 

**Self-Evaluation Document – Autumn Term 2024**

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| Vision Statement  **“Open Hearts, Open Minds, Open Doors”**  We aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens, with a life-long love of learning, based on the foundation of the core Christian values of respect, perseverance, compassion, friendship, courage and honesty.  **Our Vision is Inspired By:**  Matthew 7:7  **“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”**  Mission Statement:  We are a vibrant learning community with a distinctively Christian character, and have proudly educated the children of Mobberley since 1838. We have a long and rich history and are passionate in preparing our pupils for the modern world.  Every child at Mobberley Primary School is recognised as being specially created in God’s own image. Children are celebrated and cherished here and in our village community. Our nurturing and supportive atmosphere ensures children feel safe and grow to adopt our six core Christian values of perseverance, respect, compassion, friendship, courage and honesty.  Through our high-quality teaching which recognises the importance of achievement, we are committed to providing a diverse and rich curriculum, encouraging our children to develop into confident and independent global citizens. Our high expectations of work and behaviour allow pupils to achieve their full potential. |

**Current SEF Judgements**

**Quality of Education Good** (with many elements of outstanding)

**Personal Development Outstanding**

**Behaviour and attitudes Outstanding**

**Leadership and Management Good** (with many elements of outstanding)

**Current RE (SIAMS) Self-Evaluation Judgement:**

**We believe that:**

**‘Through our vision and practice, Mobberley School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.’**

**MOBBERLEY CURRICULUM DRIVERS**

**ACHIEVING FULL POTENTIAL**

**SELF WORLD OPPORTUNITY THRIVE**

**ACADEMIC STUDY**

**CONFIDENCE**

**FAITH**

**CARING**

**SPORT &**

**WELLBEING**

**ABILITIES**

**SENSITIVITY**

**DIVERSITY**

**INDEPENDENT**

**RESPONSIBILITY**

**CREATIVITY**

**FRIENDSHIP**

EACH HEADING REFLECTS THE NEEDS/VALUES/ATTRIBUTES OF OUR CHILDREN AND THE DELIBERATE EMPHASIS PLACED UPON ASPECTS OF OUR CURRICULUM INTENT. THESE ARE THE ‘PILLARS’ UPON WHICH FULL ACHIEVEMENT OF EACH CHILD’S POTENTIAL ARE BASED. OUR CURRICULUM DRIVERS SHOW HOW WE, AS A TEACHING COMMUNITY, ALIGN OUR CURRICULUM WITH OUR VISION AND VALUES.

**PILLARS OF CURRICULUM INTENT**

SELF

At Mobberley, our core values are based on FAITH and Christian teaching is at the centre of our mission. Our pupils have a natural SENSITIVITY towards spiritual, moral, social and cultural aspects of learning. We encourage all pupils to be increasingly INDEPENDENT as they progress through the year groups.

WORLD

We deliberately encourage all pupils at Mobberley to look beyond our village to appreciate the DIVERSITY of our region, our country and our world. The CARING nature of our pupils is showcased most effectively though our understanding of local/global issues and active participation in making a difference. Personal and collective RESPONSIBILITY for our actions is paramount to our relationships within school and informs our empathy with other groups.

OPPORTUNITY

Our pupils are encouraged to ‘make the most’ of their talents through ACADEMIC STUDY and the vast range of curricular and extra-curricular opportunities on offer at Mobberley. SPORTS and the CREATIVE arts are distinctive areas in which our pupils love to participate and often excel. WELLBEING support allows children to feel secure and maintain focus.

THRIVE

A key part of what we do at Mobberley is to develop the CONFIDENCE of the individual so that we produce confident, articulate and well-rounded pupils. We have pupils with very different ABILITIES, however, each pupil is supported and challenged to achieve their potential. FRIENDSHIP is something very important at Mobberley. Children are deliberately given opportunities to engage with different groups, i.e. young/old, boys/girls, etc. so that each pupil feels accepted, appreciated and has strong interpersonal skills.

Our Curriculum Intent ‘Pillars’ are directly connected to our specific context which is outlined on the next page.

**General School Context**

Mobberley Church of England (VC) Primary School is now a broadly average sized, semi-rural school which dates back to 1838. The school is extremely popular, a central part of the village and is oversubscribed in a number of year groups. We serve the immediate Mobberley village community and we are experiencing significant interest from the wider Knutsford catchment area. In the recent past, some local families have not been able to gain places in reception due to high demand and high sibling numbers. However, due to demographics, there have been lower intakes in the past two years and some ‘out of area’ children have been able to secure places. There have been numerous admission appeals for other ‘in demand’ year groups. This term there are 190 pupils on roll and, although most pupils come from a white British background (93%) there is a growing diversity within the school (6 out of 17 possible ethnic groups) and 8 children with EAL. This brings a vibrancy to our school.

We have a distinctively Christian ethos and active pupil citizenship. We benefit from strong links to the neighbouring St Wilfrid’s parish and community. Due to the popularity of the school, there has been significant growth over last 15 years resulting in a doubling of the NOR. The PAN for each year group has now increased to 30 and it is quite possible we will reach full capacity at 210 within the next few years. One of our limitations is the size of the current building and there is a current proposal in process to expanding the current school hall and build a further classroom on the school footprint.

Currently, the 4% of pupils eligible for Pupil Premium is below the national average, although many of the pupils identified as ‘vulnerable’ within the school are not Pupil Premium and carry no additional funding (17%.) We are committed to accepting all the children within our immediate catchment and we have numerous children with complex SEND. The percentage of children with SEND is broadly in line with the national average. The school has low mobility indicator. Staff turnover is low and many staff have been established at the school for many years, although this term we are supporting two ECT’s in their first year of teaching. The school (Through the Local Authority) receives considerably less in funding than the national average.

**Our current Cohort Profile:**

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| **Class** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Total** |
| **No. of Children** | **23** | **24** | **29** | **31** | **28** | **27** | **28** | **190** |
| **SEND Support** | **0** | **5** | **3** | **2** | **2** | **4** | **3** | **19 (10%)** |
| **EHCP** | **1** | **0** | **1** | **1** | **0** | **2** | **1** | **6 (3%)** |
| **P.Premium** | **1** | **1** | **3** | **0** | **2** | **1** | **0** | **8 (4%)** |
| **EAL** | **1** | **2** | **1** | **1** | **1** | **1** | **1** | **8 (4%)** |
| **Post-LAC** |  |  |  |  |  |  |  | **0** |
| **‘Vulnerable’** | **1** | **2** | **5** | **8** | **8** | **4** | **5** | **32 (17%)** |

**Self-Evaluation and School Improvement**

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| **Self-Identified School Strengths**  **Autumn Term 24** |  | **Self-Identified Area for Development - Sept 24** | **School Improvement Priorities – Autumn Term 24** |
| * **Approaches to Reading** | * **Two new ECTs will need to refine their approaches their first term to ensure teaching becomes consistently effective.** | 1. **Ensure the two new ECTs are appropriately supported / challenged to become highly effective in meeting the teacher standards** |
| * **Curriculum Leadership Impact** | * **Middle/Senior leadership (depleted by 2 key staff) needs to provide significant support / challenge to ensure consistency in teaching in all classes** | 1. **Ensure consistency of direct teaching and retention of subject specific knowledge in core and foundation subjects.** |
| * **SEND Provision** | * **‘Little Wandle’ is in its second year and needs to build upon the positive impact from last year so that all children develop strong early reading strategies.** | 1. **Ensure the Curriculum is broad, balanced and highly effective in engaging all pupils to produce strong outcomes** |
| * **General Behaviour / Attendance** | * **Ensure PSHE (Jigsaw) scheme is fully embedded in all classes, particularly ECT classes.** | 1. **Ensuring (new) policies / resources ensure all children attend well and flourish in a safe environment** |
| * **Personal Development (Global Learning/Young Leaders, etc.)** | * **Further develop Spirituality and Collective Worship with all pupils in each class across the school** | 1. **Improve emotional support and metacognition further to ensure this leads to strong outcomes for all pupils** |
| * **Pastoral Support for vulnerable pupils** | * **Further develop capacity to ensure emotional support can be delivered to all vulnerable children, particularly those who have suffered bereavement.** | 1. **Improve monitoring at all levels so that leaders are highly effective in shaping the curriculum** |
| * **Senior Leadership Impact** |

**Development Point from Ofsted 2012 inspection:**

* ***Review the timetable to ensure all aspects of the curriculum are delivered at appropriate times to always maximise pupil engagement with their learning.***

This point related, in particular, to the teaching of some KS2 Maths/English in the afternoon. After a curriculum review, all KS2 Maths/English teaching now takes place in the morning. Other subjects are taught at the most appropriate time available.

**Mobberley and Covid 19:**

**First National Lockdown – March 20-July 20**

The school (technically) closed to pupils in March 20, but remained open every day (including school holidays and Bank Holidays) for children of key workers and vulnerable pupils. We had a high number of eligible pupils (around 60) for our size of school. Arrangements were made to open at 8am each day and provide childcare after school until 6pm for anyone who needed it. Breakfast was provided to all pupils and a light tea for anyone staying after school as well as a normal dinner. All staff volunteered to supervise and (as far as possible) teach normal lessons in core subjects. All pupils received remote teaching (not necessarily their own teacher) in Maths/English/Topic (KS2) and English/Phonics/Maths/Yoga (Rec/KS1) across the week.Lessons were well received with all but two pupils regularly engaging. We loaned out 12 laptops where access to technology seemed to be an issue. Food vouchers were distributed to all our pupil premium and vulnerable children. Class teachers and Maddy Knowles (ELSA lead) regularly phoned vulnerable pupils to check on mental health. Home visits were also carried out where we had particular concerns and wellbeing resources were distributed to any children we felt would benefit.

**Second National Lockdown Jan 21 - March 21**

During this time, we provided daily ‘live’ teaching with additional recorded lessons for children to access remotely. 71 children of essential keyworkers (40% of the school population) were supported in school (not all on the same day) in three ‘bubble’ groups. These children would very often access the same ‘live’ lesson from their teacher who was either in the class or at home. Registers were taken each day and uniform was worn both in school and for home learning, helping to replicate school. We had a near 100% rate of children accessing lessons each day. 15 laptops were sent to children with technology issues and food vouchers were sent to all eligible families. 10 of our 19 pupil premium children (53%) were supported in school. Places were offered to **every** child we deemed ‘vulnerable.’

During this time, the full range of curriculum subjects were taught. Celebration and religious assemblies continued as normal (although remotely) led by HT, Fr Ian and Rev. Scott. Additional weekly music resources were sent out to replicate school provision. Enrichment activities came through motivational zooms (Alex Staniforth – Extreme Adventurer) and Nick Sharratt (Author/illustrator.) Each week there was also an additional ‘Goodness2Greatness’ focus/challenge linking physical and mental health – we bought 200 skipping ropes so every child could enter a skipping challenge, children were encouraged to try a new fruit/vegetable and ‘eat the rainbow’ and monitor how this makes you feel, etc.

Class teachers and Maddy Knowles made regular keeping in touch phonecalls to ‘vulnerable’ and SEND pupils. ELSA Emotional support materials were emailed to parents. HT co-ordinated appropriate responses with vulnerable families and safeguarding agencies, social services, court, police, etc. We consider the Covid provision put in place to be **‘Outstanding.** A Parent survey in June 21 indicated a100% satisfaction with our Covid response.

Three noticeable trends following the second lockdown:

1. The work produced during lockdown was impressive overall
2. A significant number (20-30 children) had visible anxieties
3. Some of the older boys are exhibiting higher than usual levels of frustration and aggression

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|  | **Broadly In Line or better** | | | **Slightly Behind** | | | **Significantly Behind** | | |
|  | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** | **Reading** | **Maths** | **Writing** |
| **Y1** | 10 (36%) | 15 (54%) | 14 (50%) | 11 (39%) | 9 (32%) | 8 (29%) | 7 (25%) | 4 (14%) | 5 (18%) |
| **Y2** | 19 (68%) | 21 (75%) | 17 (61%) | 5 (18%) | 3 (11%) | 4 (14%) | 4 (14%) | 4 (14%) | 7 (25%) |
| **Y3** (27) | 16 (59%) | 15 (55%) | 12 (44%) | 4 (14%) | 6 (22%) | 6 (22%) | 7 (25%) | 6 (22%) | 9 (33%) |
| **Y4** (30) | 16 (53%) | 13 (48%) | 17 (63%) | 10 (33%) | 11 (40%) | 9 (30%) | 4 (13%) | 6 (20%) | 4 (13%) |
| **Y5** (27) | 17 (62%) | 14 (52%) | 18 (66%) | 5 (18%) | 8 (29%) | 5 (18%) | 5 (18%) | 5 (18%) | 4 (14%) |
| **Y6** (24) | 19 (79%) | 13 (54%) | 14 (58%) | 3 (12%) | 8 (33%) | 9 (37%) | 2 (8%) | 3 (12%) | 1 (4%) |
| **Av. %** | 59% | 56% | 57% | 22% | 28% | 25% | 15% | 17% | 18% |

**Post (Second) Lockdown Academic Baseline – Based on April 21 Assessments (Yellow highlights a significant area of weakness)**

This table shows that nearly all cohorts within school were significantly impacted by the lockdowns. Maths appeared to be quite badly impacted. The Year 1, 3 and 6 cohorts were all badly impacted. In very broad terms, around half the children were ‘on track’ for where they should be at April 21.

**Current Attainment Overview (Based on July 24 Data)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year Group | Reading | | | | | Writing | | | | | Maths | | | | | |
|  | Exp+ | GD | Exp | Wts | B | Exp+ | GD | Exp | Wts | B | Exp+ | GD | Exp | Wts | B |
| Rec (23) | 87% | 3  (13%) | 17  (74%) | 3  (13%) | (0%) | 83% | 2  (9%) | 17  (74%) | 4  (17%) | (0%) | 83% | 4  (17%) | 15  (66%) | 4  (17%) | (0%) |
| Y1 (24) | 83% | 4  (14%) | 20  (69%) | 3  (10%) | 2  (7%) | 83% | 2  (7%) | 22  (76%) | 3  (10%) | 2  (7%) | 86% | 3  (10%) | 22  (76%) | 2  (7%) | 2  (7%) |
| Y2 (29) | 80% | 6  (20%) | 18  (60%) | 6  (20%) | 0 | 77% | 3  (10%) | 20  (67%) | 6  (20%) | 1  (3%) | 90% | 6  (20%) | 21  (70%) | 3  (10%) | 0 |
| Y3 (31) | 85% | 8  (30%) | 15  (55%) | 4  (15%) | 0 | 74% | 4  (15%) | 16  (59%) | 6  (22%) | 1  (4%) | 89% | 4  (15%) | 20  (74%) | 2  (7%) | 1  (4%) |
| Y4 (28) | 71% | 5  (19%) | 14  (52%) | 3  (11%) | 5  (19%) | 55% | 4  (15%) | 11  (40%) | 8  (30%) | 4  (15%) | 67% | 8  (30%) | 10  (37%) | 6  (22%) | 3  (11%) |
| Y5 (27) | 82% | 9  (32%) | 14  (50%) | 1  (4%) | 4  (14%) | 71% | 6  (21%) | 14  (50%) | 6  (21%) | 2  (8%) | 68% | 8  (29%) | 11  (39%) | 8  (29%) | 1  (4%) |
| Y6 (28) | 78% | 8  (26%) | 16  (52%) | 6  (19%) | 1  (4%) | 80% | 6  (19%) | 19  (61%) | 3  (10%) | 3  (10%) | 71% | 5  (16%) | 17  (55%) | 9  (29%) | 0  (0) |
| Whole School Av. | 81% |  |  |  |  | 75% |  |  |  |  | 79% |  |  |  |  |

The current attainment data shows that many cohorts have recovered well from the impact of Covid lockdowns. The current Y5 stands out as a year group that has been impacted disproportionately. This year group also has a number of complexities and barriers to learning. Y5 has had many additional support measures to help address these issues. P.Premium, EAL and ‘Vulnerable’ pupils are tracked separately as well as being in this data set to ensure close monitoring of their progress.

**Staffing Self Evaluation**

Mobberley school has been fortunate to have a very stable and knowledgeable group of teachers who have been developed their curriculum areas for a number of years. These teachers have built up extensive knowledge of their year groups and subject specialisms as well as undertaking professional qualifications as part of extensive investment in CPD.

Current staff with professional leadership qualifications:

D.Stenson – NPQH

K.Whalley – currently undertaking NPQH

E.Millington – NPQSL + Forest School Trained

C.Bentzien – NPQSL, Mental Health Lead

H.Whalley – NPQML

A.Gill – NPQML

N.Barker – currently undertaking Forest School Training

Our teaching assistants have, similarly, undertaken extensive training and command extensive expertise:

M.Knowles – ELSA trained

S.Ashworth – ELSA trained

L.Price – currently undertaking HLTA

**Staff currently on Leave**

Two of our experienced leaders have left this term to begin their maternity leave – E.Millington (Phonics Lead, History Lead, Geography Lead, Environmental Learning Lead) and A.Gill (Literacy Lead.) The poses a challenge to our curriculum delivery, however, with the experience of other Senior Leaders and action plans devised by the two staff before their departure, we feel we are in a strong place to continue developing subjects in their temporary absence.

In addition, S.Franklin (Reception teacher and RE lead) has undertaken significant, planned surgery and is likely to be away from school for around 10-12 weeks. In her absence, C.Murray (EYFS lead) has gone full time and other senior staff (D.Stenson, K.Whalley) are overseeing aspects of RE development.

**ECTs at Mobberley**

Due to the two maternity leave positions, we are supporting two ECTs with their development. We feel we are well placed to support two new teachers due to the expertise of other leaders and teaching assistants. C.Brunt will be leading Y1 this year and being mentored by C.Bentzien (Y2 teacher, SLT, SENCO.) K.Yates will be leading Y4 this year and being mentored by K.Whalley (Y5 teacher, Dept. Head, LA Writing Moderator.) The development of the two ECTs is a central aspect of the 24-25 School Improvement Plan. Whole school targets and individual performance management targets have been set around the successful induction and development of the two new staff members.

**Parental Bereavement**

A significant contextual feature in recent times has been the number of pupils who have lost a parent. We have sadly had 5 sudden parental deaths within 5 years which has shaken our community. Currently within school we have 9 children who have experienced parental loss. Our compassionate support for these children and their families is a central part of our provision this year.

**OFSTED and SIAMs**

The school is highly likely to have an OFSTED inspection and a SIAMs inspection this year. Our preparations continue for this, although the absence of key staff make this slightly more challenging. We are keen to share the strong practice we have developed over the last few years.

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| **SCHOOL EFFECTIVENESS**  School was judged Outstanding by OFSTED in July 2012. In the SIAMs inspection of June 2017 the school was judged as Good overall with Outstanding Christian Distinctiveness. We are an approved British Council ‘Hub School’ for Global Learning, have achieved the SportsMark Platinum Award following 5 consecutive years at Gold Standard**. The school now judges itself to be a ‘Good’ school under the current framework with many outstanding features.**  **Key Strengths:**   * Overall attainment at the end of key measurement points (EYFS, Phonics and KS2) have been above national consistently over time * KS2 SATs attainment in R,W,M at expected level and GD shows there is a trend of Y6 results being (often) comfortably above National over time and demonstrating good progress from KS1 starting points**.** * KS2 reading attainment scores have been ranked in the highest 20% nationally for a number of years now (pre-and post pandemic) * Our provision for mental health/physical health/healthy lifestyles has been outstanding over time and especially through the pandemic and recovery period. Our provision has now increased in capacity so that any child in the school who requires emotional support can receive it in our bespoke, private ELSA hub. The ‘MyHappyMind’ programme is developing Metacognition throughout the school. * Our curriculum Implementation has been reviewed over the past year to ensure a coherent sequencing and knowledge/skill requirements for each year group. * Leadership has been consistently strong over time. SLT are increasingly able to evaluate and adapt aspects of provision with input from the experienced Bursar. Subject leaders are pro-active in driving subject development and have been heavily involved in monitoring impact. Most staff have completed / are completing an NPQ and leadership is strengthened by this CPD. Governors have been heavily involved in developing the school Vision and Mission. They routinely visit classrooms and undertake focused learning walks with curriculum leads * The school is incredibly popular within the local area and demand for places is high. A number of appeals have taken place recently putting pressure on PAN. Full capacity could be reached within the next few years. * Parent voice and pupil voice are both incredibly positive with the overwhelming majority of pupils/parents extremely happy with school provision. Where issues arise, they are usually resolved quickly and parents trust the school to address the issues they raise. * Personal Development, behaviour and Welfare are consistently outstanding. Attendance is consistently strong and higher than other schools with similar deprivation indicators. Behaviour is exemplary in all classes. No permanent exclusions have taken place in a very long time. * The distinctive Christian ethos of the school combined with the determination to enrich the experiences of the children has impacted on providing children with outstanding opportunities to develop their spiritual, moral, social and cultural understanding. * Pupil Premium children and those we deem ‘Vulnerable’ are well supported emotionally, achieve well and deliberate attempts are made to increase their cultural capital ensuring they have every opportunity to develop holistically. * The school has a significant focus on global learning and has strong links with our partner school in Dhobighat, Nepal. The ongoing cultural exchanges with our partner school and the focus on ‘Global Sustainability goals’ are having a powerful effect on pupil understanding of global and ethical issues. * All children at Mobberley will, during the course of their time,: Learn two languages, learn a minimum of 3 instruments each year, represent the school in a minimum of one sporting fixture, take part in ‘Forest School’, take part in four Christmas Nativity performances and three summer shows, learn to swim, learn to ride a bike, learn to cook a basic meal and learn to love, respect and relate to others through a deep understanding of Christian values and experience the Spirituality of nature / one another. |

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| **Actions for improvement relating to School Effectiveness:**   * Build upon the strong outcomes in reading by ensuring **every** Mobberley child becomes a good reader. Ensuring consistency in delivery of the new phonics scheme (Little Wandle) is a key aspect of ensuring every child learns to read effectively (context – one new ECT in Y1.) * Carefully target pupils currently behind in all classes – particular focus on Y5 (R,W,M) and Y6 (borderline pupils in Maths with specific issues) * Ensure more children are able to articulate and retain subject specific knowledge in the medium to long term. * Curriculum leads drive improvements to contextual reading and subject specific vocabulary in foundation subjects. * Ensure that moderation of all judgements are regular and robust with increasing professional challenge, especially at KS1 to avoid the inaccuracies of data as in the past. * Ensure more Pupil Premium children close the gap in R,W,M across the school at the Expected level – especially those without complex needs. * Ensure more ‘Vulnerable’ pupils achieve the Expected level in Writing and Maths so that they are closer to their Reading attainment |

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| **QUALITY OF EDUCATION**    **Curriculum**  **Key Strengths:**   * The Mobberley Curriculum has been reviewed to reflect our Curriculum Intent, Vision and Mission statements. It is ambitious for all pupils and we feel appropriate consideration has been given to breadth, balance and enrichment. * Our ‘Mobberley Curriculum’ has 12 distinct ‘drivers’ or areas of deliberate emphasis which overarch all that we teach. They allow us to personalise the curriculum to the needs of the pupils in the Mobberley context and allow them to achieve their full potential. * Children at Mobberley benefit from subject specialists as well as their individual class teachers. The subjects of MFL, PE/Games and Music are taught by subject specialist staff from Y1-Y6. * Curriculum leads have reviewed all curriculum topics in all year groups to ensure a carefully sequenced set of study areas. * Each subject leader has tracked the curriculum journey from Reception class through to Year 6, looking critically at the coverage of knowledge and skills in each year group, building on past learning and experiences. * Curriculum leads in conjunction with class teachers have specifically documented key content to be taught, previous knowledge to underpin learning, where learning will lead to, key subject specific vocabulary, etc. * Most curriculum leads are well established within their subjects and have built up strong subject knowledge. All have received recent training/CPD opportunities to empower them with new ideas and recent initiatives. This is often supplemented by research documents and Subject reviews. Most staff have undertaken / are completing an NPQ, supporting their roles as middle / senior leaders. * Class teachers in conjunction with curriculum leads have mapped out a comprehensive programme of educational visits and visiting experiences (visitors in school) which will enrich learning and lead to high levels of engagement for all pupils. * ‘Forest School’ and ‘Learning outside the Classroom’ are now well established and highly successful in achieving high levels of engagement.   **Teaching, learning and assessment**  **Key Strengths**   * The quality of teaching and learning has been consistently strong over time resulting in strong pupil outcomes across the school. * Learning walks, Lesson Observations and pupil voice indicate that teaching is engaging, takes account of previous pupil understanding and challenges various abilities. This has been consistently strong over time. * Teachers are increasingly creative in learning opportunities and the teaching they provide. * The teaching of Reading takes a central role within the school and pupils are regularly exposed to subject specific vocabulary and quality texts. Reading material for the younger pupils builds carefully upon their phonic skills. * Little Wandle Assessment gives us a detailed reading picture for every early reader and allows children with phonic gaps to be identified quickly. * Enrichment activities in Reading have been strong over time. * Work scrutiny shows pupils have engaged well with their learning and make good ‘in year’ progress. * The relatively new Marking and feedback policy is positively impacting on teaching and encourages pupils to reflect on their work. * Teachers set meaningful homework which pupils complete to underpin basic skills. * The pace of learning within the vast majority of lessons is consistently good and teachers have strong subject knowledge. As a result, pupils enjoy their learning and are challenged. * There is a robust programme of assessment including the use of external tests as well as teacher assessment. Accurate assessment drives learning through planning which meets pupils needs. * Teacher judgements are routinely moderated by the English and Maths Leads as well as SLT. This provides accuracy, a robustness to assessment and professional challenge. * K.Whalley (Dept Head) is now in her sixth year moderating for the county and plays a considerable role moderating judgements within school. * Children overwhelmingly enjoy their learning as the overall strong attendance would indicate. * The planned programme of extra-curricular activities and competitive fixtures allow pupils to develop a vast range of skills and interests. * There are regular meetings with parents throughout the year so that they are well informed about the progress of their children and how they can support their learning. Strong parental support for the school has made a very positive impact on children’s learning over time, eg. Reading volunteers, PTA, etc. * The school is very aware of the largely white, lower deprivation community it serves, so it goes to great lengths to celebrate diversity and provide rich learning opportunities. We are now a British Council approved ‘Hub’ school for Global Learning and have been an instrumental part of the nationally recognised Knutsford GL partnership. * Provision for SEND pupils has been strong over time. We have a proven track record of identifying needs and ensuring appropriate provision that enables SEND pupils to make good progress. We are an inclusive school catering for some very complex needs.   **EYFS**   * The effectiveness of the early years provision is extremely strong. This can be seen through the excellent outcomes, parental feedback and day-to-day experiences for pupils over time. * The learning environment is attractive and lends itself to high quality continuous provision, both indoor and out. * Teaching, Learning and assessment in EYFS are extremely strong and promote excellent progress. The relatively new ‘Evidence Me’ system enables practitioners to combine current development milestones with comments and media clips from home to secure judgements. * We have been involved in the new EYFS baseline for two years before becoming compulsory. * The EYFS staff contact and visit to meet all settings/homes prior to children starting. As a result, transition to Rec is highly effective and children very quickly settle into established routines. * Behaviour of children in EYFS has been outstanding over time. Most are eager to learn and they enjoy the challenge of learning. Children are caring towards each other and take good care of the features of their environment. * An outstanding feature of the provision is facilitating child-directed learning and pupils challenging themselves to make progress. * Parents are encouraged to be strongly involved in their children’s learning through the provision of: home/school reading, library Fridays, learning of spellings/phonics, observations/comments within ‘Evidence Me,’ etc. * Strong links between teacher and parents means that topics are planned around pupil’s interests and the curriculum is highly responsive to their needs.   **OUTCOMES FOR PUPILS**  **Key Strengths:**   * Overall outcomes for pupils (over time) have been outstanding. Reception baseline on entry is broadly equivalent to the national average but is typically above local and national averages by July each year. * Phonics teaching has been a consistent strength of the school – Typically, the phonic pass rate has been well above local and national averages. (93% in 2023, 87% in 2024 – one SEN child did not sit the test) * Year 6 SATS in July 23 were strong – Reading 79% Exp+ with 50% GD, Writing 75% Exp+ with 11% GD, Maths 86% with 18% GD, RWM 68%. This is significantly above Nationals and indicates strong progress in all core subjects across the school. * 50% of Y6 pupils in 2023 achieved GD in Reading. This places us, once again, in the top 20% of schools in the country. This has been our position over time. * Year 6 SATS in July 24 were again very pleasing – Reading 77% Exp+ with 26% GD, Writing 84% Exp+ with 19% GD, Maths 71% with 16% GD.   This, again, indicates strong progress in all core subjects across the school and from KS1 starting points. (Context point – new Y6 teacher in 2024)   * Of the 31 pupils identified as ‘Vulnerable’ by the school (16% of the school) outcomes are in line with their peers or better in reading. * Pupil premium children –(9 pupils) Those pupils excluding those with complex SEND are comparable with their peers in Reading * Current Ofsted Parent View is extremely positive about the school – Vast majority of responses indicate either happy / very happy. |

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| **Actions for improvement relating to Quality of Education**  **Curriculum (Core Knowledge)**  **Key Priority**  **Ensure that staff are delivering high quality learning experiences across the curriculum to develop strong subject knowledge – this includes continued work to ensure pupils ‘make up ground’ in Reading, Writing and Maths.**   * High quality, direct teaching of Reading (including Phonics) ensures that all pupils make consistently strong progress across the school, including those pupils who are behind age related expectations. * High quality teaching and interventions with the badly impacted Year 5 cohort ensure all pupils make strong progress and the cohort moves to an improved attainment level. * To ensure that Assessment tasks are fully embedded in all subjects and used to inform planning, support mid/longer term knowledge retention and to evidence strong progress   **Curriculum (Enrichment)**  **Key Priority**  **The curriculum is broad, balanced and enriched. It is highly effective in engaging all pupils and leads to strong outcomes.**   * New ‘Little Wandle’ resources are used effectively to embed a consistent, high quality deliver of synthetic phonics in the lower part of the school (context point – new Y1 ECT) * All children can access high quality reading materials to enrich their curriculum studies, develop vocabulary and deepen subject specific knowledge. Wider reading is impacting positively on the acquisition of subject knowledge. * Effective classroom strategies become embedded to promote retrieval and longer-term memory of key knowledge. |

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| **Personal Development**  **Key Strengths:**   * Personal Development and Welfare continue to be an outstanding feature of the school. * Pupils are well informed about Physical and Mental Health and feel empowered to make positive lifestyle choices. * The MyHappyMind programme compliments our PHSE (Jigsaw) resources to support mental health and wellbeing. Resources have been productively used across the school leading to a deeper knowledge about emotions and brain responses. Children are now better informed about leading healthly lifestyles. * Pupils take an active part in church services, community projects and many are members of the vibrant school choir who perform regularly. * Pupils are enthusiastic learners, highly articulate and are very keen to celebrate their learning. Children display positive attitudes to their learning, they work co-operatively together and enjoy a range of learning styles. * CPOMs is well established within a culture of Safeguarding. Evidence systems are effective, paperless and recording is centralised. Safeguarding communications are pro-active and highly effective. * Student council, ethos team, recycling officers, Internet safety officer, sports ambassadors and young leaders provide pupils with many opportunities to develop leadership skills. Expanding the scope and remit of these experiences will provide enhanced opportunities to establish leadership characteristics. * The curriculum provides many meaningful opportunities for children to learn about how to keep themselves and others safe both online and in their everyday lives. * Pupils are taught how to lead healthy lifestyles. The outstanding sports provision and the School Sport Platinum Award (following 5 gold consecutive awards) celebrates the school’s success in promoting healthy lifestyles. * Strong links with St Wilfrid’s church means that our children have opportunities to contribute to village life, e.g. Harvest festival, flower arranging, remembrance services, etc. |

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| **Actions for improvement relating to Personal Development:**  **Key Priority**  **Ensure that strong emotional support and positive learning attitudes lead to good outcomes for pupils.**   * Develop and deepen the spirituality of all pupils in all classes through a range of reflective experiences. * Strengthen emotional support for all pupils through the full use of the ELSA pod and expansion of ELSA work at KS1. * Fully embed the Jigsaw (PSHRE + SRE) and MyHappyMind (Metacognition and Personal Wellbeing) schemes to improve knowledge of personal health and wellbeing for all pupils. * Increase relevance, status and opportunities for Pupil Leadership throughout the school.. |

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| **Behaviour and Attitudes**  **Key Strengths:**   * Pupil behaviour in classrooms and around the school is exemplary. The golden rules are clear and well understood by pupils who are encouraged to be reflective and manage their own behaviour choices. The VIP (Values In Practice) system promotes and celebrates the influence of Christian Values within pupil behaviour. Pupil voice confirms that instances of poor behaviour/bullying are very rare and are dealt with effectively. * Teachers approach to promoting positive behaviour and dealing with poor behaviour choices is strong and consistent. The ‘Good to be Green’ system and set of ‘Golden Rules’ are well established and understood by staff and children alike. The system does not rely on personalities and individual implementation of the rules. * All classes are calm, settled and work focused. Low level disruption to learning is well managed and kept to an absolute minimum. Pupil voice and parent voice indicated that children enjoy their studies and display high levels of engagement. * Playtimes are well organised and supervised. Very few children get into trouble for poor behaviour at playtimes. * Attendance has been consistently outstanding over time. This would indicate that pupils enjoy coming to school and are keen to learn. |

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| **Actions for improvement relating to Behaviour and Attitudes:**  **Key Priority**  **School policies, procedures and everyday practice ensures that children can flourish in a safe environment.**   * Staff work collaboratively with EWO and external agencies to enforce the new aspects of the attendance policy. This will ensure a consistent, rigorous approach is applied to all pupils with notable absences. * To ensure the new Jigsaw resources are highly effective for both pupils/parents to identify and prevent bullying (including cyber-bullying) Special focus on Homophobia and Racism. * To ensure that a much deeper ‘awareness of self’ is developed through the MyHappyMind scheme, helping pupils to understand themselves, their emotions and behaviours leading to improved mental health. * Improve parental communication around low level behaviours and praise for positive behaviour through the ClassDojo system leading to increased motivation and improved (low level) behaviour. |

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| **Leadership and Management**  **Key Strengths:**   * Strong Leadership has shaped the School Vision and driven Curriculum Development over many years. This vision and curriculum entitlement has shaped a fully inclusive school with vibrant teaching/learning and ambitious standards for all. * Governors know the school well. Governors are now well used to actively engaging with co-ordinators to undertake joint learning walks. Findings are fed back at full governing body meetings. This process was initially guided and encouraged by the SLT. * Overall outcomes at all levels have been consistently above local and national averages over time. This is in part due to the well organised, highly supportive, nurturing ethos of the school. * Relationships between adults and pupils are excellent. Children feel safe and enjoy coming to school. * Governors are ambitious for the school and manage finances well to enable continued re-investment in physical and human resources. * The small number of disadvantaged pupils do consistently well across the school, particularly in reading. * ‘Vulnerable’ pupils are exceptionally well supported emotionally and achieve consistently well. (Of the 6 within the Y6 cohort last July, all achieved EXP and 2 achieved GD in Reading. All achieved EXP in Maths with 1 at GD and all achieved EXP in Writing with 1 at GD. * Rigorous performance management is in place for teachers and a new system for TA appraisal has been introduced – the SENCO monitors the impact of TAs on pupil progress. * Roles and responsibilities have been reviewed and clear guidance given to staff regarding expectations. Distributive leadership has been developed at all levels throughout the school. * Governors have ensured there is a broad, balanced and ambitious curriculum. This curriculum is hugely enriched by carefully planned visitors, educational visits, themed weeks, links with our partner school in Nepal, etc. * School leaders are committed to a rounded, deeper understanding of British values. There are lots of opportunities for every pupil to develop their talents through sport, music, art, etc. Participation in clubs and additional events is always high. Building on external expertise, e.g. modern languages are effectively taught throughout KS2. Every child will have a working knowledge of French and German by the end of Y6. * Safeguarding is a high priority for the school and systems are highly effective. Leaders ensure that safeguarding is highly effective. Pupil voice confirms that children feel safe and know how to keep themselves safe. Parental consultation also confirms that children are safe in school. 4 senior leaders have DSL training and all staff have up to date training. Further E-safety training for teachers and parents is planned for the Spring term. Level 1 safeguarding training has been done with all governors and there is a safeguarding link governor who regularly checks aspects of practice. |

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| **Actions for improvement relating to Leadership and Management:**  **Key Priority**  **Ensure leaders at all levels are highly effective in monitoring and influencing the curriculum**   * Through focused learning walks, Governors are increasingly able to judge the impact of curriculum actions. * The 5 staff undertaking / completing NPQ qualifications are able to demonstrate substantial curriculum impact from their CPD * Close monitoring of SEND pupils / provision ensures the early identification of needs in the initial year groups and leads to strong, consistent progress. |