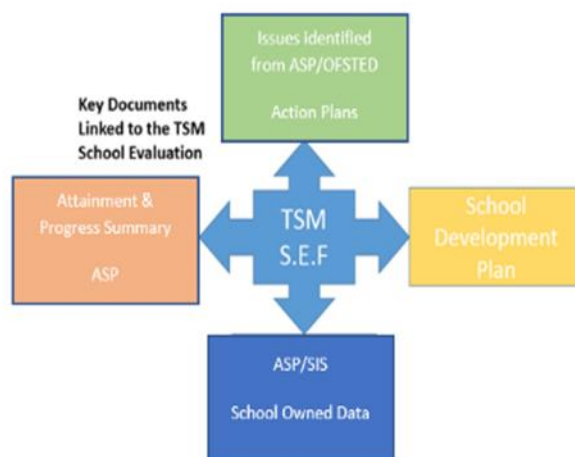




# TRIMLEY ST. MARTIN

S.E.F – School Self Evaluation 23-24



Trimley St Martin Primary School  
Updated Sept 2023

# TRIMLEY ST MARTIN PRIMARY SCHOOL SELF-EVALUATION SUMMARY SHEET 2023-24

SECTIONS	SUMMARY EVALUATION
INTRODUCTION	<p><b>School Context:</b></p> <p>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.</p> <p>The school runs a Breakfast Clubs (on site) and After School Clubs (on site) for the school population and operates closely with parents to ensure pupils can access wrap around care.</p> <p>Children are predominantly from a white British background; 3% are from other ethnic backgrounds. 1% of pupils have English as an additional language. 21% of pupils are on the SEND Register. 10 pupils have an EHCP. There are no children who are Looked After. 14% of pupils are currently in receipt of free school meals. 14% 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.</p> <p>The school serves pupils from a range of different socio-economic backgrounds. There is little religious diversity; most families would classify themselves as Christian.</p> <p>The Head teacher has been in post since September 2016 (formerly the Assistant). Assistant Headteacher was appointed in January 2017 (formerly a senior leader at the school). The leadership structure includes a senior leadership team of the Headteacher, Assistant Headteacher (Upper KS2 Phase Lead) and the Curriculum Lead (Lower KS2 Phase Lead) supported by the EYFS and KS 1 Lead.</p> <ul style="list-style-type: none"> <li>- Judged 'Good', Ofsted 2018</li> <li>- Language Quality Mark (Bronze), School Games (Gold), Artsmark (Silver)</li> </ul>
Curriculum Intent 'The Power to be'	<p>Our intent at Trimley St Martin Primary School is to raise educational standards across all subjects enabling our pupils to achieve academic and personal success.</p> <p>At the forefront of our curriculum "Everyone learning":</p> <ul style="list-style-type: none"> <li>➤ To help pupils to appreciate human achievements and aspiration.</li> <li>➤ To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.</li> <li>➤ To understand the values which contribute to a well-rounded individual.</li> <li>➤ To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.</li> <li>➤ To help pupils to use language and number efficiently.</li> <li>➤ To instill respect for religious values, and tolerance of other races, religions and ways of life.</li> </ul> <p>English and Maths are at the forefront of our curriculum, providing pupils with the skills required to succeed in all subjects. These subjects are well-led by Mrs. Matthews (English), Mrs. Campbell (Phonics/Early Reading) and Mrs. MacFarlane (Maths) and taught across the school using White Rose in mathematics and a text-led approach to develop writing. Twinkl is used effectively to teach phonics in Early Years and KS1 with catch-up provision in place further up the school to support pupils who are not on-track.</p> <p>Our wider curriculum was revised in July 2022 and creates an environment where our children can explore ideas about the world they live in with the skills needed to thrive in the modern world. Our strong commitment to our school belief of being: Safe, Kind, Respectful, Hardworking and Responsible creates the platform for our pupils to safely explore new ideas and develop their learning throughout their educational journey at Charlton.</p> <p>The progress and learning of our Pupil Premium and SEN children are a top priority with learning walks and CPD designed to support teachers in providing challenge in all lessons to inspire and motivate pupils.</p>

<b>Implementation</b>	<p>Reading is a top priority as a school with reading books chosen which correspond accurately to the sounds children are learning in key stage one and reception. Children in key stage two follow a clear reading timetable with ‘reading for pleasure’ taking place every day. We have a rigorous and sequential approach to the reading curriculum. This develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. Introduction of Accelerated Reader in Sept 2023 will further strengthen KS provision.</p> <p>The quality of rich text planning in English and the introduction of White Rose and Twinkl for phonics is leading to a consistent improvement in high quality practice in writing and mathematics.</p> <p>Our ever-developing curriculum has been designed to support teachers' workload whilst fulfilling the school’s strategic aims and vision for all pupils to succeed. The curriculum policies and pathways clearly explain what and how teachers teach and is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>The Headteacher and subject leaders provide effective support for those teaching outside their main areas of expertise. The school received additional support from the local authority during the Summer of 2023 to develop the role of phase leaders in supporting and improving teaching and progress across the curriculum.</p> <p>The school has effective subject leadership in English, Maths, Science, RE, Music and the Early Years. Learning walks show teachers presenting subject matter clearly and promoting appropriate discussion about the subject matter being taught. Teachers are confident in checking pupils’ understanding systematically, identifying misconceptions and providing clear and direct feedback. One of our main aims during the 2023-24 academic year will involve the successful implementation of improvements through strong leadership in our curriculum areas needing further development.</p> <p>Professional development meetings are meaningful and motivational, designed to improve standards across the school as well as to support all staff in their own professional development. The monitoring and evaluation schedule is written and reviewed at the start of each term and updated frequently to reflect the changing priorities and needs of the school. Subject leadership time is carefully designed into the timetable with additional time arranged for teachers to meet with external consultants, carry out learning walks and to review subject one-page profiles. When monitoring books, there is a focus on long-term learning and sequence of skills and progression. Policies and pathways are constantly reviewed.</p> <p>Our teachers and leaders use assessment to check understanding and inform teaching. The school understands the limitations of assessment and doesn’t use it in a way that creates unnecessary burdens on staff or pupils. Pupil progress meetings take place termly involving all teachers and a linked class governor where we identify pupils who need to make accelerated progress.</p> <p>The school has an experienced SENDCo Administrator and SENDCo. They meet regularly with teachers and teaching assistants to provide ongoing support and to evaluate the impact of interventions in place.</p> <p>CPOMS is to be introduced fully in the school in Sept 2023 to ensure that effective safeguarding practices are accurately tracked and monitored.</p>
<b>IMPACT</b>	<p>The school continues to make improvements since the last Ofsted inspection. There have been improvements in outcomes at the end of year six with the school achieving above the expected standard in the individual subjects of reading, writing and maths 2 out of 3 years over the last three years. Phonics is becoming a strength of the school with above national figures 2 out of 3 over the last three years.</p>

		<p>The school recognises that more pupils need to achieve greater depth in KS1 and KS2 and this is a priority in the school development plan 2023-24.</p> <p>Our pupils leave Trimley St Martin ready for the next stage of education. They have the knowledge and skills they need however we recognise that some of our SEN and Pupil Premium pupils still perform less well in comparison with their peers and therefore additional resources and high quality interventions are in place to narrow the gap. Improving the progress and attainment amongst disadvantaged pupils is target in the 2023-24 development plan.</p> <p>Pupils' work across the curriculum is of good quality with evidence of high expectations and adaptive teaching to meet the needs of all children. Consistency has improved across the school due to the clarity of policies in place for the teaching of reading and maths and the constant improvements in subject leadership.</p> <p>Improvements in writing is a priority for 2023-2024.</p>	
<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b>		<ul style="list-style-type: none"> <li>To develop and maintain clearly defined roles and responsibilities across SLT and Phase Leaders to improve quality of teaching and learning.</li> <li>To close the gaps and ensure the majority of pupils reach Age Related Expectations and to ensure identified pupils 'catch up' with their peers</li> <li>To further develop the school's curriculum, particularly in French, DT/Art, computing and Geography; ensuring strong connections across the curriculum, building on prior knowledge, sticky knowledge and cross curricular links, with a focus on high quality, purposeful texts, resources and 'tier 3' vocabulary</li> <li>Further develop teaching and learning in writing in the Early Years, Key Stage 1 and Key Stage 2</li> <li>To further develop the teaching and quality of reading across the school</li> <li>To ensure pupil attendance is above national and that persistent non-attenders attendance improves</li> <li>For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives</li> </ul>	
1	<b>PROGRESS MADE BY THE SCHOOL ON AREAS FOR DEVELOPMENT IDENTIFIED IN THE LAST FULL OFSTED INSPECTION</b>	<b>Key Issue</b>	<b>Progress made</b>
		<ul style="list-style-type: none"> <li>The consistency and quality of teaching and learning across key stage 1 enables all pupils to make strong progress, particularly in phonics</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing monitoring provides evidence that this aspect is by part a majority of time consistently good- Sept 2023- Differentiated Consistency in Teaching Framework updated for each class alongside new Phonic scheme introduced in 2021 updated in 2022 to reflect the need for development in writing (2023 Phonic Screening at 76.7% (N-78.9%). School has been above national 2/3 over the last three years. KS 1 phonics has increased from 86.7% to 92.9% over last three years.</li> <li>KS 2 RWM 2023. R- 75% (N- 72.6%), W- 74.1% (N- 71.5%), M- 78.6% (N- 72.9%). 3 YR average- R- 74.7% (above N 2/3, W- 75.6% (above N 3/3), M- 73.5% (above N 2/3)</li> <li>KS 2 RWM 2023 at GD. R- 14.3% (N- 29%), W- 14.8% (N- 13.3%), M- 21.4% (N- 23.8%). 3 YR average- R- 21.7% (above N 1/3,</li> </ul>

		<p>W- 14.6% (above N 2/3), M- 19.3% (above N 0/3)</p> <ul style="list-style-type: none"> <li>KS 2 2023 progress. R: -1.23 (N- 0.04) {2018: 0.1}, W: 0.87 (N-0.05) {2018: -1.2}, M: 0.61 (N- 0.04) {2018: - 2.2}.</li> </ul> <p>3 YR average- R- 0.30 (above N 1/3, W- 1.11 (above N 2/3), M- -0.01 (above N 2/3)</p>
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2	THE QUALITY OF EDUCATION	Strengths	Areas for Development	2
	Curriculum Intent, Implementation and Impact: Quality of curriculum, quality of teaching, reading and achievement.	<p><b>Headline Data 2023</b></p> <ul style="list-style-type: none"> <li>+ KS2 maths continues to improve with from 2018, to be slightly above national at 78.6% (Nat- 72.9%).</li> <li>+ KS 2 RWM 2023. R- 75% (N- 72.6%), W- 74.1% (N- 71.5%), M- 78.6% (N- 72.9%).</li> <li>+ KS 2 RWM 2023 at GD. W- 14.8% (N- 13.3%).</li> <li>+ KS 2 2023 progress. W: 0.87 (N- 0.87)), M: 0.61 (N 0.04).</li> <li>+ Results for KS 1 – 92.9% (Nat 88.6%)</li> </ul> <p><b>July 2023</b></p> <ul style="list-style-type: none"> <li>+ In year progress across the school is slightly below expected progress at 5.8 (Expected 6.0) {% making more than expected- R- 21%, W- 19%, M- 20%) EYFS- 5.7 (Expected 5.0)</li> <li>+ PP children (Y1- Y6)-made comparable progress in reading 5.6/5.8, and more in maths to non-PP- 6.3/5.7</li> <li>+ Children of SEND (Y1- Y6) achieved slightly above to whole cohort with 6.0 to 5.8</li> <li>+ PP children (EYFS)-made comparable progress in reading and writing to non-PP and the school cohort within the school- 5.6 {5.8}. (R- 5.7 {5.9}/W- 5.5 {5.8}/M- 5.7 {5.6})</li> <li>+ Children of SEND (EYFS) achieved 6.0 comparable to whole cohort of 5.8</li> <li>+ During lesson observations and staff CPD, teachers invest a huge amount of time in ensuring their subject knowledge is secure in each area.</li> <li>+ Lesson observations, learning walks, book shares and pupil progress meetings indicate that teaching is 'Effective' or better.</li> <li>+ 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 shares and lesson observations. Follow ups and CPD are linked to the findings. There is a constant drive to be better.</li> <li>+ A programme of staff development is in place to develop teaching and learning across the school.</li> <li>+ School has achieved Bronze mark for MFL, Silver for Artsmark and Gold for Schools Games in PE.</li> <li>+ We have specialist teachers to teach PE, music and ICT, which ensures the high quality of these lessons.</li> </ul>	<ol style="list-style-type: none"> <li>Increase the rate of progress from starting points, including key stages closing the gap in knowledge across the school. <b>SDP OBJECTIVE 1, 2, 4, 5 responses to KS1 &amp; KS2 progress data results &amp; Ofsted</b></li> <li>Increase the number of children achieving SECURE in reading within KS 1 by focusing on teaching of Phonics, paired reading and reading for pleasure <b>SDP OBJECTIVE 5, response to KS1 results &amp; Ofsted</b></li> <li>Increase the number of children achieving SECURE in maths within KS 1 and 2 by focusing on teaching of maths and maths mastery. <b>Maths DP, response to KS2 results &amp; Ofsted</b></li> <li>Increase the number of children achieving SECURE &amp; EXCEEDING in R/W/M by making at least expected/rapid progress by focusing on quality teaching and learning. <b>SDP OBJECTIVE 1, 2, 4. 5 &amp; Maths DP, response to KS1 &amp; KS2 results &amp; Ofsted</b></li> <li>Increase the rate of progress for children with SEND/PP and boys. <b>SDP OBJECTIVE 2, Response to SATs results &amp; school progress data</b></li> <li>To teach 100% consistently effective lessons and increase the amount of consistently high lessons through an effective leadership and phase leader team. <b>SDP OBJECTIVE 1</b></li> <li>The intent and implication of the curriculum is shared and consistent across the school in all subjects- including the foundation subjects. <b>SDP OBJECTIVE 1 &amp; 3</b></li> </ol> <p>There are strong connections across the curriculum, building on prior knowledge, sticky knowledge and cross curricular links, with a focus on high quality, purposeful texts, resources and 'tier 3'.</p>	

		The children have a vast range of opportunities to compete in sporting events.	SDP OBJECTIVE 3	
3	<b>BEHAVIOUR AND ATTITUDES</b>  Including attitudes in lessons & around the school, ethos, behaviour & conduct, contribution to school, attendance, exclusions, relationships and safety.	<b>Strengths</b> <ul style="list-style-type: none"> <li>+ Behaviour and safety in the school is good. The school has a positive relationship and behaviour policy which is implemented consistently by the high expectations of children from all staff.</li> <li>+ Our pupils' positive behaviour and conduct can be demonstrated through their excellent attitude to learning. Low-level disruption isn't tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school.</li> <li>+ 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.</li> <li>+ Children's pride in and contribution to their school through a wide range of roles and responsibilities.</li> <li>+ During lunchtimes Play Leaders support active play. Friendship Ambassadors help children to manage their friendships issues and a pastoral intervention is in place for children who struggle during unstructured provision.</li> <li>+ Pupils understand safety and feel safe in the school. They speak (including during a recent visit by Dr. Rebecca Clarkson Senior Lecturer in Education Faculty of Health, Education, Medicine and Social Care Anglia Ruskin University as part of DfE Learning Behaviour Lead training as part of EEF project) with genuine passion about the relationship and behaviour policy, how they are kept safe in school and that they know who to talk to if they have any concerns.</li> <li>+ 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.</li> <li>+ Punctuality is monitored daily. Parents are contacted to meet with the Headteacher if there are persistent issues.</li> <li>+ The Pupil Premium grant is used to support children in the way that will have the biggest impact on their schooling. Examples include providing support to develop the school curriculum, additional adult support in classes and funding to enable all children to go on school trips. A full report of the planned expenditure for 2023-24 can be seen on the school website.</li> <li>+ Safeguarding systems and procedures are rigorous, the Headteacher is a T4T &amp; Assistant Head is T4T for On-Line Safety and all staff and volunteers receive annual safeguarding training and all school stakeholders are constantly updated on safeguarding issues, policies and procedures.</li> </ul>	<b>Areas for Development</b> <ol style="list-style-type: none"> <li>To improve and ensure school attendance is above national outcomes. <b>OBJECTIVE 6</b></li> <li>To improve and ensure persistent non-attenders attendance is the same as the school average and above national averages. <b>SDP OBJECTIVE 6</b></li> </ol>	2
4	<b>PERSONAL</b>	<b>Strengths</b>	<b>Areas for Development</b>	2



<p><b>DEVELOPMENT</b></p> <p>Including personal development of children, experiences &amp; opportunities, SMSC, pastoral support, British Values, equality &amp; diversity, citizenship &amp; wider Contribution.</p>	<ul style="list-style-type: none"> <li>+ The wide range of curricular and extra-curricular experiences and opportunities available to the children and the take up of these.</li> <li>+ 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.</li> <li>+ Pupils at TSM explore different beliefs, through religious education lessons taught once a week following the Emanuel scheme of work.</li> <li>+ Pupils have started to learn what it means to be a global citizen and their role within society through the wider curriculum and PSHE.</li> <li>+ 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.</li> <li>+ We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect differences in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> <li>+ Several leadership opportunities are given to children including Sports Ambassadors, Playground Ambassadors, Friendship Ambassadors, School Council Ambassadors, Eco Ambassadors, JRSO's, Lead Ambassadors and On-line Safety Ambassadors.</li> <li>+ The school has a strong Ambassador Team, chaired by the Lead Ambassadors (from Y6), 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 new KS 1 reading bags, changes to the school uniform code and the repurpose of the courtyard for use as a mini allotment and wildlife area.</li> </ul>	<ol style="list-style-type: none"> <li>For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives <b>SDP OBJECTIVE 7</b></li> <li>To provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens, where they will understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities <b>SDP OBJECTIVE 7</b></li> </ol>
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5	LEADERSHIP/ MANAGEMENT	Strengths	Areas for Development	2
	<p>Including vision, CPD, staff workload &amp; wellbeing, community engagement, governance and safeguarding.</p>	<ul style="list-style-type: none"> <li>+ The governors and Headteacher have a clear and ambitious vision for providing a high-quality education to all pupils. The school improvement plan evidences the commitment and impact of the school in challenging all pupils.</li> <li>+ A culture of high expectations and positive attitudes.</li> <li>+ Teaching is continually improving because leaders are linking the quality of teaching and assessment to its impact on student's progress. This has resulted in a more accurate judgement on teaching.</li> <li>+ Subject leadership would be further enhanced through middle leaders using data to inform their subject one-page profile targets.</li> <li>+ Leadership and management is now stronger, more focused and more dynamic.</li> <li>+ A clear monitoring cycle of assess, plan, do, review allows for quick support and improvement within the performance management system.</li> <li>+ Governors are very robust in holding the school to account, the monitoring of the</li> </ul>	<ol style="list-style-type: none"> <li>To develop and maintain clearly defined roles and responsibilities across SLT and Phase Leaders to improve quality of teaching and learning. <b>SDP OBJECTIVE 1</b></li> <li>To continue to grow leadership skills and expertise at all levels. <b>SDP OBJECTIVE 1</b></li> <li>To continue to develop the school's SLT and Phase Leaders, while making leadership sustainable and effective <b>SDP OBJECTIVE 1</b></li> <li>To ensure all leaders have a clear understanding about teaching &amp; learning and progress across the school and their role in school improvement <b>SDP OBJECTIVE 1</b></li> <li>Continue to improve outcomes for disadvantaged and SEND pupils through effective use of funding. <b>SDP OBJECTIVE 2</b></li> </ol>	

		<p>school is valuable and the school is challenged by them to make constant improvement.</p> <ul style="list-style-type: none"><li>+ Leaders responsible for English and Maths make sure that all teachers plan and deliver lessons that result in good progress being made.</li><li>+ Analysis of data and pupils progress meetings are having a huge impact on pupil progress.</li><li>+ Performance management and pay links have helped improve teaching outcomes.</li><li>+ Relationships with parents are very positive. There is an active PTA.</li><li>+ Parent consultations take place at least twice a year with parents invited to open evenings and class assemblies. In September, we have 'Meet the Teacher' meetings giving all parents an opportunity to meet their new class teacher and to find out about the curriculum.</li><li>+ 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.</li></ul>	6. Ensuring the curriculum is ambitious, broad, balanced and offers high quality teaching & learning experiences (Inc. English and Maths). <b>SDP OBJECTIVES 3, 4, 5, 6</b>					
6	<b>EARLY YEARS</b> Quality of education, quality of teaching, communication & vocabulary, attitudes of children, parental engagement, achievement.	<table><tr><th>Strengths</th><th>Areas for Development</th><th>2</th></tr><tr><td><p>All children are assessed within six weeks of entry into the FSU. This initial assessment supports staff to direct the children's learning and identify next steps. In addition, Reception children are assessed using the Government's Baseline Assessment (RBA). This assessment is a school progress measure. The children's speech and language development is assessed using the Infant Language Link speech and language assessment tool.</p><p>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.</p><ul style="list-style-type: none"><li>+ The standards attained by children at the end of their Reception year are variable due to their low starting points on entry</li><li>+ Progress for 2023 was 5.7 (expected 5) 89% of children made at least expected progress from on entry assessment. No child made less than 4 steps of progress. 67.9% reached a good level of development by the end of their Reception year. The percentage of children attaining a GOOD level of development at the end of their Reception year has been variable over the past 5 years</li><li>+ KUW and Listening, Attention &amp; Understanding identified from 2022 end of year results and a target in the 2022- 2023 development plan have increased from KUW- 60% to 75% and Listening, Attention &amp; Understanding- 47% to 82%</li><li>+ The quality of the curriculum &amp; children's voice within this.</li><li>+ The strong leadership &amp; teamwork</li><li>+ The learning environment, relationships and attitudes</li><li>+ The effective range of parental engagement initiatives including Tapestry</li></ul></td><td><ol style="list-style-type: none"><li>Ensuring the EYFS curriculum is ambitious, broad, balanced and offers high quality teaching &amp; learning experiences. <b>EYFS DP</b></li><li>Further develop the provision within EYFS including the outside environment <b>EYFS DP</b></li><li>Improve the effectiveness and quality of phonic teaching of all staff. <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of reading <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of writing <b>SDP OBJECTIVES 4 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of maths teaching of all staff <b>Maths DP &amp; EYFS DP</b></li><li>To develop children's skills and meet their needs in Communication and Personal, Social and Emotional Development <b>SDP OBJECTIVES 7</b></li><li>To develop the provision outside <b>EYFS DP</b></li><li>To develop, implement and monitor strategies/actions to increase the number of pupils who are [meeting/exceeding] expected levels of progress</li></ol></td><td></td></tr></table>	Strengths	Areas for Development	2	<p>All children are assessed within six weeks of entry into the FSU. 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The percentage of children attaining a GOOD level of development at the end of their Reception year has been variable over the past 5 years</li><li>+ KUW and Listening, Attention &amp; Understanding identified from 2022 end of year results and a target in the 2022- 2023 development plan have increased from KUW- 60% to 75% and Listening, Attention &amp; Understanding- 47% to 82%</li><li>+ The quality of the curriculum &amp; children's voice within this.</li><li>+ The strong leadership &amp; teamwork</li><li>+ The learning environment, relationships and attitudes</li><li>+ The effective range of parental engagement initiatives including Tapestry</li></ul>	<ol style="list-style-type: none"><li>Ensuring the EYFS curriculum is ambitious, broad, balanced and offers high quality teaching &amp; learning experiences. <b>EYFS DP</b></li><li>Further develop the provision within EYFS including the outside environment <b>EYFS DP</b></li><li>Improve the effectiveness and quality of phonic teaching of all staff. <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of reading <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of writing <b>SDP OBJECTIVES 4 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of maths teaching of all staff <b>Maths DP &amp; EYFS DP</b></li><li>To develop children's skills and meet their needs in Communication and Personal, Social and Emotional Development <b>SDP OBJECTIVES 7</b></li><li>To develop the provision outside <b>EYFS DP</b></li><li>To develop, implement and monitor strategies/actions to increase the number of pupils who are [meeting/exceeding] expected levels of progress</li></ol>	
Strengths	Areas for Development	2						
<p>All children are assessed within six weeks of entry into the FSU. This initial assessment supports staff to direct the children's learning and identify next steps. In addition, Reception children are assessed using the Government's Baseline Assessment (RBA). This assessment is a school progress measure. The children's speech and language development is assessed using the Infant Language Link speech and language assessment tool.</p> <p>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.</p> <ul style="list-style-type: none"><li>+ The standards attained by children at the end of their Reception year are variable due to their low starting points on entry</li><li>+ Progress for 2023 was 5.7 (expected 5) 89% of children made at least expected progress from on entry assessment. No child made less than 4 steps of progress. 67.9% reached a good level of development by the end of their Reception year. The percentage of children attaining a GOOD level of development at the end of their Reception year has been variable over the past 5 years</li><li>+ KUW and Listening, Attention &amp; Understanding identified from 2022 end of year results and a target in the 2022- 2023 development plan have increased from KUW- 60% to 75% and Listening, Attention &amp; Understanding- 47% to 82%</li><li>+ The quality of the curriculum &amp; children's voice within this.</li><li>+ The strong leadership &amp; teamwork</li><li>+ The learning environment, relationships and attitudes</li><li>+ The effective range of parental engagement initiatives including Tapestry</li></ul>	<ol style="list-style-type: none"><li>Ensuring the EYFS curriculum is ambitious, broad, balanced and offers high quality teaching &amp; learning experiences. <b>EYFS DP</b></li><li>Further develop the provision within EYFS including the outside environment <b>EYFS DP</b></li><li>Improve the effectiveness and quality of phonic teaching of all staff. <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of reading <b>SDP OBJECTIVES 5 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of writing <b>SDP OBJECTIVES 4 &amp; EYFS DP</b></li><li>Improve the effectiveness and quality of maths teaching of all staff <b>Maths DP &amp; EYFS DP</b></li><li>To develop children's skills and meet their needs in Communication and Personal, Social and Emotional Development <b>SDP OBJECTIVES 7</b></li><li>To develop the provision outside <b>EYFS DP</b></li><li>To develop, implement and monitor strategies/actions to increase the number of pupils who are [meeting/exceeding] expected levels of progress</li></ol>							



as a form of communication.

**SDP OBJECTIVES 2 & EYFS DP**

7

**OVERALL  
EFFECTIVENESS**












**Overall Effectiveness Judgement**

**2**

**Evidenced through:**

- School vision and values
- Curriculum drivers, planning and teaching
- Quality of education
- Curriculum content and wider opportunities
- Outcomes for our children
- Community work, including that of the School Ambassadors
- 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 this judgement
- SEO visits reinforce this 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		