



Tewksbury & District
PARTNERSHIP



Tewkesbury District Partnership

Self Evaluation Form

Why is a Self Evaluation Form important?

1

Self evaluation is an important and valuable process that should not just be viewed as something that has to be completed for the sake of an Ofsted inspection. **The process of self evaluation should be collaborative and involve all levels of leadership in the school.**

2

At its heart, school self evaluation is reflective. It gives teachers the opportunity to take a step back from the daily school life and consider how the systems, policies and practices that they have in place impact upon pupil progress and the life of the school community.

The overall aim must be to improve pupil outcomes for the children attending the school.

3

During the self evaluation process the clear goal must be to highlight strengths, identify weaknesses that can be corrected, and build on unused skills and abilities.

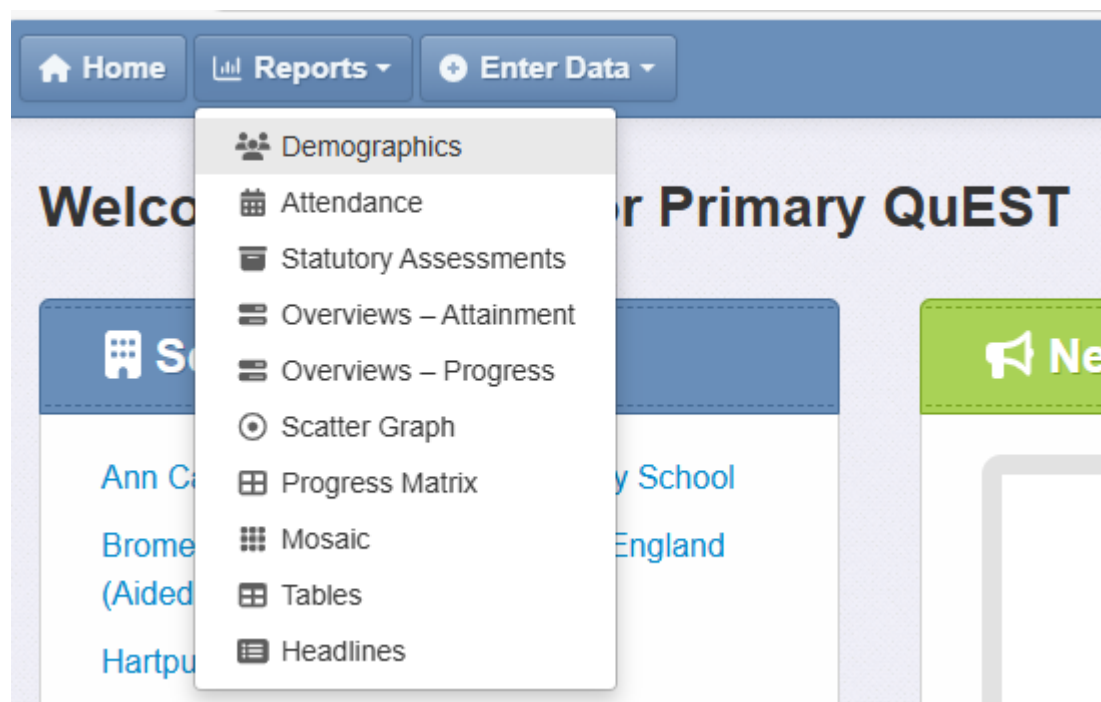
An effective school self evaluation form must be reflective, honest and accurate.

What should be included in a Self Evaluation Form (SEF)?

1. A School Self Evaluation Form (SEF) should usually reflect the sections that are covered during an Ofsted inspection.
2. You should outline your school's context, previous inspection judgements and progress made since your last inspection.
3. You should then judge your school in the areas which Ofsted will evaluate, describing the reasons you have reached these conclusions, what you intend to do next in these areas and the impact you believe these changes will have once implemented.

Start with your school – demographics

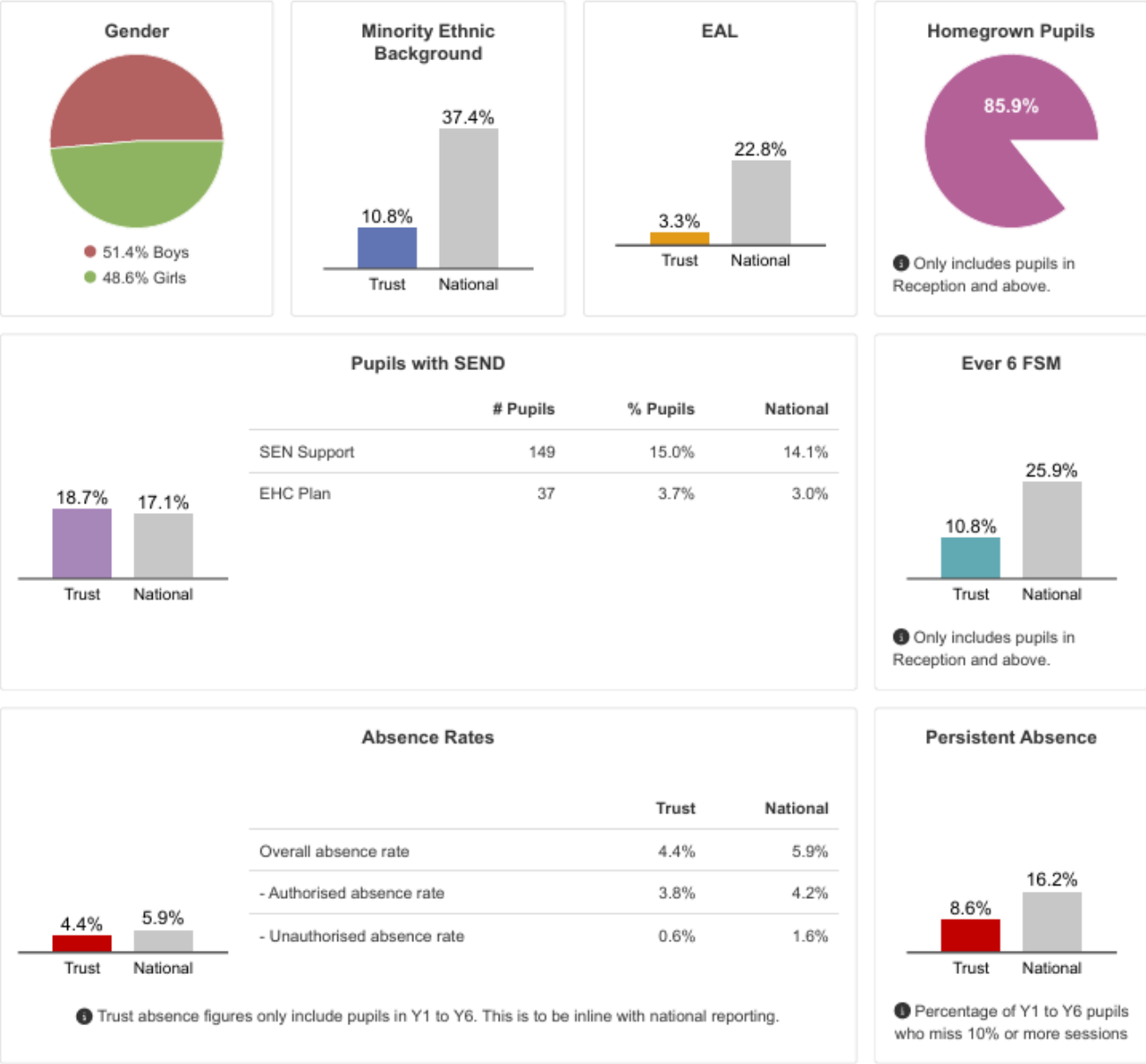
- You may want to consider:
- Stability
- Mobility
- Disadvantage
- Deprivation
- Attendance
- EAL
- Ethnic background
- Behaviour
- Safeguarding
- Awards
- General school information



This area will not alter very much from each year so once written, you'll easily be able to update them where needed.

Demographics of Primary QuEST

2024-2025: 993 Pupils



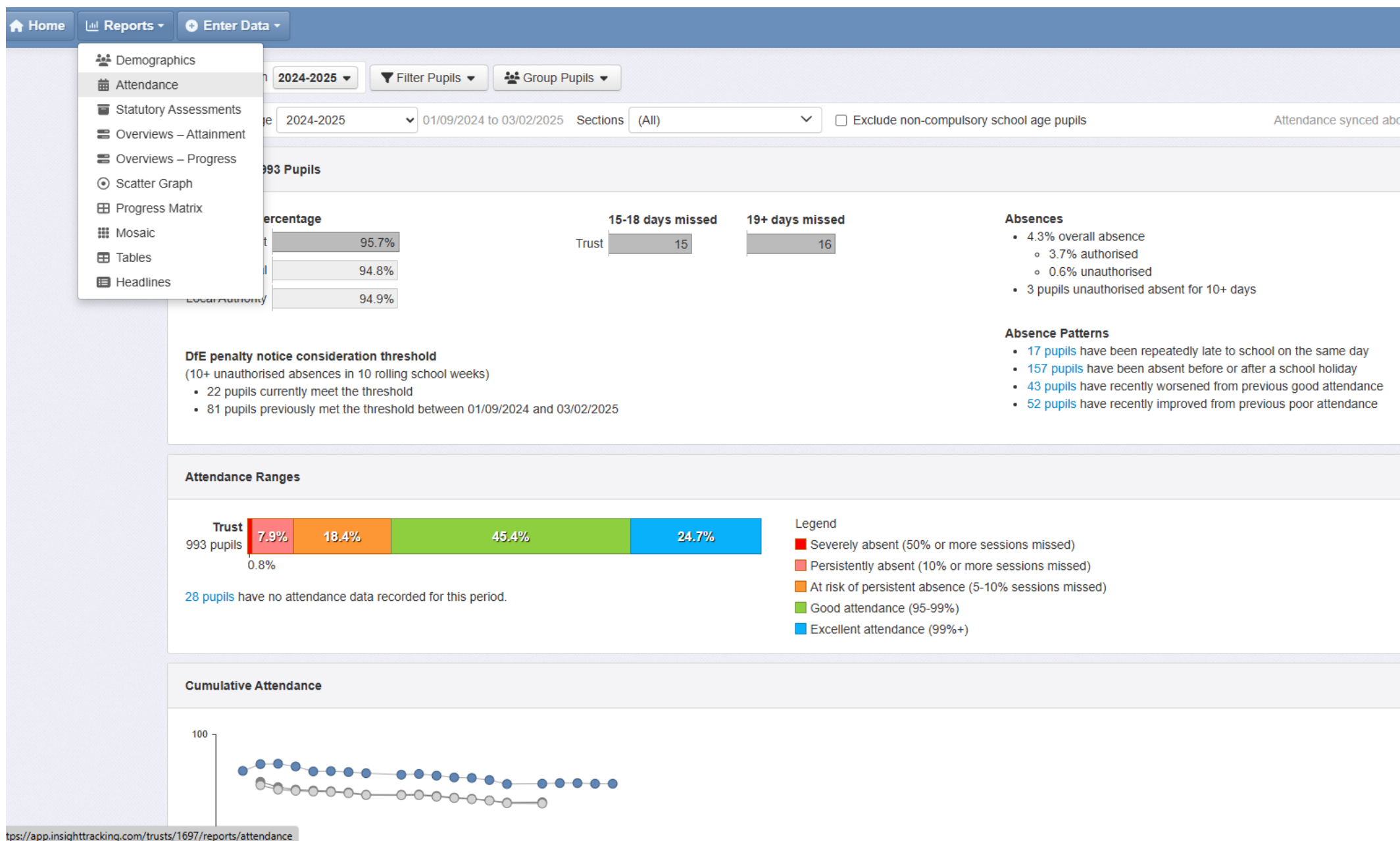
- Pupil numbers
- Headline gender split
- Ethnicity
- EAL
- Home grown pupils
- Pupils with SEND
- Ever 6 FSM
- Absence
- Persistent Absence

Schools

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Ann Cam Church of England Primary School	92	44	48	12	35	14	19	3	6.2%
Bromesberrow St Mary's Church of England (Aided) Primary School	58	30	28	2	23	10	13	2	5.2%
Hartpury CofE Primary School	103	58	45	0	49	9	19	6	3.9%
Highnam CofE Primary Academy	216	120	96	6	85	18	23	7	3.8%
Hope Brook CofE Primary School	125	65	60	1	47	10	19	4	3.8%
Oak Hill Church of England Primary School	55	26	29	2	18	15	15	2	7.3%
Redmarley Church of England Primary School	90	47	43	3	44	5	13	0	4.5%
Staunton and Corse Church of England Primary School	105	55	50	6	39	10	15	7	3.8%
Tibberton Community Primary School	149	65	84	1	46	11	13	6	3.1%

Also include:

- Summer Born
- EHCPs



Great for:

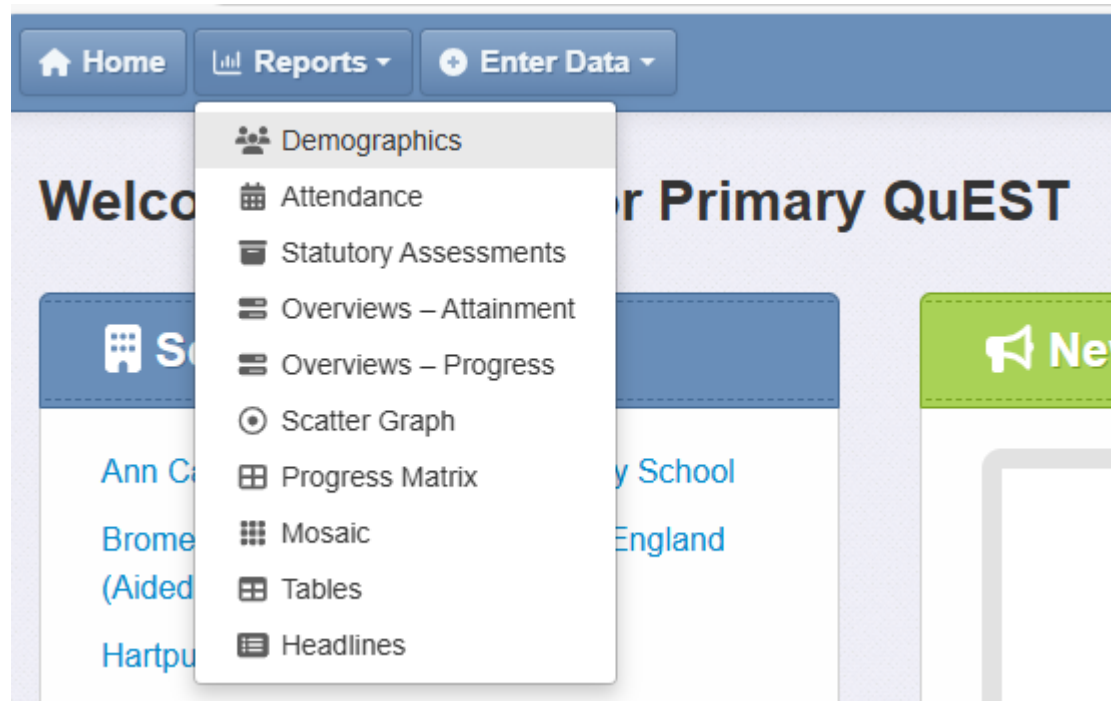
- SLT
- Year group leaders
- Class teachers
- Governors

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Demographics Dating

- Name
- How long in role
- School
- Number on roll
- 3 areas that are important to your school e.g. rural / urban

Still to include:

Behaviour

Safeguarding

Awards

General school information – class structures / staffing

Most SEFs are structured around the four Ofsted inspection categories:

- Quality of education.
 - Behaviour and attitudes.
 - Personal development.
 - Leadership and management.
-
- And don't forget Early Years (unless you are junior school)

Ofsted sets out proposals for fairer education inspections and new, more detailed report cards

- New Ofsted report cards will give better information to parents in a simple format, as well as driving higher standards for children and learners. They include a **colour-coded 5-point grading scale** to evaluate more areas of a provider's work at-a-glance, accompanied by short summaries of inspectors' findings in more detail. An overall effectiveness grade will not be awarded.
- The 5-point scale will allow inspectors to **highlight success** when things are working well, provide reassurance that leaders are taking the right action where improvement is needed, and **identify where more urgent action is required** to avoid standards declining. As well as giving parents more nuanced information, this approach will help **reduce pressure on staff – by presenting a balanced picture of practice across more areas**, not a single overall grade.
- The proposed scale ranges from **'causing concern'** at the lowest end, through **'attention needed', 'secure' and 'strong'**, to **'exemplary'** – where a provider's practice is of such exceptional quality that it should be shared with others across the country so they can learn from it.

Ofsted sets out proposals for fairer education inspections and new, more detailed report cards

Proposed evaluation areas for schools:

- Leadership and governance
- Curriculum
- Developing teaching
- Achievement
- Behaviour and attitudes
- Attendance
- Personal development and well-being
- Inclusion
- Safeguarding (assessed as met or not met)
- Early years in schools



School Context

- Ann Cam C of E Primary School joined Primary Quest Trust in April 2023.
- A new leadership team has been established from September 2023 – SEND, Early Reading/Phonics and Teaching and Learning. The number of ECTs in post has resulted in other members of staff taking responsibility for additional subjects.
- NOR: 92
- We have 17% eligible for pupil premium funding.(16 pupils)
- We have 3 LAC and PLAC and 4 service pupils.
- SEND: 25% (23pupils), including 4 pupils with an EHCP.
- 11 pupils with EAL

Summary of 2024 Outcomes

EYFS	School 2024	National 2024
GLD		

KS1	School 2024	National 2024
Phonics Y1		
Phonics end of Y2		

KS2	Reading	Writing	Mathematics	RWM Combined
School 2024 (GDS)				
National 2024 (GDS)				
School Averaged Scaled Score				
National Averaged Scaled Score				

In the Y4 multiplication check, the mean score for the school was ***. The national mean score was ***.

Progress since previous inspection	
• AFI • Bullet point progress	

Quality of Education	Next steps
Behaviour and Attitudes	Next steps
Personal Development	Next steps
Leadership and Management	Next steps
Quality of Early Years Education	Next steps

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5. Quality of Early Years Education

- Provision in EYFS **complies** with the EYFS statutory framework.
- Children settle quickly into Nursery and Reception. Attendance is **improving** and pupil voice shows that they enjoy coming to school. Parent feedback is **positive**, and they value the **partnerships** that have been created with school in order to better support children.
- There is a **well-embedded** model of purposeful continuous provision in place. The **environment** is **carefully planned and well-resourced** to **engage and motivate** children. The Early Years **team from across the MAT** work hard together to **ensure progression** is developed throughout the school's year.
- Our **curriculum** is based on the **National Curriculum** and recognises the **importance of** physical development, therefore our environment both indoor and outdoor **has been designed** to reflect our understanding that children need to develop physically and emotionally before they can develop cognitively. We acknowledge Covid has had an impact on opportunities for children to be outdoor, clambering, climbing, running etc and indoors malleable activities will be available e.g. playdough, clay, threading therefore **we have ensured our children** have periods throughout the school day to develop these skills for their chosen activities.
- Lesson visits confirm that the **needs of pupils are being met consistently**. As a result, pupils are **deepening their understanding** of the essential knowledge identified in the planned curriculum offer.

I do

Quality of Early Years Education

- Leaders work closely together to ensure that early identification of need is **actioned rapidly**. External agencies, such as speech and language therapists, **enhance the provision** in place and ensure that additional early learning needs are met. Additional staffing capacity is in place to provide focused support. Interventions are monitored and adapted as needed following **analysis of data and impact**.
- **Safeguarding is effective**. **Robust training** is in place for all staff and a **culture of safeguarding** is well established.
- Phonics provision in Reception is **strong**, with children making **rapid progress** from their starting points. This can be seen through **assessments as part of Little Wandle**.
- Pupils are **immersed** in the EY provision and **adults are well-trained** and supported.
- **Assessments are regularly moderated** and opportunities to work with other settings to enhance these processes are in place. Regular meetings and **work with the PQ EY Advisor, Helen Tate**, strengthens practitioners' knowledge of EYFS expectations and how we evidence progress and attainment.
- **Home visits** take place for children in Reception. Baseline assessments are carried out in the first three weeks of the autumn term and these are used to inform teaching and learning.
- **Children's behaviour is good**. **Our curriculum** provides many opportunities for them to explore personal development and develop as learners.
- A common area of need consistently identified during baseline assessments is speech and language development. This has been further impacted by national lockdowns and the lack of access to Nursery and child care provision for many parents during this time. **Our classrooms are language rich** and children make an **excellent start** to early reading and phonics as a result of the **expertise of teaching staff**.

We do

Link to SDP

Quality of Education

Since joining Primary Quest Trust in April 2023, the school curriculum is being systematically reviewed and adapted to provide our children with the knowledge and experiences they need to be successful in life.

A strong culture of reading continues to be evident throughout school. Leaders ensure that all children are supported to read fluently and with pleasure – this commitment sits at the heart of the curriculum. Reading Ambassadors have been introduced this year. Following a formal evaluation of Sounds Write SSP, we have changed the SSP to Little Wandle this year.

The maths leader is working with the GLOW hub to ensure the curriculum design and implementation meet the needs of our pupils using a maths mastery approach. External and internal monitoring evidence a secure intent & implementation and that we provide all pupils with full access to a mathematics curriculum.

The wider curriculum is being designed by SLT to support teacher's subject knowledge across the wider curriculum. There are medium term planning documents outlining the unit to be taught. These identify

- Prior learning relevant to the unit
- Knowledge and skills to be taught
- Subject specific vocabulary.

Where the school has not yet designed its own units of work, these are provided by commercial schemes (Kapow and Collins Connect) to ensure coverage, progression, and the support of teachers' subject knowledge. We have specialist teachers delivering curriculum areas across the school. These include a new music specialist delivering music from nursery through to year 6 as well as gymnastic, forest school, dance and swimming teachers

Monitoring activity informs us that teachers implement the curriculum effectively. Teaching builds on prior learning, supporting our children to make connections and commit learning to long-term memory.

The curriculum is being developed to build on the rich cultural and environmental heritage of the locality as well as build children's cultural capital and understanding of regional and global issues.

Language development is central to the curriculum, and this is supported by high-quality texts, with attention paid to a range of genres, diversity and equality.

Next steps

Mathematics

- To ensure consistent delivery of high-quality teaching and learning
- For pupils to develop fluency in mental recall and age-appropriate arithmetic skills, reasoning skills and mathematical vocabulary
- For children in EYFS & KS1 to secure firm foundations in the development of good number sense
- To develop a progressive oracy approach across the school

Reading

- To implement Little Wandle across the EYFS, KS1 and Nursery.
- Ensure that the number of pupils meeting the expected standard in the phonics screening check by the end of KS1 improves

Children with additional needs are included with an inclusive & ambitious curriculum for all. The vast majority of SEND pupils successfully access the full curriculum, with adjustments to support engagement, e.g. scaffolding, visual support.

Teachers are responsive to the needs of pupils and adapt curriculum plans to ensure pupils reach their full potential. Teachers, SENDCO and parents work collaboratively to create SEN support Plans. It is written collaboratively with teacher, SENCO and parents using Graduated Pathway to SEND Support. Support Plans identify the outcomes we want for children at the end of the Key Stage and the smaller steps of progress and support that will help them be successful every day.

There is a passionate commitment to ensuring all children access the full curriculum with no limits on learning. Teachers are ambitious for all children to consistently achieve the strongest outcomes of which they are capable. Careful and regular tracking of basic skills means that we know our children well so we can identify next steps in their learning. Regular Pupil Progress meetings take place throughout the year to enable professional conversations regarding next steps.

Teachers and TAs speak regularly about progress and access to the curriculum. Open and honest conversations throughout school ensure all children's needs are understood and met.

High quality CPD is supporting teachers in developing the confidence and expertise to deliver our curriculum to excite and inspire our children.

Our classroom environments support and celebrate learning with a consistent approach across the school. Teachers design lessons which are interesting, challenging and meet the needs of every child.

The Early Years curriculum is underpinned by a strong continuous provision model of provision. We have found our approach gives the children time to think and explore, in a culture, which supports both the adults and the children. We have seen close relationships build, a strong sense of well-being as well as greater levels of enthusiasm for learning by adults and children alike. The curriculum is purposeful, creative, and dynamic enabling skills and knowledge to be applied so that children can purposefully build on what has already been learnt as well as identifying what the children need to learn next to ensure they are all successful learners.

A CPD programme focussed on Walk-Thru strategies is supporting teachers in the use of research-informed practice (e.g. Rosenshine's Principles) to ensure that children learn, remember, and use their growing body of knowledge.

Questioning and feedback is a strong feature of all learning. Teachers use a range of strategies to systematically check understanding, identify misconceptions and then adapt teaching in the moment. Verbal feedback is an embedded practice supporting children to refine and improve their work during the lesson.

Prior to this year we worked in close partnership with the English Hub at Mangotsfield to review the previous SSP and choose a new SSP suitable for our school. We have implemented Little Wandle in EYFS and KS1 with the intention that nursery will deliver the pre-school programme.

to be in line with national benchmarks.

- To review Guided Reading texts across the school

Writing

- To ensure that there is a consistently effective approach to the implementation of the writing curriculum.
- Develop a systematic approach to the teaching of vocabulary across the curriculum.
- Further develop and embed strategies for teaching spelling.

Wider Curriculum

- To continue to develop and implement a high quality foundation subject curriculum. Mapping out the key knowledge, skills, vocabulary and content in History/Geography/Science
- Continue to develop and embed the continuous provision approach in KS1

All staff have been trained to deliver the SSP, and the Phonics Lead regularly monitors to ensure the training is being implemented effectively.

Almost all pupils are taught phonics as a class from EYFS to Year 2, with the class teacher, supported by TAs. Flexible groupings are used to ensure all pupils are making progress at an appropriate rate to their needs.

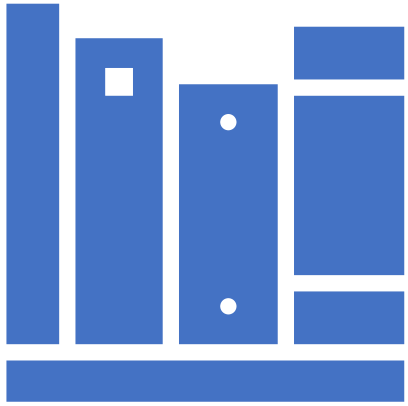
Books have been purchased linked to the new SSP, which matches the sounds that they are learning and utilises the small steps approach, so that pupils are developing sounds at a gradual rate. We have found this helps our children commit the sounds they have learned to long term memory.

Assessments take place each term and swift identification is in place and from this intervention/support groups are utilised to consolidate and fill gaps, so that all pupils have a firm foundation to build on to the next phase.

Our reading provision clearly identifies the steps to take for children who have not acquired the basic skills to read fluently so that as children move through the school, we continue to prioritise learning to read. We do everything we can to help our children to be able to read for pleasure and purpose, so they are ready for the next stage in the education. Through the use of Accelerated Reader we track the number of words read and celebrate milestones. STAR assessments are completed 3 times a year and the programme tracks the pupils across the school ensuring they read a variety of texts which are age appropriate. The AR programme provides them with a rich diet to choose from and we update these regularly. The libraries in classes 3 and 4 are book banded to support independence. Once they have completed the books – a quiz is completed and questions often explore the children's understanding and inference. These quizzes can be completed at school or at home to develop partnership with parents and carers.

We have invested in high quality, age-appropriate texts across the school environment and the curriculum. Children are encouraged to take these home including as books for parents to read aloud. This ensures children are exposed to a wide vocabulary and a range of sentence structures which they will use when speaking and writing. Potential barriers for disadvantaged pupils who may not have access to high quality books are removed as early as possible. Reading Ambassadors are also developing the love of reading across the school. They have opened a Reading Shed for pupils to exchange books, free of charge. It is open to all pupils three times a week. We have a whole school focus on reading fluency. The impact of this has been an increased excitement and curiosity for books. Children are more confident to discuss books, children read with greater expression and fluency and all children are included.

We have invested in high quality, diverse texts in every room, 'teacher box' of special texts to share with the class, and developed the library into a social reading area and introduced the Reading Project from Y1 – Y6 (this ensures children read at least three novels a year)



You do - Write your Self-Evaluation Form



School Context

Number of bullet points or a paragraph of information to include:

- LA or Academy
- Leadership update
- NOR
- PP / Disadvantaged
- LCA / PLAC / Service pupils
- SEND %
- EAL
- Home grown pupils
- Whole school attendance

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Progress since previous inspection

-

Curriculum & Developing Teaching

- Achievement

Next steps

Mathematics

Reading

Writing

Wider Curriculum

Behaviour and Attitudes

- Attendance

Next steps

Personal Development and Well-Being

-

Next steps

Leadership and Governance

- Safeguarding
- Inclusion

Next steps

Early Years Education

-

Next steps: