

SEF Summary –Mill Dam School Sept 2019



Sections		Summary Evaluation	
1	Introduction	Further development of leadership at all levels. (ST with ASC)	
2	Current areas for whole school development	Consolidation and extension of improved outcomes for all groups and further improvements in early reading and at greater depth. (ST with CS and subject leaders)	
		Development and embedding of curriculum intent and implementation. (RW)	
		Further develop high expectations at all levels including presentation and behaviour for learning. (AS)	
		Progress	Progress
2	Progress in previous inspection key areas	Ensure all pupils including the most able make faster progress across KS2 especially in maths	<p>Maths outcomes improved significantly in KS1 and 2 and were in line with National expectations at KS1 and above at KS2 in 2018 and 2019. HAP have improved in KS2 maths (42%) and KS1 maths (18%) but further improvement is still required in English. Maths progress 2019 is in the top 5% of schools nationally (+4).</p> <p>MAT review: 'The impact of the HT and Maths lead are clear in the improvements'</p>
		Listen to the concerns that parents raise and take appropriate steps to resolve issues.	Newsletters, parent voice meetings, texting service, inspire events, twitter and facebook are in place and are beginning to improve relationships. A written prospectus has been completed and sent to parents. Parent survey responses Jan 19: 100% would recommend the school, 85% said they receive adequate information.
		Ensure that the school's website complies with DfE guidance About intended spending and impact of pupil premium and sports funding.	Pupil premium and Sports funding reviews are on the website (March 18, Sept, Jan 19, July 19) and further work on the website is continuing. The website has been refurbished and additional content is currently being developed and uploaded. MAT PP review 'To add comments when report received.'
3	Overall Effectiveness	Judgement: 2	
Quality of Education	Quality of Education: Strengths		2
	Teacher subject knowledge in arts, science and computing is good and this is shared across the school.		<p>Next steps</p> <ul style="list-style-type: none"> Develop the consistency of at least good teaching with more moving to outstanding. Ensure teachers maintain high expectations and levels of challenge for all, particularly high attaining pupils and particularly in reading. Further improve the teaching of early reading and phonics through improved staff training, resourcing and changes in teaching methods. Ensure that teachers take full account of pupils' existing knowledge and skills and use effective planning to help pupils learn well. Ensure that the work set is always demanding and matches the aims of the curriculum. Embed and develop the curriculum intent to ensure that implementation is evaluated and impact can be seen.
	Changes to teaching across school have shown impact and a clear improvement in attainment has been achieved and improved over two years. All outcomes at EYFS, Y1 phonics, KS1 and KS1 have improved and are in line with, or above, National. These show an improving profile.		
	The curriculum intent is established and staff continue to work together to develop and embed this. The curriculum is coherently planned and sequenced to ensure that children acquire the knowledge and skill needed to support the next stage of learning and to develop the cultural capital they need to succeed in life.		
The reading culture in school is strong and skills in reading are prioritised in all areas of the curriculum. Pupils read widely and often.			
6 Behaviour and Attitudes	Behaviour and attitudes: Strengths		2
	Children are highly motivated and generally very keen to learn. School has high expectations for behaviour and conduct.		<p>Next steps</p> <ul style="list-style-type: none"> Continue to improve attendance for all children. Target 97% 2017-18 96.4%, with PA at 6.3% 2018-19: 96.5% with PA falling to 4.3% Continue to improve the whole school ethos and culture of respect amongst all members of the school community. Develop pupils' awareness of the diversity of modern Britain through focused teaching weeks alongside existing curriculum and assembly coverage. Continue to 'improve expectations and presentation'.
	Children are confident and self assured. A new behaviour policy has been implemented which has improved the ethos of the school and the respect with which all members of school treat each other. As a result pupils' attitudes to their education are positive.		
	Relationships among pupils and staff are positive and school demonstrates a culture of respect. Pupils are safe and feel safe in school.		
Attendance is in line with National average. (96.4% full year 2017-18)			
Personal development and welfare	Personal Development and Welfare: Strengths		2
	The school's curriculum extends beyond the academic and there is an extensive range of enhancement activities available through clubs, visits and external links. A residential or extended visit is offered to all KS2 pupils every year.		<p>Next steps</p> <ul style="list-style-type: none"> Continue to promote cultural understanding and empathy for a range of beliefs to ensure that children engage with cultures and beliefs outside of their day to day experience, thus preparing them more effectively for life in Britain today. Ensure all groups are equally represented at clubs and that the needs and choices of all groups are considered when planning club timetables and access. Continue to refine and further improve pastoral elements.
	The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. These are well attended and evaluated. Current offers include music, art, sports, games, languages, STEM and life skills (eg first aid, Makaton).		
British values, equality of opportunity and understanding of diversity are promoted through assemblies, PSHE work and are embedded within the curriculum. Children work with other schools and community groups within the village to participate as active citizens eg: community events, village litter picking, village road safety campaigns, parkrun etc.			
4 Leadership and Management	Leadership and management: strengths		2
	A new, experienced headteacher has been appointed (Feb 18) and SLT roles have been developed to include leadership of key areas in relation to the school improvement plan.		<p>Next Steps</p> <ul style="list-style-type: none"> Continue to develop the roles of middle leaders to impact more fully by ensuring that leaders at all levels are fully clear about their role in the school's development. Build on the subject leader CPD which was accessed during 2018-19. Ensure that governors hold senior leaders stringently to account through increasing the questions posed from WES data and developing the governor challenge meetings with SLT. Continue to ensure that staff knowledge and skills are prioritised as the curriculum develops and in line with priorities for the school. Continue to improve communication to and partnership with parents. Parent survey responses Jan 19: 100% would recommend the school, 85% said they receive adequate information. MAT review: 'understanding, drive and purpose of subject leaders requires further development'.
	MAT review: 'There has been a transformation' 'Positive impact.. leadership.. in school.'		
	Leaders have a clear and ambitious vision for the school including high aspirations for all children. The vision and values are shared by all staff with all contributing to setting and evaluating these and to the policies which underpin them.		
	Staff CPD is led to ensure that subject knowledge and pedagogical understanding are consistent and developmental where needed. CPD in teaching strategies has shown impact on results and additional CPD is serving to develop early reading skills, SEND provision, maths mastery and safeguarding practice.		
Changes to the governing body and the structure of challenge have been implemented. Governors meet with SLT once per term to challenge them on progress in their area of leadership. This is in addition to governing body meetings.			
The school has a strong culture of safeguarding which is effective and improving further			
Effectiveness of EYFS	EYFS: Strengths		2
	Attainment at GLD is above National Average and shows a 3 year improving trend. (2018: 68%, 2019: 74%)		<p>Next Steps</p> <ul style="list-style-type: none"> Full implementation of the enhanced curriculum offer including the changes to the teaching of early reading and phonics. Continue to develop the use of the full range of provision across nursery and reception to ensure depth of learning in each of the prime and specific areas. MAT review 'There is evidence of significant progress in foundation stage'
	There is a sharp focus on ensuring that children acquire a wide vocabulary and a systematic approach to teaching reading and synthetic phonics has been improved and further developed.		
	Relationships are strong and children feel safe		
Children benefit from meaningful learning across the curriculum.			

KEY: Quotes from external validation (Ofsted, BSQM, MAT day review, behaviour review, LA moderations) – green
 Current year school data – bold blue FFT and ASP (historical) data – bold purple