**Cranbrook Primary School – Self Evaluation Form Summer 2023**

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| **School Context** | **School Facts and Figures**  The school is a 4FE, larger than average (863 on roll), for the primary sector, with an ethnically diverse community. The large majority of the families are from Pakistan, Bangladesh or India. We have a gradually increasing number of families from Eastern Europe and Africa. A high proportion of parents were not educated in Britain and have English as an additional language. The percentage of EAL (83.5%) pupils is significantly higher than national. 40-50% of pupils come from homes that are comfortably off, alongside a significantly increasing number of families from very low income households. The percentage of pupils with FSM is 18.2%, a significant rise since Autumn 2021 (12.6%) and is likely to continue to rise not only because of the pandemic and the economic situation, but also the number of families we are assisting to apply for eligibility. An additional recent influx of refugees and asylum seekers in large numbers (currently 45) will also add to this dynamic.  Over recent years the number of pupils with SEN and disabilities has increased significantly and is likely to continue to do so, especially in relation to pupils with very complex needs and EHCPs, mostly with speech and language, social communication needs and a diagnosis of ASD (currently 4.7%), higher than Redbridge and national. The number of pupils at SEN support currently stands at 11.7%.  3 pupils are currently on a CP Plan, 3 on a CIN plan, 1 CLA and an increasing number on school monitoring following initial concerns or closure of cases. In total, there are 20 pupils with a social worker. 45 refugees have joined the school over the last 2 years, all beginners in English. They have been housed in a local B & B and have no recourse to public funds. The school is supporting the families and children both financially, emotionally and academically, as well as with uniform, school dinners and other necessary items.  In addition to its mainstream provision, the school is also commissioned by the local authority to run 2 additional resource provisions. These are a 14 place provision for children from Year 1-6 with EHCPs and a diagnosis of ASD, who access mainstream classes for 25% of the timetable when appropriate, and a 12 place short stay Behaviour intervention for Year 2-6 pupils at risk of permanent exclusion, placed here by the Redbridge Primary Behaviour Panel.  The safeguarding issues of concern within the school and local community include a high proportion of pupils living with domestic violence and/or physical chastisement. Local concerns also include an increase in the frequency of violent crime involving knife crime, child sexual exploitation, cyber-bullying, child on child abuse, including sexual harassment, county lines, online grooming and risk of radicalisation. Although many of these areas are not occurring in our setting, we are mindful of the need to do early work with our pupils and families. A key area of focus for the school is on-line safety and includes work with not only our pupils, but also our parent body.  **Starting Points and Impact of COVID**  Children start at the school with poor speaking and listening skills, and their fine and gross motor skills are also not well developed. A higher than normal number required support with toileting. The losses suffered during the pandemic and their impact on our pupils is still evident, especially in the younger year groups. As a community, parents and carers are always overprotective of their children, but the pandemic has raised their level of anxiety even further. Attendance in EYFS is the lowest we have ever had despite the implementation of our stringent policy and procedures.  In EYFS, children’s speech is very limited even in their own home language. There is also a gender gap, which is high profile in our focus and interventions. Children in Year 1 and 2 achieved lower outcomes in the phonics screening test than previous years and this a key focus for this year. There has been higher levels of pupil mobility than in previous years. The reasons relate very much to economic decisions made by families as a direct impact of the pandemic and the economic crisis, with more leavers and starters than usual.  **Outcomes**  2022 outcomes in EYFS demonstrate that pupils make good progress from their low starts and GLD for the school is broadly in line with national and Redbridge.  At the end of KS1, pupils achieve broadly in line or higher than national and Redbridge in reading, writing and maths, both at age expected, as well as at greater depth.  **KS2 outcomes 2022:**  77% achieving the expected standard for reading, writing and mathematics combined  15.1 achieving the higher standards for reading, writing and mathematics combined  Average score in Reading 107.5, Mathematics 107.3 and GPS 109.2  Reading at ARE 84.9%, Writing 86.6%, Maths 81.5% and GPS 84%  GD I Reading 33.6%, Writing 23.5%, Maths 36.1% and GPS 40.3%  Overall in all areas the gaps in gender, FSM and PP are significantly lower than national. However, the gaps for SEN and non- SEN are slightly higher in reading and maths.  **Impact of COVID**  Not surprisingly, COVID led to lost learning across the school, despite the concerted efforts of the school throughout a very difficult period in our history. The school has a Recovery Curriculum in place with blended learning as needed- please see the school website.  During the second and third lockdowns all class teachers taught a structured timetable daily and weekly remotely, despite huge numbers of staff being affected by COVID (35 staff affected at its highest). Since the full return to on-site education, we have worked tirelessly to address gaps, particularly in reading and writing, and adjust our approach to meet the well-being needs of our pupils, whilst ensuring the rigour and need for progress remains high profile. Many more children have needed support with their social, emotional and mental health needs.  Attendance of both staff and pupils has settled and in 2022 was in line with national. However, over the academic year, this is a key area of concern and lowest it has ever been, with genuine illness and holidays abroad as the main reasons.  Safeguarding is effective, with some excellent practice in place.  Significant progress has been made since the last inspection that can be evidenced by external review reports since that time, as well as our recent OFSTED inspection report from May 2022- see the school website. |
| **Current Evaluation** | **Overall effectiveness –** Grade 2 **Quality of education –** Grade 2  **Leadership and management –** Grade 2 **Behaviour and attitudes –** Grade 2  **Personal development –** Grade 2 **Early Years Education** – Grade 2 |
| **Outcomes and progress since the last inspection** | **Outcomes of the last Section 8 Inspection May 2022:**  ‘Cranbrook Primary School continues to be a good school.’  **What is it like to attend this school?**  ‘This is a happy and friendly school. The head teacher, governors and staff want the best for all pupils. They are determined that all pupils will succeed. All adults have high expectations. Pupils, in turn, aspire to be respectful, ready to learn and resilient. Leaders ensure that pupils get the right support from staff to help them learn successfully across different subjects. This includes pupils with special educational needs and/or disabilities (SEND). ‘  ‘Leaders have designed and implemented an ambitious curriculum. In most subjects, the curriculum is clearly sequenced to build pupils’ knowledge, skills and vocabulary over time. Leaders have identified the essential knowledge pupils must know and remember from the early years to Year 6. They ensure that the curriculum develops pupils’ understanding of key concepts. Pupils are also supported to connect new learning to what they have already been taught, including in other subjects. Pupils also like having the opportunity to link the knowledge they learn with their own life experiences.’  ‘Leaders have made sure that there is a sharp focus on pupils’ language and communication skills throughout the curriculum.’  ‘The teaching of early reading is given a high priority. Through a well-planned phonics programme, leaders ensure that all pupils learn to read quickly.’  **What does the school need to do to improve?**    ◼ **In a few subjects, leaders’ curriculum thinking has not determined precisely what subject content pupils need to learn and how this fits together with pupils’ prior and future learning. While the ambition of the national curriculum is covered, the curriculum is not fully supporting pupils to develop an in-depth understanding of some essential ideas and concepts. Leaders should refine their curriculum thinking. They should make clear what knowledge teaching needs to prioritise and establish exactly when this knowledge should be taught and recapped.** |
| **Overall effectiveness**  **Grade 2** | Safeguarding is effective.  The quality of education in EYFS and in in KS1 & 2 is at least good, as are all aspects of the school. The school’ self-evaluation is accurate and all leaders and staff are aware of the priorities for improvement.  The school has a carefully considered approach to delivering the curriculum and a wide ranging promotion of pupils’ spiritual, moral, social and cultural development which incorporates creating an internal culture with physical, emotional and mental well-being for all at the heart of all that we do. Outcomes in EYFS and KS1 are normally consistently in line or above national and in KS2 where this is not always the case, contextual information is available that demonstrates the progress made by individual pupils. The school is not complacent and all teachers strive to do their utmost to ensure that areas of concern are addressed. Parents and pupils speak highly of the school and its care and provision.  The school ethos provides a safe and secure learning environment where pupils are listened to and provision for vulnerable pupils (SEND, CLA, PP and those with social workers) is personalised and bespoke to individual pupil needs. The head teacher and her team have a strong commitment to making reasonable adjustments where necessary to enable pupils with SEND to have access to a broad and balanced curriculum.  We are proud of the culture that we have created with our stakeholders. Parents and carers and other agencies speak highly of the school’s commitment to their children and are consistently positive. Much is in place that supports parents in supporting their child.  The staff team works extremely hard and all leaders value their commitment and work hard in return to find a good balance between offering challenge as well as support, in order to achieve the best possible outcomes. Teacher workload issues are a feature of regular discussions and various strategies are in place to manage the fine balance between providing care for staff and ensuring the rigour is in place to address the lost learning that pupils have suffered as a direct consequence of the pandemic.  There is some excellent practice that is shared with other settings and school to school support is well established with our school partnership groups.  Support for ECTs is strong and leading to good outcomes. School leaders have carefully considered the provision in EYFS and updated the focus following recent CPD for all relevant staff. |
| **Leadership and Management**  **Grade 2** | |  | | --- | | School leaders take their responsibility seriously and are reflective, ambitious and drive the school improvement agenda forward, providing a good balance of rigour, pace  and support. Relationships across the school are positive and strong.  As a local authority maintained school all leaders are committed to providing high quality education for all pupils no matter what the starting points.  Children are well prepared for the next stage in their learning, with some exemplary practice in place for transition to secondary school. The head teacher has driven the development of the school in all aspects, and worked with the whole school community to secure 2 additional resource provisions that are recognised for the excellent  work undertaken with the most vulnerable pupils.  All leaders and those responsible for governance remain focussed on improving outcomes for all pupils, especially those who are disadvantaged and who  have additional needs. Pupils with SEND and those with additional needs are well provided for and parents speak highly of the progress their children have made  during their time here.  The school is sought after by parents of pupils with SEND from not only in Redbridge, but also from outside of the local authority.  Leaders are outward looking and continually reflect over the school’s provision, reviewing its effectiveness, challenging each other on how outcomes could be even better.  The school is in the Peer Challenge programme with termly external reviews in place by not only peers from other settings, but also quality  assured education consultants – see accompanying reports.  The school leadership team has created a culture of vigilance where pupils’ welfare and safety is actively promoted. There is outstanding practice in place  for supporting vulnerable pupils and working with multi-agencies.  The school is a listening and telling school as safety is paramount, and is currently working on the UNICEF Rights Respecting Award. | |
| **Quality of education**  **Grade 2** | The school has always worked on school improvements needs tirelessly, whilst also now responding to issues raised by the pandemic. Key policies have recently been updated with consultation and input from stakeholders, including the Curriculum , Equality, Race and Equity, Reading, Assessment, RSHE etc.- *see the school website*. The current monitoring schedule is enabling staff to receive feedback from leaders on development points and where support is needed, it is in place and leading to positive outcomes.  Whilst there is some practice that requires improvement within the school, we are still determined to get even better outcomes for our pupils by deepening their knowledge and understanding further across the curriculum. In order to do this, the school is continually reviewing its curriculum intent, implementation and impact to ensure that pupils become critical thinkers who reflect over their own learning and drive it forward, pursuing their own key lines of enquiry and interest.  There is a key focus on reading across the school in response to the downward trend and the lost learning of our pupils, and a focus on developing children’s love and passion for reading and use of high level and technical vocabulary. In lessons, teachers are focussed on improving children long term memory and revisit and recap over past learning in order to encourage pupils to make links and apply their knowledge and understanding across subjects.  We know that our children come from homes where parents often see academic achievement as of greater importance than children’s performance in the creative subjects. Therefore we see it as our duty and role to widen children’s horizons and raise their awareness and cultural capital, so that they can consider a wider range of future career options than they might have done if we did not do this.  We want to offer our pupils opportunities to not only develop their basic skills, become confident communicators, but also develop their thinking beyond the core curriculum and gain a better understanding of their own role in society and the contribution they can make as individuals to a better future for themselves and for others.    A rich, broad, balanced and ambitious curriculum is offered to pupils that has the equality agenda at the heart, so that all our teachers consider the impact of unconscious bias, inequality and institutional racism, as well as providing equity to their pupils to address the different needs of our pupils.  Whilst teachers’ subject knowledge has been identified as an area for improvement, the school has appropriate and effective plans in place to address this over time. |
| **Personal Development**  **Grade 2** | There is strong evidence of the school’s focus and commitment to the personal development of pupils, with exemplary practice in place for vulnerable pupils with SEMH needs, leading to positive outcomes for pupils. Pupils’ excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and their school. They understand how their education equips them with behaviours and attitudes necessary for future success.  Attendance has improved over time, with a reduction in the percentage of pupils who are persistently absent. Good behaviour has been maintained across the school over many years by the ongoing work with pupils and their parents on building their resilience and raising their awareness of how to keep safe both within school and outside and online.  Pupils are supported and encouraged to aim high for themselves and aspire for success both academically, but also in their relationships and well-being, by being shown strategies that they can develop and draw upon when in need, but also to see hurdles and mistakes as opportunities for learning. |
| **Early Years Education**  **Grade 2** | Safeguarding is effective.  Leaders use highly successful strategies to engage parents from diverse backgrounds to understand the school’s curriculum intent and compliment their child’s development through providing support modelled by the school. Children are motivated and eager and make substantial and sustained progress from their low starting points, not in terms of ability, but in relation to a limited diet of opportunities.  This has been maintained for a number of years and the school’s outcomes at the end of EYFS are normally higher than national and show that gaps identified at baseline are reduced by effective teaching and learning and use of assessment for learning.  The EYFS team have been well supported with recent changes through excellent CPD and implementation has a key focus on vocabulary, speaking and listening and early reading, alongside continuous provision for all areas of learning.  Staff are deployed well and provide effective support to their pupils. Provision for pupils with SEND and vulnerable pupils is personalised as appropriate and effective. |
| **Behaviour and Attitudes**  **Grade 2** | Despite the impact of the pandemic on pupil well-being, behaviour of pupils across the school is at least good and often outstanding. Children display excellent learning behaviours and parents value education and work in close partnership with the school to achieve the best outcomes for their children.  The school ethos and culture promote positive attitudes and growth mind set, with mindfulness as a strong feature to support pupils with self-help coping strategies. The work of the Emotional Literacy Support Assistants, learning mentor and first aiders for mental health, as well whole staff training on Attachment theory, Early trauma etc. enable the staff team to create a culture that is nurturing. The high proportion of staff who have received training in this area ensures that pupil well-being and safeguarding is high profile across the school. There is exemplary practice in place for supporting parents on behaviour management, mindfulness, play therapy etc. Use of dog therapy has also had a positive impact on the most vulnerable pupils.  Having 2 specialist provisions on site managed by the school, leads to excellent CPD for all staff and the benefits are felt by the whole school community.  The DSL and SENDCos work very closely to monitor the attendance of vulnerable pupils and practice in this area is effective and leading to positive outcomes.  The school has strong evidence in place for its work in this area. |
| **What the school needs to improve:** | * Review, refine and sharpen our curriculum planning with a clear sequence of knowledge and skills progression across all subjects, so that teachers are supported to build on prior learning * Improve phonics outcomes at KS1 * Ensure that all leaders remain ambitious and focused on improving the outcomes for the lowest 20% achievers to reduce gaps further, particularly for pupils with SEN * Deepen the subject knowledge and understanding of pedagogy of all teaching staff through high quality CPD, so that they can refine their craft and expertise in order to ensure that more able pupils achieve at greater depth and gaps between groups reduce, especially those who are most vulnerable. * Achieve the UNICEF Rights Respecting Silver Award |