

Thomas Johnson Lower School

Dream - Discover - Flourish

A Values-based Education School

Self Evaluation 2020-21



Context

Setting

Thomas Johnson Lower School is a small maintained community school situated in the village of Lidlington in Central Bedfordshire (NOR = 91). Pupils join in Pre-school (age 3) or Reception (4-5) and are educated through to Year 4 (8-9 years), when the majority transfer to Marston Vale Middle School.

- Pupils are educated in single or mixed classes depending on pupil numbers.
- Pupils are predominantly White British (86%), with a slightly higher proportion of boys than girls.
- The proportion of pupils eligible for PPG is below the national average, with a school location deprivation indicator in quintile 2, and pupil base in quintile 1 (least deprived).
- High pupil mobility in 2020 means only 79% of pupils are matched from 2019. In Years 2 and 3 this averages 80% matched, and 50% in Year 4.
- The proportion of pupils identified with SEN/SEMH is above the national average and in the highest quintile, while the proportion requiring an EHCP is in the mid range.

Challenges

- Public Health England data indicates that pupils in the school's catchment may have poorer levels of school readiness in comparison to other pupils in England. It indicates that a significant number of children may have decayed, missing or filled teeth, and that some pupils may, in later years, risk hospital admissions for obesity, mental health, self-harm or substance misuse. The data suggests that there could be higher incidents of family homelessness and children in care. The school uses its RSE/PSHE programme, and our emotional well-being strategies to respond to these challenges.
- Increasingly, children are entering the EYFS with fewer established skills, particularly in *Communication and Language*, and a significant decline in their readiness to learn as a result of a reduced vocabulary and ability to successfully manage their own feelings and behaviour. As a result, development plans have focused on developing healthy lifestyles and emotional well-being over time. We work closely with parents and carers to promote these essential skills.
- The lockdowns have produced considerable difficulties for children who were already monitored with SEMH needs. The most notable impactors on starting the Autumn term 2020 were the lack of resilience and self-soothing skills amongst KS1 boys. The school addressed this by revisiting and revising our Positive Behaviour Management Policy. With the second lockdown, we have submitted a bid to launch a whole school project to develop education practices which protect children's wellbeing further and support them to relate, self-regulate and reflect.
- There have been a small number of staffing changes this year as a result of retirement, but also illness and staff moving on to other opportunities. Senior Leaders have worked hard to ensure a smooth transition for new staff and have recruited to maximise gaps.

Parent questionnaires and surveys

Parents are positive about the school and the impact that provision has on their children's development, as evidenced by outcomes of regular surveys and questionnaires.

The most recent questionnaire was our Home Learning Survey (15th Feb 2021) and this was sent out across all year groups from Pre-School - Year 4. **49 responses were received.**

- **100%** of respondents accessed home learning, including **29%** whose child/ren also attended some Key Worker sessions in school.
- **88%** accessed home learning at least 3 times a week, with **71% of these accessing provision daily.**
- **86%** of pupils spent over 2 hours each day engaged with home learning activities, and of these **57% spent 3 or more hours** (which meets Government recommendations).
- **94%** found Google Classroom very easy or OK to access - with the greatest difficulties being either parent confidence, or printing documents, Our 10 Steps to Accessing Google Classroom, and offers to print off worksheets ready to collect, have helped overcome many initial barriers.
- **90%** found either the majority or most of the activities engaging and enjoyable. Where some activities were more engaging than others, parents said their child tried most of them.

Parents' freehand comments included: *"My child finds it very engaging"; "Easy to use, lots of options with video,*

documents links etc. quick to upload and hand in work.” “I noticed a huge improvement and how he is more confident with the lessons”,

Inspection

The school was last inspected by OFSTED in October 2019, when the school was judged as “Good”, but with clearly outlined next steps to ensure that it continues to remain good or better. The school has continued to monitor and work on those development points outlined in the report.

Areas of particular strength identified in the inspection included:

- **“Safeguarding is effective.** Pupils say they feel safe and know who to go to if they have any worries or concerns.”
- **“The Early Years setting provides a purposeful, language-rich learning environment.** Children enjoy the activities on offer. They are well supported by adults who successfully work to develop children’s language, vocabulary and numeracy skills.”
- **“Personal development is a high priority at the school** through our values-based approach. This includes consideration of pupils’ self-esteem and mental health.”
- **“Staff have good subject knowledge.** Pupils develop a love of reading regardless of their starting points.”
- **“There are high expectations for pupils with SEND and the inclusion of these pupils is a strength.** Their needs are considered in all activities.”
- **“Leaders, governors and staff give a high priority to safety and welfare.”**

Areas to develop identified in the last inspection:

- **“The school’s curriculum needs to be better sequenced and coherent in all subjects.** Leaders need to ensure that curriculum plans for all subjects are mapped out, providing training for teachers about what pupils should know and when they should teach it. Leaders should check that pupils are learning more, remembering more and building on their prior learning in all subjects as they progress through the school.”
- **“Leaders need to ensure that their monitoring of the curriculum is rigorous and effective,** so they know what is being taught and how effectively throughout the school.”
- **“Leaders need to raise expectations of behaviour in all situations, including around the school, so that pupils take responsibility for themselves and are ready to learn.** All staff need to adhere to the school’s expectations and policies on behaviour so they are routinely met and effectively used.”

How we are addressing these priorities

Since the inspection, there have been a number of improvements, with successful grants improving classroom space and learning environments both indoors and outside. The following initiatives have had a particularly positive impact on provision:

(See training records since last inspection at the end of the School Development Plan 2020-21)

- **Leadership development:** Curriculum Development training for Heads and System Leaders (Jan - July 2020), Ofsted training for SENDCO’s (Oct 2020); Subject Leaders: Preparing for Ofsted (Sept 2020); Governance Review (Nov 2019)
- **Curriculum:** EYFS framework reforms (Jan 2021); TAs supporting Reading and Writing (Jan 2021); Reading in Ofsted inspections (Sept 2020); The Recovery Curriculum (Sept 2020)
- **Personal development:** The school worked with a local Outstanding school to develop a SEMH toolkit to monitor work with SEMH pupils and the impact of reasonable adjustments on soft outcomes (Jan-March 2020). Behaviour management for TAs (July 2020);
- **Raised expectations in writing, particularly grammar and handwriting:** Policy has been revised, including how writing is taught and progression across each year group, with increased focus on daily handwriting activities. Marking policy has been revised, so that feedback on formation and grammatical errors are quickly addressed, with increased opportunities for pupils to make corrections and improve their work.

Self-Evaluation - Quality of Education

Curriculum Intent

- **Our school vision** - Dream, Discover, Flourish - embodies our aspiration for our pupils to have dreams and goals for their own future, and to be enthusiastic in their learning and prepared for life in modern Britain. Our curriculum is designed to promote research, listening, discussion and questioning expertise so that our children develop the knowledge and skills to help them understand the world we live in and make a valuable contribution to it. We want our children to recognise the importance of effort in order to achieve, and to take ownership of their learning. We encourage them to challenge themselves to reach the next level, and celebrate their successes, both academic and social. (see *Vision*)
- Since the last inspection, school leaders and teachers have comprehensively **redesigned the 2-year rolling curriculum**, intending that it is better sequenced and coherent (see *Whole School Curriculum overview*) and that individual subjects are mapped out (see *Subject Leader Overviews*) and skills and knowledge progression ensures that pupils are learning more, remembering more and building on their prior learning (see *Progression maps*). As part of this work, leaders have taken on board the challenges noted by Public Health England (see RSE/PSHE overviews) and ensured subjects are relevant to pupils (see *Geog KS1 & History KS2 Local Interest*). Leaders, governors, teachers and support staff have been provided with both **on-line and internal training** sessions to build their understanding of what pupils should know and how it should be taught (see *Training records in SDP*)
- **Response to 1st lockdown** Our curriculum intent on **returning to school in Autumn 2020** was to use **Pupil Catch up funding** to purchase a **Back on Track Recovery Programme** for English and Maths and ensure support for all pupils. The use of an HLTA and qualified teacher with small group daily interventions provided additional support for those pupils already identified as having fallen furthest behind (their needs having been flagged up by engagement tracking during the March-June 2020 Home Learning or who we were aware had heightened SEMH needs as a result of the lockdown experience).
- The focus of our **Remote Education package (Jan 2021 onwards)** has been to follow our school curriculum as published, with no lessons lost, and to fully engage and support parents and carers in their delivery of this. Our recorded lessons (2 a day), together with powerpoints and links to all other teaching sessions, ensure that children receive quality first teaching, with feedback being written or verbal (recorded). Our regular Zoom meetings for children intend to build their SEMH and ensure no child feels apart from their peer group. Parent support in the form of published My School Lockdown Timetables, regular Headteacher zoom drop-in meetings, activity sheets, and book swaps etc, have the intent of enabling leaders and teachers to respond quickly to parental needs. Additional communication (weekly phone calls and Pupil Progress Meetings) provide safeguarding and educational safety nets. Parent comments have included: *"Lessons provided ...give structure to the day - engaging interaction from the teacher, feedback to the work is very much appreciated"*, and we have received positive feedback on *"The personal touch from teachers videos, comments, zoom calls"*. (see *Google Classroom and Home Learning Survey*)
- To prevent **identified pupils** from falling behind their peers during lockdown, we have set up small group live lessons with our HLTA, providing support for key skills between 2 / 3 times a week. We have also produced daily individual printed packs to support engagement with our Google Classroom. Where possible, some pupils have been encouraged to attend school on 2 or more days a week. We have identified these pupils on the basis of SEN needs, SEMH concerns, or clinically vulnerable SEND. The aim has consistently been to promote engagement and SEMH through working alongside other children, albeit remotely. In 2019 Ofsted recognised *"There are high expectations for pupils with SEND and the inclusion of these pupils is a strength. Their needs are considered in all activities"*. (see *CPOMS*)
- Our intent to support **Key Worker and Vulnerable Pupils** has been to allocate staff in such a way that Key Stage bubbles can be established, with the aim that their intended curriculum can be delivered without compromise.

Curriculum Implementation

- All our teachers are subject leaders of at least 2 subject areas, and have been involved in the **development of our 2-year rolling curriculum**. They take responsibility to ensure that chosen schemes of work and topic plans reflect our Whole School Overview, and that subjects are taught sequentially and rigorously. By developing their own subject skills progression maps, teachers know lessons build on skills over time (see *Progression Skills maps*). Staff meetings which focus on a specific Subject Book Look further ensure that all teachers are aware of how each subject is taught across the whole school, so that pupils learn more and do more over time (see *Subject Leader Questionnaire*).
- **Medium Term Lesson Plans** include specific reference to skills and knowledge that were missed during the first lockdown, and make reference to which units of work the current learning will be building on (see *individual lesson medium term planning*). This ensures that teachers know how their lesson is building on prior knowledge.
- *"Teachers demonstrate strong subject-knowledge"* (Ofsted 2019) and regularly check on pupils' understanding through questioning, enabling them to identify and correct misconceptions quickly. Teachers

are keen to adopt new strategies (such as KAGAN)

- **High expectations** have been a focus since the last Ofsted, and leaders have introduced a new handwriting scheme and focus on presentation (see *Handwriting policy*)
- The **Reading Scheme has been revised and upgraded**, with a large quantity of new books purchased to meet the needs of pupils who already read well, and as a response to gaps identified in some bands. A new Library area has been created. Training has been provided to support TAs (see *SDP training record*), and new reading records (in class and pupil) have been launched to further improve the learning opportunities for our pupils.
- **Relationships are of high quality at all levels**, as evidenced by external reports (LA Scoping Audit 2019). All staff have detailed knowledge of pupils and their families ensures that learning is personalized effectively *“E has thrived whilst attending Thomas Johnson School. I am so impressed with the teachers and their continuous hard work they put into every day. The communication is amazing”*.
- Teaching staff are committed to **ongoing professional development**, which has a high priority within the school (see *SDP training record*). The Head is a Central Beds System Leader and works with other schools to share and embed best practice. All staff work closely together, so that professional dialogue is high quality, and best practice is secured.
- **Inter-school moderation** in core areas within the Cranfield Cluster of local schools is used to validate judgements about the quality of teaching, learning and its impact. Target Tracker is the key assessment tool for tracking progress across subjects. This and other assessment tools (such as our recently developed *SEMH toolkit*) enable teachers and leaders to identify additional needs and to track the progress of disadvantaged groups.
- **Regular and rigorous monitoring**, including scrutiny of pupils’ recorded work, enables teachers and leaders to plot pupil outcomes in all subject areas from the EYFS to Y4 and to judge the impact of the learning experience in each classroom. As a result, there is a clear, shared understanding of further priorities for improvement, which are translated into robust development plans.(see *Subject Leader files*)
- **Pre-school children** join Reception children in free-flow play experiences which allow greater learning opportunities by copying the play modelled by their slightly older counterparts. They also have their own individual sessions each day to develop key skills (phonics and numeracy).

Specific Response after the March 2020 lockdown

- The **Catch-up Funding** has been used to purchase the Herts **“Back on Track Recovery Programme”** for both English and Maths. The programme maps and identifies where key learning was missed during the first lockdown, or only partly taught, and provides a systematic approach for delivery so that teachers revise, revisit, pre-teach, teach and renew key skills. Significant progress from baselines has been made for all pupils since their return to school, and the format of the Recovery Programme provides built in “breaks” to allow teachers to focus on an area needing further development (see *English and Maths Overviews*). Significant staff training has supported the use of these two programmes (see *SDP: Staff training*).
- To enhance focus on the recovery curriculum, time was assigned in the Autumn Term to allow for **fluency sessions** for all pupils outside of the main English and maths lessons. These 10-15 minute sessions provided opportunities to reactivate and rehearse key skills. To facilitate this, Music and RE were condensed (e.g. 4 out of 6 lessons taught) so that our whole curriculum retained breadth whilst allowing the time needed to ensure key skills in maths and English are secured.
- **Further daily interventions** have been provided for those pupils who had missed out the most in the Summer term (lowest 20%), with the release of experienced staff (a KS2 teacher and an HLTA) taking small groups for core subjects each morning. The HLTA work has continued during the 2nd lockdown, with small group live lessons.

Remote Learning Implementation

- **Google Classroom** has been our Remote Learning platform since March 2020. Notable improvements since the previous lockdown have been the addition of daily recorded lessons in core subjects, zoom meetings for both parents and children, and small group live lessons for identified pupils who are not in school. Our day-to-day published curriculum is met for all subjects (with closest possible matches for music and PE) and individualised daily written or verbal feedback given to every child (see *Remote Learning Guide for Parents*). Home-school engagement has been a high priority and this is something staff have set ambitious targets for, with some success, as evidenced by feedback from parental questionnaires (*“The content is good and I like seeing how they progress”*, also (I like) *“having a clearer understanding of what my child is learning in school and her phase levels”*). The strong uptake and quality of work produced is the result of high quality personalized videos and the continued strong parent support from Leaders. **88% of parents who responded to our survey** accessed home learning at least 3 times a week, with **71% of these accessing provision daily**. **86%** of pupils spent over 2 hours each day engaged with home learning activities, and of these **57% spent 3-5 hours**, meeting Government recommendations.

- **Supporting Key Worker and Vulnerable Children in School.** All our pupils access their Key Stage Curriculum as delivered on the Google Classroom, so that we are confident that the same high level content is delivered to all our children. Within school, pupils engage with the same recorded lessons, powerpoints or lesson links. Either a teacher or a teaching assistant provides on-hand support during the day for pupils within their bubble groups. Additional opportunities such as PE from a specialist teacher twice a week ensure high levels of engagement and activity. Pupils SEMH needs are met through our Values and Emotional Well-being programme. Use of the Google Classroom within school means that pupils attending part of the week feel sufficiently supported to continue to engage when at home, evidenced by our recent survey, showing at least **29%** of Key Worker parents whose children were in school on some days, continued to use the Google Classroom on other days.

Curriculum Impact

- Using the **latest published data (2018-19)** evidence indicates a strong impact of the school's curriculum and its implementation in core areas.
- **Outcomes in reading, writing and mathematics** have been above the national average, and in-line with/above the LA average. The most recent end of key stage and Y4 data [2019] support this view:
 - In the EYFS, 79% of children achieved a GLD, with overall attainment of 35.4 APS.
 - At the end of KS1, in reading, 92% of pupils met the expected standard or above, with 31% at greater depth. In both writing and maths, 85% of pupils met the expected standard or above, with 23% at greater depth.
 - At the end of Y4, 93% of pupils met the expected standard or above in reading, with 40% at greater depth. In writing, 93% of pupils met the expected standard or above, with 33% at greater depth. In maths, 87% of pupils met the expected standard or above, with 40% at greater depth. All outcomes were above the LA average. In both 2018 and 2019, 100% of Year 4 pupils who transitioned to middle school, made expected progress or better from their end of KS1 starting points.
- In-school tracking and outcomes of regular, whole-staff book scrutiny, indicate that pupils in all year groups continue to achieve at above average levels in core subjects. Outcomes in foundation subjects are broadly similar to core areas.
- The strong focus in inclusive practice enables those who are disadvantaged and those with SEND to learn alongside their peers, receiving targeted additional support for academic progress and personal development where appropriate. Work in books and tracking data show that pupils with additional needs make strong progress from their starting points.
- Y4 pupils are well-supported in transition and settle effectively in their middle schools. This is supported by feedback from the Headteacher of Marston Vale Middle, who recently stated "*The children who joined us from your school have been some of the best pupils in year 5. All have transitioned well to the school and those with particular needs ...were well supported. In lessons the pupils are generally very positive with their studies and demonstrate a resilience that is not always as evident in other pupils.*"
- **Reading** has a high priority in the school and is taught effectively, enabling pupils to become fluent readers who enjoy a wide range of books. This is supported by Ofsted, who commented that "*Pupils develop a love of reading, regardless of their starting points*" (2019).
- **Phonics** is taught well, with outcomes at the end of Y1 being in line with or above average over time. Data trend differences over time reflect small cohorts with different SEN needs and in **2019**, despite 35% of pupils in the cohort having SEN/D, outcomes were strong with 80% of Y1 pupils meeting the expected standard: 40% scored 37/40 marks or more and 27% scored full marks. Previously 100% had met the expected target, however the class had fewer SEN/D needs. By the end of Y2, almost all pupils have reached the expected standard in phonics.
- For commentary on current attainment see *Targets and Progress report 2020-21*.

School Self Grading: GOOD

Why could the school's grading be too high or too low?

- School Leaders made the decision to build on our strength that "staff have good subject knowledge" (Ofsted 2019) and to draw up a bespoke curriculum, rather than buy a product for convenience. This has meant that staff have been fully involved in its design and have taken ownership of the curriculum, carefully monitoring and suggesting improvements as we progress through the 2-year rolling programme.
- Leaders have introduced a number of new measures in response to the last Ofsted. These include a revised curriculum, a new reading scheme, revised handwriting policy, and revised behaviour policy. Two lockdowns have reduced the opportunity for embedding these changes as fully as we would hope.
- Pupil outcomes in reading, writing and mathematics have been above the national average, and in-line with/above the LA average.

Next steps:

- Continue to monitor the cohesion and design of this new curriculum over the full 2-year rolling programme so that it continues to reflect pupils' specific needs.
- Continue to ensure that raised expectations and new measures continue to impact positively (e.g. raised presentation through an increased focus on basic skills, such as daily handwriting; embed TA training in hearing readers and recording judgements)
- Continue to assess throughout the Covid period, using agreed rationales, to ensure targeted intervention which started during Jan 2021 lockdown continues to impact positively on return to school. (see *Gov report on Target and attainment*)

Self-Evaluation - Behaviour & Attitudes

- **Through our Vision** - Dream, Discover, Flourish, we encourage our pupils to have high ambitions for themselves. We want them to take ownership of their learning and responsibility for their behaviour. We encourage them to challenge themselves to reach the next level, and celebrate their successes, both academic and social (see *Vision*)
- **Behaviour for learning**, mental health needs and emotional development and wellbeing have been a key focus for a number of years, with Leaders driving new attitudes to understanding amongst staff in TJLS and other settings by promoting positive behaviours and delivering a range of training opportunities supporting improvements in this category. This has enabled some pupils with high trauma and attachment needs to continue to work successfully within the classroom and make significant steps in managing their behaviours. A Scoping Audit in 2019 noted : *"Pupils are happy, confident, polite and articulate and they feel safe in their environment and are ready to learn because of the work staff put into well-being. Pupils were engaged in their learning, including those who find aspects of school more difficult"*.
- In the most recent Ofsted, inspectors felt that **more needed to be done**. *"Leaders need to raise expectations of behaviour in all situations, including around the school, so that pupils take responsibility for themselves and are ready to learn (Ofsted 2019)."* The report focused on some behaviour during transitions, at lunchtime, and in the case of pupils where reasonable adjustments to the way staff managed incidents of behaviour were not consistently met. *"All staff need to adhere to the school's expectations and policies on behaviour so they are routinely met and effectively used."* Since their inspection, Leaders have revised our procedure for lunchtimes and provided training for Midday Supervisors, so that clear routines and expectations for behaviour in all aspects of school life are made clear. Leaders have **updated our Behaviour Policy** following staff meetings and suggestions, and in consultation with other schools. (see Positive Behaviour Management Policy and staff training record). This means that consequences are clearly and consistently applied, and there is a graduated response that better meets our children's needs. Leaders have also worked with an Outstanding school to create a SEMH toolkit to closely measure attitudes to learning and individual pupil progress. (see SEMH toolkit).
- All pupils are taught how to **recognise and manage their feelings and emotions** and have a place where they can alert staff to feelings such as anger or anxiety (Feelings Flower). As a result, any concerns are identified quickly by staff who are able to deal with issues to secure a positive environment for learning. (see classroom displays).
- The school recognises the significant **impact of the Covid lockdown on pupil well-being** especially in KS1 boys. Much work was done to re-establish behaviour for learning on their return after the first lockdown, and again following the Spring 2021 lockdown. During Jan-Feb 2021, the school supported those identified pupils at most risk by either providing places within school or providing small group live lessons for those at home. Leaders also raised a bid to secure funding to promote emotional well-being and catch-up support for SEMH pupils on return to full time education (available from March 2021). Through this work ("Motivational project"), resources and staff training for 4 TAs will provide skilled staff to work with groups throughout the school.
- The school continues to provide **advice and support for parents** on tackling behavioural issues at home, with a strong focus on praise and positive reinforcement.

School Self Grading: **GOOD**

Why could the school's grading be too high or too low? Since the introduction of a number of new measures in response to the last Ofsted, two lockdowns have reduced the opportunity for embedding these changes as fully as we would hope.

Next steps: Continue to ensure that raised expectations and new measures continue to impact positively (e.g. behaviour policy is applied consistently during transition times, in the hall, at playtimes and by all staff.) Incorporate more Values-based Education concepts to promote manners and courtesy.

Self-Evaluation - Personal Development

Personal Development

- **Our vision - Dream, Discover, Flourish** - embodies the need for pupils to imagine that they can succeed and to develop their confidence and resilience to do so. Through our Values and Feelings educational approach we intend that our children will discover qualities within themselves that will help them develop positive personal traits, such as perseverance, courage, honesty and kindness. (see *Vision*)
- **“Personal development is a high priority at the school through our values-based approach. This includes consideration of pupils’ self-esteem and mental health.”** (Ofsted 2019) Values-based Education underpins the day-to-day work of the school, providing a commonality of language and approach to develop pupils’ social and moral awareness and to underpin a culture of behaviour for learning. As a result, pupils are encouraged to take ownership and control of their own learning. Ofsted commented *“Leaders promote their chosen values-based approach to well-being and personal development. The school’s values represent personal qualities that leaders most want pupils to develop. These include, for example, responsibility, cooperation and tolerance.”*
- Pupils are respectful of each other and adults because **systems are designed to ensure that relationships are strong at all levels**. For example, prior to Covid restrictions, the ‘family structure’ at lunchtime was designed to help pupils of all ages to get to know and to help one another and to understand the importance of healthy eating.
- Pupils have regular **opportunities to develop leadership skills**, for example by becoming School Councillors, where they have a genuine impact on school life. As a result of School Council members’ suggestions in 2019, the layout and format of lunchtime meals changed and specifications for new playground equipment to promote inclusive play for SEND pupils was based on their recommendations.
- Pupils have many **opportunities to keep physically healthy**, and are supported by a specialist teacher (including during lockdown, when Home Learning continued to offer PE lessons, and Key Worker and vulnerable pupils in school were given the same learning opportunities as before, including lunch time activity clubs).
- The school received CBC **Mental Health Awareness** recognition in 2018. The school’s strategy for promoting positive mental health has been recognised by the Local Authority, resulting in Leaders being commissioned to deliver “The Mind Map Project” to other CBC schools in 2018-19.
- Our **RSE/PSHE** scheme of work has continued throughout lockdown, with parent comments being extremely positive (e.g. *“Both girls got really involved and we had a really good discussion about positivity and if they feel they can’t do things they need to ask rather than crying. I think this was a brilliant reminder for us parents too!”*)
- Despite restrictions imposed due to Covid measures, the willingness of staff to adapt and problem solve has ensured **pupils’ personal development** needs continue to be met. Individual class assemblies have ensured a continuing focus on Values and Emotional Well-being. Our reward system of physical smiley faces has been replaced with stamped cards to ensure that positivity continues (including these being awarded remotely). Our RSE/PSHE lessons continue to be timetabled around other Catch up priorities.
- **Sports are inclusive**, with lunchtime games club offering a range of different sporting activities designed to appeal to pupils of all abilities. New playground line markings and play panels were purchased with a Healthy Pupil grant in 2019, specifically to promote inclusive play for less able and SEND pupils.
- As a result of the school’s work, **pupils’ conduct as responsible, respectful citizens has improved over time**. However, leaders recognise that this can be developed even further by promoting the Values and Positive Behaviour policy more widely. The focus on Values in assemblies and classrooms will continue to be promoted more widely, in order to more fully develop pupils’ character and positive personal traits, enabling them to self-regulate their behaviour in all settings.
- All staff are highly trained to provide **Emotional and Behavioural Well-Being support** to pupils. The children learn to recognise and talk about different feelings such as anger, jealousy, excitement, and frustration (see *Values and Feelings Cycle* and *Mind Map Presentations*). Additionally the children are specifically taught to manage these emotions. This means that children know they are heard, and therefore learn to express their feelings through words, rather than behaviours. External feedback has been very positive - with visiting professionals consistently remarking on how well staff approach and manage challenging situations.
- **Pre-school children** join the main school hall for lunch and lunchtime play and these combined experiences promote smooth transition and also encourage caring, positive interactions from older pupils. A CBC Scoping Visit (Sept 2019) commented on the personalized learning offered to EYFS pupils and the very strong relationships evident between staff and pupils, and pupils to pupils. Even the youngest children respond well to Values-Based Education, are able to use the vocabulary and are encouraged through this to demonstrate positive behaviour.

Spiritual, moral, social and cultural development

- **Pupils reflect on their own beliefs and perspective** on life through our RE curriculum and community involvement. For example, strong links have been forged with Lidlington Church, whose members offer a weekly “Storytellers” assembly and provide enrichment experiences to enhance spiritual development (e.g. creating Easter Gardens). This community link has continued during Autumn 2020 when, instead of visiting the school due to restrictions, the Church provided a range of craft activities for every class linked to a faith story.
- Prior to lockdown, parents were encouraged to attend **whole school Faith Days**, when a wide range of different Faith festivals are celebrated. These events promoted an interest and respect for other faiths, feelings and values, and shared this learning with parents and carers (see *newsletters*).
- Pupils are encouraged to **respect their world** and to understand the key environmental issues which will impact throughout their lives. Last year, for example, pupils focused on recycling and the environment by creating, planting and maintaining their own sensory garden. In 2018 the school was awarded Runner up in the **Better Schools Energy Award** for its submission “Closer to Nature” (see *Award submission*)
- **A sense of enjoyment and fascination** is promoted through a range of engaging and motivating curricular experiences (e.g. Forest School activities, Tree-planting at Forest of Marston Vale) with full use made of our outdoor area (e.g. collecting 7 different grass-heads in a science seed investigation activity).
- Music features prominently, with Specialist teachers leading **termly enrichment activities**, such as *Move your Body to Music*, ukulele and *Sing Out*. Prior to lockdown, parents and carers have been invited to informal concerts.
- Pupils demonstrate **positive skills in art and design** both within the taught curriculum and beyond, with many choosing drawing and craft clubs as break time activities to extend their creativity. (see *Clubs*)
- The school continues to develop its **Values-Based Education** to promote pupil ability to recognise the difference between right and wrong. Class assemblies enable discussion and reflection, developing pupils’ moral and social compass still further, enabling them to reflect positively on their behaviour, learning and attitudes.

School Self Grading: GOOD

Why could the school’s grading be too high or too low? The school prides itself on the significant work it has carried out to understand pupils’ mental health over the past 4 years, as well as continually training staff to provide strategies to develop pupils’ character and positive personal traits.

Next steps: To monitor the impact of the lockdown on pupils’ personal development and use the Motivational training to support pupils’ ability to self-regulate their behaviour and take greater ownership of self.

Self-Evaluation - Leadership and Management

- **Leaders at all levels have high expectations** and are ambitious for all pupils and monitor the school’s work rigorously and regularly. Areas for improvement are identified through a range of monitoring activities, which are translated into clear and well-structured development plans. The school development process is shared with all stakeholders (see *SDP, staff meeting records, FGB meetings, parent updates*).
- **Assessment is rigorous**, ensuring that staff, governors and parents have a clear overview of the learning needs of all pupils, leading directly to precise intervention strategies and revised planning as an enhancement to quality first teaching, where appropriate (see *Targets and Attainment summary* for Gobs).
- **Leaders and staff are committed to CPD** to enhance the quality of teaching and learning. Outcomes of monitoring are used to target CPD needs precisely. Since the last Ofsted 2019 there has been significant in-house and external (Zoom) training, targeting those areas identified in the last inspection and in order to develop existing staff expertise. This has included upskilling TAs and Gov training (see *SDP training record*).
- **Leaders are committed to collaborative development** and share good practice and moderate performance with other schools in the pyramid. The Headteacher has been involved in school-to-school support for a number of years (e.g. The *Theraplay* project, The *Mind-Map* project, NQT training). She has recently trained as a Central Beds System Leader and uses these skills to drive improvement across the school. The Headteacher is part of the Values Education Steering Group and works with other Headteachers to continually lead the school towards outstanding practice. Effective use has been made over time of **external experts**, for example behaviour specialists (*Jigsaw, Making Me*) to support individual pupils with ADHD/ASD, and this has impacted positively on staff’s own skills. The school’s proactive, positive approach to wellbeing and personal development reflects significant time expenditure, however evidence shows that it secures positive, long-term outcomes (see *presentations*)
- **Leaders respond positively to external evaluation.** For example, following the recent Ofsted inspection, training has been widely accessed and policies have undertaken scrutiny and revision, with a view to promoting higher expectations in all identified areas. (see *Action plans*).

- Leaders are committed to promoting and **enhancing the wellbeing of staff and pupils**, taking into account the workload of staff, while also developing and strengthening the workforce. Leaders have invested in two well-being packages “CareFirst” (offering both emotional and well-being support) and a series of positive lifestyle staff meetings. Staff are encouraged to nominate a “support colleague” who will raise concerns on their behalf. The performance appraisal system is driven by the SDP, with all staff objectives and targets closely aligned to school improvement priorities. The process is supported by regular informal professional development talks.
- **Leaders seek to engage parents and their community** thoughtfully and in a way that positively supports pupils’ education. Since the last inspection **parent communication** has considerably increased with weekly media classroom posts, the development of termly topic maps, drop in Headteacher Zoom meetings, and regular parent updates. (see TJLS facebook page, topic maps, parent update letters). **Community links** and engagement are promoted through work with the Lidlington Church, planting in the Forest of Marston Vale, support for local charities such as Keech Cottage and the Need Project.
- Leaders have **high ambitions for inclusion** and the needs of pupils with SEND, and those who are disadvantaged are well-managed. Outcomes over time indicate that pupils with SEND make strong progress from their starting points. Beyond the taught curriculum, pupils with SEND are afforded similar opportunities to their peers, (e.g. wheel-chair width playground markings and height adjusted play panels)
- Leaders are committed to **high-quality transition**. The school has an increasingly healthy dialogue with local middle schools, enabling pupils to be “middle-school ready” and leaders in both schools to have a clear overview of pupils’ complete learning journey.
- **Safeguarding** was judged to be effective by Ofsted in 2019: *“All staff receive regular, high-quality training. School logs and records, including bullying incidents, are thorough and action taken to follow them up. Pupils say they feel safe and know who to go to if they have any worries or concerns. Systems for keeping pupils safe online are clear and pupils know what to look out for.”* Effective use is made of CPOMS (Child Protection On-line Management System) to record all Child Protection issues electronically. This affords every staff member the opportunity to raise a concern from anywhere, at any time and DSLs are immediately notified of incidents and concerns. The system ensures that records are secure and confidential and facilitates the secure transfer and sharing of records with other agencies. Training opportunities are maximised (See SCR; record of training; CPOMS; medical records)
- The recent Ofsted inspection judged the work of the **Governing Body** to be effective, but included clear next steps to ensure their monitoring of the curriculum is rigorous and effective. A Governance Review was commissioned following inspection, resulting in further training for all Governors to support our Ofsted targets. A new curriculum committee was established (see Governance Review update and CC notes). Finances are budgeted rigorously and link to SDP development needs. Governors receive regular and detailed financial reports, enabling them to be sure that the school is providing value for money. Financial procedures and guidance are followed closely. (see FGB and F&P minutes)

School Self Grading: GOOD

Why could the school’s grading be too high or too low? The school has acted on all Ofsted recommendations, with a Governance Review and the appointment of a new Senior Teacher and SENCO to drive improvements.

Next steps: Support new leadership team members in their respective roles so they understand and perform them in a way that enhances the effectiveness of the school.