



## **PATTISHALL CE PRIMARY SELF-EVALUATION 2019-2020**

*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	145
Girls	49%
Pupils eligible for FSM in last 6 years	6%
Free School meals	2%
Pupils from minority ethnic groups	2%
Pupils with EAL	2%
Pupils with SEN Support	6%
Pupils with a statement of SEN/EHCP	1%
Attendance 2017/2018	95.8%

### **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. It is 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 here 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 – deepening Growth Mindset – as well as Paul Dix's model of behaviour.

Parents and children are able to contribute to school improvement through our parent and pupil questionnaires. We timetable opportunities for parents to come into 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. The school uses ParentMail, Titter and Facebook to communicate with parents.

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.

**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:** 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 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.

### **Golden threads:**

**Nurture:** Everything we do is done with love - we are immensely proud of our nurturing ethos and ELSA provision. Through the use of Zones of Regulation, Warm Welcome Wednesdays and our nurture team, we ensure that every child is in the best possible place to learn, knowing that they are loved, valued and able to achieve their dreams. We are a Silver TAMHs school, Silver Eco-school and Silver School Games School. We are going for gold in all of these areas in 2019-2020.

**Reading:** Reading is a priority. We know that children who can read by age 6 are more likely to have a better developed working memory and will therefore be able to process and retain instructions.



**SEND/Disadvantaged:** our most vulnerable learners are at the very centre of our planning. SEND planning meetings happen termly (Head covers classes so the teachers, support team and SENDCo can review EHCPs and Learning Plans). SEND Coaching sessions happen termly (SENDCo covers classes so the teacher can share Learning Plans with children). SENDCo meets with parents termly. SENDCo works with SEND children weekly and celebrates their target success on her own target tree. The PP children work 1:1 with the DHT weekly and celebrate their successes. All 19 SEND/PP children and 25 LP children are at the heart of the curriculum.

**Cultural Capital:** the vast majority of our children are so lucky. They are well read, exposed to rich language at home and enjoy a wide variety of experiences. In school we ensure that they extend their knowledge and understanding of the great and the good, so that they have a firm grasp on their heritage, those who made significant contributions to the way we live today and a sense of ambition - to want to change the world for the better.

**Behaviour and attitudes:** Behaviour is exemplary. FTEs are very rare. The Bound and Numbered Book is used rarely. The policy sets clear boundaries. Everything we do is done with love and as an Attachment Aware school, we recognise that poor 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 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 completed her NPQH. The DHT has responsibilities for Maths, RE, EVC, Students and Pupil Premium; as well as managing the support team and the PP Mentor. The Inclusion Manager is non-teaching and responsible for the SEND and most able pupils; as well as managing the 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	Framework	Evidence	Grading	Room for growth:	SDP objective
Intent	The curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.	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 Opportunities for leadership and pupil voice	2	Reading is the key to learning – we need to continue to embed reading at the heart of the curriculum and ensure that boys do not fall behind.	4a 4b 6a-g 7, 8, 9
	The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.	The curriculum is planned and sequenced to cumulatively build KSU. SLAPs Milestones document English / Topic LTP 'Big' events	2	2019-2020 is our first year using the CQ milestones for planning progression so this will be tighter than ever and a clear focus for Learning Studies.	6a-g
	The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.	Curriculum audit leading to work with Simon Aston and further development of opportunities to experience cultural diversity within topics. SMSC CPD, audit and policy EYFS visit the farm and KS1 use the locality for artistic inspiration. Focus on the progress of vulnerable learners.	2	We want to continue to develop local studies through our redesigned history curriculum.  We will continue to engage with local town events such as the Diwali parade and carnival.	1b 2a-d 6b
SEND	There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.	SEND pupils became the centre of our planning process in 2018: SEND termly reports and weekly meetings.	2	We have recognised the need for more online safety and cultural diversity through a curriculum audit.	2a-c
	The curriculum is broad and balanced. It is not narrowed.	All pupils study the full curriculum. Learning walls, pupil's books, pupil voice.	2	Subject leader monitoring and evaluation.	6a-g 7



		Monitoring and evaluation schedule			
	KSU at each stage are mapped and tracked.	Milestones document with mapped topics.	2	Subject leader monitoring and evaluation.	6a-g 7
	The NC, RE and RSE are all taught well.	RE / PSHE subject leads' learning studies.	2	Subject leader monitoring and evaluation.	6a-g 8c
<b>Cultural capital</b>	'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'	English / Topic LTP History topics – curriculum audit Pupil voice Displays	2	Greater consistency across the school. Appointment of Music Lead 'Big' events	6b
<b>Reading</b>	Children are able to read at an age-appropriate level.	English Lead learning studies Phonics screening 2019: 88% KS1 Reading 2019: 80% / 20% KS2 Reading 2019: 65% / 25%	2	KS2 Reading – 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.	4a-c
<b>Implementation.</b>	Teachers have expert knowledge of the subjects that they teach.	Support is provided - particularly in-house - for those outside of their area of expertise. Learning studies	2	Subject leader monitoring and evaluation.	1a
	Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.	Teachers check learning and adapt accordingly, providing direct feedback. Learning studies inc pupil voice	2	n/a	1a
<b>AfL</b>	AfL is used effectively and consistently.	AfL is use effectively in pockets. This is an area to develop consistency - work began in the Summer. Learning studies inc pupil voice Pupil books	3	Following CPD with Moulton (LA S2S) we are working on the consistency of our learning language.	1a
	The curriculum is structured to build up KSU, which is transferred to the long-term memory and applied in different contexts.	Work given is well pitched and recent differentiation work /CPD has paid off.  Milestone document Pupil voice / book looks Formative assessment	2	2019-2020 is our first year using the CQ milestones for planning progression so this will be tighter than ever and a clear focus for Learning Studies. Cognitive Load Theory	1c
	Assessment is used effectively and for the benefit of the children.	AfL, gap analysis (pre-assessments) and PPMs all inform planning.	2	Development of PPMs to include the child	1b



<b>Impact</b>	Good results as a result of a broad and balanced, well-taught curriculum.	<p>Reception 2019: 76% GLD            Year 1 Phonics: 88% (6%=1child)            KS1: R 80%/20% KS2: 65%/20%            KS1: W 75%/20% KS2: 85%/30%            KS1: M 75%/20% KS2: 85%/20%            KS1: C 65%/10% KS2: 65%/10%</p> <p>Reading is a priority: ERIS, Book Squad, Library, FoPs agenda</p>	2	<p>Reading speed in KS2 – 3 (15%) children didn't make ARE, whereby they have through the year on past papers.</p> <ul style="list-style-type: none"> <li>• RC borderline 90 wpm</li> <li>• TR SEMH issues</li> <li>• FPS (PP6) misjudged timings in the exam</li> </ul>	3a,3b 4a-c 5																		
<b>SEND</b>	<p>Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.</p> <p>Disadvantaged: 10 pupils out of 145            SEND: 8 pupils out of 145</p> <p><i>Our SEND and PP children are at the heart of our planning: they have the same opportunities as non-disadvantaged pupils. We are working on accelerating their progress by working with them as individuals.</i></p>	<p>SEND/PP pupil voice            SEND/PP learning studies            SENDCo / PP SLAP – SEND pupils are at the heart of our planning            Learning Plans</p> <p><b>Attainment:</b></p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>2/8 E+</td> <td>2/8 E</td> <td>4/8 E or below</td> </tr> <tr> <td>3/8 WT</td> <td>2/8 E+</td> <td>1/8 E+</td> </tr> <tr> <td>2/8 WA</td> <td>3/8 WT</td> <td>1/8 WT</td> </tr> <tr> <td>1/8 WA+</td> <td>1/8 WA+</td> <td>1/8 WA+</td> </tr> <tr> <td></td> <td></td> <td>1/8 GD</td> </tr> </table> <p><b>Progress:</b>            Reading – 50% expected progress            Writing – 62% with 12% better than            Maths – 62% with 12% better than            Combined ARE – 12% (1 pupil)</p>	Reading	Writing	Maths	2/8 E+	2/8 E	4/8 E or below	3/8 WT	2/8 E+	1/8 E+	2/8 WA	3/8 WT	1/8 WT	1/8 WA+	1/8 WA+	1/8 WA+			1/8 GD	2	<p>Continued M&amp;E of SEND cohort by SENDCo</p> <p>We need to improve progress for SEND and disadvantaged children based on their starting points by providing DHT with time 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>	2c
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2/8 WA	3/8 WT	1/8 WT																					
1/8 WA+	1/8 WA+	1/8 WA+																					
		1/8 GD																					
	Pupils know more, recall more and are better prepared for the next stage.	<p>Pupils' work is well-presented and of good quality.</p> <p>Pupil voice / interviews            New style PPMS</p>	3	<p>Allocated priority governor for curriculum development            More time to be spent investigating / seeking pupil voice / finding a useful formative assessment tool.</p>	8a																		
<b>Behaviour and attitudes</b>	A calm and orderly environment in the school and the classroom.	<p>Learning walks            Behaviour records</p>	1	n/a	8e																		



	The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.	We have high expectations of behaviour and conduct. We all create a positive environment in which bullying is not tolerated. Behaviour policy	2	Summer term plans to develop the policy in line with Paul Dix and our nurture provision.	8e
Attendance	A strong focus on attendance and punctuality so that disruption is minimised.	We work with families for whom attendance is an issue in order to improve it - through offering access to wrap around care. Website Attendance monitoring inc letters	2	To continue to establish the message to encourage parents to avoid absence.	8d
	Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.	Behaviour policy Attendance policy Home visit policy	2	Update behaviour policy as a team – Paul Dix	8d
	A positive and respectful school culture in which staff know and care about pupils.	Our pupils are positive about their learning Learning walks ELSA and nurture provision	1	N/a	9b
	An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.	Behaviour records Online safety policy Pupil survey Parent survey Development of PSHE policy	2	Further work on raising awareness of the signs of bullying and protective behaviours.	8d
FTE	FTEs are used effectively and alternative methods are used to ensure children are safeguarded and stay in school.	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	8d
	School supports pupils to develop in many diverse aspects of life.	Residentials Involvement in Carnival RE / Sports / extra-curricular opportunities	2	Further development of The Arts, with a focus on cultural capital is planned for.	6a-g
	Pupils are developing as responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	School Council minutes and impact Eco-school award Charity work – SIAMS SEF Healthy schools PSHE	2	SC are refocussing their purpose in 2019-2020 on courageous advocacy.	9a-c



FBV	We are developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.	Development of 2018 values and SMSC policy (with Diocese). Our values and rules are designed to tie together with FBV's	3	Discrete teaching of FBVs consistently applied across the school	8a-e 8f
	We are promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.	Equality policy RSE PSHE	2		8b
	We are promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.	Through our values and the way staff model relationships, our children are accepting and kind. Topics around different kinds of family are covered in PSHE. Our emphasis is always on love - as our core value.	2		8c
	We are developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	2018 - We have established a set of values, based on the virtues we have seen in successful Year 6 leavers in the past. Our collective worship reflects our core values	2	Develop a new display of the 2018 values.	8b, 8c
	We are developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	Language of Growth Mindset VIP awards ELSA PSHE Sports strategy Residentials	2		8a
	We are enabling pupils to recognise online and offline risks to their well-being and making them aware of the support available to them.	LA work with Simon Aston – parents, staff and KS2. Weekly update messages	2	We need to further engage parents with online resilience	8b 6b
	We are enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.	As above	2	As above	8b 6b
	We are developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.	Healthy school status upheld. Daily Mile Silver School Games Award (two points from Gold). Campion cluster sports package	1	Continue to embed this in order to achieve School Games Gold this year.	9b



	We are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.	RSE through 'Jigsaw' including staff training at INSET. Jigsaw Journals	2	Subject Leaders monitoring and evaluation.	8c
	We are supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	Move-up day PP/SEND transition meetings Liaison with secondary schools Enhanced transition for vulnerable pupils	1	-	-
SMSC : spirituality	Our pupils have the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	Understanding Christianity and the NCC Agreed Syllabus	2	Big questions and P4C 2019-2020 (DHT trained)	6a
	Our children have knowledge of, and respect for, different people's faiths, feelings and values.	As above – AT1 and AT2 – learning about and learning from religions. We recognise all major festivals.	2	As above	6a
	Our children have a sense of enjoyment and fascination in learning about themselves, others and the world around them.  They use imagination and creativity in their learning.	RE LTP Jigsaw LTP Learning walks Opportunities provided for spiritual development / awe and wonder: butterflies / guinea fowl / natural world topic	2	Further seeking of pupil voice	8a
SMSC: moral	Our children have the ability to recognise the difference between right and wrong. They have an understanding of the consequences of their behaviour and actions.	Behaviour policy	1	Development of the policy Summer 2020 in line with Paul Dix	8d, 8e
	Our children have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Jigsaw journals Work as a result of topic – e.g. persuasive letters to companies who use too much plastic	2	P4C Development of SC	6a
SMSC: social	Pattishall pupils use of a range of social skills in different contexts. They have a willingness to participate in a variety of communities and social settings.	Everyone comments on how polite our children are when representing the school. They articulate themselves well and ask meaningful questions. Pupil interviews School council Worship Team Book Squad Prefects	1	-	8a, 9b



FBV	Our pupils have an acceptance of and engagement with the fundamental British values.	Tightly linked with our school values and SMSC policy.	3	Discrete teaching of FBVs consistently applied across the school	8f
SMSC: cultural capital	They have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Participant in Northampton Carnival Study of Pattishall for WW1 centenary: showcase for local community 10/11/18	2	2019-2020 – change in history curriculum: Local Studies	8c
	Pattishall pupils have an understanding and appreciation of the range of different cultures.	Participation in Northampton carnival and carnival day RE topic LTP Jigsaw PSHE LTP	3	Action on SDP - 'Big events to reflect cultural events happening in society We are good at learning about, not from, other cultures.	8c
	They have an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	RE topic LTP Jigsaw PSHE LTP	3	As above	8c
	Our children have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Upper KS2 have a firm handle on the current state of affairs.	3	Development of SC Development of the explicit teaching of FBV across the school	8f
	There is a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.	School Games Silver School choir – PITP, Produce Show, in school events. Christmas and Year end shows Pupil voice – trips / visits / visitors	2	Going for Gold in 2020 Development of sketch-booking / learning from artists Music Lead SLAP to improve music	8a
	Our pupils have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.	RE subject lead learning studies and pupil voice	2	Capturing evidence	8c
	RSE is being taught to promote positive relationships.	Jigsaw	2	Continued subject leader monitoring and evaluation	8c
<b>Leadership and management</b>	Leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils.	We have clear ambitions to provide high quality education for all. We have strong shared values (inset 2018). Learning walks Book looks	1	-	8e
	A focus on better outcomes for pupils.	2019 Results Reception 2019: 76% GLD Year 1 Phonics: 88% (6%=1child) KS1: R 80%/20% KS2: 65%/20%	2	Continue to close the gap in boys' writing in EYFS and KS1 Reading progress across KS2	1a-d 2a-d 3a, 3b 4a-c



		KS1: W 75%/20% KS2: 85%/30% KS1: M 75%/20% KS2: 85%/20% KS1: C 65%/10% KS2: 65%/10%		Higher attaining boys progress in Reading Progress of vulnerable pupils, particularly mobile pupils.	5
	CPD for teachers and staff is aligned with the curriculum.	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	2	Staff to be pro-active in seeking CPD	-
	Leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations.	Strong in Writing and Maths following focussed work 2017-2019.	2	CPD 2019-2020: improving consistency of our language of learning. Subject lead M&E across wider curriculum Consistency in the teaching of Reading skills in KS2	4b
	Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education.	Open evenings Open ERIS Produce Show Church services Remembrance FoPs events Community readers Surveys	1	Engaging parents in online resilience training	6b 8b
	Leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.	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	1	Appraisal includes a conversation around well-being	-



		Learning Studies = wholistic approach; no 'observations' Subject Leader time Mentors for new staff Supervisions for HLTAs and ELSA																					
Pupil premium	<p>The pupil premium is used well founded in good evidence.</p> <p>We have a clear rationale for the spending of the Pupil Premium and have an intended impact.</p> <p>They monitor the learning and progress of disadvantaged pupils, as shown by published outcomes data.</p> <p>Governors monitor the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years.</p>	<p>PP Lead = DHT Learning mentor time for all PP PP Statement uses EEF research and PPMs</p> <p><b>Attainment:</b></p> <table border="1"> <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><b>Progress:</b> 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	3, but we have a plan that, with results to support it, will be a 2 within the year.	<p>We need to improve progress for disadvantaged children based on their starting points by providing DHT with time 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>Monitoring of PP needs to be tighter this academic year, with more regular discussions around the PP Lead's SLAP.</p>	2a
Reading	Writing	Maths																					
3/10 E+	1/10 E	1/10 E																					
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1/10 GD	2/10 WA+	1/10 GD																					
	Leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.	Monitoring and Evaluation Schedule Visit records Minutes from meetings HT reports	1	With the exception of our new Foundation governor and NQT who has recently taken on subject leadership. CPD is provided.	-																		
	Leadership is distributed.	SDP = SLAPS Monitoring and evaluation schedule	2	This year will be about building the bank of evidence to support this.	7																		
Governance	There is clarity of vision, ethos and strategic direction.	Love, nurture, growing talent, community. 1 Corinthians 16: 13-14	1	-	-																		
	<p>Governors hold leaders to account for the educational performance of the school and its pupils, and the performance management of staff.</p> <p>The governing body ensures that the school's statutory functions are carried out.</p>	Monitoring and evaluation schedule ensure that governors regularly meet Leaders to challenge and scrutinise progress. HT reports and FGB minutes	2	Development of strategic questioning and use of SLAPs through Governor CPD (Diocese)	-																		



	They oversee the financial performance of the school and making sure that its money is well spent, including the pupil premium.	HT reports FGB minutes Resource committee minutes The budget PP strategy PP Lead and PP Governor visit reports	2	Strategic use of funding with a decline in pupil numbers and a rise in salaries.	-
LA	The support and challenge from the LA has been acted upon with a positive impact.	Moulton – AfL and Maths Maths results rose to 80% ARE with 20% GD in Year 2 and Year 6.	2	Following 2019 Year 6 Reading results we are working with Lyncrest and Roade on developing our KS2 reading (as apt of my English Lead's NPQSL).	4b
Safeguarding	We <b>always</b> act in the best interests of children, pupils and students to protect them online and offline.	Lesley Pollard Audit 2018 Child protection policy Safer recruitment policy Home visits policy Child protection records Safeguarding training HR files	1	-	-
	We identify children, pupils and students who may need early help, and who are at risk of harm or have been harmed.	3 EHAs open 1 CiN	1	-	-
	We secure the help that children, pupils and students need, and if required, referring in a timely way to those who have the expertise to help.	SEND Lead's records of pupil referrals to the nursing team, CAMHs, EP, SEMH panel etc. Case studies	1	-	-
	We manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults.	No allegations 2018-2019 Safer recruitment policy HR files SCR	1	-	-
EYFS	Staff plan, design and implement the curriculum. All children's needs are met.	EYFS Lead adopts a curriculum that is ambitious and designed to give children the cultural capital they need to succeed. Children enjoy, listen attentively and respond with understanding.	2	Ensuring the curriculum places no limits or barriers for any learner.  Development of opportunities for boys to write.	
	The progress all children make in their learning and development relative to their starting points	2018: 44% Baseline 76% GLD We have the same academic ambition for all children. Direct teaching enables	1	Pilot of the new government baseline.	



	and their readiness for the next stage of their education is good.	learners to make better than expected progress.			
	We actively plan for children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.	100% of children in 2019 reached the three PSED ELGs following a baseline of 86.7%.	1	-	
	Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate/	Reading 93.8% Writing 87.5% Maths 87.5% SSM 93.8% Everything else 100%	1	To continue to ensure that boys foster an enjoyment for writing so that the gender gap does not develop.	
	The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.	Learning is meaningful Staff are experienced and knowledgeable about phonics and early Maths. The environment supports learning Children are taught to be healthy Parents are informed of progress through Tapestry	1	More rigorous M&E with evidence gathering from SLT	
	Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read systematically by using synthetic phonics and books that match the children's phonic knowledge.	The impact of the curriculum on what the children remember is strong. 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. 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	1	With small cohorts, whereby children are up to 10% each, it is difficult to achieve 95% pass at the end of Year 1. However, this is always our aspiration, which is why we invest in	
	Staff develop children's communication and language through singing songs, nursery rhymes and playing games. Staff develop children's love of reading through reading aloud and telling stories and rhymes.	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.	1	More rigorous M&E with evidence gathering from SLT	
	Children demonstrate their attitudes and behaviours through the key characteristics of effective learning.	As reported in their end of year reports to parents.	1	Link to growth mindset for the rest of the school – looking at barriers to learning and how to overcome them.	



<b>Overall effectiveness</b>	The quality of education is at least good.	Learning studies Teaching over time document Appraisal documentation inc career stage entry profile	2	-	-
	All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.	<b>Strengths:</b> Quality of education Cultural capital Teaching Behaviour Well-being Nurture Whole school development of progressive planning for 2019-2020, using CQ milestones Curriculum design	2	<b>Developments:</b> Cultural education – redressing the diversity balance Discrete K&U of FBV PP / SEND progress is improving Seeking pupil voice at every stage is new for 2019-2020 AfL and cognitive load are our key areas for development to ensure learning is moved to the long-term memory.	-
	Safeguarding is effective.	Lesley Pollard audit Child protection policy Safer recruitment policy Home visits policy Child protection records Safeguarding training HR files	1	-	-

Pattishall CE Primary School is a GOOD school.