

SUMMARY EVALUATION

See SEF and School Improvement Plan for full information including evidence bases

Evaluation	Leadership and Management	Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Pupil Outcomes	Early Years Provision
Judgement	2	2	1	2	2

Last updated: 19/10/2016

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Key Strengths	<ul style="list-style-type: none"> ⇒ There are high expectations for the conduct of pupils and staff. ⇒ Relationships between staff and pupils are excellent and supportive. ⇒ Progress is good across the curriculum, including in English and mathematics. ⇒ Staff are encouraged to develop their own skills via CPD. ⇒ Governors challenge senior leaders ⇒ Leaders and governors have a good understanding of the school's effectiveness informed by the views of pupils, parents and staff. ⇒ Teaching is good or better across the school. ⇒ Staff reflect on and debate the way they teach and constantly seek to improve. ⇒ Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. ⇒ Head and Deputy set high expectations to all staff via staff meetings and pupil progress meetings and through teacher appraisal. 	<ul style="list-style-type: none"> ⇒ Pupils' behaviour is generally excellent. ⇒ Teachers assess quickly and effectively and time is used well to provide intervention. ⇒ The pupils use this feedback effectively. ⇒ The teaching of phonics is effective in enabling them to tackle unfamiliar words. ⇒ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. ⇒ Pupils are generally motivated to do well and understand how they need to improve. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. ⇒ The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. ⇒ Teachers promote equality of opportunity. 	<ul style="list-style-type: none"> ⇒ Head is Safeguarding Lead, CSE champion and leads on Prevent training. ⇒ Child Protection/Safeguarding Policy is kept updated following updates from ESCB and termly forums. ⇒ All staff receive training at least annually. ⇒ Risk assessments are reviewed by the Head who attends training from Essex Outdoors. ⇒ Healthy Schools Award maintained ⇒ There is a wide variety of out of school hours. ⇒ The school has clear expectation of behaviour which is promoted consistently throughout the school and is shared with parents. ⇒ The school proclaims its Christian status openly and proudly. ⇒ Attendance is high and above 97% ⇒ The Behaviour Policy was comprehensively reviewed, has been shared with all stakeholders and is fully supported by parents. ⇒ The open door policy applies to children as well as parents and the children are generally confident to talk to any member of staff if there is a problem. ⇒ There is a trained well-being mentor in the school and the Head teacher is a qualified counsellor. ⇒ All new children are given a buddy to help them settle quickly. ⇒ Each class has a worry box which is carefully monitored. 	<ul style="list-style-type: none"> ⇒ EYFS-GLD 71.4 PPG included ⇒ Phonics 80% ⇒ KS1 80% expected level Reading ⇒ KS1 80% expected level Writing ⇒ KS1 80% expected level Maths ⇒ KS1 100% expected level Science ⇒ KS1 PPG met expected level in all subjects ⇒ KS1 40% Reading at greater depth ⇒ KS1 33.3% Writing at greater depth ⇒ KS1 26.7% Maths at greater depth ⇒ KS2 60% expected level Reading ⇒ KS2 80% expected level GPS ⇒ KS2 80% expected level Maths ⇒ KS2 86.7% expected level Writing ⇒ KS2 13.3% Reading at greater depth ⇒ KS2 40% GPS at greater depth ⇒ KS2 20% Maths at greater depth ⇒ KS2 33.3% Writing at greater depth ⇒ Pupils are given the support they need to make as much progress as they can. ⇒ Pupils are supported when taking external tests so that they achieve their best. ⇒ Pupils are assessed each half term and these assessments inform planning and intervention 	<ul style="list-style-type: none"> ⇒ Adults have an accurate picture ⇒ online programme 'Tapestry' ⇒ Children are identified for extra support ⇒ Once identified as below or above age expected, strategies and intervention groups are identified to 'narrow the gap' ⇒ School works closely with Southend College ⇒ The environment and resources are constantly reviewed ⇒ The quality of teaching from teachers and support staff is consistently good with much outstanding practice. ⇒ Children demonstrate exceptionally positive behaviour ⇒ Positive learning behaviours ⇒ Children work closely with their Year 6 buddies from entry into the school. ⇒ Children share playtimes and lunchtimes with the rest of the school ⇒ All members of the team have had training in Paediatric First aid. ⇒ The Early Years children work as a class of no more than 15 and they are led by the Deputy Head and an HLTA ⇒ All staff ensure that children are safe ⇒ Staff have taken part in online PREVENT training and an annual safeguarding course. ⇒ The leadership of Foundation Stage is highly effective ⇒ Excellent relationships are made between school and parents ⇒ Accurate assessment informs high quality teaching ⇒ Moderation within our cluster
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					⇒ The EYFS teacher leads the consortium EYFS teachers
Key Areas for Improvement	<ul style="list-style-type: none"> ⇒ Forge new stronger links with Sandon Cluster- to form working partnership with local schools- St. John's, Danbury Park and Priory to raise standards. Look to develop work with East Hanningfield and others to form a partnership of church schools and to work with the diocese for collaborative approach to raising standards/ joint projects. ⇒ To implement the targets set in performance management, with reference to teacher standards 	<ul style="list-style-type: none"> ⇒ Develop structured reading into KS2 ⇒ Extend range of books for year 6 confident readers. ⇒ Parents' meetings to encourage more focused questioning during home reading. ⇒ Develop the teaching of spelling. 	<ul style="list-style-type: none"> ⇒ Develop the role of the Year 6 buddies. ⇒ Offer more support for parents to help them support children at home. 	<ul style="list-style-type: none"> ⇒ Continue analysis of data to identify areas to be targeted. ⇒ Reading needs focus in KS2 to reach the expected level at the end of year 6. 	<ul style="list-style-type: none"> ⇒ Continue analysis of data to identify areas to be targeted. ⇒ Continue to develop the role of the buddy.