



St Michael's Church of England Primary

School Self-Evaluation Summary 2022/2023

Section	Summary Evaluation
Contextual Information	St Michael's Church of England Primary School is a school situated towards the east of Louth, a small Georgian market town at the edge of the Lincolnshire Wolds. The school was newly built in 1974, replacing the Victorian original and it attracts children mainly from the town itself with few children who live out of Louth. We currently have eleven classes with a Pupil Admission Number (PAN) of 45 pupils and NOR currently stand at 313. Overall, pupil attainment at the end of Key Stage 2 (2019) for individual subjects is above the national average for Reading and below for Writing and Maths. 2019 published combined data shows 69.6% of pupils achieved the expected standard in Reading, Writing and Maths, just above the national average. Pupil progress is below the national average for Reading (-0.1), Maths (-2.0) and Writing (-0.8). School's most recent data- unpublished for KS2 is 84.4% for GAPS with 17.8% achieving GDS, 73.3% for reading with 29% achieving GDS, 62% for writing and 51.1% for mathematics with 13.3% achieving GDS. Teacher assessment had predicted 71% for mathematics, however 20% of those predicted to meet ARE achieved a scaled score of just under at 99 and 98. A recent three-year trend is not possible due to the impact of Covid-19. The current Head Teacher was appointed to role in September 2020 and quickly identified the following needs: • The implementation of an accredited phonics scheme to replace the letters and sounds scheme • To adopt/design a curriculum which is fit for purpose, ambitious and coherently planned and sequenced equipping children with sufficient knowledge and skills. • To implement a strategic plan for the development of teaching mathematics. To include quality CPD for all teaching teams to develop and secure their knowledge and skills in teaching mixed-age classes. • To appoint subject leaders for all subjects to ensure intent, implementation and impact is clear and concise across the whole curriculum. • To implement phase leaders to strengthen the leadership structure across school • To strengthen governance through skills audits and external review. • To embed a robust system for staff performance management and accountability. • To review and revise school policy and expectations for behaviour management The school was categorised as vulnerable (yellow) by the local authority in December 2020 and the need to strengthen opportunities for staff professional development wider to the school team was pertinent to rapid school improvement. The school now works with a range of partnerships and alliances, including the local schools network, working closely with the Local Authority and the KYRA Teaching School Alliance and LEAD equate Teaching Hub. More recently the school have entered into a Wave 4 Partnership agreement with the English Hub, working with an allocated Literacy Specialist with a focus on the following aims: -To ensure the strong start evident in phonics teaching in Reception is sustained -To build an expert team of phonics teachers -Developing the role of the phonics leader - Year 1 – at least a +7.5% increase of combined 2018 + 2019 + 2022 PSC % <u>Our aim is for 100% of children to meet ARE</u> Senior leaders continue to monitor provision across the school effectively to drive change and support the staff well. High quality CPD is incorporated as part of staff member's performance management cycle and reactive to needs identified through continuous monitoring and evaluation. In relation to the implementation of the above areas identified for school improvement, it is important to note that periods of partial school closures in 2020 and 2021, social distancing measure, infection control measures and staff shortages all related to COVID-19 led to increased pressures on the school and its staff. This coupled with the need to prioritise remote education, provision for vulnerable children and key workers, supporting pupil and staff well-being and preparing for re-opening meant that progress against the above actions was significantly slower than desired. Nevertheless, we are now starting to reap the rewards of the curriculum improvements that have been put in place and being a research rich school has allowed for pupils and staff to thrive, providing greater capacity for school evaluation and improvement. Performance management for all encourages a research literate team who have ample opportunities for ongoing professional development that is not fragmented or insufficiently informed. The School's motto is 'Caring, Learning, excelling' and our vision has recently been re-visited and realigned to reflect the views of all stakeholders: <i>In our inclusive and caring church school community our actions are mirrors of our Christian values.</i> <i>We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.</i>



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We have pride in who we are and excitement about who we can be.

The school has recently re-evaluated the school values (previously 18 values), condensed them to 11 and then upon further consultation with staff and children reduced these to 7 core values. Friendship being the value children put the biggest emphasis on in feeling safe and happy in school. Our values are Respect, Thankfulness, Trust, Friendship, Peace, Courage and Compassion.

Our intention is that all pupils irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment and the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal alongside their peers. More recently the appointment of a pastoral care team has been implemented in order to offer an additional layer of support for our families and also to provide further provision for our most vulnerable children with external complexities impacting on them accessing education on a day to day basis.

Quality first teaching is at the heart of our approach as evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, including emotional and well-being support for all pupils whose education has been significantly affected. Our recovery premium is incorporated within our activities and projected spend outlined within the strategy.

Our approach will be responsive to common challenges and reactive towards individual needs, rooted in robust diagnostic assessments. School leaders will ensure that all teachers and teaching assistants are supported in delivering high quality teaching so that the very best outcomes can be achieved for all pupils, particularly those who are disadvantaged.

We focus on encouraging attendance, strengthening our offer of pastoral support; therefore, meeting the well-being needs of pupils and families through actively engaging with families to encourage and support good attendance in school. School engage with an EWO service and have an appointed Attendance Champion to work with families alongside the Head Teacher.

St Michael's School has been recognised by the Lincolnshire Early Help Team as advocates for promoting and engaging with Early Help through the process of Team Around the Child and also for the work and intervention provided alongside our LAC families.

Contextual Information	Number	Percentage	Notes
NOR	313		EYFS (45), Y1 (45), Y2 (46), Y3 (44), Y4 (42), Y5 (46), Y6 (45)
Boys	160	52%	
Girls	149	48%	
Eligible for PP	81	25.7%	
In receipt of FSM (October 2022)	91	29%	
SEND provision	40	13%	(Cognition and Learning 13, Communication and Interaction 10, Social Emotional and Mental Health 6, Sensory and Physical 5, Other-6)
Educational Health Care Plan	8	2.6%	
Children with an allocated Social worker	9	2.9%	CP- 1 CIN-8
Children at Team Around the Child	9	2.9%	EW Lead Professional
Children In Care (CIC)	4	1.3%	
Post CIC	0		
Young Carers	7	2.2%	
EAL	6	1.9%	Polish/Arabic/Ukrainian
Refugee	3	1%	
Pupils who are part of an ethnic minority group	15	4.8%	W&B Caribbean/White and Black African/Other mixed/White and Asian/White other/Arab/Asian and any other Ethnic group



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Previous Inspection Targets	- The recent improvements in the assessment of the pupils in key stage 1 are secured, so that the most able pupils are consistently able fully to work at the levels of which they are capable. - Additional staffing paid for using the pupil premium is used to full effect in meeting the needs of disadvantaged pupils, including the most able.
Progress against previous inspection targets	Actions/Impact - Phase Leaders for KS1, LKS2 and UKS2 were appointed September 2021 to lead the teams; this has ensured a consistent approach across each key stage where regular pupil progress meetings take place to ensure consistency in teaching, learning and assessment across the teaching team. Phase leaders meet regularly as a group with SLT to further ensure consistencies in approaches in relation to behaviour, safeguarding, quality of education and leadership across school. - The development of Pastoral roles in school has evidence that families and children feel supported and that time is dedicated to social and emotional learning time led by these adults. Including Lunch-time clubs - Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. - Teaching teams respond rapidly with targeted teaching for pupils at risk of under achievement, including, those who are working at greater depth. This includes subject leaders and senior leaders monitoring provision for the bottom and top 20% for Reading, Writing and Mathematics. - Use of Lexia, an adaptive blended learning programme that accelerates the development of literacy skills, supporting in closing any gaps identified through non-school attendance COVID related. 1:1 or small group reading and phonics interventions for bottom 20% readers across the whole school. - Use of speech and language toolkits (WellComm and NELI) to assess and identify children who require support. Identified members from Teaching teams to attend Speech and Language interventions with specialist teachers so that provisions can be continued in school as timetabled. - Broadening opportunities and experiences for all children and subsidising trips, clubs, music lessons for identified PP children. This includes guitar and piano tuition.
Quality of Education	To provide for the needs of our pupils and their local context, we have re-designed the curriculum so that it grows outward looking pupils who are empowered with the knowledge and skills they need to be independent life-long learners whom have an awareness and a growing understanding of the wider world and its complex cultures. We strive to provide our pupils with many opportunities to learn about themselves, their community, their values and the wider world. Our Curriculum drivers (values, empowering knowledge, inclusion and aspiration) weave together our school vision, values and Curriculum intent. Our ambitious, knowledge rich curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes all of our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics and cultural capital required to succeed in life. Pupils study the full curriculum; it is not narrowed. There are many opportunities for curriculum enrichment, including: music, choir, trips, residential visits, gardening, sports, a range of clubs after school. We have considered the impact of COVID-19 lockdowns and school closures and identified key areas for focus within our curriculum to address any imbalance in quality of provision due to remote learning. A robust system was in place for remote learning with clear policies and procedures for any family isolating due to COVID-19. Catch up plans are regularly reviewed and evaluated against impact and next steps. External moderators for years 1, 2, 5 and 6 have supported teachers with moderating judgements in reading, writing and mathematics and supporting in identifying missed learning and possible next steps (July 2021, October 2021, March 2022, April 2022 and May 2022). The level of professional discourse around curriculum design and pedagogy has been significantly elevated over the last 18 months, due to a refocusing on teacher professional development, but also more time and support given to middle leaders to take ownership in their particular areas. Subject leadership roles have now been allocated for all subjects and the school's rigorous performance management cycle ensures that any gaps in teacher knowledge are supported so that pupils are not disadvantaged by ineffective teaching. Teachers have a good subject knowledge and subject leaders for core subjects are secure in their ability to provide effective support where required. The teaching of phonics and reading is prioritised so that all pupils are able to access all areas of the curriculum "every child is a reader". Our aim is for all children to develop fluency, confidence and a love of reading. Recent monitoring, both internal and external has highlighted the improvements in reading across school and pupil voice has evidenced a growing love and passion for reading. Regular assessment and monitoring of pupils' attainment in reading ensures that GAPs are addressed. Discussions with pupils across school show that they have positive attitudes towards reading and that they are excited and engaged by the recently developed selection of texts across school, this is also evidenced in external visit reports following monitoring visits to the school. The use of Lexia, an adaptive blended learning program that accelerates the development of literacy skills for pupils of all abilities has enabled pupils in KS2 to make that critical shift from learning to read to reading to learn; thus further closing the differing gaps caused by school closures. Children can also access this from home and show a love of engagement with the intervention due to its personalised approach with minimal face to face intervention.



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	Virtual Read, Write Inc., phonics training and development was received by all teaching teams in October 2020 and the school has fidelity to this programme, receiving regular training and monitoring in line with the programme. Nevertheless, school closures, bubbles, isolation related to COVID-19 meant that the effective monitoring of this programme was not able to be implemented effectively until September 2021. More recent changes made to the teaching of phonics have evidenced accelerated progress in reading; including closing the GAP due to the pandemic and school closures. In order to support staff in confidently and competently delivering high quality phonics sessions the phonics leader (appointed in April 2022) observes practice weekly, works closely with all of those responsible for the teaching of phonics and early reading and where appropriate, creates personalised training pathways for individuals to access in order to further refine practice. The school have engaged with L.E.A.D. equate for a full phonics audit and have more recently applied and have been successful in securing a place as a partner school with L.E.A.D. Equate English Hub, focusing on predominantly phonics and reading development, creating sustained improvement and the development of an expert team (as outlined above). Subject leaders effectively communicate with Senior Leaders and teachers so that there is a shared understanding of standards and areas for development across school. This has been evidenced through rigorous implementation plans, which have included Read, Write Inc. phonics, Active English for PAG, mixed-age planning development in mathematics and the development of White Rose maths planning. External validation of this through LEAD equate phonics audit, Locality Lead visits, SLE/consultancy monitoring and external moderation across the whole school for reading, writing and mathematics. Recent capacity for non- core subject leaders has increased, allowing for these leaders to have time to monitor their subject to ensure progression through from EYFS to Year 6, as well as to ensure that all pupils are sufficiently challenged. The Monitoring and Evaluation schedule for 2022/23 includes an extension on the bespoke timetable implemented as part of SDP and CPD development for staff release time for monitoring and subject focus time. Through wider collaboration with Kyra, local schools and Peer Review, conversations relating to subject leadership and curriculum development extend to a wider group of professionals, therefore, there is constant professional challenge and support from peers. This has meant that best practice is shared, thereby contributing to the improved standards across the school. Assessment opportunities for non-core subjects are being developed to ensure that pupils' knowledge and skills are securely built on; the use of knowledge organisers and the recently introduced pre and post topic tests are developing tools to enhance this. Monitoring now needs to evidence the consistency of this across all subjects. Summative assessments are reliable and managed efficiently to support managing workload. Changes to assessment checkpoints have positively impacted on this, ensuring that testing is purposeful and timely. Staff are reflective about their practice and the strategies they use to inspire pupils. Assessment data is used very well to promote learning in depth and pupil progress meetings, IEP reviews and PP focus meetings evidence the knowledge and understanding teachers have in relation to the children's learning and their individual needs. Planning takes into account the deployment of adults and resources for pupils with SEND. (SENCO reviews, policies, planning and IEP monitoring). Monitoring and performance management of 1:1 teaching assistants by the SENDCO enhances their skills and the positive impact they have on outcomes. All TAs attend phase planning meetings weekly, which impacts on their effectiveness. All TAs attend relevant training relating to SEND, safeguarding and behaviour management.
Behaviour and Attitudes	The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood through the school 'Bee rules' and shared class charters. The school has re-visited the historical values adopted under previous leadership (16 values), shared these with all stakeholders and have now established a clear set of 7 core values (Friendship, Trust, Respect, Thankfulness, Peace, Courage, Compassion) which underpin the whole school ethos and these are beginning to be embedded accordingly throughout our new curriculum. The establishing of core values was carefully considered alongside the school's revised vision. Friendship being the most commonly voiced value through pupil voice. Leaders understand the importance to lead the creation and reinforcement of a positive behaviour culture, ensuring it permeates through every aspect of school life. Staff training is planned for to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. Low level behaviour has been a dominant area for discussion and improvement since the return to school from COVID-19 closures and over the past academic year. Leaders and staff are working with Positive Regard to further support and embed approaches within the staff team, with a focus on using a variety of relational approaches to supporting the behaviour of children and young people; with a core focus on restorative approaches, conflict resolution and regulation.



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	Most pupils are proud of their school and are keen to talk to visitors about life and learning at St Michael's. Most pupils are polite and show good manners. Pupil voice makes a positive contribution to the life of school and children are given opportunities for responsibility, such as Kyra Kids (a collaborative council with 10 other local schools), supporting with pupil voice when recruiting new staff, collecting litter, fundraising initiatives to support the local community. We have an active school council and a collective worship council. Children are developing in their roles and are keen to make a contribution, planning and leading (with SLT guidance) events and acts of worship to make school an even better place to be. CPOMS is used as a platform for reporting any safeguarding behaviour concerns consistently and effectively. Any reported incidents of bullying are dealt with in an effective and timely manner. Where a report is investigated and deemed to be an act of bullying, a log is made by DHT and all actions are identified along with outcomes. The school holds an open door policy. The HT and DHT are outside on the playground every morning along with the pastoral team and parents are encouraged to approach staff with any worries or concerns and/or make an appointment that will be timely and mutually convenient. Parental trust has been a barrier due to school closures along with changes made by new HT and therefore, continuing to build relationships and trust with families is a key agenda item amongst new staff members and the SLT. Attendance was low at 93.7% (Sept-April) based on previous years. Regular analysis of attendance data allows for early intervention, discussions with families and notification of any decline in attendance. Recent attendance data has improved and is at 94.2%. The school is inclusive. Pupils with additional needs or who are disadvantaged are included in all aspects of school life by all members of the school community. External agency involvement reports (STAPPS/Virtual school/TAC monitoring have reports to evidence this). School have joined the National Breakfast initiative which has had a significant impact on lateness. Following the removal of staggered start times post COVID, some families have struggled to resume arrival at the normal school times. Since launching the breakfast initiative in which bagels are offered on school arrival between the times of 8:45am and 8:55am, we have noticed a drop in lateness for persistent families. We are currently offering these 2 mornings a week, however a recruitment drive at the end of October will hope that the school can sustain this offer on a daily basis. This been factored into the P P finding review of actions due to the impact it has on our most vulnerable families attending school on time. EWO support has been secured through an SLA to support and challenge persistent absentees; PP and vulnerable students are prioritised. When pupils do misbehave, school's leaders are able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. Where a fixed term suspension has been necessary robust action is taken and the school has successful strategies that avoid permanent exclusion; fully utilising the Lincolnshire Ladder of Intervention. A reintegration meeting is always put in place and goes ahead with PRT/BOSS and where relevant, the SEND team case worker and the parent. .
Personal Development	Designated staff members have participated in the Mobilise mental health and well-being project to bring new and enhance existing strategies for staff and pupil well-being. The school provides high quality pastoral support through its well-being team (Head Teacher, Assistant Head Teacher/SENDco/safeguarding Lead, Pastoral TAs). Staff and pupils showing early signs of anxiety, emotional distress or behavioural issues are offered the necessary support specific to their needs. Any staff absence related to stress/anxiety is addressed in line with HR policy, procedure and high levels of support through stress risk assessment and/or occupational health assessment. The school system for behaviour helps children reflect upon and understand the consequences of their actions and to talk through any issues openly, understanding of the viewpoints of others. Recent training on trauma informed approaches and restorative and relational practise has been implemented and is under review and ongoing monitoring by phase leaders and SLT. A higher percentage of children (higher than those prior to COVID-19) are being supported at CIN/TAC or CP. It is largely these groups for whom parental complaints are directed to- in particular with accusations of bullying. The school are following the Lincolnshire Ladder of Intervention for these children and can evidence this accordingly through paper work including PSP, BIP, AP paper work, SEND reviews etc. All bullying logs are kept by SLT and actions shared accordingly via CPOMS system. The use of the term bullying is re-visited regularly by the pastoral team and by the SLT when liaising with parents and carers with the majority of families being happy that it has been managed accordingly without it being bullying, instead a friendship disagreement. School continue to re-visit these restorative approaches with groups of children and in whole school worship to support the development of this. Pupils are taught by staff through the PSHE curriculum and through involvement with other agencies, including the police, about how to keep themselves safe. This has included NSPCC Speak out Stay Safe programme, learning how to stay safe when out in the streets and when travelling to school, drug safety, a magistrate's workshop to raise awareness about the justice system. Online safety is



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	consistently promoted by staff and workshops delivered to pupils about this by external specialists. Every child has completed a course in mini-first aid and our current year 6 accessed a 6-module workshop on mental health and well-being. Parents are regularly updated with information relating to safeguarding, including how to keep their children safe online. Leaders ensure staff are trained, vigilant, confident and competent to encourage open discussions with pupils. British Values run parallel to the teaching of our school values and children are exposed to these links through school curriculum, day to day school life and through collective worship discussions. The HT is the school's designated Mental Health Lead and has signed up to an accredited provider to complete the qualification funded by the DfE, commencing October 2022. The school provides a range of opportunities to nurture and develop talents and interest for example, musical productions, choir, instrumental tuition, alternative sporting activities such as archery, sporting opportunities and competitions through the local sports partnership, additional swimming and entry into county galas, golf lessons, cooking skills in forest school, attendance at Young Voices Concert, Y6 residential and on site football training with Grimsby Town league football coaches. Visitors to the school from a range of professions share experiences and promote aspirations amongst our pupils. For example, Royal Navy Officer, Vet, Bishop's Visitor, Magistrate. Pupils are encouraged to maintain an active lifestyle and keep fit physically and mentally healthy. All pupils take part in the daily mile in addition to their dedicated P.E. time. Healthy eating and knowledge around what keeps us healthy is delivered through both the Science and PSHE strands of the curriculum. Children are keen to make a difference to the lives of others, both their peers and then wider to the school. Pupil Voice allows for children to establish and run their own clubs at lunch times on allocated days to foster and develop interests. Children lead on fund raising activities, promoting these themselves amongst the school community (recently non-uniform for the Air Ambulance, collecting food for the local foodbank for Easter, designing and selling t-shirts for comic relief, movie nights arranged by school council, Macmillan coffee afternoon, Lincolnshire day). Weekly celebration worships celebrate pupils' talents and successes. Children receive awards for outstanding learning and/or behaviours for learning; including values awards. Children are invited to celebrate successes from outside of school and share trophies and awards achieved. The school ensures that pupils leaving year 6 are ready for transition into year 7. Leaders and staff work alongside local secondary schools to support the move to KS3. Meetings are held with leaders of year 7 and for pupils with special educational needs, further transition timetables are organised where it is identified that pupils may need additional time to familiarise themselves with their new learning environment and teachers.
Leadership and Management	The school's leadership team has consistently driven improvement throughout the pandemic with a clear and ambitious vision to ensure all pupils access a high quality, broad and balanced education. The school has high expectations for performance and leaders continuously promote the school's vision. Leaders are visible around school and have an understanding of what is being taught. Leaders focus on improving teachers' subject knowledge and pedagogy in order to enhance the teaching of the curriculum and the appropriate use of assessment. Leaders are passionate about and actively support, challenge and develop staff with a strong focus on school improvement and continual professional development. Locality Lead visit reports evidence this. Robust appraisal systems for teacher and teaching assistants, including peer observations, support pupils' progress and identifies training needs. Staff training is designed to meet the school's priorities and high quality CPD is sourced, including through Kyra school alliance and local teaching hubs. Opportunities to develop leadership skills in areas of recognised strengths/talents are encouraged, including participation in NPQs and Head Teacher development programmes for aspiring leaders. In the current academic year, the school have hosted two NPQH placements with a primary focus on financial management. This expands wider to the teaching assistant team, where teacher training programmes are supported through either accommodating a reduction in working days to attend university and school based placements for SCHITT programmes. All school staff are confident in asking for professional development courses or support from subject leaders or the senior leadership team. In the last 18 months 3 teaching assistants have successfully secured teacher training places whilst remaining on placement at St Michael's and one Senior Teacher has recently secured her first Headship. The school SENDCO/Safeguarding Lead has taken on the Post of Assistant Head Teacher at St Michael's and then more recently acting as the interim Deputy Head Teacher. The SENDCO is part of the SLT, enabling effective leadership of SEND within a whole school approach. There are clear systems, processes and support, based on the evidence of what works, to identify and support pupils with SEND. This enables teachers and teaching assistants to provide consistent provision for every pupil, regardless of their particular needs. SEND monitoring, lessons visits and work scrutiny continues to be a focus for SLT over the next 18 months in line with subject lead action plans and school development planning- further closing the GAPS caused by school closure where some pupils were in non-attendance. Leaders are passionate about quality collaboration in order to drive improvements school to school whilst providing networking opportunities for all staff; sharing knowledge and expertise to reduced workload and improve work-life balance. The school are part of a peer review triad with the HT as triad lead.



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	A new model of phase leaders has positively impacted on consistency in approaches to teaching and learning across school and strengthened communication. All phase leaders share fully the School's vision, holding their teams to account for high expectations and aspirations for our pupils. Improved policies and procedures provide a clear structure for all to adhere to. Core subject leaders are confident at monitoring their subjects and regularly monitor their subject areas through, learning walks, pupil progress meetings, analysis of outcomes for each year group and book scrutinies; using these activities effectively and providing quality feedback to staff in order to sustain high quality provision and outcomes. Non-core subject leadership has been a key area for development since September 2021, with the majority of leaders newly appointed to subjects in September 2021 and some returning to post in September 2022, following long periods of absence illness related. However, training and development opportunities have ensured that staff are equipped with the skills they need to lead in their subject area. Subject Leadership in Humanities, PSHE, Sport, R.E, Music are developed strengths. Subject leaders are now monitoring the effectiveness of their subjects under the same model of Core subject leadership and time now needs to be given to relevant subject areas to develop subject leadership so that subject leaders have a demonstrable impact on improving standards in the subjects that they are responsible for. An appropriate body for the induction of an ECT has been agreed and registered and the appointed mentor and induction tutor have completed all relevant training. Knowledge, support and assessment provided is strong. Feedback from Children's Services and LA reviews confirm that there is a culture of vigilance to keep children safe. The Designated Safeguarding Leads (Deputy Head Teacher and Head Teacher) and Deputy Safeguarding Lead ensure that arrangements are effective and records robust. Training has raised staff awareness of how to recognise when pupils are at risk of radicalisation, female genital mutilation and Peer on Peer abuse. Senior leaders work well with families and external agencies to ensure pupils receive the support they need. Records are clear and concise. Safeguarding is an embedded culture. All staff and governors have completed training in line with KCSIE and Prevent. Governors ensure that safeguarding and child protection policies, along with the SCR are up to date and reviewed regularly. Health and Safety is monitored termly and both safeguarding and health and safety are standing items on all meeting agendas. Governors ensure all statutory policies are reviewed and up to date. Governors participated in a voluntary External Review of Governance through the Diocesan in March 2021. Since this, Governors have re-evaluated skills on the board, recruited new governors based on gaps on the board, moved to a circular model of governance and refocused their monitoring; now effectively holding school leaders to account, providing both challenge and support.
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Quality of Early Years Education	Baseline Assessment data at the start of the year consistently shows pupils achieving below national expectations when entering Foundation Stage. This is now consistently above national and Lincolnshire averages by the end of the year. Inclusion and progress of pupils with SEND is a key strength – this has been commented on by numerous outside agencies and specialists. Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet children's needs. FS staff have high ambitions for all children, with challenging and aspirational targets to meet individual needs. The quality of teaching is consistently good or better. All children make accelerated progress from their varied starting points. The Early Years curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. Coherently planned and sequenced, it builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. The EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning. This is supported by a well-resourced and highly engaging environment both indoors and outdoors. The Early Years curriculum is bespoke. It is designed specifically for the needs of the children. Teaching assistants are utilised well and are an integral part of the teaching and learning process. The investment in highly-skilled support staff and the enhanced adult: child ratio has a positive impact on children's outcomes. Staff are knowledgeable about the areas of learning they teach. Children know more and remember more through repetition and rehearsal. Staff have high expectations for children's behaviour. These expectations are commonly understood and applied consistently and fairly. The English Hub Audit (March 2021) assessed FS as strong in all areas. This is the highest rating. Teaching children to read is given a high priority. Phonics begins on the children's first day in school. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonic knowledge. Staff read to children daily in a way that excites and engages them, introducing new ideas, concepts and vocabulary. FS have implemented the Nuffield Early Language Intervention (NELI) to support the development of language in the early years. In its first cohort, the programme had a significant impact for the majority of pupils that participated. Communication skills and quality interactions with EYFS pupils is a continued focus in the Early Years for 2021-22 with the explicit teaching of concepts and poetry being added to our enhanced provision in this area. There is a sharp focus on ensuring children acquire a wide vocabulary, communicate effectively and have a secure knowledge of the phonics they have been taught. This provides children with the foundations for future learning. Staff intervene appropriately through the use of careful questioning and modelling, enabling children to make rapid progress. Their teaching is directed towards each child's next steps in learning. The EY Lead has recently secured a new role as an Early Years Specialist with the LEAD Teaching School. This role focusses on supporting other schools to develop language and communication within their setting. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The indoor and outdoor learning environments are well-resourced and challenging for all pupils. Continuous provision reflects the needs of the cohort, their next steps and their current interests and fascinations. EYFS staff engage with a variety of clusters to moderate outcomes and share good practice. The EY Lead worked as a county moderator for 7 years before this became non-statutory in the EYFS reforms. Parents are positive about the start their children make in school. They value how nurtured and challenged their children are and how well the adults in Foundation Stage know them. Strong relationships are developed in the FS year between parents/carers and staff. Parents are partners in their child's learning. They have access to their child's achievements through Tapestry. Staff provide weekly memos for each phonics group containing links to the RWI virtual classroom. Next steps are shared with parents on a half termly basis. The introduction of dedicated Forest School sessions by a highly-skilled and appropriately trained practitioner have had a noticeable impact on the children's wellbeing and communication skills.



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