

SEF Summary –Mill Dam School September 22



| Sections | | Summary Evaluation | |
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| Introduction | | | |
| Current areas for whole school development | Continue to ensure that a good quality of education is in place for all children with specific focus on maths and KS1 outcomes, embedding evaluations to the curriculum and further strengthening SEND provision. | | |
| | Further embed and develop the impact of positive behaviour for learning across school including the development of trauma informed practice for all staff. | | |
| | Further strengthen the wider curriculum to ensure that all areas of enrichment are equally developed. Continue to evaluate and deepen the PSHE curriculum across school. | | |
| | Embed new leadership roles at SLT and MLT level while further strengthening the impact of subject leads. | | |
| | Continue to develop and strengthen the EYFS unit and ensure that the curriculum and outcomes for these children continue to improve. | | |
| Progress in previous inspection key areas | Area | Progress | |
| | Ensure that pupils remember key knowledge in foundation subjects and develop opportunities for pupils to review and recall this knowledge. | Curriculum long term plans have been reviewed to move to a single form entry system across school. Provision for recall and organisation of information across each year group has been highlighted to ensure that this is more robust. | |
| | Continue to develop the early years as a unit ensuring that strong leadership results in accelerated progress forming strong foundations. | New leadership post has been created and filled (started Sept 22). Reviews of provision are ongoing supported by the trust and clear progress has been noted. | |
| Overall Effectiveness: | | | |
| Quality of Education | Strengths | | Next steps |
| | Teacher subject knowledge in arts and science is good and this is shared across the school. All other subject areas are improving. | | <ul style="list-style-type: none"> Ensure that outcomes at all phases continue to stabilise and improve further following the disruption caused by Covid 19. To continue to develop the teaching of early reading in EYFS and KS1 and, where needed, in KS2. To ensure that engaging quality first teaching is evident in all phases of school with particular focus on active engagement, writing and effective use of TAs. To embed the developments to the curriculum and ensure that knowledge is retained and understood. To further strengthen the SEND provision within school and ensure that all children receive precisely the targeted teaching and intervention that they require. |
| | Changes to teaching across school have shown impact and a clear improvement in attainment has been achieved and improved further over two years. Phonics data shows a continuing upward trend. In KS2 progress remains within national average expectations. GD readers at KS2 has improved. TA for Writing in Y6 is above national average. EYFS is showing a significant improvement in N, CLC and PD. | | |
| | The curriculum intent is established and staff continue to work together to develop and embed this. The curriculum is coherently planned and sequenced to ensure that children acquire the knowledge and skills needed to support the next stage of learning and to develop the cultural capital they need to succeed in life. | | |
| | The reading culture in school is strong and skills in reading are prioritised in all areas of the curriculum. Pupils read widely and often. | | |
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| Behaviour and Attitudes | Strengths | | Next steps |
| | Children are highly motivated and keen to learn. School has high expectations for behaviour and conduct. | | <ul style="list-style-type: none"> To continue to embed and strengthen positive behaviour practices across school. To develop the new role of learning mentor and improve support for children whose behaviour and emotional needs may present a barrier to their learning. To instil a greater understanding of emotional needs that children may experience and the impact these may have on learning and behaviour. To continue to improve attendance and punctuality with a key focus on term time holidays. |
| | Children are confident and self-assured. The behaviour policy has been reviewed and updated which has improved the ethos of the school further and the respect with which all members of school treat each other. As a result pupils' attitudes to their education are positive. | | |
| | Relationships among pupils and staff are positive and school demonstrates a culture of respect. Pupils are safe and feel safe in school. Ofsted 2022 – "Leaders have high expectations of pupils. The curriculum is ambitious. Pupils respond well to the challenges they are given." | | |
| Attendance is in line with National average. | | | |
| Personal development and welfare | Strengths | | Next steps |
| | The school's curriculum extends beyond the academic and there is an extensive range of enhancement activities available through clubs, visits and external links. A residential or extended visit is offered to all KS2 pupils every year. | | <ul style="list-style-type: none"> To ensure that all children have access to an ever widening range of extra curricular and enrichment activities and educational visits including residential. To further develop the sporting offer presented by school in addition to curriculum PE and improve participation and success in trust tournaments. To further develop and embed the work of the eco council alongside the Parliament and local community looks. To continue to prioritise the understanding of British values and ensure that all children develop a measured knowledge and understanding of their place within modern Britain. To ensure that all children have a deeper understanding of protected characteristics and their place within modern Britain. To evaluate changes made to RSE and PSHE education and make further changes as needed to deepen and strengthen this provision. |
| | The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. These have included after school clubs offering music, art, sports, games, languages, STEM and life skills (eg first aid). Additional music and sport tuition and a range of visits and experiences is in place. | | |
| | British values, equality of opportunity and understanding of diversity are promoted through assemblies, PSHE work and are embedded within the curriculum. Children work with other schools and community groups within the village to participate as active citizens eg: community events, village litter picking, village road safety campaigns, parkrun etc. | | |
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| Leadership and Management | Strengths | | Next Steps |
| | The executive headteacher and head of school have developed an improved SLT. The SLT now includes phase leads as well as core subject leads and SENDCO, leading to a deepening of knowledge and experience. | | <ul style="list-style-type: none"> EHT and HoS to develop roles further to ensure clear leadership structures within school Further SLT roles to be clear and impactful Subject leaders to develop clear and impactful leadership of their subject areas. ASC to support school leaders to further embed effective practice. |
| | Leaders have a clear and ambitious vision for the school including high aspirations for all children. The vision and values are shared by all staff with all contributing to setting and evaluating these and to the policies which underpin them. | | |
| | Staff CPD is led to ensure that subject knowledge and pedagogical understanding are consistent and developmental where needed. CPD in teaching strategies has shown impact. Subject specific CPD is planned across the curriculum as needed. | | |
| | Changes to the governing body and the structure of challenge have been implemented. | | |
| The school has a strong culture of safeguarding which is effective and improving further. | | | |
| Effectiveness of EYFS | Strengths | | Next Steps |
| | Attainment in N, CLC and PD shows a 3 year improving trend. | | <ul style="list-style-type: none"> To further develop and embed a curriculum plan with link between Nursery and Reception. To improve staff understanding of small steps in learning and key curriculum focuses. To develop the learning environment both indoors and out. |
| | There is a sharp focus on ensuring that children acquire a wide vocabulary and a systematic approach to teaching reading and synthetic phonics has been improved and further developed. | | |
| | Relationships are strong and children feel safe. | | |
| Children benefit from meaningful learning across the curriculum. | | | |

KEY: Quotes from external validation (Ofsted, BSQM, MAT day review, behaviour review, LA moderations) – green
 Current year school data – bold blue FFT and ASP (historical) data – bold purple