



School Self Evaluation and Development Plan 2022/23 V3

	OUTSTANDING	GOOD	RI	INADEQUATE
Overall effectiveness		✓		

Safeguarding is very effective. High priority is given to training staff and supporting them to identify safeguarding issues. Child Protection and Safeguarding Refresher Training for all Staff in September 2023 delivered by the Bristol Safeguarding Team. The school has a robust recruitment procedure and all checks are carried out to ensure that the Staff employed are suitable. Single Central Record and DBS timetable maintained and renewals schedule in place (Governors 6 month check of SCR completed Feb 2023). The school continues to develop the quality of education offered. Annual PMR meetings for Teachers by Oct 31st 2022. The school has developed subject overviews, including progressions of knowledge and skills, for all subject areas to ensure learning is well-sequenced, coherent and ensures learning is built upon prior learning and experiences. In turn, this ensures that teachers present the curriculum content clearly. Behaviour of pupils is very good and key learning behaviours are promoted across the school.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken...
10/22 Teachers PMR completed	Pupils make accelerated progress from their starting points and by the end of KS1 are inline or better with National achievement expectations. Teachers are clear of expectations for learning priorities and targets for the academic year. We know that through our review of the Curriculum and regular book scrutiny and pupil book looks it is matched to our pupils' needs and they are engaged in their learning. Pupils can articulate age appropriately about their learning and also which of our learning behaviours helps them if they find a piece of work challenging so they can be successful.
01/23 Office/Ancillary and Teaching Assistant PMR meetings completed	Progress for identified vulnerable pupils is accelerated due to interventions, adaptive teaching and learning being reviewed regularly by Class teachers, Subject leaders and Senior Leaders.
01/23 –Inclusion Lead/SENCO has attended Designated Safeguard Leader’s Training (20.09.22).	The INCO is able to manage all safeguarding concerns this was clear when the HT was off for 6 weeks following major surgery. Safeguarding practice are robust and training is up to date and the DSL and deputy DSL ensure concerns are followed up quickly and recorded for all relevant stakeholders to share. Governors have regular safeguarding updates so safeguarding is at the forefront of all strategic decision making.
01/23 – Staff attended RWInc training more scheduled for May 23	Rapid progress in Early reading and Phonological awareness has been accelerated and there is a real love of reading across the school.
03/23 - Prevent Training deepening understanding course for DSL and HT	Safeguarding practice are robust and training is up to date and the DSL, HT and deputy DSL ensure concerns are followed up quickly and recorded for all relevant stakeholders

	to share. Governors have regular safeguarding updates so safeguarding is at the forefront of all strategic decision making.
--	---

	OUTSTANDING	GOOD	RI	INADEQUATE
1. Leadership and management		✓		

Secure and knowledgeable Senior Leadership team, with key focus on improving curriculum teaching and learning. A group of teachers have been NPQML trained and continue being supported in developing leadership skills and all have a role in improving key areas of teaching and learning (EYFS, Literacy Maths). All Subject leaders create action plans for their areas, these are monitored by SLT to ensure they all share the same ambition for the pupils; These action plans are used to ensure there is the correct coverage; high-quality teaching and monitoring of their subject taking place. The recent reduction in PAN size due to a falling roll has enabled us to restructure the middle leadership and had the opportunity to create a Key Stage One Lead post, we decided to wait until after the last round of Managing Organisational Change and review in line of our financial situation. Our Staff are committed to ensuring the well-being of Staff is given the focus it needs. There are staff well-being and communication reps, and workload such as meetings, assessment, planning is given careful consideration to ensure little negative impact. Anonymous Staff surveys are completed bi-monthly and findings are shared with Staff and Governors. Governors have a strong role and are led by an experienced chair. They take lead roles in the agendas for their meetings and meet regularly with school leadership to ensure accountability. The school has an *'it could happen here'* approach to safeguarding. The designated team ensures that Staff are fully inducted in safeguarding procedures and protocol and regularly hold staff meetings reviewing serious case reviews, reminding staff of key processes and to ensure all staff have a full understanding of their role in safeguarding our children. The Headteacher is part of Bristol's Race Equalities Steering Group working across Bristol's educational landscape for change.

In Jan 2022 the SENDCO announced her retirement and the Deputy Headteacher announced her imminent maternity leave. Both posts (Permanent and FTC respectively) were advertised and following robust safer recruitment processes we successfully recruited to start September 2022.

The new SENDCO is an experienced senior leader and has completed DSL training. She holds regular drop in sessions to Staff to discuss individual pupils and reports to Governors and the HT on the achievement of SEND and other key groups in the school.

Our FTC maternity Deputy Headteacher has completed a NPQSL on Early Reading and Phonics and has been using her research and experience to further develop early reading at SIS.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is....
Following a noteworthy moderation by the LA (July 2022), our Literacy Lead was selected to be a LA Assessment Moderator (Oct 2022).	We know that the leadership and management at SIS continues to strengthen despite a period of huge personnel change for the school and the recent pandemic because pupil outcomes have remained stable compared to other Bristol schools and National outcomes. Feedback from the LA Assessment Moderation group has led to further modification for Subject Areas.

Subject and Year Leaders have created Learning Journey documents for Parents and Topic Snapshots to promote home learning and give an overview of learning at SIS.	Leadership across the curriculum has a strong sense of accountability for all pupils and this is demonstrated in monitoring reports and feedback from subject leaders on school, year and termly curriculum planning, pupil conferences and progress tracking. We also have evidence from Subject Leaders Interviews by Bristol Education Partner (BEP) and an independent School Consultant – Subject Leaders were able to speak about provision, curriculum progression and impact of their work to date.
DHT has secured £6k of funding so ensure we have enough RWI decodable reading books for school and home use.	All children have access to phonically decodable books at the correct stage of their development which they can read at school and then read at home.
Early reading experiences have been enhanced with renewed RWInc training and focus on reading for pleasure across the school. The imminent return of DHT (Term 5) from maternity leave will include a handover period of 1 term at least to strengthen leadership and ensure thorough handover of information and management of phonic assessments.	Rapid progress in Early reading and Phonological awareness has been accelerated and there is a real love of reading across the school we know this because of the engagement in reading activities and use of the book corners and internal data analysis is evidence of the progress all groups are making.
INCO has secured additional top-up funding to support SEND pupils and further funding for EAL pupils.	Additional funding has been used to provide resources that are available for individual pupils and their Parents/Carers helping pupils to access an adaptive curriculum.
INCO and HT attended Prevent Update training and await new Bristol City Risk Assessment Document.	Prevent training is up to date and we recognise that Bristol is an area of concern for Counter terrorism agencies. We will update our current Risk Assessment to the new guidance and template when available.
Mat DHT has completed DSL training.	All SLT are Advanced Safeguard Leads ensuring expertise is comprehensive across the team.

	OUTSTANDING	GOOD	RI	INADEQUATE
2. Quality of education		✓		

The school's curriculum has always been aspirational, ambitious and broad in its expectations. A variety of experiences has been implemented to ensure children are offered key learning opportunities in a broad and meaningful way, which supports the children in preparation for their next educational stage and the cultural capital to lead fulfilled lives. Reading is the bedrock of the curriculum and the school has a 'non-negotiable' approach to reading opportunity. The teaching of Early Reading through synthetic phonics (RWInc) has a strong fidelity throughout the school and reading levels are matched accurately to the correct phonologically decodable books used in school and taken home. Teachers also ensure there is a love of reading for pleasure. SLT have helped Staff with their evaluative adaptive approach to the curriculum to ensure that it is carefully sequenced to

meet the needs of our children and reflects our community and all Staff have same high ambitions and expectations of all pupils. Learning is blocked in some subject areas and low stakes quizzes and challenges are deployed to ease cognitive load and long-term memory retention has been developed to ensure that children retain key knowledge and skills. Learning is shared with Parents/Carers on a weekly basis on Google Classrooms, a remote Learning Platform offering home learning activities. Teaching provides opportunities to give verbal feedback, clear up misconceptions and pupils to discuss learning. Assessment opportunities are being used flexibly and creatively to give children the chance to use their new knowledge and skills in real, meaningful contexts, for example the 'Endangered Animals Exhibition' meeting with the George Muller Orphanage Foundation Charity and interviewing a Guest Sporting Hero, whilst also allowing for future adaptations and developments of the curriculum. Equally assessment points give teachers and leaders opportunities to check understanding and identify gaps in learning or misconceptions and for leaders to identify opportunities for further support for teachers.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is....
Learning environmental walks by SLT, Bristol Education Partners and Consultants this year have recognised the strong focus on working walls and the impact on learning in the classroom through book scrutiny and pupil conferencing.	Pupils are able to tell adults how they use the learning walls and class environment to support their learning. They can proudly share their learning and identify favourite pieces of learning and tricky learning in their books with adults
Core Visit 2 focus on Early Reading dovetailed with English Hubs Audit findings and school has adapted Literacy action plans responding rapidly. (Jan 2023)	Adjustment made to teaching strategies to RWInc new approach and all pupils taking home books that are phonologically decodable at their current stage of awareness as well as class book to enjoy with Parents/Carers.
2/3rd of Staff received RWInc training this year (Jan 2023). Final 1/3 to be trained May 2023.	Adjustment in teaching strategies to RWInc new approach and all pupils taking home books that are phonologically decodable at their current stage of awareness, as well as class book to enjoy with Parents/Carers.
Reading for pleasure is a continued focus for the pupils and staff at SIS. Reading books sent home now include free choice reading book from book corner in addition to phonetically decodable texts. All staff attended training from UWE to further understand and develop comprehension and inference skills from EFYS and beyond. Quality story time takes place consistently at 3pm in every classroom in the school.	High quality texts are accessible for all pupils which enables all children to listen to a wide range of stories and texts. Pupils continually build on their known vocabulary. All children, at all levels of phonic understanding are accessing high quality texts and developing talk and comprehension skills.
English Hubs are reviewing our practice to be selected to become a Partner School. We have been invited to virtual meeting for prospective schools.	If selected we will be able to share our good practice with other local schools which have the same catchment and socio-economical, diversity and cultural needs as our school.
Maths	

<p>EYFS lead and Maths Lead have attended continuing professional development (Mastering Number), each term, which is a programme followed by all pupils in every year group.</p> <p>EYFS lead and Maths Lead have worked with an external body (Mastering Number) each term to inwardly look at and improve teaching and learning of maths in the school.</p> <p>The maths lead introduced weekly, maths homework, focussing on pupils developing fluency when using the 4 operations.</p> <p>The Maths Lead has introduced flashbacks (retrieval practice) to start every maths lesson in KS1.</p>	<p>Pupils have developed firmer foundations in their number sense. Lesson observations have noted an improvement in pupils' ability to use sentence stems and high quality talk about their mathematical understanding.</p> <p>EYFS are 'journaling' to record pupils' math learning. This has given reception teachers clear assessments of children's current understanding and knowledge in maths and allowed them to adapt future plans and lessons to close gaps and address misconceptions.</p> <p>Children are confident with their mental maths recall when using the 4 operations (+- X÷)</p> <p>Teachers check understanding systematically across the whole maths curriculum. Teachers provide instant feedback which addresses misconceptions.</p>
	<p>Pupil will apply PE skills to games lead by BRFC also Teachers will develop their ability to use and apply skills to real life exercise scenarios.</p>

	OUTSTANDING	GOOD	RI	INADEQUATE
3. Behaviour and attitudes		✓		

Children's behaviour and their attitudes to learning in the school is very good and is the most common comment made by visitors to our school (Consultants, BCC and guest speakers) or when the children are on school trips. They are respectful of staff and each other and have a very good understanding of differences and how some children need additional support. School has developed 6 learning behaviours to support independent learning in the classrooms. Bullying though very rare, if it occurs, is dealt with effectively and the vast majority of parents report that their child has never been bullied. Attendance is given high priority and is the focus of all classes as well as at leadership level. Poor attendance is tackled and Bristol City Council EWO works closely with the School leadership to support families. No child has ever been permanently excluded and fixed term exclusions are extremely rare.

Support is given to a small number of children and families who need specialist provision. The school supports pupils with significant speech and communication issues within the classrooms. This is managed by the Inclusion Lead, Teachers and Assistants. The Inclusion Lead and Teachers benchmarking progress regularly. A Nurture base approach has been set up to support vulnerable children to better equip them with the skills and attitudes needed to become more effective learners.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is.....
BEP and Consultant visits positively highlighted children’s learning behaviours in class and attitudes to learning	We know that children have positive behaviour and good attitudes to learning through the evidence seen in lesson observations, learning walks and pupil conferencing, they can identify trusted adults in the school to speak to if they feel unsafe.
School House Reward System	We know pupils are motivated to demonstrate our 6 positive learning behaviours as children regularly achieve house points for their learning behaviours and following the 5 Golden Rules at all points of the school day.
Stars of the Week Assemblies	Children regularly see evidence of what good learning behaviours look like in the weekly achievement assemblies. The celebrated children take pride in their achievements.
School Attendance continues to be a priority for the school	Governors receive termly reports on the attendance of pupils and key actions, we know that for the vast majority of pupils attendance improves year on year. Where it does not there are exception circumstances or we have involved the LA or external agencies to work with the family.
School Council project	The school council project about playtimes and lunchtimes found that their classmates wanted a designated friendship bench for children feeling sad or lonely and were secure in the actions to take if other children were being unkind.
Inclusion Leaders (INCO) Reports on behaviour	The INCO reports on behaviour incidents to Governors regularly as part of her Inclusion Reports. If there are incidents of racism, sexism homophobic or disablist are reported on CPOMS and to Bristol City Council as a matter of course.

	OUTSTANDING	GOOD	RI	INADEQUATE
4. Personal development		✓		

School has a whole school approach to PSHE which is given a high priority with weekly assemblies, lessons and rewards, which are shared with parents. Children are also given homework which encourages them to practice their friendship skills at home. The school has strong values that focus on friendships, kindness and respect which permeate all aspects of school life. British Values are woven into these values and are not seen as ‘stand alone.’ Children are supported to be healthy in mind and body with weekly mindfulness/relaxation exercises. The school has taught ‘RSE’ through the Jigsaw scheme for several years and it meets the new guidelines. Pupils ‘Talents’ in and outside of

school are nurtured and celebrated. The school has an active School Council and Year 2 pupils are given the opportunity to be the House Captain for one of our 6 Houses. The school has developed a number of initiatives to support community responsibility to care in times of global crisis and for the environment. This includes local projects such as, collection of used batteries, stamps, recycling clothes/uniform and growing foods to share with our families. We also support the local Foodbank; homeless charity and each year choose children's charities to donate to.

After school club activities are run by Staff and external providers. Disadvantaged and Vulnerable pupils are prioritised for club membership, Coding, Gardening, Archery, Fencing, Library, Singing, Dance and Gym Club are some of the offers available all are well attended.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is...
Music specialist support with Bristol Beacon (Music Hub) Year 1 introduction of violin lessons (Year 2 Pupils) and Recorder lessons (Year 1) Term 5 &6. In 2023/24 introduction of untuned music experiences for Reception. Also in Year 2 of the project the children will have lessons from Term 1.	<i>Children will learn a tuned instrument throughout their time at our school. There will be an increase in their cultural capital and appreciation of music. (Collect evidence T5/6)</i>
Bristol Rovers FC working with Year 1 & 2 pupils on application of Real PE skills with Teachers additionally offering Teacher CPD.	<i>Children say they enjoy applying key skills to a range of games and activities and feel good about adopting a healthy lifestyle (Collect evidence T5/6)</i>
School Council Projects	Children have sampled pupil voice in their classes and reported back to the School Council. They have created Friendship Benches, and helped classes redesign book corners for World Book Day which they then judged.
House Captains and Stars (Y2)	House Captain are ambassadors for the school helping the younger children and demonstrate the key learning behaviours and Golden Rules at SIS. They can be easily identified by their school ties.
Disaster Appeals and Charity Work	We know that children understand poverty and misfortune, how it affects people and how they can make a difference. We have supported charities and responded to disasters including those that affect our multicultural families. We have raised nearly £1000 this year.
PSHE	Through our age appropriate PSHE scheme (JIGSAW) we equip pupils with the knowledge to keep themselves healthy and safe, how their bodies change and understand what healthy relationships are like.
E-Safety	We know children learn about E-safety each term and have a growing awareness of how to keep themselves safe online.
After School Clubs	Clubs have been full and oversubscribed and have run repeated sessions to cater for the demand.
Homework /Google Classrooms	We have seen an increase in engagement of homework completed with Parents/Carers through the use of Google Classrooms and individual Chrome books for Literacy, Maths and other curriculum areas.

	OUTSTANDING	GOOD	RI	INADEQUATE
5. Effectiveness of the EYFS		✓		

The curriculum in EYFS is planned to ensure that the children’s interests are followed as well as ensuring that the key building blocks of phonics and number are taught through meaningful and rich experiences. The use of core books as a basis for a cross curricular approach ensures that the learning excites and engages the children. Parents are involved in meetings with staff to ensure that the curriculum is designed around the interest of the children. There is a strong focus on PHSE with Reception children included in the whole school approach. Children are encouraged to develop a love of reading and are also supported to read phonetically decodable books that are linked to their growing phonic skills. Vocabulary and language development are given high priority, with children encouraged to discuss, share opinions and listen to others views. By the end of reception, the majority of children have developed the key skills they require to access the next stage of their learning. Analysis of skills progression is completed regularly and scrutinised rigorously to adapt the curriculum throughout the year and for future cohorts.

Update (03.2023)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken...
EYFS lead and Maths Lead have attended continuing professional development (Mastering Number), each term, which is a programme followed by all pupils in every year group. EYFS lead and Maths Lead have worked with an external body (Mastering Number) each term to inwardly look at and improve teaching and learning of maths in the school.	Pupils have developed firmer foundations in their number sense. Lesson observations have noted an improvement in pupils’ ability to use sentence stems and high-quality talk about their mathematical understanding. EYFS are ‘journaling’ to record pupils’ math learning. This has given reception teachers clear assessments of children’s current understanding and knowledge in maths and allowed them to adapt future plans and lessons to close gaps and address misconceptions.
Bristol Standard Award by Bristol City Council (BCC)	EYFS practice is judged against a range of measures and evidence submitted to BCC. We have again received the award for good practice in EY development. (EYFS Leader has the completed report and feedback)
Development and monitoring of teaching and learning in the canopy area	The canopy area is staffed and offers us a time to be with the children in child-led provision. We have introduced Adult Focus sessions to encourage those children who always choose outside to engage in learning from other areas of curriculum.

Update of EYFS Policy and Risk Assessment	Leaders and Staff in EYFS are updating practice and policy in line with new developments in curriculum, use of space and changes to EYFS guidance.
Develop opportunities for parental involvement including phonics workshops/observations/ Google classroom	Parents/Carers have a clearer understanding of how synthetic phonics impact on early reading.

Impact 03/2023

The effectiveness of EYFS is at least good we know this as we were awarded the Bristol Standard for our good practice for the 14th consecutive year, evidence of practice is scrutinised by Bristol EY Team (Jan 2023).

One of the EYFS teachers has been off due to major surgery. The school was able to recruit a fixed term supply teacher until June 2023, who has had EYFS experience. There was a handover transition period to ensure a smooth transition in January 2023. The FT supply teacher has built a strong partnership with the EYFS lead and will remain in post until June 2023.

Summerhill Infant School KEY DATA – STATUTORY DATA FROM 18/19												
Headteacher: Ira De N'Yeurt		Quality of teaching Autumn 2022		KS1 achieving EXP			KS2 achieving EXP			KS2 achieving EXP (PP)		
No. on Roll	170	% outstanding			School	National		School	National		School	National
No. of teachers	6	% good or better	66	Reading	70	67%	Reading			Reading		
No. of support staff	3	% RI	33	Writing	62	58%	Writing			Writing		
No. of SEN support (1-1)	1	% inadequate	0	Maths	72	68%	Maths			Maths		
Contextual Information Quintile Q4 bottom 20% Q1 top 20% (ASP)				KS1 achieving EXP (PP)			EGPS			EGPS		
	School current	National 2022	Quintile		School	National	combined			combined		
% girls	52%		-	Reading	50	51%	KS2 achieving GD			KS2 achieving GD (PP)		
Stability	90%		High	Writing	38	41%		School	National		School	National
SEN support	18% (60% boys)		High	Maths	50	52%	Reading			Reading		
EHC	1		Low	KS1 achieving GD			Writing			Writing		
Pupil Premium	30%		above		School	National	Maths			Maths		
Deprivation	IDACI 4		high	Reading	28	18%	EGPS			EGPS		
Minority Ethnicity	66%		-	Writing	21	8%	combined			combined		
EAL	32%		above	Maths	23	15%	FS achieving ELG			Targets Statutory Results		
Absence	6% 21/22		high	KS1 achieving GD (PP)				School	National	FS (GLD)		78%
Absence (PA)	17% 21/22/		high		School	National	Reading	71%	75	PHONICS		82%
Key aims				Reading	6	8	Writing	67%	69	KS1 READING		89/30
				Writing	0	3	Number	76%	78	WRITING		81/25

<p>To ensure that Staff, children and parents are kept 'as safe as possible' within school and in the community.</p> <p>To ensure the teaching and learning is consistent and embedded across the school</p> <p>Ensure high quality teaching in all phases using our new Curriculum</p> <p>Ensure that teachers have a clear understanding of the sequence in teaching synthetic phonics to ensure achievement of phonological skills is accelerated in Year 1 and is mastered by the end of Y2</p> <p>To ensure that children identified for additional support make more than expected progress through effective interventions</p> <p>To develop a consistent approach to the assessment and identification of children with speech language and communication needs and implement a structured intervention programme to support their needs (NELLi, Time to Talk, First 100 word etc)</p> <p>Ensure all staff are promoting reading and outcomes for pupils reflect this.</p> <p>Use imbedded monitoring systems that is effective in identifying key areas of concerns in pupil groups and subject knowledge areas</p> <p>To implement curriculum flexibility/adaptation in teaching to support gaps and to best meet the needs of the children</p> <p>Leadership Restructuring - to create a KS Leader when financially viable. This will consolidate the KS approach to phonics, SPAG, reading and writing across the school.</p> <p>NCTEM – Maths intervention whole school 15 mins per day.</p> <p>To implement Home Learning Plan and activities in each year group that will be put in place for children: to enrich and extend learning; help mitigate for long absences or in the case of local lockdown (COVID 19)</p>	Maths	13	7	GLD	67%	65%	MATHS	94/30					
	Progress KS1 to KS2				FS achieving ELG (FSM)			KS2 READING					
	Reading				School			WRITING					
	Writing				Reading	57%	59	MATHS					
	Maths				Writing	57%	53	Parent Survey (Ofsted) March2023 36 Responses (1R=3%)					
	Data 12/22 at expected % (No.)				Number	71%	64						
		R %	W %	M %									
	R	3 (2)	2 (1)	5 (3)	GLD	57%	49						
	Y1	35 (18)	45 (23)	14 (17)									
	Y2	46 (25)	35 (19)	57 (31)									
EYFS/KS1 On track 03/23 % (No.)							Question	YES	Don't Know	NO			
	R	W	M				Child Happy	94%	3%	3%			
YR	64 (38)	34 (20)	59 (35)				Child feels Safe	97%		3%			
Y1	81(44)	65 (35)	72 (39)				Would Recommend SIS	94%	3%	3%			
Y2	66 (35)	64 (34)	64 (34)				Appropriate Homework*	94%	3%	3%			
Summer Data							Makes good progress	100%					
Current SEF Judgements				Yr Group	R	W	M						
Overall Effectiveness	2	GOOD	R				Reading			Pupil well behaved*	85%	12%	3%
Leadership and Management	2	GOOD	Y1				Writing			Valuable info about progress	94%	3%	3%
Quality of Education	2	GOOD	Y2				Number			Dealt with bullying*	52%	42%	6%
Behaviour and Attitudes	2	GOOD								Concerns dealt*	77%	17%	6%
Personal Development	2	GOOD					Reading			Well led/managed	91%	9%	
Effectiveness of the EYFS	2	GOOD					Writing			* Not bullied 52 % Don't Know 42% * Don't Know about dealing with concerns 17% *Homework - don't know 3% *Don't Know about pupil behaviour 12%			
OFSTED INSPECTION December2017	CONTINUES TO BE GOOD						Number						
<ul style="list-style-type: none"> Teachers have uniformly high expectations of what pupils can achieve in their writing so that a greater proportion of middle-attaining pupils across all classes meet and exceed the standards expected for their age Leaders' checks on phonics teaching and pupils' application of phonics in their writing are robust and enable low-attaining pupils to make rapid progress and catch up quickly Leaders' communication and communication across staff teams are consistently good so that staff have a clear understanding of whole-school expectations and whole-school initiatives 							Phonics Y1 2022	School	Nat				
								76%	75%				
							2023						

Areas for improvement from last Ofsted report (Date of last inspection: 07.11.2017)

Areas for improvement	Brief notes about progress since last inspection
-----------------------	--

1	Teachers have uniformly high expectations of what pupils can achieve in their writing so that a greater proportion of middle-attaining pupils across all classes meet and exceed the standards expected for their age.	School has been in the top 20% of schools for pupils achieving Greater depth. In 2021/22 the school was moderated. The pupil's work and evidence were highly praised and selected for exemplification for the LA and STA. The Literacy Lead is also the Y2 Leader and has high expectations and a clear understanding of the rigorous approach needed for each year's cohort and school community. The Literacy Lead in 10/22 was successfully selected to join the LA Moderation Team.
2	Leaders' checks on phonics teaching and pupils' application of phonics in their writing are robust and enable low-attaining pupils to make rapid progress and catch up quickly	Progress was tracked every six weeks and groups were adjusted accordingly across the school. Individual pupils were identified for further intervention or consolidation. This year we will be using our DHT (NPQSL - Phonics) to take a more finessed approach each week. We have successful bid for £6K of funding for more RWI books and training. Children will now be able to take home RWI books and teachers will have up to date RWInc training to share with the whole school.
3	Leaders' communication and communication across staff teams are consistently good so that staff have a clear understanding of whole-school expectations and whole-school initiatives.	Weekly briefing sessions and staff minutes are shared with all Staff. A MHWB group has been established and meet several times a year. There is a Well Being Survey which is completed by all Staff bi-monthly and the results are shared with all Staff and Governors, Results are consistently good. When a view is raised that is worrying ie <i>There is no one at works that cares for me</i> the comment is flagged and Staff are reminded of the open-door policy of the Head and anonymous employee helplines. MHWB training has been given to all Staff. The School's Vision, Values and school priorities were shared with Staff and emailed to them at the start of the new academic year. When new initiatives are introduced the workload and work-life balance is an early discussion point.

School Improvement Priorities

	School improvement priorities (max 5)	Brief notes about why this is a core priority	Impact
1	New Curriculum Development	Embed new curriculum in 2022-23 Tweak topics and knowledge organisers to reflect feedback from Year Leads from 21-22 Produce booklets for Staff and Parents/Carers that showcase the learning Embed use of our learning working walls to help reduce cognitive load	Greater knowledge acquisition and achievement for all pupils regardless of ability
2	Phonics	Action new Phonics strategies in 2022-3 including working with Excellence in English Hub Train/Retrain two thirds of Staff 2022/3 Collect RWI data each term and react rapidly to gap analysis and data from 21-22 Monitoring of bottom 20% Ensure all children have phonetically decodable books for school and home	Early reading and love of reading increases. Target of 90% all Year 1 pass PSC
3	Managing Organisational Change / Staff Well-Being	Continue to monitor the Staff Well-being with bi monthly surveys as many were affected by the change process Monitor the staffing personnel and new models of working and ability to lead interventions	Staff have a secure work life balance and the school is financially secure
4	SEND/EAL/PP Provision	We have appointed a new INCO (Inclusion Lead). Mrs Jane Edwards starts in September 2022. Handover sessions with current INCO Training for all staff September 2022 KCSiE Monitoring of Class based interventions Training for Class based interventions Liaison with MHWB Practitioner external and embed role in SIS (Free resource for Schools)	Continue to diminish the gap of SEND and the bottom 20% of pupils. Continue to rigorously safeguard all the children at school and provide trusted adults and safe learning environments
5	Parent/Carer Engagement	Teachers building <i>positive regular engagement and check ins</i> with key Parent/Carers leading to: <ul style="list-style-type: none"> • Increased MHWB experiences of Pupils • Greater understanding of Summerhill Infant School Curriculum • Increased engagement in Home School Activities • Literacy home support is increasingly more effective leading to diminishing differences to include home reading strategies through F2F sessions and presentation/training clips • Support for in-school activities, volunteering and external visits • Increased usage of Google Classrooms by Pupils/Parents 	Plan more workshops for Parents/Carers to attend on MHWB issues. School meetings and webinars for Parents/Carers on all subject areas. Build up reading volunteers in school especially after the pandemic currently about 5 volunteers regular attended. E-booklets for Parents/Carers about Summerhill Curriculum

			Purchase of school set of Chromebooks (Premise Dev Plan)
--	--	--	--

Emerging Themes for 2023/24

Improvement Priority & Links		Brief description
1	1 & QoE; L&M	Retrieval Activities – Subject Leaders / Curriculum Lead design retrieval activities (low threat/high challenge) to use regularly
2	1;2 & QoE; L&M	Assistant Head/Curriculum Lead role: Manage operational curriculum design for each year group. RWI assessment Lead
3	4 & B&A;PD	MHST worker and SENCO create workshops for academic year on key factors
4	1;5 QoE,	Expand use of Chromebooks in and out of school linked to Google Classrooms.
5	1;2 QoE	Join the English Hub as a Partner School linked to priority 2 (meeting set for 24 March 2023)
6	3;1;2 QoE;L&M	Continue to explore the role of Assistant Headteacher/Curriculum Lead role
7	1 &QoE; L&M	Primary Stars Maths curriculum review
8	1 & QoE;L&M	Science Curriculum review
9		Tuned Instrument lessons Recital at End of Year.