



PATTISHALL CE PRIMARY SELF-EVALUATION 2020 – 2021

It is our mission to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will value you and work with you – so that you leave us knowing that you can change the world, as we grow together in God's love.

Context of the School:

Number on roll	154
Girls	47%
Pupils eligible for FSM in last 6 years	4%
Free School meals	2%
Pupils from minority ethnic groups	2%
Pupils with EAL	1%
Pupils with SEN Support	8%
Pupils with a statement of SEN/EHCP	1%
Attendance September 2020	95.2%

Summary of October 2016 Judgements:

Overall Effectiveness	Good
Effectiveness of Leadership and Management	Good
Quality of Teaching, Learning and Assessment	Good
Personal Development, Behaviour and Welfare	Outstanding
Outcomes for Pupils	Good
Effectiveness of Early Years Provision: Quality and Standards	Good/Outstanding

Our vision:

Pattishall CE Primary School is a small school with big ambition! We want our children to leave us, fully equipped for the next stage and knowing that they can change the world. Our ethos is rooted in nurturing talents and everything we do is done with love – with the child at the heart of every decision.



EVERYONE has the right to develop knowledge, skills and wisdom to take them on to the next step: knowledge of the world, critical thinking and practical, problem-solving skills and the wisdom gleaned from the best that has been thought and said. Disadvantaged children make expected progress. Our SEND children are supported and nurtured to make the best progress they can. Our more able pupils are challenged and their learning deepened... EVERYONE needs to be able to READ and WRITE in order to be able to access the CURRICULUM and to move on to the next stage in life. It is our mission is to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will nurture you, love you and work with you - so that you leave us knowing that you can change the world, as we grow together in God's love.

Our values:

The majority of pupils come from the surrounding villages although some travel from further afield. We are a Church of England school with close links to the parish church and the Methodist chapel. Our school ethos is based on 6 core Christian values linked to our 5 rules, which underpin everything we do in school. The values are reflected in our behaviour policy, collective worship and the school environment. Children are encouraged to THINK – be thoughtful, CARE – be kind, SEEK – persevere with courage, BUILD – co-operate, RESPECT – be respectful. They are ambitious and take risks whilst being challenged in their learning, using the language of Growth Mindset.

Shared vision:

Staff are involved in the development of the SDP and those with lead responsibilities have a role in monitoring the progress of these. Staff CPD is targeted to meet the objectives of the SDP. We have an SDP, which is updated following each SEF update. This links to the Monitoring and Evaluation schedule which in turn feeds into staff CPD. This also drives the Appraisal process. This year we are exploring the language of learning – metacognition and deepening Growth Mindset – as well as Paul Dix's model of behaviour, through our Nurturing Positive Behaviour Policy.

Parents and children are able to contribute to school improvement through our parent and pupil questionnaires. We timetable opportunities for parents to 'come into' (virtually during these times) school including open afternoons and class assemblies. We also have an open-door policy for after school so that parents can have regular informal contact with teachers (in line with Government Guidance on PPE and social distancing). The school uses ParentMail and Class Dojo to communicate with parents; as well as Twitter, Facebook and Instagram as marketing tools. Our Website is regularly updated with events and is linked to our social media.

As a result of pupil voice, the outdoor area is a pleasant and engaging environment to play in. We also have a stunning library at the heart of the school. The Friends of Pattishall have raised a vast amount of money to support the development of these projects. Our next move with the learning environment is to make it more inclusive – we are exploring the implementation of standing desks, a range of lighting options, and floor space for those who prefer to work lying down; plus, other sensory stimuli. Outside, we intend to develop the courtyard into a mindfulness garden, as well as open up our new Reading Cabin on the KS1 Playground. Our Forest School Garden is also being extended as we move towards becoming a registered Forest School.

Quality of education: Teaching is good. The curriculum is planned for progression. Learning is memorable as we have a strong handle on the psychology of working and long-term memory. Learning is engaging. Feedback is timely with an emphasis on a reduction in distance marking and an increase in coaching children to improve. Children are happy, safe and take pride in their work. Differentiation was the golden thread last year; particularly in maths and writing, which has led to a steep increase in our KS2 results year on year. Our most able learners are now making good progress. Self-evaluation is strong and weaker areas have been identified and targeted through CPD and appraisal.



Curriculum design: We recognise that 'knowledge' is available readily in this modern era; so, whilst we do gather information and learn about key dates, people and places, our main focus is on the skills we develop and the wisdom gleaned from the best that has been thought and said across the globe.

The knowledge, skills and wisdom within reading and writing are recognised in all subjects.

Our curriculum design is underpinned by a passion to broaden our children's cultural experiences and instil a love of learning. Our intention is to serve our community by strengthening our rural identity, whilst deepening the fundamental British value of tolerance and one of our core values - respectfulness. We aim to do this by considering the meaningful opportunities available, within a sequence of learning, to learn from (not just about) other cultures, faiths and communities. We are establishing an anti-racist environment through using auditing tools (from NEU) to help us ensure that racism has no place in our school and that our children are courageous advocates in the world. We have a passion for the physical process of learning and understand learning has to be engaging, repetitive and connected in order to form schemas of connected neural pathways. We are using the language of metacognition, including Growth Mindset, in order to empower the children to reflect on their learning.

Golden threads:

- *Cultural diversity and anti-racism* – to be outward facing, learning **about and from other cultures**, faiths and communities
- *Reading* - Putting **reading** the heart of the school and the curriculum: if children can read by age 6, they will have a more developed working memory and will therefore find following instructions and sequencing tasks much easier as they travel through school.
- *Global citizenship*. Working with our pupil's voices to take note of global issues and stand up for what they believe is right. In particular, addressing the plastic crisis. - using **wisdom to inform action**.
- *Curriculum design* - Using metacognition to establish the **language of learning** to empower the children to be able to identify their areas for development and be active in seeking support.
- *SEND and PP* - To ensure that our most vulnerable learners are **at the heart of our school** and our planning.

We also...

Ensure that **all** learners make good progress across the whole curriculum.

Provide children with opportunities to gain *cultural capital* - learning from the best that has been thought and said - across the globe; giving our pupils **hope** and **aspiration**.

1 Corinthians 16: 13-14. Love is our core value - we use **nurture** and natural consequences. We believe in helping as many children as we can to be in the right emotional place to access a curriculum that will set them up for the next stage.

Behaviour and attitudes: Behaviour is exemplary. FTEs are very rare. The Bound and Numbered Book is used rarely. Incidents of bullying are rare. The Nurturing Positive Behaviour policy sets clear boundaries. Everything we do is done with love and as an Attachment Aware school, we recognise that all negative behaviour is a child's way of communicating that something (environment, friendships, family) is wrong, it is our job to help them resolve that. We run a nurture provision, and this permeates the classrooms. Our PSHE teaching is good. Children feel happy and safe to talk about the things that worry them.



Leadership: Leadership is good. The very experienced SLT are a united front who drive school improvement forward through planned opportunities for CPD that meet the needs of the SEF and therefore the needs of the pupil community. Decisions are made with the child's best interests at heart; which includes discussions around taking something away when a new initiative is added to avoid increasing workload and ensure we are working effectively. Middle Leadership and Subject Leaders have autonomy and are responsible for the monitoring and evaluation of their subjects. This has been developed as a team through agreeing what good or better learning looks like. The model of Learning Studies was adopted last year, to ensure a well-rounded picture of the progress children make.

The SLT is made up of the Head, Deputy and Inclusion Manager and Senior Teacher. The Head has recently taken responsibility for Assessment, MFL and EVC. The DHT has responsibilities for RE and Pupil Premium; as well as managing the general support team. The Inclusion Manager is non-teaching and responsible for the SEND and most able pupils; as well as managing the support team, SEMH Panel and nurture team. The Senior Teacher is responsible for reviewing the curriculum as well as managing the MDMS team and mentoring our HLTAs.

Safeguarding:

Safeguarding of pupils is a priority for all staff: regular training and ongoing discussions promote awareness of these issues. Visitors are made aware of safeguarding procedures and their role within this. Child protection information for pupils is delivered through our PSHE provision. Automatic monitoring of IT use is in place.

EYFS: EYFS is good with many areas of excellence. The children make exceptional progress (44% baseline to 76% GLD). Teaching is progressive, child led with targeted activities through 'mini-me'. PSD is a priority. Children are well supported and enjoy coming to school. They get to know their teacher through home visits and a graduated start. They also have a Year 6 buddy to help them settle in. Early reading is a priority. All children have passed the phonics screening by the end of Year 2.

Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14.

Quality of education	Good Grade Descriptors	Evidence – prove it...	Grading	Action for growth:	SDP objective
Intent	The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed.	SLT Leader for Curriculum Curriculum audit Vision statement Opportunities for leadership and pupil voice Through planning, linked to our SDP golden threads, children are exposed to the works of those who have had an impact on the world's history. We are working towards an enquiry-based curriculum, the evidence of which will be the questions that the children devise, research and respond to, in their books.	3/2 We are on a journey to embed this	Continue to develop a creative approach to presenting and connecting learning, moving away from Twinkl and worksheets. Continue to develop and enquiry-based curriculum, where the focus is on unpicking 'big questions' and formulating theories from discussion: leading to <i>wisdom</i> .	2a



		Through visitors and trips, the curriculum is enhanced to provide children with aspirational role models and cultural capital. The evidence is held within pupil voice and resultant discussion / work.																		
	The curriculum is planned and sequenced to cumulatively build KSU.	SLAPs Milestones document English / Topic LTP 'Big' events	As above	2020-2021 is our first full year using the CQ milestones for planning progression so this will be tighter than ever and a clear focus for Learning Studies.	2d															
	The curriculum is successfully designed and adapted to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency.	<ul style="list-style-type: none"> • Helping Hands • SEND/PP pupil voice • SEND/PP learning studies • SENDCo / PP SLAP – SEND pupils are at the heart of our planning • Learning Plans <p>Attainment:</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>2/10 E+</td> <td>3/10 E</td> <td>2/10 E or below</td> </tr> <tr> <td>5/10 WT</td> <td>6/10 E+</td> <td>5/10 WT</td> </tr> <tr> <td>0/10 WA</td> <td>0/10 WT</td> <td>1/10 WA</td> </tr> <tr> <td>0/10WA+</td> <td>3/10 WA</td> <td>3/10 WA+</td> </tr> </table> <p>Progress to Spring 2020: Reading – 80% expected 10% better Writing – 90% Maths – 100% with 10% better than Combined ARE – 0%</p>	Reading	Writing	Maths	2/10 E+	3/10 E	2/10 E or below	5/10 WT	6/10 E+	5/10 WT	0/10 WA	0/10 WT	1/10 WA	0/10WA+	3/10 WA	3/10 WA+	2	<p>Continued M&E of SEND cohort by SENDCo</p> <p>We are improving progress for SEND and disadvantaged children based on their starting points by providing time for the teachers to work with the pupils in order to move their learning on; particularly in Maths (although 3 of the 4 off track and below pupils have specific weaknesses (potentially dyscalculia) in Maths) and in GD reading for two pupils.</p> <p>We are developing the role of meta-cognition in ensuring SEND pupils are supported in understanding the ways they learn best. Our individual Learning Plans have been designed to deeply understand the importance of the child's voice and in sharing arrangements for support.</p> <p>We focus on providing carefully differentiated work and support in class and interventions in our school have been streamlined and are all based around a precision teaching model.</p> <p>We have invested in new assessment tools to help us identify children requiring additional support.</p>	3d
Reading	Writing	Maths																		
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	Pupils study the full curriculum - a broad range of subjects.	Curriculum maps Class Dojo Classroom Walls Weekly timetables Long term planning Subject Leader monitoring – timetables and overviews	2	We have recognised the need for more online safety and cultural diversity through a curriculum audit.	2a 2c
Implementa tion	Teachers have a good knowledge of subjects they teach.	Regular CPD during staff meeting time eg. Maths TRG feedback, Book Talk, Talk for Writing, History – chronology, Metacognition. Regular external CPD through the Diocese (Gold SLA) and Local Authority: CPD records on SIMs and in HT reports to Governors. Staff meeting minutes and staff questionnaires	2		
	Teachers present subject matter clearly, prompting appropriate discussion. They check pupil's understanding, provide clear feedback and adapt.	Learning walks Learning studies Marking 1:1 teacher / pupil conferences	2	Developing AfL and metacognition across the school: particularly in how the children present their work.	2b
	Teaching is designed to help pupils remember long term.	Staff plan for opportunities to apply skills from English and maths across the curriculum to facilitate 'sticky learning' The evidence of this lies in our internal and external assessment results.	2	Through our work on metacognition, we will be using spacing and retrieval theory in order to ensure that information is processed and moved to the long-term memory.	2b
	Teachers and leaders use assessment well.	Staff use unit pre assessments in maths to inform their planning. Teachers assess reading through RWI in EYFS and Year 1 and through Book Talk Year 2 – Year 6. Books are matched to sounds in KS1. Hertfordshire Framework for writing is used to assess writing against the National Curriculum. All internal data is stored after each data drop on Otrack, where attainment and progress can be monitored by the subject leads and SLT. Pupil Progress Meetings are held between SLT and teaching staff after each data drop to monitor any children who may need further support.	2	We have invested in more detailed Reading assessments as part of our COVID-19 catch up, which will enable more detailed planning for progress in reading in KS2.	1b



		<p>Overviews of progress and attainment are shared with the Governing Body.</p> <p>Bi-weekly SEND planning meetings between the teaching team and SENDCo allow for professional discussions around planning the Helping Hands and differentiation needed for those who might find a new concept challenging - in particular the SEND cohort and lower 20%.</p>			
	Teachers create an environment focussed on pupils.	<p>Our learning environments are unique to the teacher, although we do have some commonality with regards to our core pedagogical principals. The evidence of this can be found:</p> <p>Learning walks – where resources are situated</p> <p>CPD around classroom environments: learning walls</p> <p>Metacognition work – CPD</p> <p>Zones of Regulation</p> <p>Helping Hands</p> <p>Teaching and Learning Policy</p>	2		
	The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned.	<p>Extensive CPD for all staff on the Mastery approach in Maths as well as appropriate differentiation.</p> <p>Investment in GD resources to stretch and challenge those ready for it.</p> <p>Evidence in Learning Studies and books of children working at GD.</p> <p>Increased number of Combined GD scores over the past 4 years from 0% combined GD to 17% combined GD.</p> <p>Most KS1 GD children make expected or better progress.</p>	2	<p>To continue to challenge those with those with the potential for mastery and lessen the gap between boys and girls.</p> <p><i>GD boys in reading</i> <i>ARE boys in writing</i> <i>ARE girls in maths</i></p>	6a 6b 6c 10a
	Reading is prioritised.	<ul style="list-style-type: none"> • RWI in EYFS and KS1 • Reading homework • Incentives • Updated Library • Book Talk • Reading corners • World Book Day • Reading Cabin • Reading Book Marks 	2	<p>YARC Assessment</p> <p>Potentially utilising Covid Catch Up to fund Accelerated Reader (research underway).</p> <p>Reading is the key to learning – we need to continue to embed reading at the heart of the curriculum and ensure that more able boys do not fall behind.</p>	9a



		<ul style="list-style-type: none"> • Book Squad • Regular staff training 																																																					
	A rigorous and sequential approach to the reading curriculum develops fluency.	<p>Implementation: RWI in EYFS and KS1 Book Talk from Y2 to Y6</p> <p>Impact KS1 Reading 2019: 80% / 20% KS2 Reading Spring 2020: 78% / 38%</p>	2	<p>KS2 Reading 2019: 65% / 25% <i>3 pupils didn't make ARE due: to reading speed (borderline for extra time) and one with previous mental health and anxiety who had been coping, up until the day.</i></p> <p>In order to address reading speed and improve the sequential approach in KS2, we are investigating Accelerated Reader as an assessment tool to support teacher assessments.</p>	9b																																																		
	The sharp focus on ensuring younger children gain phonics knowledge gives them foundations for the future.	Phonics screening over past four years has been: 100% 88% 90% 88% pass. With 100% passing by the end of Year 2.	2																																																				
	Teachers ensure that their own speaking and listening et al supports the children's leaning.	Focus on use of correct vocabulary and stem sentences in maths.	2	To be included in Learning Study discussions.																																																			
Impact	Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well.	Staff plan for opportunities to apply skills from English and maths across the curriculum See below for attainment and progress data.	2																																																				
	Pupils are ready for the next stage of education. They all achieve the best possible outcomes.	<p>ATTAINMENT: Year 6</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>2017 WA+</td> <td>65%</td> <td>75%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>2017 GD</td> <td>5%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2018 WA+</td> <td>73%</td> <td>64%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>2018 GD</td> <td>18%</td> <td>27%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2019 WA+</td> <td>65%</td> <td>86%</td> <td>85%</td> <td>65%</td> </tr> <tr> <td>2019 GD</td> <td>25%</td> <td>34%</td> <td>20%</td> <td>10%</td> </tr> </tbody> </table>		R	W	M	C	2017 WA+	65%	75%	10%	10%	2017 GD	5%	5%	0%	0%	2018 WA+	73%	64%	55%	55%	2018 GD	18%	27%	0%	0%	2019 WA+	65%	86%	85%	65%	2019 GD	25%	34%	20%	10%	2	<p>We continue to embed the work around accelerating the progress of reading in KS2, particularly with our boys who achieved GD at KS1. (Accelerated Reader?)</p> <p>TARGETS (based on EYFS exit data)</p> <table border="1"> <thead> <tr> <th>Year 2</th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>WA+</td> <td>75%</td> <td>63%</td> <td>81%</td> <td>56%</td> </tr> <tr> <td>GD</td> <td>19%</td> <td>6%</td> <td>19%</td> <td>0%</td> </tr> </tbody> </table>	Year 2	R	W	M	C	WA+	75%	63%	81%	56%	GD	19%	6%	19%	0%	1b 9b
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		<p>2020 WA+ 83% 78% 87% 74%</p> <p>2020 GD 61% 17% 30% 13%</p> <p>PROGRESS</p> <p>2018 56% 56% 33%</p> <p>2019 50% 95% 80%</p> <p>2020 91% 100% 91%</p> <p>The feedback we have from ex-pupils and parents is that the children are settled and making good progress at secondary school.</p>		<p>Year 6</p> <p>WA+ 91% 61% 70% 71%</p> <p>GD 26% 17% 17% 17%</p> <p>(2019 National Combined 65% 10%)</p>	
	Pupils work is of good quality.	From Learning Studies and book looks, we have seen excellent examples of children taking pride in their work, but it is not yet consistent enough – with a reliance on Twinkl worksheets in some subjects.	2	We are tackling positive presentation and pride in work through our work on metacognition.	2b
Behaviour and attitudes	There are high expectations for behaviour and conduct.	<p>The evidence of positive behaviour can be found:</p> <ul style="list-style-type: none"> • Learning walks • Behaviour records • Nurturing Positive Behaviour Policy • Anti-bullying Policy • Parent questionnaires • Pupil voice surveys • Zones of Regulation boards in classrooms 	2		
Anti-bullying	We all create a positive environment in which bullying is not tolerated.	<p>Incidents of bullying are rare and are investigated should they arise. Evidence of an anti-bullying culture can be found:</p> <p>Nurturing Positive Behaviour policy</p> <p>Updated Anti-bullying Policy</p> <p>Big Anti-Bullying Assembly</p> <p>Protective Behaviours</p> <p>No allegations of bullying since Summer 2019.</p>	2	Further work on raising awareness on the signs of bullying. Further work on recording allegations of negative behaviour.	19
Attendance	Attendance is good: even in light of COVID-19. We work with families for whom attendance is an issue in order to improve it	<p>Website</p> <p>Attendance monitoring inc letters</p> <p>Behaviour policy</p> <p>Attendance policy</p> <p>Home visit policy</p>	2	To continue to establish the message to encourage parents to avoid absence.	



	- through offering access to wrap around care.	95.2% September 2020 (approx 10% tested)			
Attitude	Pupils' attitudes to their education are positive.	Our pupils are mostly positive about their learning Work around metacognition Learning walks ELSA and nurture provision	3/2	We are developing a shift in attitude through embedding our work on Growth Mindset and introducing active metacognition throughout the school, with a view to improve the mindset towards education, particularly for the bottom 20%.	2b
FTE	Fixed-term exclusions and internal exclusions are used appropriately.	2017-2018 we had 16 FTEs over 3 pupils. for violent and disruptive behaviour. We worked with external agencies and developed out nurture provision to reduce FTEs to 0% this year. Case studies – RS, SLP, NW ELSA / nurture	2	Developing our position as part of the SEMH panel	3e
SMSC	The curriculum extends beyond the academic, vocational or technical and provides broader development. Enhancing SMSC.	Residentials Involvement in Carnival RE / School Council minutes and impact Eco-school award Charity work – SIAMS SEF Healthy schools PSHE Arts / extra-curricular opportunities	2	Further development of The Arts, with a focus on cultural capital is planned for. SC are refocussing their purpose in 2019-2020 on courageous advocacy.	20a 20b 20c
Resilience	Curriculum and wider work supports pupils to be confident, resilient and independent.	Metacognition: including Zones of Regulation and Growth Mindset VIP awards ELSA PSHE Sports strategy Residentials	1		
Talents	The school offers a wide range of opportunities to nurture, develop and stretch pupils' talents.	NMPAT Music lessons for whole classes: brass, guitar, violins with a view to continue if they have a particular interest. Music Café three times a year allows children an opportunity to perform Productions and performances Church assemblies	3/2	From the CPD we have put in place and the Learning Studies done, we know that within the classroom, stretch and challenge is embedded in reading, writing and maths. It is developing in Science and is a focus for other subjects: we are particularly looking at progression in foundation subjects between paired year groups	2d 10a 15a 16a 17a



		<p>Sporting fixtures through the Champion Cluster – teams selected</p> <p>Out of school hours clubs nurture children’s interests and talents</p> <p>Within the classroom, planning is differentiated to ensure that those who are able to deepen their understanding can and do</p>		and discovering children’s talents in a wider range of subjects.	
FBV	The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values.	<p>Development of 2018 values and SMSC policy (with Diocese).</p> <p>Our values and rules are designed to tie together with FBV’s</p> <p>Anti-racist focus</p>	2	Discrete teaching of FBVs consistently applied across the school	2c
Equality and diversity	The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect the difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	<p>Equality policy</p> <p>RSE</p> <p>PSHE</p> <p>RE</p> <p>Anti-racist agenda – see website page</p> <p>Anti-racist message through assemblies</p> <p>Active development of global biographies within history and science units.</p> <p>Carnival</p> <p>Diwali</p> <p>Black History Month</p> <p>Languages Day</p> <p>Collective Worship and assembly (e.g.: Bart)</p>	2	Using the NEU auditing tool, we are auditing our curriculum with an anti-racist focus.	2c
Anti-discrimination	Pupils engage with views, beliefs and opinions that are different from their own in considered ways. No forms of discrimination are tolerated.	<p>P4C as part of regular practice</p> <p>Anti-racist approach</p> <p>Through our values and the way staff model relationships, our children are accepting and kind.</p> <p>Topics around different kinds of family are covered in PSHE. Our emphasis is always on love - as our core value.</p>	2	As above	2c
Citizenship	The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens.	<p>Through planning, the children are given opportunities to focus on world issues and become responsible citizens:</p> <ul style="list-style-type: none"> • Harvest assembly – focussing on food for all • Wellie day – raising money for the local food bank 	2	<p>Global Neighbours Project</p> <p><i>The scheme aims to increase pupils’ understanding of the root causes of poverty and injustice, as well as engage and empower pupils as agents of change in the transformation of our world. Participation in the scheme will support schools that are seeking to</i></p>	2c



		<ul style="list-style-type: none"> Australia Day – learning about and raising money for the devastating fires in 2020 <p>We also have an active School Council, who conducted a 'general election' in house in 2019, and who are keen to raise money for charities that impact the children and adults in our school.</p> <p>During Lockdown, we raised over £500 for Wear a Hat Day to support one of our TAs and the Brain Tumour Awareness Charity.</p> <p>Our topic themes also cover global issues such as climate change, with Years 1 and 2 studying extreme weather and Year 5 and 6 exploring deforestation and the impact of palm oil.</p>		<p><i>advance the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, strengthen the 'promotion of fundamental British values', promote critical thinking across the curriculum, and strengthen links with the local community. Global Neighbours can also enhance Religious Education provision in schools by increasing pupils' knowledge and understanding about why and how Christians, along with people of other faiths and those of no faith, want to change the world to one where everyone can live a full life, free from poverty.</i></p> <p><i>By helping pupils to claim their voice as global citizens, participation in the scheme will support schools develop and showcase their work in helping their pupils to become active global citizens and courageous advocates for change in the world, from a local to global level.</i></p>	
Leadership and management	Leaders have clear and ambitious vision for providing high quality education for all pupils: strong shared values, policies and beliefs.	We have clear ambitions to provide high quality education for all. We have strong shared values (inset 2018). Learning walks Book looks	2		
CPD	Leaders focus on improving teacher's subject, pedagogical and knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.	We are focused on improving teachers' subject knowledge in order to enhance the curriculum. We also foster teacher's expertise – disseminating this as well as utilising it with clever timetabling. Gold SLA with diocese. CPD records Schedule of staff meetings ties to M&E schedule and SDP PPMs used to target individual children.	2	Staff to be pro-active in seeking CPD and evaluating CPD Further work on AfL planned	21
Programme of study	Leaders aim that all pupils successfully complete their programmes of study. Support for staff. Inclusive culture.	Strong in Writing and Maths following focussed work 2017-2019.	2	Development of the middle leadership team has been fast-paced and strong; however more time to embed their monitoring and evaluation is needed to ensure that all subjects have the same focus.	22



Community engagement	Leaders engage effectively with pupils and others in their community.	In 'normal times' we were very active within the community and are looking for ways to do this virtually or socially distanced whilst in the midst of the pandemic. <ul style="list-style-type: none"> • Open evenings • Open ERIS • Produce Show • Church services • Remembrance • FoPs events • Community readers • Surveys • Invitation to online collective worship 	2	Engaging parents in online resilience training	23
Stress	Leaders engage with staff are aware and take into account the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	SLT engage with staff effectively taking into account well-being and the pressures of teaching. Well-being lead Well-being audit Well-being day; 6 events = a day; residential thank you day Marking policy Learning Studies = wholistic approach; no 'observations' Subject Leader time Mentors for new staff Supervisions for HLTAs and ELSA	2	Appraisal includes a conversation around well-being	
Staff bullying	Leaders protect staff from bullying.	Communication is via the office email (normal times) Parent code of conduct Staff code of conduct Open conversations with regards to Class Dojo communications Whistleblowing policy There have been no reported cases of staff bullying	2		
Statutory duty	Those with a responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010 and other duties	Termly Safeguarding meetings with the HT and Safeguarding Governor and Health and Safety Governor SCR scrutiny by Safeguarding Governor Safeguarding report to Governors July 2020 Policy reviews: Safeguarding and Child Protection, Prevent and Equality, as documented in Governor minutes	2		



	in relation to Prevent duty and Safeguarding.	Governors attend annual Safeguarding and Prevent training September 2020, Governors and staff attended the NREC / NEU Anti-racism training																					
Pupil premium	Level of funding. How it is spent. Rationale for spending Learning and progress of PP pupils.	<ul style="list-style-type: none"> Pupil Premium Strategy on website Pupil Premium Reports to Governors – including questions as documented in Governor minutes £13,780 for 8 PP pupils (7 in KS2) PP Lead = DHT PP Statement uses EEF research and PPMs <p>Attainment:</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>3/10 E+</td> <td>1/10 E</td> <td>1/10 E</td> </tr> <tr> <td>1/10 WT</td> <td>1/10 E+</td> <td>2/10 E+</td> </tr> <tr> <td>2/10 WA</td> <td>3/10 WT</td> <td>2/10 WA</td> </tr> <tr> <td>3/10 WA+</td> <td>3/10 WA</td> <td>3/10 WA+</td> </tr> <tr> <td>1/10 GD</td> <td>2/10 WA+</td> <td>1/10 GD</td> </tr> </table> <p>Progress:</p> <p>Reading – 70% expected progress Writing – 80% with 30% better than Maths – 60% with 30% better than Combined ARE – 50%</p>	Reading	Writing	Maths	3/10 E+	1/10 E	1/10 E	1/10 WT	1/10 E+	2/10 E+	2/10 WA	3/10 WT	2/10 WA	3/10 WA+	3/10 WA	3/10 WA+	1/10 GD	2/10 WA+	1/10 GD	2	COVID Catch Up Funding to be channelled to those who need it, in particular disadvantaged pupils who have developed greater gaps as a result of Lockdown.	1b
Reading	Writing	Maths																					
3/10 E+	1/10 E	1/10 E																					
1/10 WT	1/10 E+	2/10 E+																					
2/10 WA	3/10 WT	2/10 WA																					
3/10 WA+	3/10 WA	3/10 WA+																					
1/10 GD	2/10 WA+	1/10 GD																					
Safeguarding	Effective safeguarding procedures to ensure all children are kept safe.	4 DSLs with individual caseloads Bi-weekly DSL meetings Overview form Lesley Pollard Audit 2018 Safeguarding Action Plan Safeguarding Report to Governors 2020 Safeguarding Policy and COVID-19 addendum Regular Safeguarding meetings with Governor in charge Regular scrutiny of the SCR	2																				
EYFS	EYFS Lead adopts a curriculum that is ambitious and designed to give	The curriculum is thematic, based around the calendar as well as the children's interests.	2	Gaining a better understanding of Cultural Capital in EYFS so that a wider range of experiences can be offered to the children.	5b																		



	<p>children the cultural capital they need to succeed.</p>	<p>The environment is immersive within the theme (Diwali, Chinese NY, etc) Links to people who help us or who have influenced global history are talked about e.g. Neil Armstrong A wide range of activities are planned to promote discussion, awe and wonder. Visitors and trips enhance the curriculum. Evidence can be found on Tapestry and in Learning Walks evidence.</p>			
	<p>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</p>	<p>2018: 44% Baseline 76% GLD We have the same academic ambition for all children. Direct teaching enables learners to make better than expected progress. ELGs are the long-term plan - the end point. Development Matters statements used to provide the next step statements for individual children. From Baseline and regular assessments against the statements, key areas are picked out and activities planned for. Children are organised into fluid groups, which change according to what the theme or tasks are. There is continuous provision throughout the day, where questioning during observations takes the children on to their next step. Where there are gaps or areas for development, mini-me tasks help children to practise key skills. Phonics and Maths are taught in groups according to the Baseline. Evidence can be seen in our data drops and on Tapestry.</p>	<p>2</p>		
	<p>There is a sharp focus on ensuring that children acquire wide vocabulary, communicate effectively and secure knowledge of phonics.</p>	<p>We use RWI in Reception and Year 1, as the repetitive nature of the scheme and the structure means that learning is moved to the long-term memory. In small-world / role-play, staff actively model language. Stories are shared in small groups and as a class, with discussions about the vocabulary</p>	<p>2</p>	<p>'Think Tank' - a resource to inspire enquiry, Big Questions and discussion.</p>	



		The classroom is the third teacher – with vocabulary displayed through labelling. All evidence is available on Tapestry			
	The school's approach to teaching early reading and synthetic phonics is systematic and ensures that children can read words and simple sentences by the end of the year.	Phonics screening over past four years has been: 100% 88% 90% 88% pass. With 100% passing by the end of Year 2. Staff are expert in teaching phonics We use RWI in Reception and Year 1, as the repetitive nature of the scheme and the structure means that learning is moved to the long-term memory.	2		
	The school has the same academic ambition for all.	The EYFS curriculum is individualised, with clear next steps The team work with and regularly communicate with parents: at the first parents' evening support is offered around home learning and resources sent home to those who need it.	2	To develop the learning environment outside of the classroom to encourage boy's writing.	5a
Implementati on	Children benefit from meaningful learning across the curriculum.	The impact of the curriculum on what the children remember is strong. Progress 2019: Reading 93.8% Writing 87.5% Maths 87.5% SSM 93.8% Everything else 100% The environment supports learning Children are taught to be healthy Parents are informed of progress through Tapestry	2		
	Staff are knowledgeable about the area of learning they teach. Staff are expert in teaching phonics. Books match knowledge.	We use RWI in Reception and Year 1, as the repetitive nature of the scheme and the structure means that learning is moved to the long-term memory. We have invested in new resources to ensure that books match sounds.	2	To invest in more books.	



	Staff present information clearly to children, promoting appropriate discussion. Respond and adapt (AfL)	100% of children in 2019 reached the three PSED ELGs following a baseline of 86.7%. The teaching in EYFS is always adapting according to the observations made and the conversations had. The staff are skilling in their questioning to enable children to move on to their next steps. This is evidenced on Tapestry and through Learning Studies.	2	To display children's next steps for staff to sharpen focus on moving individuals forward.	1b
	Staff read to children - new words, ideas, concepts	Games, stories and songs are part of daily life as seen in Governor monitoring visits, learning studies and learning walks. Children are highly motivated and keen to join in.	2		
	Staff are knowledgeable about the teaching of early Maths. Basis for more complex teaching later on.	We started using WRH in September 2019, working on Mastery – e.g.: up to number 5 up until Christmas. Training and observations of other practitioners carried out beforehand. Resources such as numicon are used in a very practical approach. Evidence can be found on Tapestry.	2		
Overall effectiveness	Pattishall CE Primary School is a GOOD school.	Leadership Safeguarding Behaviour Teaching Progress over 4 years Progressive and outward facing	2	<ol style="list-style-type: none"> 1. Covid recovery 2. Curriculum design – Global Neighbours and Anti-racism 3. Metacognition: presentation, pride, active learning 4. Reading progress 5. SEND and PP at the heart of our school 6. Curriculum progression in foundation subjects 7. Maths and writing – challenge those with the potential for mastery 	