

**ECM**

Education  
Getting a job done

**Primary School**

# **Self- Evaluation Summary (SES) 2021-22**

**(Including the impact of actions taken in response to the  
COVID-19 pandemic)**

**ECM Education:**

**Inspiring Leaders; Improving Outcomes**

## Contextual Information (Good practice to update with every review of SES).

School Context Overall Current Year .... Term.....	
Number on roll	182
% Girls/Boys	46/54
% Disadvantaged (Pupil Premium)	41
% Child in need, Common Assessment Framework, Child Protection	11
% Cared for children	3
% from Minority Ethnic Groups	30
% EAL	30
% of pupils DSEN (Disabled and those who have special educational needs)	0
% ANother	0
<b>Other contextual information:</b> (e.g. Deprivation indicators such as use of local data as well as index of multiple deprivation; Indicate any changes to local context e.g. rising number of particular groups in the area; Pre-school experience etc)	
<b>Staffing changes since start of academic year:</b> <b>New class teacher recruited to job share in both Year 4 and Year 5 classes.</b>	

**Class Context** (this repeats the above, but may be useful as certain aspects may affect some classes more than others. Other columns could be added to compare to the previous term)

Year	Number on roll	% Boy/Girl	% Pupil Premium	% Ever 6	% SEND	% EAL	Number of Cared for children	MOBILITY Leavers	MOBILITY Joiners	Other:
N	-	-	-	-	-	-	-	-	-	-
R										
Y1	22	50/50	41%	41%	0%	9%	0	4	0	-
Y2	30	57/43	30%	30%	7%	10%	0	0	1	-
Y3	30	47/53	37%	37%	13%	23%	0	0	3	-
Y4	26	77/23	23%	23%	8%	23%	1	2	2	-
Y5	16	44/56	50%	50%	13%	13%	0	5	2	-
Y6	27	56/44	52%	52%	15%	15%	2	0	2	-

**Absence and Exclusion** (Other columns could be added to compare to previous term)

Absence	Last School Year/term:	National Year....	Previous Aut term	Previous Spr term	Previous Sum term
% Persistent absentees (absent for 15 or more sessions)	2%				
% sessions missed due to overall absence					
Exclusions	1				
Permanent exclusion	0				
% on roll with 1 or more fixed term exclusions	0.5%				
Fixed term exclusions as a percentage of the pupil group	3%				
% Attendance – whole school	96%				

<b>School Context</b> (Other than already documented in IDSR/ASP)		<ul style="list-style-type: none"> <li>Single form entry, inner city primary school with a mixed demographic of private and social housing and diverse cultural backgrounds.</li> </ul>	
<b>Previous Inspection (March 2017)</b>		<b>Last Inspection Areas for Improvement (AFI)</b>	<b>Impact of actions taken to address (AFI)</b>
<b>Judgement</b>	(State here what the last inspection Judgement was for Overall Effectiveness).	<ul style="list-style-type: none"> <li>Good</li> </ul>	<ol style="list-style-type: none"> <li>Challenge for most able pupils in maths, particularly at KS2.</li> <li>Improve attendance of disadvantaged pupils in line with national.</li> <li>Improve outcomes for disadvantaged pupils.</li> </ol>
<b>Evidence (File insertions) (Including historical assessment info summary)</b>		INSERT END OF YEAR WHOLE SCHOOL DATA INCLUDING DIS	
<b>Evidence – Response to COVID-19 Pandemic (File insertions)</b>		INSERT SECTIONS REFERRING TO COVID-19 PROVISION FROM SIA REPORT/ROSE RESPONSE	
<b>Quality of Education</b>		<b>Key Strengths:</b>	<b>Areas for Development:</b>
<b>Aspect of The Quality of Education</b>	<b>Overall Judgement:</b>	<p><b>Overall, leaders judge the quality of Education at Stuart Road to be GOOD.</b></p> <p><b>INTENT</b> (Curriculum design meeting pupils' needs/ adaptation/ planning &amp; sequencing to clear end points)</p> <ul style="list-style-type: none"> <li>The curriculum ensures that all pupils will leave Stuart Road Primary Academy secondary ready and with the skills and knowledge to enable them to be lifelong learners. All pupils have the right to fully access the curriculum and no group will be offered a reduced curriculum.</li> </ul> <p><b>Specific strengths in INTENT following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>All pupils were provided with remote online learning via MS Teams, with twice daily check-ins from teachers to support learning and well-being. Recorded flipcharts of the same quality used in class, were also available via Teams.</li> <li>Additional devices and Dongles provided to vulnerable families and paper packs to those that had no internet access.</li> </ul> <p><b>IMPLEMENTATION</b> (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge &amp; long term memory)</p> <ul style="list-style-type: none"> <li>New English curriculum shows evidence of high quality writing produced over a range of genres.</li> <li>Mastery maths approach continues to be embedded.</li> <li>RWI and phonics embedded, outcomes improved.</li> <li>Where marking used effectively, outcomes are improved and progress is evident.</li> <li>Knowledgeable and experienced English and Maths leads.</li> </ul>	
<b>QUALITY OF EDUCATION- OVERALL JUDGEMENT</b>			
<b>INTENT</b>	2		
a) Curriculum- Breadth & ambition for all pupils (inc SEND & DAP)- securing knowledge & culture capital for success in life. <b>If not yet the case, clear from leaders' actions this is being brought about &amp; making necessary amendments in response to pandemic</b>	2		
b) Curriculum- Planned & sequenced towards knowledge & skills for future learning & employment. <b>If not yet the case, clear from leaders' actions this is being brought about &amp; making necessary amendments in response to pandemic</b>	2		
c) Curriculum- Adapted, designed & developed to meet needs of all SEND pupils.	2		
d) Broad & balanced curriculum/ subjects for all pupils	2		
OUTSTANDING- The quality of education provided is exceptional – ( this relates to all 3 I's)			
OUTSTANDING- Intent is strong, known and implemented through firm & common understanding across the school			
<b>IMPLEMENTATION</b>			
e) Teacher's subject knowledge, feedback, deepening, challenging & supporting learning	2 -		
f) Teaching supporting knowledge development & connections in long term memory	2		
g) Impact of teachers/ leaders' assessment –embedding knowledge, check understanding & informing teaching- <b>including using assessment to understand starting points and gaps as a result of the pandemic</b>	2-		
h) Teaching materials and approaches reflect ambition, sequenced in K & S and support curriculum intent	2		
i) Staff's high expectations meet curriculum aims- challenge for all pupils- developing knowledge	2-		
j) Sequential teaching of reading impact, (inc phonics) - securing fluency, confidence and enjoyment of reading across the full curriculum. <b>At all stages reading attainment assessed and gaps addressed quickly.</b>	2		
k) Phonics knowledge & language comprehension, securing foundations for future learning	2		
l) Staff strong role models in language and vocabulary development – S&L, reading, writing	2		
OUTSTANDING- Implementation consistently strong- embedded securely and consistently			
OUTSTANDING- Across the whole school, lessons deliver the curriculum INTENT.			
OUTSTANDING- Over time & consistently, curriculum aims are met- all pupils challenged: gain the knowledge & skills for			
		1. <b>Cornerstones curriculum was first introduced in April 2021, therefore leaders need to embed the curriculum this year and create ownership for all teachers.</b>	
		<p><b>Specific areas for development the QUALITY OF EDUCATION following the COVID-19 pandemic:</b></p> <ol style="list-style-type: none"> <li>Writing, particularly in KS1, needs improving.</li> <li>Pupils well-being addressed through additional PHSE sessions.</li> </ol>	
		3. <b>Disadvantaged children achieve in line with non-disadvantaged</b>	
		4. <b>Curriculum is personalised for SEND children</b>	
		5. <b>Pupils study full curriculum with</b>	

future learning & employment.		<p><b>Specific strengths in IMPLEMENTATION following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>Teacher assessment of pupils indicated gaps in knowledge that needed addressing following re-opening of schools. Curriculum and timetables adapted to ensure provision delivered.</li> <li>PHSE and well-being a focus following school closure. PSA in school for an extra day to provide ELSA sessions and check-ins with vulnerable pupils and their families.</li> <li>NTP in place from Term 5 to ensure catch-up for targeted pupils in writing.</li> </ul> <p><b>IMPACT</b> (Standards-End of KS Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> <li>Book, lessons and pupil voice indicate strong engagement and enjoyment in new topics taught. Curriculum relevant with pupils acquiring skills and knowledge to equip them for their next step.</li> <li>Introduction of RWI and AR reading programmes promotes a reaching rich school community and new reading curriculum embedding</li> </ul> <p><b>Specific strengths in IMPACT following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>New Cornerstones curriculum implemented with linked reading and writing curriculum.</li> <li>New marking and feedback policy reduced teacher workload and provides clearer self-assessment opportunities and response marking by pupils.</li> <li>Introduction of Accelerated Reader provides pupils a comprehension reading scheme to follow once RWI is completed.</li> </ul>	<p><b>assessment points throughout the year for Foundation Subjects.</b></p> <p><b>6. Development of subject leads</b></p>
<b>IMPACT</b>			
m) Pupils detailed knowledge & skills across the curriculum (as seen in national tests/ results).			
n) Quality of work across the curriculum of good quality			
o) Reading- widely & often-age appropriate fluency & comprehension, preparing for next stage Maths-age appropriate application of knowledge, concepts & procedures			
p) Preparation for the pupils' next stage of education, learning or employment. Inc. best outcomes for SEND			
OUTSTANDING- Pupils' work across curriculum consistently of high quality			
OUTSTANDING- Pupils achieve highly, particularly DAP. SEND achieve exceptionally well			

**Overall Quality of Education Key Priorities:**

**Key Priority 1 :INTENT**  
**Key Priority 3:IMPLEMENTATION**  
**Key Priority 5:IMPACT**

Behaviour & Attitudes		Key Strengths:	Areas for Development:
<b>Aspect of Behaviour &amp; Attitudes</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge behaviour and attitudes to be Good.</b></p> <ul style="list-style-type: none"> <li>High expectations of behaviour throughout the school underpinned by a clear and concise behaviour policy.</li> <li>Jigsaw PHSE programme delivers clear sessions on bully, on-line safety and tolerance, celebrating cultural diversity.</li> <li>Continue with drive to meet 96% of pupils attending school with introduction of certificates and awards.</li> <li>Continue to promote mutual respect, tolerance and safety through PHSE, SMSC and FBV.</li> </ul> <p><b>Specific strengths in BEHAVIOUR &amp; ATTITUDES following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>Improved communication between school and community to safeguard families and vulnerable pupils</li> <li>Introduction of Jigsaw programme well received</li> <li>Pupils understanding and responding well to revised behaviour policy</li> </ul>	<ol style="list-style-type: none"> <li>Embed behaviour policy</li> <li>Promote positive behaviour</li> <li>Embed Jigsaw curriculum PHSE &amp; RSE</li> <li>Improve attendance to be above 96%</li> </ol> <p><b>Specific areas for development the BEHAVIOUR &amp; ATTITUDES following the COVID-19 pandemic:</b></p> <ol style="list-style-type: none"> <li>Embed new behaviour policy and ensure consistent approach across the school.</li> </ol>
	?		
a) School's consistent high expectations of behaviour, conduct & routines reflected in pupils' manner	2-		
b) Positive environment & impact of anti- bullying approaches	2		
c) Pupils' attitudes, commitment, pride & resilience in learning	2		
d) Attendance, punctuality & exclusions- <b>taking into account the pandemic.</b>	2-		
e) Positive relationships, culture & safety	2		
OUTSTANDING- Behaviour & Attitudes are exceptional			
OUTSTANDING- Pupils high levels of respect, commonalities identified & celebrated			
OUTSTANDING- Pupils highly positive attitudes, commitment & resilience. Pupils contribution to the life of the school/ well-being of others			
OUTSTANDING- Pupils behaviour/ self control. Actions taken by school to support pupils in challenging circumstances to succeed in education			

**Overall Behaviour & Attitudes Key Priorities:**

**Key Priority Embed consistent approach to behaviour across the school**

Personal Development		Key Strengths:	Areas for Development:
<b>Aspect of Personal Development</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge personal development to be Good</b></p> <ul style="list-style-type: none"> <li>Strong pastoral support in existence which provides</li> </ul>	<ol style="list-style-type: none"> <li>Apply for SMSC Quality Mark</li> <li>Healthy lifestyle is promoted</li> </ol>

	2		
a) Curriculum beyond academic including SMSC confident, resilient, independent & character development	2-	<ul style="list-style-type: none"> <li>pupils with access to ELSA and other therapy based sessions to help promote wellbeing and self-esteem</li> <li>Local Brick project – KS2 pupils took part in painting a wall celebrating the city.</li> <li>FBV delivered via whole school assemblies</li> <li>Jigsaw programme provides detailed and well resourced sessions on citizenship.</li> </ul>	<p>across the school</p> <ol style="list-style-type: none"> <li>Promote British Values across the school</li> <li>Promote children to be respectful citizens</li> </ol> <p><b>Specific areas for development the PERSONAL DEVELOPMENT following the COVID-19 pandemic:</b></p> <ol style="list-style-type: none"> <li><b>Embed FBV within the whole school culture.</b></li> </ol>
b) Pastoral support- Mental & Physical Wellbeing – development of pupils' talents & interests	2-		
c) Fundamental British Values, diversity and equality of opportunity	2-		
d) Contribution to society as responsible, respectful and active citizens	2		
e) Well prepared for future success in education & employment (secondary)	2		
OUTSTANDING- Personal development is exceptional.			
OUTSTANDING- School goes beyond what's expected in offering access to a rich set of experiences that promote personal development/talents/interests			
OUTSTANDING- School provides rich experiences in curriculum & extra curricular- Coherent planning-strengthened offer			
OUTSTANDING- Participation in extra curricular activities, inc. for DAP so that all benefit from excellent work			
OUTSTANDING- Schools approach to 'developing pupils' character' is exemplary & worthy of dissemination			

**Overall Personal Development Key Priorities:**

**Key Priority : The curriculum and school life is underpinned through high quality SMSC**

Leadership & Management		Key Strengths:	Areas for Development:
<b>Aspect of Leadership &amp; Management</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge leadership &amp; management to be Good</b></p> <ul style="list-style-type: none"> <li>Through shared values and vision, staff have high expectations of pupil outcomes.</li> <li>Curriculum intent is clear and with further CPD and collaboration with Goosewell, confident that teachers' subject knowledge will increase.</li> <li>Robust monitoring systems in place with subject leads confident of quality of subject delivery. Regular feedback ensure accelerated improvement impacting positively on pupils' outcomes.</li> <li>New systems introduced impacted positively on teacher workload – reduction of marking and lesson preparation but without diminishing quality of teaching and learning.</li> <li>Governors meet regularly offering challenge and support to teaching team.</li> <li>Safeguarding is effective with weekly meetings minuted with actions using RAG rated system with follow up actions.</li> </ul> <p><b>Specific strengths in LEADERSHIP &amp; MANAGEMENT following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>Reinstated SLT with weekly meetings clear vision and clarity of next steps for school leadership</li> <li>Improved communication with parents and school community</li> <li>New governors elected</li> </ul>	<ol style="list-style-type: none"> <li>Improve teachers subject knowledge</li> <li>Pupils successfully complete programmes of study</li> <li>Governance is effective</li> <li>All staff understand vision for the school and its' pupils</li> </ol> <p><b>Specific areas for development the LEADERSHIP &amp; MANAGEMENT following the COVID-19 pandemic:</b></p> <ol style="list-style-type: none"> <li>Ensure all staff understand, adopt and implement vision and ethos of the school and its pupils</li> </ol>
	2		
a) High Expectations, ambition and inclusive education securing strong impact through shared values, policies and practices – <b>this vision maintained throughout the pandemic.</b>	2-		
b) Improving teaching & curriculum through monitoring, coaching and CPD (inc for NQTs) and ensuring pupils receive their entitlement of P.O.S. <b>including through teacher's expertise in remote education.</b>	2-		
c) Focused & purposeful engagement with pupils, parents, local services, employers & community	2-		
d) Engagement with staff, managing workload <b>(including managing staff workloads proactively in response to COVID-19)</b> and protecting staff from bullying & harassment	2		
e) Governors' roles, vision and deployment of duties	2		
f) Governors ensure school fulfils statutory responsibilities (ie Equalities Act, Prevent Duty, Safeguarding)	2		
g) Effective culture of Safeguarding – identify/ help/ manage	2		
OUTSTANDING – Leadership and Management are exceptional			
OUTSTANDING- High quality CPD over time consistently translates to improved teaching of curriculum- built & developed over time.			
OUTSTANDING- Highly effective staff engagement at all levels, issues identified are dealt with appropriately and quickly- particularly around workload.			
OUTSTANDING -High levels of support for well- being issues			

**Overall Leadership & Management Key Priorities:**

**Key Priority: The vision for providing high quality education is realised through strong practice & shared values**

Quality of Early Years Education		Key Strengths:	Areas for Development:
<b>Aspect of The Quality of Education</b>	<b>Overall Judge-ment:</b>	<p><b>Overall, leaders judge the quality of education in the early years to be Good</b></p> <p><b>EY INTENT</b> (Curriculum design meeting pupils' needs/ adaptation/ planning &amp; sequencing to clear end points)</p> <ul style="list-style-type: none"> <li><b>Inside and outside provision provides stimulating and engaging learning environment for all pupils</b></li> <li><b>RWI implemented, staff fully trained and confident in delivery</b></li> <li><b>Curriculum design offers varied learning</b></li> </ul>	<ol style="list-style-type: none"> <li>To re-organise and develop provision for both inside and outside learning spaces.</li> <li>To develop and improve RWI provision in EYFS</li> <li>To further develop the use of oracy in order to deliver the new curriculum</li> <li>To introduce Tapestry as a means of assessment and</li> </ol>
	2		
<b>QUALITY OF EDUCATION IN EARLY YEARS- OVERALL JUDGEMENT</b>			
<b>EY INTENT</b>	2		
a) Curriculum- ambition for all pupils (inc DAP)- securing knowledge, self belief & culture capital for success in life.	2-		
b) Curriculum- Planned & sequenced towards knowledge	2-		

foundations for future schooling.		<p><b>opportunities that match abilities</b></p> <p><b>Specific strengths in EARLY YEAR'S INTENT following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>• <b>De-clutter and re-design of outside provision.</b></li> <li>• <b>New resources provide stimulating learning environments</b></li> </ul> <p><b>EY IMPLEMENTATION</b> (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge &amp; long- term memory)</p> <ul style="list-style-type: none"> <li>• <b>Continuous monitoring and auditing to improve and adapt provision to meet pupils' needs.</b></li> <li>• <b>Regular assessments quickly identify pupils for targeted intervention.</b></li> </ul> <p><b>Specific strengths in EARLY YEAR'S IMPLEMENTATION following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>• <b>Increased communication with parents ensuring confidence in staff.</b></li> </ul> <p><b>EY IMPACT</b> (Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points)</p> <ul style="list-style-type: none"> <li>• <b>All pupils are making at least good progress in all areas</b></li> <li>• <b>Pupils' attitudes towards learning are resilient and determined.</b></li> </ul> <p><b>Specific strengths in EARLY YEAR'S IMPACT following the COVID-19 pandemic:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>providing interactive learning journeys</p> <p>5. To secure GLD at 75% for end of year 2022</p> <p><b>Specific areas for development the EARLY YEARS following the COVID-19 pandemic:</b></p> <p>6. Outside and inside provision are writing rich and provide lots of opportunities to mark make within settings.</p> <p>7. Phonics is embedded and reading/vocabulary rich environments are established.</p>
c) Systematic and effective teaching of early reading and phonics.	2		
d) Academic ambition for all pupils, including for SEND pupils – curriculum design meeting needs	2		
OUTSTANDING- The quality of early years education provided is exceptional – ( this relates to all 3 I's)			
OUTSTANDING- Curriculum offers no limits to children's achievements – high ambition shared by all staff.			
<b>EY IMPLEMENTATION</b>			
e) Meaningful learning for all through an ambitious, coherently planned curriculum- sufficient knowledge for future learning.	2-		
f) Teaching promoting and adapting learning- including assessment for learning.	2-		
g) Focus on Vocabulary, communication & reading inc. staff expertise in teaching synthetic phonics & reading – providing foundations for future learning.	2		
h) Staff expertise in teaching maths- resulting in number understanding, fluency, long- term memory.	2-		
i) Communication with parents	2		
j) Promotion of physical & emotional health and well-being.	2		
OUTSTANDING- Foundations for future learning through sharp focus on developing wide vocabulary, effective communication, knowledge in phonics in preparation for fluent readers.			
<b>EY IMPACT</b>	<b>2</b>		
k) Most children achieve the Early Learning Goals esp in maths & literacy & have appropriate personal, physical & social skills	2		
l) Developing vocabulary and understanding language across 7 areas of learning- speed, accuracy and enjoyment of reading by end of reception	2-		
m) Children's positive attitudes to learning – high levels of curiosity, concentration, enjoyment & take pride in their achievements.	2		
n) Children well prepared for rest of their schooling	2		
OUTSTANDING- Impact of the curriculum on what children know, remember and do is strong. Children's high levels of engagement and concentration. Children do well, particularly DAP. SEND achieve best possible outcomes			
<b>Overall Quality of Early Years Education Key Priorities:</b>			
<b>Key Priority: To embed the new EYFS curriculum with high quality provision and practice.</b>			
<b>Overall Effectiveness Judgement</b>			<b>2</b>