



## Sixpenny Handley First School and Nursery

## Self – Evaluation Summary 2022-23

	Information	
Context	<p>Age range 2-9 years            Number on roll: 95 in 5 classes including nursery, 75 school age children            Yr , Y1/2, Y3/4, Y3/4            Disadvantaged 8 chn in school 3 in nursery            SEND 18 children 16 in school 2 in nursery            Responsible body: Heath Academy Trust, converter academy</p>	
Areas on SDP	<ul style="list-style-type: none"> <li>To embed a consistent approach across EYFS that encourages high levels of engagement and resilience.</li> <li>To improve attendance of all pupils in line with national expectations.</li> <li>To improve the quality of writing across the school ensure at least expected progress from the reception baseline.</li> <li>To introduce revised 'Learning Behaviours' which will support children's emotional wellbeing and help them to prepare for life both in and beyond our school.</li> </ul>	
Progress made on previous inspection action points	<p>New website which is monitored by LGC and headteacher            Improvement in data for children gaining exceeding in GL assessments at the end of year 4 in maths and English (2021 data) based on prior attainment.            School now has a nursery to help us secure greater progress across the early years by supporting school readiness and providing timely support/ referrals for those children who need them. The school has worked to improve mathematical fluency and ensure opportunities to apply and embed learning are optimised.</p>	
Quality of education	Strengths	Next steps
	<p>Clear phonics and early reading structure. Texts match abilities. Reading is prioritised across the school.</p> <p>Clear, sequenced curriculum that has been worked on by the staff team and continues to be a working document throughout the year.</p> <p>Opportunities for child led enquiry.</p> <p>Teachers make good use of the school environment/ community links.</p>	<p>Early reading training for new staff</p> <p>Embed and review curriculum content and sharpen assessment focus.</p> <p>Continue to prioritise reading across the school.</p>
Behaviour and attitudes	Strengths	Next steps
	<p>High expectations from all staff. Clear behaviour policy.</p> <p>Learning behaviours are being introduced and key aspects highlighted to ensure children are</p>	<p>Continue to monitor consistency across the school and ensure new staff are familiar with policy and routines.</p>

	supported to become learners within and beyond our setting. Importance of pupil voice and how actions are generated and shared with and by pupils.	
Personal development	Strengths	Next steps
	Rigorous approach to PSHE/ SRE across the whole school. Counselling and wellbeing sessions offered Jigsaw flagship school which provides parenting support in school. Involving parents and supporting families where needs are highlighted. PP mentors	Review the success of Jigsaw families in term 2 and continue to build positive links with families a, optimising referrals where appropriate. Continue work on resilience project with all children.
Leadership and management	Strengths	Next steps
	ECTs are supported on their career path and benefit from joint planning alongside their mentor. Mental Health Lead has completed training. Staff development in key areas across the year – SEN, Curriculum knowledge across year groups. Flexibility of staff to support each other and manage a number of subject areas	Strategic planning of curriculum leadership given small numbers of staff and high percentage of ECTs.  Provide regular/timely opportunities for professional dialogue with TAs.
Early Years	Clear effective leadership and excellent understanding of Early Years practice. Environment supports EY practice. Numbers have increased significantly and the impact of our first year is evident in the transition to reception this year. Good school readiness.	Develop consistency across the provision building on the high expectations of nursery. Continue to develop new staff and build relationships with new families.
Overall effectiveness	The staff know our children and their families well. There is a clear sense of what it means to be part of our community and how we support the spiritual, moral, social and cultural development of all our learners. Pupil voice remains a priority and we ensure that all groups are represented and heard. We meet the needs of our SEND pupils well and work hard to ensure they access a broad and balanced curriculum.	

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