in sporting events, represent the school in ICT based festivals with cluster schools.		
		• +The quality of our remote education and the children's engagement with it.		

| 3 | BEHAVIOUR AND ATTITUDES

 Including attitudes in lessons & around the school, ethos, behaviour & conduct, contribution to school, attendance, exclusions, relationships and safety. | **Strengths**
 • + Behaviour and safety in the school is good. The school has a positive behaviour policy which is implemented consistently by the high expectations of children from all staff.
 • + Areas identified by SWERL (IOA project) as needing improving have been clearly identified and actioned upon.
 • + Children's pride in and contribution to their school through a wide range of roles and responsibilities.
 • + Feedback from lesson observations, as well as the many positive comments we receive from visitors, and during off site visits, supports our judgement that behaviour is exemplary the majority of time.
 • + During lunchtimes Play Leaders support active play. Peer mentors help children to manage their friendships issues and a nurture intervention is in place for children who struggle during unstructured provision.
 • + Pupils understand safety and feel safe in the school. They speak (during a recent Governor visit) with genuine passion about the behaviour policy, how they are kept safe in school and that they know who to talk to if they have any concerns.
 • + Attendance consistently at 96%+.
 • + Persistent absence consistently well below national figures at 5.5% (2019 data)
 • +Attendance is closely monitored. Meetings are held at regular intervals between parents and the EWO, school and parents for children whose attendance is dipping or indicating a concern.
 • + Punctuality is monitored daily. Parents are contacted to meet with the Headteacher if there are persistent issues.
 • + Safeguarding systems and procedures are rigorous, the Headteacher is a T4T & Assistant Head is T4T for On-Line Safety and all staff and volunteers receive | **Areas for Development** | **2**
 1. To develop a consistent approach to behaviour with ownership from all stakeholders. **SDP OBJECTIVE 7**

 2. To improve pupil's positive attitudes towards learning, be resilient to problems they may face and to make a positive contribution to the life of the school and the wider community throughout the school. **SDP OBJECTIVE 7** |

4	PERSONAL DEVELOPMENT	Strengths	Areas for Development	2
	Including personal development of children, experiences & opportunities, SMSC, pastoral support, British Values, equality & diversity, citizenship & wider contribution.	• + The wide range of curricular and extra-curricular experiences and opportunities available to the children and the take up of these. • + Values education pervades everything we do in school. The positive ethos and values of the school are deeply embedded in all areas and are obvious in how pupils respond to each other and to adults. The values are used as curriculum drivers each term. • + The Jigsaw PSHE/RSE scheme of work has a strong focus on mindfulness, which is having a positive impact in giving strategies to pupils to manage day to day stress. • + Several leadership opportunities are given to children including Sports Leaders, Playground Leaders, Peer Mentors, School Council, Eco council, Sports Crew, JRSO's, Head Boy and Girl and On-line safety Leads. • + The school has a strong School Council, chaired by the Head Boy and the Head Girl, with representatives from each class from Year R to Year 6. Children bring issues from pupils in their class to the meetings where they are addressed. Most recently they contributed to the introduction of JRSO's within school, wanting to make our school community safe.	1. To ensure that children and staff reach their full potential through a focus on social, wellbeing and emotional resilience. **SDP OBJECTIVE 8** 2. To provide an area(s) where children and staff feel safe and promote a sense of well-being and can be used for effective self-regulation. **SDP OBJECTIVE 8**	

5	LEADERSHIP/ MANAGEMENT	Strengths	Areas for Development	2
	Including vision, CPD, staff workload & wellbeing, community engagement, governance and safeguarding.	• + There is a shared commitment to a clear vision. • + A culture of high expectations and positive attitudes. • +Relationships with parents are very positive. There is an active PTA. • + Leadership and management is now stronger, more focused and more dynamic. • + A clear monitoring cycle of assess, plan, do, review allows for quick support and improvement within the performance management system. • + Governors are very robust in holding the school to account, the monitoring of the school is valuable and the school is challenged by them to make constant improvement. • + Leaders responsible for literacy and maths make sure that all teachers plan and deliver lessons that result in good progress being made. • + Analysis of data and pupils progress meetings are having a huge impact on pupil progress. • + Performance management and pay links have helped improve teaching outcomes. • + Safeguarding is a strength with all staff regularly trained and updated of relevant and recent guidance. The safeguarding governor is a safeguarding specialist holding the school and staff to account.	1. To maintain a clear, distributed and sustainable leadership structure and share of whole school responsibilities. **SDP OBJECTIVE 1** 2. To continue to grow leadership skills and expertise at all levels. **SDP OBJECTIVE 1** 3. Continue to improve outcomes for disadvantaged and SEN pupils through effective use of funding. **SDP OBJECTIVE 2** 4. Continue to develop an impactful broad and rich curriculum, (Inc. Literacy and Maths). **SDP OBJECTIVES 3, 4, 5, 6**	

6	EARLY YEARS Quality of education, quality of teaching, communication & vocabulary, attitudes of children, parental engagement, achievement.	Strengths	Areas for Development	2
		Baseline Assessments on entry to school have historically indicated that most children start school at below age-related expectations in the prime areas and also in Literacy. • + The standards attained by children at the end of their Reception year are variable due to their low starting points on entry. In 2019 on entry GLD aspects was 30% and 19/26 children (73%) reached a good level of development by the end of their Reception year. 17/26 (65%) of the cohort reached at least expected levels in all areas. The percentage of children attaining a GOOD level of development at the end of their Reception year has been variable over the past 4 years • + GLD above national (2019 data). • + The quality of the curriculum & children's voice within this. • + The strong leadership & teamwork. • + The learning environment, relationships and attitudes. • + The effective range of parental engagement initiatives including Tapestry as a form of communication.	1. Improve the resources and facilities in Early Years (human and physical). **SDP Objective 9** 2. Develop teaching and learning, assessment focusing on new framework. SDP Objective 9 3. Improve the effectiveness and quality of phonic teaching of all staff. **SDP OBJECTIVES 4** 4. Improve the effectiveness and quality of maths teaching of all staff. **SDP OBJECTIVES 6** 5. To develop children's skills and meet their needs in Communication and Personal, Social and Emotional Development. **SDP OBJECTIVES 8, 9** 6. To implement the new statutory Baseline.	

7	OVERALL EFFECTIVENESS	Overall Effectiveness Judgement	2
		Evidenced through: - School vision and values - Curriculum drivers, planning and teaching - Quality of education, including remote learning - Curriculum content and wider opportunities - Outcomes for our children - Community work, including that of the School Council - Cultural, sporting and other visits/visitors - Caring, purposeful and empathetic atmosphere - A culture of reflection, responsibility & consideration for others - Strong relationships, which allow children to flourish - Staff role modelling - Governor visits reinforce the judgement - Ofsted (2018) reinforce this judgement	

School judgements

Question	Outstanding 1	Good 2	Requires Improvement 3	Inadequate 4
Intent		⊢——●——⊣		
Implementation		⊢——●——⊣		
Impact		⊢——●————————⊣		
Behaviour		⊢——●——⊣		
Attitude		⊢——●——⊣		
Attendance		⊢——●——⊣		
Behavioural culture		⊢——●——⊣		
Personal		⊢——●——⊣		
Character		⊢——●——⊣		
Preparation		⊢——●——⊣		
Leadership		⊢——●——⊣		
Development		⊢——●——⊣		