

Charlesworth Overview SEF

Date

February 2020

**School
Context**

Overview:

Charlesworth is a small voluntary controlled primary school on a split site located in a rural village. Approximately half of the of pupils live outside the immediate locality as parents value the small village school ethos and the quality of relationships between staff, pupils and families. The Foundation Trust was drawn up between two local churches of different denominations (each owning one of the buildings) who invited a third foundation governor position. Hence the foundation governors represent Church of England, Independent Congregational Chapel and Methodist traditions.

Pupils are organised into four mixed age classes across the two sites. Currently, the school has less than the national average of pupils eligible for pupil premium (14%). A small number of children are adopted from care (2-3%) and very few pupils come from ethnic minority backgrounds and/or speak English as an additional language. The school enjoys a good reputation for high quality provision for children with SEND (currently 25%) and those identified as vulnerable for social or health reasons (33%).

Recent Changes:

There has been a significant change in teaching staff over the last couple of years with one experienced teacher retiring to be replaced by an NQT appointment and a senior teacher choosing to reduce her hours to 0.5fte. A small number of extended illness absences in support staff have made maintaining extended provision more challenging as the number of staff in the school is small.

The last year has been marked by significant disruption caused by the need to address a deficit caused by a historic reduction in pupils. Rapidly increasing intakes of pupils led to plans to introduce a pre-school year group and re-organise classes. However, this has had to be amended and as a result the governors have had to consider other measures to address the deficit.

Other Characteristics:

The curriculum at Charlesworth is embedded in its vision for the pupils. This is represented by the milestone statements and phases of development in the curriculum structure. The school manages a successful breakfast club and a range of after school and lunchtime activities to enhance pupil opportunities to learn musical instruments develop awareness and responsibility for their environment and explore their personal spirituality.

Therapeutic support for pupils is seen as a central ethos of the school. Charlesworth is recognised by the LA as an Attachment Aware School and delivers training and workshops across the region. In addition, Charlesworth is a founding member of the Collaboration of Glossop Schools (COGS) and is becoming a local provider for NPQ programmes.

At the last SIAMS inspection (Feb 2017), it was noted that **'pupils are well-behaved, articulate and welcome the challenge to achieve'** and that **'the school has a clear and accurate picture of itself'** where **'relationships are good throughout the school'**.

Most Recent OFSTED Inspection:

At the Section 8 inspection (Jan 2018), the school was judged as continuing to be good and that:

- The good quality of education had been maintained
- Further improvements had been made since the previous inspection and standards at the end of both Key Stages had improved
- Pupils enjoyed learning, cooperated well together and were keen to ask questions in class.
- Pupils were also polite and welcoming to visitors, say that behaviour is good and that bullying is very rare
- Parents said their children are safe and staff are approachable
- Governors know the school well and are ambitious to improve even further

The report recommended that in order to be outstanding, it needed to:

- Support and challenge more able pupils to achieve the higher standard by the end of KS2 in writing and maths
- Continue improvements to increase the proportion of pupils achieving expected and higher standards in writing and maths at the end of KS1
- Improve communication so that all parents feel well informed about school and their child's progress.

Summary of School Improvement Priorities

	Judgement	Strengths	Areas for development
Quality of education	GOOD	<ul style="list-style-type: none"> • Curriculum rooted in clear vision and ethos. • Provision for SEND • Wide range of extended learning opportunities • Provision and achievement in reading • Tracking of pupil achievement 	<ul style="list-style-type: none"> • Increase challenge and provision for higher attainers • Ensure quality of writing is consistent across the curriculum • Clarity of links between assessment and planning • Complete development of curriculum documentation, resource plans and monitor impact
Behaviour and attitudes	REQUIRES IMPROVEMENT	<ul style="list-style-type: none"> • High expectations for behaviour • Attendance at or above NA • Relationship between pupils and staff 	<ul style="list-style-type: none"> • Review use of PSP/BSP to ensure early structured provision is effective • Celebrate positive behaviours and vision milestones more effectively • Involve pupils more in evaluating and managing behaviour across the school • Improve use of CPOMS to ensure effective electronic recording system for all safeguarding issues
Personal Development	GOOD	<ul style="list-style-type: none"> • Attachment awareness ethos • SIAMS evaluation • Engagement of pupils in dialogue and reflection 	<ul style="list-style-type: none"> • Introduce structured mental health programme • Improve evidence recording to demonstrate impact of PD provision

		<ul style="list-style-type: none"> Pastoral support for vulnerable pupils Range of pupil responsibility opportunities 	
Leadership & Management	GOOD	<ul style="list-style-type: none"> Clear focus on outcomes for pupils Strong role in the local community Effective safeguarding Governors understand the strengths and weaknesses 	<ul style="list-style-type: none"> Improve well-being opportunities for staff Complete curriculum documentation and implementation Improve parent-school partnership (following challenging changes) Ensure that all governors have safeguarding and Prevent training Ensure all staff using CPOMS to record safeguarding events
EYFS	OUTSTANDING	<ul style="list-style-type: none"> Vibrant and exciting curriculum Excellent staff team working to ensure consistency and capturing of learning evidence Excellent provision for SEND and vulnerable children At or above national average for GLD Almost all pupils make good or better progress from entry Quality of teaching 	<ul style="list-style-type: none"> Develop use of Tapestry to enable parents to celebrate learning Include progress against milestones in recording and reporting Improve opportunities for parent learning in relation to home support for pupils
Overall Effectiveness	GOOD		

Key development plan priorities			
	EIF Statement	Objective	Actions
Action Plan 1	QE14	Improve HA progress across the curriculum	<ul style="list-style-type: none"> Improve monitoring of attainment across the curriculum to ensure consistency of expectation Ensure all marking and feedback is specific and challenging Create case studies of HA pupils to demonstrate progress and impact of teaching Ensure planning for HA pupils is included in all planning Ensure provision of more challenging resources in resource plans
Action Plan 2	QE16	Ensure writing consistency across the curriculum	<ul style="list-style-type: none"> Increase cross-curricular writing opportunities Marking and feedback of writing across the curriculum to be specific to pupil writing targets where possible Writing planning units introduced to ensure application of vocabulary and grammar Review of whole school writing curriculum
Action Plan 3	BA1 & BA3	Review of reward, sanction and support procedures for children with challenging behaviour	<ul style="list-style-type: none"> Review how BSP and PSP process is used and reviewed (including early intervention) Review how positive role models are celebrated Improve engagement of children on reviewing behaviour (class, site and whole school levels)

Action Plan 9	PD2&PD3	Introduce school mental health strategy and plan to build resilience in pupils	<ul style="list-style-type: none"> • CPD programme for staff and governors • Introduce Growth Mindset concept to children through collective worship, and PSHE lessons • Parent training and consultation events linked to mental health in schools • Introduce recording and monitoring tools for mental health e.g., Leuven Scale and Milestones • Reinforce principles of Attachment Aware Schools
Action Plan 4	LM1&LM2	Review curriculum planning and provision	<ul style="list-style-type: none"> • Complete documentation for whole school curriculum overview (vision to practice). Include an overview of curriculum coverage (what 'must' and 'should' be covered each year) • Complete policy review to ensure that vision is fully embedded in policies • Develop clear and structured CPD plan for next two years to respond to identified gaps in subject expertise
Action Plan 5	LM4	Engage parents in positive developments of the curriculum	<ul style="list-style-type: none"> • Complete review of parent survey questions and launch electronic questionnaire • Parent engagement programme to explore new curriculum vision and milestones • Evaluate outcomes and identify future actions
Action Plan 6	LM7&LM8	Improve Safeguarding recording processes and training for governors	<ul style="list-style-type: none"> • Ensure all staff have access to CPOMS and are confident in recording events • Transfer all relevant old data to CPOMS • Ensure all governors have Safeguarding and Prevent training.
Action Plan 7	LM5	Improve opportunities for staff well being	<ul style="list-style-type: none"> • Review the questions in the staff well-being survey • Repeat and evaluate new survey • Create a Staff Well Being action and review cycle as part of the governor meeting agendas
Action Plan 8	LM7	Ensure effective budget deficit reduction plan	<ul style="list-style-type: none"> • Agree/deliver school organisation and deficit recovery plan • Identify external sources of funding to support learning resource purchase plans
Action Plan 9	LM1&LM4	SIAMS self-evaluation to be embedded in school improvement cycle	<ul style="list-style-type: none"> • Complete SIAMS evaluation • Create two year action plan for improvements • Discuss with staff and governors • Amend standing agenda items to include annually in T&L committee meetings