



**“I have come in order that you might have life – life in all its fullness.”**  
**John 10:10**

# **Self-Evaluation Form (SEF)**

## **2018–19**

<b>SEF presented to Local Authority Post-Ofsted Core Group on:</b>	<i>13/3/19</i>
<b>SEF presented to Christ Church Full Governing Body on:</b>	<i>2/4/19</i>

*updated 13/3/19*

# Christ Church C of E First School – Self-Evaluation Form (SEF) 2018–19

(updated 13.3.19)

## INTRODUCTION

School context – key features

### Introduction – summary of school context

Christ Church C of E First School and Nursery is a warm, welcoming Christian learning community which has aspirational expectations for all pupils.

#### School Context in 2018 (*Primary Inspection Data Summary Support, 26/11/18*)

<b>Deprivation</b>	Highest 40% (0.2)
	In top 20% of all schools with 49.7% Ever 6 FSM
	4th most socially deprived neighbourhood in Somerset
<b>Diversity</b>	70.6% White – British; 23% White – Gypsy Roma Traveller (GRT)
	4.8% EAL
<b>SEN</b>	18.6% SEN support
	2 pupils have EHCPs (1.2%) with 3 more EHCPs on the way (which would take the total to 3%)

On 1/3/19 there were 167 children on school roll (*up from 156 in September 2017*) and 74 children in Nursery (*up from 48 in September 2017*). The school PAB is 48.

We have a long-standing reputation of inclusion both in terms of children with a special educational need and building strong links with the GRT community in Frome (21% of Christ Church’s school roll, but 26% of Nursery pupils), and as a result we have children who are out of catchment. (*Evidence: SIMS, School Data Report 2017–18*)

As a result of this unique situation, it has been essential to build a school ethos that strives to raise standards in a calm, nurturing and structured environment. For example, significant numbers of each cohort have been supported socially and emotionally by interventions both in school and by partner agencies. Children are tracked using the Behaviour and Vulnerability toolkit regularly and this helps to target support in the most appropriate places. (*Evidence: Behaviour and Vulnerability toolkit data, SEN provision plans, Lesson Observations*)

Socio-economic factors have a direct impact on overall attainment. The 2017–18 of Year 4 pupils, for example, were baseline assessed on entry into Reception in 2013 as being 7% age-related for Reading, 15% for Writing and 29% for Maths. At the end of Year 4, however, this cohort was 85% age-related for Reading, 63% for Writing and 74% for Maths, i.e. an increase of 45–78%. This pattern of significant pupil progress from extremely low starting points is true for all Year 4 cohorts in recent years. (*Evidence: School Data Reports*)

The school’s nursery is situated in the adjacent children’s centre known as The Key Centre (established as a “Sure Start Centre” in 2007). The school is part of the Frome Learning Partnership, working with Children’s Centre services and local schools. The school is sited one mile from Christ Church parish church.

### Statement on equality, inclusion and high expectations for all

Mr Kaye (Headteacher) says: “We have high expectations and ambition for all adults and children at Christ Church. As leaders and staff, we are relentless in our commitment to remove barriers to children’s learning and, whenever necessary, to ‘move mountains’ so that all children can flourish.

We are an inclusive school that cherishes diversity and celebrates difference. For example, we are proud to be one of only a handful of first/primary schools outside London to have been certified by the equality charity Stonewall ([www.stonewall.org.uk](http://www.stonewall.org.uk)) as a ‘Diversity Champion’.

At Christ Church we encourage and help one another, and every day we work as a team, because we are a community of love and learning. This is our starting point and the foundation upon which we stand: ‘Everyone matters.’ We matter to one another and we matter to God. Every life has meaning and value to others, whether we can see this for ourselves or not. At Christ Church, we believe every adult and child in our school family should be (and feel) needed, supported and appreciated.”

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## AREAS OF WHOLE- SCHOOL DEVELOPMENT

### Post-Ofsted Action Plan/School Development Plan priorities

#### **Ofsted inspection (June 2017, Requires Improvement to be Good) action points:**

#### **1) Improve the quality of teaching, learning and assessment so that pupils who have not made good progress in the past catch up more quickly, by:**

- 1.1** teachers planning tasks that are closely matched to pupils' next steps in learning and offer a greater level of challenge;
- 1.2** teachers identifying more quickly when pupils are struggling or are ready to move on;
- 1.3** strengthening the teaching in mathematics and providing teachers with training and support to help pupils to develop their mathematical thinking;
- 1.4** teachers developing pupils' skills of scientific enquiry.

#### **SDP targets for 2018–19:**

- i. Raise standards of attainment in Phonics in EYFS and KS1, so that Phonics screening data continues to increase towards average national level: 81% in 2017. (Christ Church 51% in 2016; 63% in 2017; 68% in 2018).*
- ii. Raise standards of attainment in the EYFS so that Good Level of Development (GLD) is in line with average national level: 71% in 2017. (Christ Church 47% in 2016; 62% in 2017; 59% in 2018).*
- iii. Improve the percentage of all children working at Age-Related Expectations (ARE) or Greater Depth (GD) in Reading, Writing and Maths.*
- iv. Develop pupils' skills of scientific enquiry.*

#### **2) Improve leadership and management through:**

- 2.1** ensuring that strategic decisions are based more precisely on the evaluation of the impact of provision on pupils' progress, particularly in respect of how additional funding for disadvantaged pupils is used;
- 2.2** sharpening the monitoring of teaching so that identified areas for improvement are remedied more quickly;
- 2.3** governors securing a stronger strategic oversight of the school's effectiveness.

#### **3) Improve pupils' personal development by:**

- 3.1** ensuring that teachers set high expectations of pupils' presentation of their work;
- 3.2** strengthening pupils' ability to think about, discuss and improve their work.

#### **4) Improve the early years provision so that children make faster progress, by ensuring that:**

- 4.1** there is continuity and progression in skills, routines and expectations across the Nursery and Reception classes, and all staff have high expectations of what children can achieve;
- 4.2** teachers more precisely identify pupils' next steps, particularly in language development, and plan activities which actively promote children's speaking skills;
- 4.3** all staff model clear and accurate spoken and written language, including when teaching Phonics.

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**PROGRESS  
MADE SINCE  
LAST OFSTED  
INSPECTION:  
KEY ISSUES**

Extent to which areas for development identified at the last Ofsted inspection have been addressed

**Action taken since the June 2017 Ofsted inspection – part I**

- **Sept 2017:**
  - \* Pupil Progress meetings; focus on linking progress data and next steps for PP children (1<sup>st</sup> week of term).
  - \* *Teaching and Learning Policy* reviewed and updated.
  - \* Staff CPD on reasoning and questioning in Maths – led by Jo Cronin (Maths Advisor).
  - \* Themed mental/oral sessions planned in Maths to teach reasoning.
  - \* **Post-Ofsted Core Group meeting involving LA and Diocese (14/9/17).**
  - \* **Links with Huish Academy (teaching school) “Outstanding” Primary setting in Yeovil.**
- **Oct 2017:**
  - \* Whole-school focus on improving standards of children’s presentation in books.
  - \* Weekly “Pride in My Work” certificate.
  - \* Class and corridor displays exemplify excellent presentation.
  - \* Staff CPD on planning for Maths mastery – led by Jo Cronin (Maths Advisor).
  - \* Staff meeting re Mathematical Reasoning to agree sentence starters to model year group and whole-school talk expectations.
  - \* White Rose/Glow Hub Maths teaching adopted.
  - \* **Pauline Price (HT of Huish Academy & Primrose Lane) visit to Christ Church.**
- **Nov 2017:**
  - \* External Pupil Premium Review – led by Heather Good (28/11/17).
  - \* Presentation Policy adopted.
  - \* **Emma, Maxine, Melissa and S-J (CC EY staff) visit to Huish Academy & Primrose Lane.**
  - \* **Ali and Sarah D (CC SLT) visit to Huish Academy.**
- **Dec 2017:**
  - \* Pupil Progress meetings; focus on linking progress data and next steps for PP children.
  - \* Pupil Premium Report for governors.
  - \* FLP and LA work moderation meetings attended by CC staff – Autumn 2017.
- **Jan 2018:**
  - \* Pupil Premium Overview completed to ensure each PP child receives entitlement.
  - \* Support plans written with start and end dates; tracking all PP and vulnerable pupils.
  - \* Pupil Premium Governor visit and update.
  - \* **Abi (Huish EYFS Leader) visits Christ Church.**
  - \* **Andrea and Cara (Huish English and Maths Leaders) visit Christ Church; joint Huish–CC book scrutiny.**
  - Huish links had a positive IMPACT on the quality of AfL (marking and feedback), T&L and outcomes for pupils.**
- **Feb 2018:**
  - \* Governor training – led by Claire Hudson (Diocesan Advisor, Bath & Wells) (21/2/18).
- **Mar 2018:**
  - \* School Science Week incl. staff CPD, visiting scientists, competition entries to develop pupils’ skills of scientific enquiry (5–9/3/18).
  - \* Pupil Premium Governor visit and update.
  - \* **Post-Ofsted Core Group meeting involving LA and Diocese (5/3/18).**
  - \* **Pauline Price (HT of Huish Academy & Primrose Lane) visits Christ Church.**

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## PROGRESS MADE SINCE LAST OFSTED INSPECTION: KEY ISSUES

Extent to which areas for development identified at the last Ofsted inspection have been addressed

## Action taken since the June 2017 Ofsted inspection – part 2

- **April 2018:**
  - \* Pupil Progress meetings; focus on linking progress data and next steps for PP children.
  - \* Support plans written with start and end dates; tracking all PP and vulnerable pupils.
  - \* FLP and LA work moderation meetings attended by CC staff – Spring 2018.
  - \* Derek Watts (SEP) visit to Christ Church (30/4/18).
- **May 2018:**
  - \* Post-Ofsted Core Group meeting involving LA and Diocese (5/3/18).
- **June 2018:**
  - \* External Pupil Premium Review (follow-up visit) – led by Heather Good (14/6/18).
  - \* Book covers for exercise books arrive, ready for use in Sept 2018.
  - \* *Responding to Learning (Marking and Feedback) Policy* reviewed and updated.
  - \* Carole and Margaret N (EYFS Link Governors) visit Nursery, Diamond & Pearl classes (7/6/18).
  - \* Derek Watts (SEP) visit to Christ Church (21/6/18).
- **July 2018:**
  - \* S-J and Tanya (CC EY staff) visit to Huish Academy & Primrose Lane.
  - \* Rupert (CC HT) visit to Primrose Lane to review/plan link.
  - \* Alex and Emma (CC Nursery) attend Talk Boost training.
  - \* Learning Journey files set up for Reception intake Sept 2018.
  - \* Pupil Premium Report for governors.
- **Sept 2018:**
  - \* Inset Day – whole-staff CPD incl. Safeguarding (KCSIE 2019) and Prevent Duty updates (3/9/18).
  - \* Pupil Progress meetings; focus on linking progress data and next steps for PP children (1<sup>st</sup> week of term).
  - \* Learning Journey files set up for Nursery 3- and 4-year-olds.
  - \* Continuing links with Huish Academy (teaching school) “Outstanding” Primary setting in Yeovil.
  - \* Post-Ofsted Core Group meeting involving LA and Diocese (19/9/18).
- **Oct 2018:**
  - \* Learning Walks (10/10/18).
  - \* Lesson Observations of all teachers by Rupert (CC HT).
  - \* Performance Management of all teachers by Rupert (CC HT).
  - \* Andrea (Huish Maths Leader) visits Christ Church – learning walk with Ali Bowden (Maths Subject Leader) (23/10/18).
  - \* Cara (Huish English Leader) visits Christ Church – book scrutiny Sarah Daffurn (English Subject Leader) (23/10/18).

***Huish links had a positive IMPACT on the quality of T&L and outcomes for pupils.***
- **Nov 2018:**
  - \* Inclusion Audit (15/11/18).
  - \* Derek Watts (SEP) and Pauline Price (Huish HT) visit to Christ Church (21/11/18).
  - \* Rupert, Emma and Renee visit Shepton Mallet Nursery and Infant School (30/11/18).

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KEY ISSUES**

Extent to which areas for development identified at the last Ofsted inspection have been addressed

**Action taken since the June 2017 Ofsted inspection – part 3**

• **Dec 2018:**

- \* Post-Ofsted Core Group meeting involving LA and Diocese (5/12/18).
- \* Staff CPD on “Precision Teaching” (5/12/18).
- \* FLP and LA work moderation meetings attended by CC staff – Autumn 2018.

• **Jan 2019:**

- \* Inset Day – whole-staff CPD (7/1/19).
- \* Pupil Progress meetings; focus on linking progress data and next steps for PP children (1<sup>st</sup> week of term).
- \* Governors’ Safeguarding Audit completed and submitted with score of 98% (14/1/19).
- \* Abi (Huish EYFS Leader) visits Christ Church (15/1/19).
- \* Christ Church staff: Nicola (Ruby Class teacher) and Jo (Topaz Class LSA) visit Huish (23/1/19).
- \* Rupert visits Huish and Primrose Lane (24/1/19).
- \* Andrea (Huish Maths Leader) visits Christ Church – book scrutiny with Ali Bowden (Maths Subject Leader) (30/1/19).
- \* Cara (Huish English Leader) visits Christ Church – learning walk Sarah Daffurn (English Subject Leader) (30/1/19).

**Huish links have had a positive IMPACT on the quality of T&L and outcomes for pupils. In Nursery this has led to:**

- **high-quality teaching which provides extended opportunities to develop children’s language;**
- **careful monitoring of child-initiated learning;**
- **NEW book areas (e.g. indoor Reading Tepee), NEW role-play areas (e.g. Café and Vet’s) and NEW writing areas (e.g. outdoor Writing Shed) to develop children’s language, creativity, love of books and eagerness to mark-make and write;**
- **a balance between direct teaching and allowing children to explore which, in turn, promoted accelerated progress and better outcomes for all children.**

• **Feb 2019:**

- \* Alison Jeffrey (LA Early Years Adviser) visits Christ Church (11/2/19).
- \* Staff CPD on “Attachment” led by Sam Hutton (12/2/19).
- \* Nursery supervision meetings led by Rupert (w/b 25/2/19).

• **March 2019:**

- \* Abi (Huish EYFS Leader) and Claire (Primrose Lane Nursery Leader) visit Christ Church (1/3/19).
- \* Jo Sawyer (LA EY Locality Officer) visits Nursery (5/3/19).
- \* Staff CPD on school Maths Policy (6/3/19).
- \* Ali Bowden: Maths learning walk and lesson observations (8/3/19).
- \* School Science Week to develop pupils’ skills of scientific enquiry (11–15/3/19).
- \* Derek Watts (SEP) visit to Christ Church – Science focus: learning walk, lesson observations, book scrutiny and pupil voice with Rupert and Sarah-Jane (Science Subject Leader) (11/3/19).
- \* Carole and Margaret N (EYFS Link Governors) visit Nursery (12/3/19).
- \* Nursery supervision meetings led by Rupert (w/b 18/3/19).
- \* FLP and LA work moderation meetings attended by CC staff – Spring 2019.

**(Evidence: Post-Ofsted Action Plan/SDP 2018–19 and 2017–18, Post-Ofsted Core Group meeting minutes, Somerset Education Partner reports, Governing Body meeting minutes, PP Review reports, Huish–CC link visit reports, planning scrutiny, lesson observations, learning walks, CPD records)**

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## PROGRESS MADE SINCE LAST SIAMS INSPECTION: KEY ISSUES

Extent to which areas for development identified at the last SIAMS inspection have been addressed

### **SIAMS inspection (April 2015, Outstanding) action points:**

- The quality of class collective worship (CW) needs to be monitored and assessed by a regular system, to inform planning and secure development.
- Moderate standards and share good practice in Religious Education (RE) by working collaboratively within the church school cluster.
- Identify link governors for RE and CW to ensure sustainability and development.

### **Action taken since the April 2015 SIAMS inspection:**

- **Nov 2017:**
  - \* “Collective Worship Crew” established; children plan, lead and evaluate CW.
- **Jan 2018:**
  - \* Class and whole-school collective worship monitored and evaluated on a termly basis to ensure consistency and quality, and ensure sustained improvement.
  - \* SIAMS Health Check – led by Pauline Dodds (Diocesan Advisor, Bath & Wells) (19/1/18).
- **Mar 2018:**
  - \* RE Subject Leader working within the church school cluster to moderate RE work.
- **May 2018:**
  - \* Link governors involved in monitoring and evaluating the impact of RE and CW.
- **Nov 2018:**
  - \* Application to join the Bath & Wells Diocese link with schools in Zambia (7/11/19).
  - \* Margaret H (Link Governor) visits to monitor and evaluate the impact of RE (28/11/19).
- **Feb 2019:**
  - \* Margaret H and Jess (Link Governors) visit to monitor and evaluate the impact of CW (25/2/19).
- **Mar 2019:**
  - \* Request to join pupil worship leader programme in the Bath & Wells Diocese (8/3/19).

*(Evidence: SIAMS self-evaluation, CW observations by link governors)*

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## LEADERSHIP, MANAGEMENT AND GOVERNANCE

Evaluation:

# Good

How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, dev. staff, sustain improvement

Accuracy of SSE, appropriate curriculum, equal opp., parental engagement, Safeguarding

## Leadership, management and governance – strengths

The school's core purpose is to provide the **highest quality teaching and learning** to all children. SLT and governors share an **ambitious vision** for school improvement which seeks to diminish and, ultimately eliminate, the difference between the attainment of disadvantaged and GRT children with their peers. *(Evidence: staff meeting minutes, NPSQL training, SDP)*

**Communication and partnership with parents** is regular and detailed. An “open door” policy means parents have access to teachers and senior leaders to raise concerns and resolve issues. A weekly newsletter communicates diary dates, school values and regularly emphasises topics concerning children's learning (encouraging regular reading) and welfare (traffic safety and parking outside the school). An active Parents, Teachers and Friends Association (PTFA) raises funds and supports school events. *(Evidence: school newsletters, website, parent workshops, home visits, parent questionnaires, FSP, PFSA and GRT Education Worker contact with families, bookings for parents' evenings, annual pupil reports)*

**Performance management (PM)** for all teachers, teaching assistants and nursery staff is used to improve children's learning outcomes. PM involves setting targets that link to the quality of assessment, planning and teaching to children's progress. The quality of teaching is improving as a result of whole-school staff development and a shared understanding of what constitutes effective teaching and learning. Non-negotiables ensure that all children receive the same basic provision, and these are monitored in learning walks and formal lesson observations. Wherever teaching is not strong, HT will coach staff and organise CPD to improve performance. However, where practice does not improve, disciplinary or capability procedures will be followed. *(Evidence: Performance Management documentation, staff training logs)*

**Termly Pupil Progress meetings** alongside learning walks and book scrutiny help SLT to identify good practice, plan improvements and support staff in developing their practice. *(Evidence: Data Report 2017–18, termly tracking data, Pupil Progress meeting minutes, learning walk write-ups)* Termly, governors receive a termly Pupil Premium Report and a Data Report. Data is explained to all leaders, who are able to use pupil performance data to hold SLT to account for overall school performance. Governors pay particular attention to outcomes for disadvantaged and/or underperforming groups of children (e.g. summer-born). *(Evidence: link governor reports, Governing Body meeting minutes)*

Intervention groups are targeted using data and class assessments and follow the Assess, Plan, Do, Review cycle in place within classes. Children with additional needs have access to a range of interventions, which are carefully monitored and analysed and show rapid progress for learners. *(Evidence: support plans, intervention tracking data, SEN School Offer – on school website)*

**CPD for senior and middle leaders** has led to clearer accountability for pupil progress and a more accurate understanding of the quality of teaching. Increased capacity in the SLT through CPD linked to their monitoring roles and school priorities, e.g. Phonics, attainment in EY. Inset has been tailored to meet school priorities, particularly in improving teaching of Phonics, development of teaching assistants, Maths mastery, Learning Journey files in EY, roles of adults as key workers, moderation of assessments.

**External challenge and support is effective.** External review is thorough and ensures the school is supported and challenged, and leaders are held to account. *(Evidence: external challenge from LA)*

**Monitoring by senior and middle leaders is robust.** External HT/SLT to use regular rigorous monitoring to quickly identify weaker teaching. HT tackles underperformance through PM, coaching and CPD.

**Safeguarding procedures are rigorous,** robust and relevant to the school's context – including recognition of the threat of “County Lines” and “Cuckooing” within Frome, and an awareness of the need for staff to identify, record and report (in the first instance, to the Designated Safeguarding Lead) signs of neglect and other forms of pupil abuse and maltreatment.

The school takes appropriate action to identify children at risk and works resolutely with partner agencies. *(Evidence: Ofsted 2017 report)* Staff are well trained. The school is a cohesive and tolerant place where discrimination is never accepted.

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<p><b>LEADERSHIP, MANAGEMENT AND GOVERNANCE</b></p>	<p>All staff are “<b>Prevent</b>” trained and aware of Safeguarding and CP policies and procedures. School Safeguarding and CP Policy includes references to <b>Extremism, FM and FGM</b>. The school newsletter and website state the school’s commitment to Safeguarding and includes contact details. <i>(Evidence: Policies, SCR, staff induction and training logs, staff questionnaires)</i></p> <p><b>Areas for consolidation and continuing improvement</b></p> <ul style="list-style-type: none"> <li>• Focus on developing a high-quality teaching team that has strength and depth; where teacher expectations are that all children will make progress and that most will work at ARE, in all year groups from Nursery to Year 4.</li> </ul>
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p> <p><b>Evaluation:</b></p> <p><b>Good</b></p> <p>Including pupils’ attitudes, learning behaviours, work presentation, attendance, punctuality and feeling safe at school</p>	<p><b>Personal development, behaviour and welfare – strengths</b></p> <p>All school staff are committed to providing a safe, secure and nurturing environment where all children, including those with a range of Social, Emotional and Mental Health (SEMH) needs can thrive and learn. All staff receive relevant, regularly updated training for: understanding attachment, Thrive Approach and Team Teach. Staff have received “Behaviour as communication” and “supporting children and staff SEMH” from the LA EP service. In addition to whole-staff training, individual staff are trained as an ELSA and an iHop champion (children with family in the judicial system). <i>(Evidence: staff training logs, staff training certificates and supervision)</i></p> <p>Children’s level of vulnerability is tracked using the Behaviour and Vulnerability toolkit, and this is used to target support. Support is in place for children with a whole range of SEMH needs, including a Play Therapist (Thrive trained), Theraplay, ELSA, social skills groups, SEAL, Little Gems nurture group and the KS2 learning hub. All these interventions are monitored and tracked by the SENCO, and children not only progress from initial to final assessments, they are also better able to learn in the classroom. (Other interventions and support are covered in the Outcomes section.) <i>(Evidence: B&amp;V toolkit, provision map, intervention tracking)</i></p> <p>Close partnership working with outside agencies is also a strength, and many families are supported by the PFSA, FSP workers or GRT support service. <i>(Evidence: provision map, referrals)</i></p> <p>In 2017–18, overall attendance was 95.2%, rising to 96.6% for GRT children. Ofsted report (June 2017) says: “Attendance remains a little below the national average. This year there has been a significant improvement in the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities. Their attendance is now in line with that of other pupils.” Breakfast Club has provided an incentive for families to get children to school at 8.30am and improved punctuality. When attendance is poor, early intervention through letters and meetings enables rapid improvements, and support through the PFSA or Education Welfare Officer is requested for those children whose attendance is causing concern. <i>(Evidence: half-yearly attendance analysis, attendance file)</i></p> <p>Children have positive attitudes to school and learning, and most are confident when talking about their work, taking pride in their achievements. Key Stage 2 pupils can explain how school equips them with behaviours, attitudes and skills that will help them thrive in adult life. <i>(Evidence: learning walk write-ups)</i></p> <p>Children can explain the school’s core Christian values (visible on the school website and newsletter, and celebrated every Friday during Celebration Assembly) and can relate them to their own learning, behaviour and relationships. Leaders ensure children’s SMSC development is a strong feature of the school, and pupils demonstrate thoughtful and caring attitudes to their community. <i>(Evidence: classrooms, curriculum planning, core Christian values, SIAMS inspection report 2017)</i></p> <p>Digital safety is given a high profile. Safeguarding and CP Policy includes references to cyberbullying and sexting. <i>(Evidence: e-Safety Policy, CP Policy, e-Safety Week, 360° accreditation)</i></p> <p>Racist incidences and incidences of bullying are few and far between. Whenever they occur they are logged on SIMS and followed up swiftly and effectively by staff. <i>(Evidence: SIMS logs of Bullying and Racist Incidents, parent/pupil/staff questionnaire results)</i></p> <p>Assemblies, visitors and webinars raise children’s aspirations and expectations by providing more opportunities for children to meet adults working in a range of jobs.</p>

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(updated 13.3.19)

<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p>	<p><b>Areas for consolidation and continuing improvement</b></p> <ul style="list-style-type: none"> <li>Provide more opportunities for children to meet and work with children and adults from diverse backgrounds, e.g. establish a link with a school in a contrasting locality, visit places of worship (cathedral, synagogue, mosque, etc.) in Bristol.</li> </ul>
<p><b>OUTCOMES</b></p> <p><b>Evaluation:</b></p> <p><b>Good</b></p> <p>Attainment, progress and quality of learning for individuals and different groups, particularly FSM, MA, and SEND pupils – including EYFS</p>	<p><b>2018 Outcomes – overview</b></p> <p><b>Overall progress data for each Year group (2017–18):</b></p> <p>Baseline (start of Rec Class, 2016) comparison with attainment at <b>end of Y1 in July 2018:</b></p> <ul style="list-style-type: none"> <li>In Maths, 50% were at expected level (EL) or above; 59% EL at end of Y1 <b>(+9%)</b></li> <li>In Reading, 35% were at EL or above; 68% EL at end of Y1 <b>(+33%)</b></li> <li>In Writing, 29% were at EL or above; 57% EL at end of Y1 <b>(+28%)</b></li> </ul> <p>Baseline (start of Rec Class, 2015) comparison with attainment at <b>end of Y2 in July 2018:</b></p> <ul style="list-style-type: none"> <li>In Maths, 50% were at EL or above; 70% EL at end of Y2 <b>(+20%)</b></li> <li>In Reading, 47% were at EL or above; 77% EL at end of Y2 <b>(+30%)</b></li> <li>In Writing, 47% were at EL or above; 53% EL at end of Y2 <b>(+6%)</b></li> </ul> <p>Baseline (start of Rec Class, 2014) comparison with attainment at <b>end of Y3 in July 2018:</b></p> <ul style="list-style-type: none"> <li>In Maths, 44% were at EL or above; 65% EL at end of Y3 <b>(+21%)</b></li> <li>In Reading, 29% were at EL or above; 68% EL at end of Y3 <b>(+39%)</b></li> <li>In Writing, 29% were at EL or above; 56% EL at end of Y3 <b>(+27%)</b></li> </ul> <p>Baseline (start of Rec Class, 2013) comparison with attainment at <b>end of Y4 in July 2018:</b></p> <ul style="list-style-type: none"> <li>In Maths, 29% were at EL or above; 74% EL at end of Y4 <b>(+45%)</b></li> <li>In Reading, 7% were at EL or above; 85% EL at end of Y4 <b>(+78%)</b></li> <li>In Writing, 15% were at EL or above; 63% EL at end of Y4 <b>(+48%)</b></li> </ul> <p><b>Data Analysis Report 2017–18: Conclusion</b></p> <p>Across the school, standards for each subject are fairly consistent, with Reading having the highest percentage of children attaining ARE, Maths slightly lower and Writing standards lower again. The exception to this is in Reception, where Maths standards are better than Reading. These figures represent an improving picture overall compared to the previous year by 5%+, though there are a couple of exceptions.</p> <p>Increases in % attaining ARE in each subject across year groups is more variable. Overall, Reading shows greatest improvements (though this is Maths in I cohort and all are equal in another). Increases in Writing are usually the weakest.</p> <p>Progress for children from their individual starting points is good overall, with almost all children making expected progress, and increased numbers in all but one year group working at Greater Depth.</p> <p>There are a range of gender inequalities in attainment across the school but no overall pattern. Both girls and boys attain the best in Maths and Reading depending on the year group. Overall, girls attain best in Writing; however, in one year group this is reversed. In terms of the attainment of other groups, GRT, Pupil Premium, SEN and summer-born children attain less well than their counterparts across most areas, though in individual year groups there are exceptions to this. In terms of progress for groups, there is expected progress shown by the vast majority of children, and accelerated progress for all groups is often equal or better than their counterparts.</p>

# Christ Church C of E First School – Self-Evaluation Form (SEF) 2018–19

(updated 13.3.19)

<b>OUTCOMES</b>	<p><b>2018 Outcomes – strengths</b></p> <p>Year 1 Phonics standards are rising, to 66% overall (63% in 2017; 51% in 2016; 48% in 2015). The cumulative Year 2 Phonics outcomes was 97% overall (100% of boys; 83% of girls). The majority of groups at Christ Church outperform the national figure. <i>(Evidence: Data Report 2018)</i></p> <p>Overall, children make good progress through the school from low starting points. <i>(Evidence: Data Reports)</i></p> <p>Pupils are supported in their learning progress through a range of intervention programmes, which are monitored regularly and tracked for effectiveness. These include Speech and Language Therapy programmes with an ELklan-trained staff member, Learn to Move programme with trained staff, one-to-one tuition with an HLTA, Talking Partners and Individualised Literacy intervention with a qualified teacher. <i>(Evidence: intervention tracking, provision map)</i></p>																																																							
	<p><b>Areas for consolidation and continuing improvement</b></p> <ul style="list-style-type: none"> <li>• Raise standards in Writing so that a greater proportion are working at ARE or GD.</li> <li>• Continue to ensure that pupils’ attainment in Phonics and Reading is continuously monitored; planning and teaching is well matched to “next steps” throughout Early Years and Key Stage 1 to significantly raise the proportions of pupils attaining ARE.</li> </ul>																																																							
<b>EARLY YEARS</b>	<p><b>Early Years – overview</b></p> <p><b>On entry to school comparisons 2018</b></p> <p>Baseline (start of Rec Class, 2017) comparison with attainment at <b>end of Rec in July 2018:</b></p> <ul style="list-style-type: none"> <li>• In all GLD areas, 31% were at EL or above; 59% EL at end of Rec <b>(+28%)</b></li> <li>• In Maths, 58% were at EL or above; 79% EL at end of Rec <b>(+21%)</b></li> <li>• In Reading, 55% were at EL or above; 72% EL at end of Rec <b>(+17%)</b></li> <li>• In Writing, 55% were at EL or above; 59% EL at end of Rec <b>(+4%)</b></li> </ul> <p><b>GLD and APS data over time</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Good Level of Development (GLD)</th> <th colspan="3">Average Points Score (APS)</th> </tr> <tr> <th>National</th> <th>Christ Church</th> <th>Gap: school vs national</th> <th>National</th> <th>Christ Church</th> <th>Gap: school vs national</th> </tr> </thead> <tbody> <tr> <td><b>2013</b></td> <td><b>52%</b></td> <td><b>43%</b></td> <td><b>-9%</b></td> <td><b>32.8</b></td> <td><b>34.0</b></td> <td><b>-1.2</b></td> </tr> <tr> <td><b>2014</b></td> <td><b>60%</b></td> <td><b>50%</b></td> <td><b>-10%</b></td> <td><b>33.8</b></td> <td><b>31.6</b></td> <td><b>-2.2</b></td> </tr> <tr> <td><b>2015</b></td> <td><b>66%</b></td> <td><b>57%</b></td> <td><b>-9%</b></td> <td><b>34.3</b></td> <td><b>30.0</b></td> <td><b>-4.3</b></td> </tr> <tr> <td><b>2016</b></td> <td><b>69%</b></td> <td><b>47%</b></td> <td><b>-22%</b></td> <td><b>34.5</b></td> <td><b>32.0</b></td> <td><b>-2.5</b></td> </tr> <tr> <td><b>2017</b></td> <td><b>71%</b></td> <td><b>62%</b></td> <td><b>-9%</b></td> <td><b>34.5</b></td> <td><b>30.1</b></td> <td><b>-4.4</b></td> </tr> <tr> <td><b>2018</b></td> <td><b>72%</b></td> <td><b>59%</b></td> <td><b>-13%</b></td> <td><b>34.6</b></td> <td><b>34.6</b></td> <td><b>+0</b></td> </tr> </tbody> </table> <p><b>Data Analysis Report 2017–18: Conclusion</b></p> <p><b>Progress</b> (p2 of Data Analysis Report 2017–18)</p> <ul style="list-style-type: none"> <li>• Progress from baseline is expected for &gt;86% of children across all areas, this is an increase of 12% from last year.</li> <li>• Progress is strongest in the areas of Self-confidence; Managing Feelings and Behaviour; Making Relationships; Moving and Handling; Health and Self-Care; People and Communities; and Shape, Space and Measures, with 97% or more children making expected progress.</li> <li>• NB: National “expected progress” is an average point score (APS) of 4 in one academic year. In 2017–18, all groups at Christ Church made APS progress of 5.23 or more. The Christ Church average APS = 5.66. An increase on the 2016–17 CC average APS of 4.4.</li> </ul>		Good Level of Development (GLD)			Average Points Score (APS)			National	Christ Church	Gap: school vs national	National	Christ Church	Gap: school vs national	<b>2013</b>	<b>52%</b>	<b>43%</b>	<b>-9%</b>	<b>32.8</b>	<b>34.0</b>	<b>-1.2</b>	<b>2014</b>	<b>60%</b>	<b>50%</b>	<b>-10%</b>	<b>33.8</b>	<b>31.6</b>	<b>-2.2</b>	<b>2015</b>	<b>66%</b>	<b>57%</b>	<b>-9%</b>	<b>34.3</b>	<b>30.0</b>	<b>-4.3</b>	<b>2016</b>	<b>69%</b>	<b>47%</b>	<b>-22%</b>	<b>34.5</b>	<b>32.0</b>	<b>-2.5</b>	<b>2017</b>	<b>71%</b>	<b>62%</b>	<b>-9%</b>	<b>34.5</b>	<b>30.1</b>	<b>-4.4</b>	<b>2018</b>	<b>72%</b>	<b>59%</b>	<b>-13%</b>	<b>34.6</b>	<b>34.6</b>	<b>+0</b>
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	<p style="text-align: center;"><b>Evaluation:</b></p> <div style="text-align: center; font-size: 2em; font-weight: bold; color: black; background-color: #00ff00; padding: 5px; border: 2px solid black;"> <b>Good</b> </div> <p>Provision, good level of development and engagement of pupils</p>																																																							

# Christ Church C of E First School – Self-Evaluation Form (SEF) 2018–19

(updated 13.3.19)

## EARLY YEARS

- Groups making good progress (and with 6+ points progress overall) are EAL, SEN and summer birthdays.
- Progress is weakest in Writing, with 86% of children making expected progress (all other areas 90%+).
- Boys made better progress than girls in many areas, 0.56 points progress higher overall.
- Progress of SEN compared to Non-SEN is better than counterparts in many areas (0.8 points progress higher). Notable stronger progress for SEN pupils is in PSE areas, Physical areas, Speaking, Literacy areas and Number.
- Progress of Pupil Premium (PP) is lower than Non-PP in most areas (0.6 lower points progress overall). The gap is better or equal to Non-PP in 9 areas overall, but 22% lower progress was seen in Listening and Attention, Understanding and Being Imaginative.
- Progress of GRT pupils (4 in number) is 1.9 progress points better than Non-GRT overall, with all four children making expected or better progress except in Number, where one child did not.
- Summer birthdays made 0.5–0.6 points better progress than their autumn- and spring-born peers. This is a reversal from last year, when the progress of this group was significantly slower.

### **Attainment** (p4 of *Data Analysis Report 2017–18*)

- Attainment in the Prime Areas overall is 76%. 59% achieving GLD is a small decrease from last year (by 3%) and widens the gap compared to the county and national figures of 71% (2017).
- 11% less boys achieved GLD than girls (National gap 13.7%).
- 44% less SEN achieved GLD than Non-SEN (National gap 49%).
- 4% less Pupil Premium achieved GLD than Non-Pupil Premium (National gap 17%).
- 10% less GRT achieved GLD than Non-GRT (National gap unknown).
- 23% less summer-born achieved GLD than autumn-born (National gap 21%) [2017 School figure 56%].
- Compared to National GLD attainment, some groups are attaining better than the 2017 National figures overall: SEN are 3% higher, Pupil Premium are equal and GRT are 19% higher.
- The groups that attain less well than peers Nationally for GLD are girls, at 13.7% lower; boys, at 11% lower; Non-PP, at 13% lower; summer-born children, at 11% lower; and spring-born children, at 22% lower.
- APS has increased this year significantly, and at 34.6 is 0.1 points above the 2017 National average of 34.5.
- With only 59% achieving expected levels, Writing was the weakest area for attainment. Following this, Reading is the next weakest area, with 72% achieving expected levels, followed by Speaking at 76%.
- Boys attainment in Writing was 11% lower than girls, but girls Reading was 16% lower than boys.
- Children achieving the “Exceeding” level has increased in most areas. In Understanding, Speaking, Literacy areas, Maths areas, People and Communities, The World and Being Imaginative, this figure exceeds the National.
- In Nursery, high-quality teaching and well-planned opportunities for child-initiated learning develop children’s language. The indoor Reading Tepee, the role-play area and the Writing Shed are used to develop children’s language, creativity and a love of books.

### **Areas for consolidation and continuing improvement**

- Accelerate children’s progress in Nursery and Reception so that all children make exceptional language gains and develop a love of stories, rhymes and songs.
- Increase parental engagement and participation in the learning process, especially with “hard to reach” parents, so that learning at home is captured in Learning Journals.

# Christ Church C of E First School – Self-Evaluation Form (SEF) 2018–19

(updated 13.3.19)

## TEACHING

Evaluation:

**Good**

Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, Reading and literacy skills, assessment and next steps in learning, marking, feedback

## Teaching – strengths

Capacity for securing further improvement is strong. SLT and governors are uncompromising in their ambition to maintain, at all times, the school’s focus on improving outcomes for all pupils, especially the disadvantaged. *(Evidence: Post-Ofsted Action Plan/SDP, Equality Duty, Pupil Progress meeting minutes, Governing Body minutes, learning walk write-ups)*

Governors have high aspirations for pupil outcomes and hold senior leaders to account for ensuring that all pupils make rapid and sustained progress, ensuring that school attainment data moves to be in line with national averages. *(Evidence: Governing Body minutes)*

Non-negotiables in place in terms of classroom environment, routines and timetabling, policy and practice. *(Evidence: SLT monitoring notes)* Leaders use termly Pupil Progress meetings, lesson observations, learning walks and book scrutiny to ensure teaching leads to rapid and sustained progress for all pupils. Teachers receive feedback, coaching and CPD in order to improve professional practice and embed the principles of Quality First Teaching. Continuing underperformance is challenged, HR advice sought and disciplinary/competency action is taken where necessary. *(Evidence: Pupil Progress meeting minutes, learning walk write-ups, staff meeting minutes, SLT monitoring notes, HT feedback meetings with individual staff)*

Individual teachers’ performance is reported in anonymised format to governors on a termly basis. Performance is reflected in pay awards. *(Evidence: Governing Body minutes)*

CPD for all staff who teach Phonics has had a positive impact on progress and attainment. All teachers, LSAs and nursery staff have a shared understanding of why Phonics is important and how it is taught in our school using Letters and Sounds. *(Evidence: Phonics meeting notes, learning walk write-ups)*

CPD has had a positive impact on staff understanding of the Mastery approach to teaching Maths. Teachers have a clear understanding of Age-Related Expectations for the pupils they teach and are able to extend the level of challenge in Maths for the most able across the curriculum. *(Evidence: Mastery Maths meeting notes, learning walk write-ups)*

### Quality of teaching – an overview of improvement over time

Quality of teaching is assessed over time and across the curriculum on the basis of learning walks, work scrutiny and moderation, pupil voice and lesson observations.

	<b>RI</b>	<b>RI with Good features</b>	<b>Good</b>	<b>Good with Outstanding features</b>	<b>Outstanding</b>
<b>June 2017</b>	<b>100% (7/7)</b>				
<b>October 2017</b>	<b>33% (3/9)</b>	<b>44% (4/9)</b>	<b>22% (2/9)</b>		
<b>February 2018</b>		<b>44% (4/9)</b>	<b>56% (5/9)</b>		
<b>May 2018</b>		<b>20% (2/10)</b>	<b>70% (7/10)</b>	<b>10% (1/10)</b>	
<b>June 2018</b>		<b>9% (1/11)</b>	<b>73% (8/11)</b>	<b>18% (2/11)</b>	
<b>October 2018</b>			<b>73% (8/11)</b>	<b>27% (3/11)</b>	
<b>February 2019</b>			<b>73% (8/11)</b>	<b>27% (3/11)</b>	

**Target:** 100% of teaching “Good” or better, with an increasing proportion of “Good with Outstanding features” and “Outstanding” teaching observed by SLT throughout 2018–19.

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(updated 13.3.19)

<p style="background-color: yellow; display: inline-block; padding: 2px 5px;"><b>TEACHING</b></p>	<p><b><u>We will continue to:</u></b></p> <ul style="list-style-type: none"> <li>close the gaps in attainment between disadvantaged and other pupils, especially in Writing.</li> <li>ensure that all lessons have a clear learning purpose and that the learning intention/objective is effectively shared with, and understood by, all pupils.</li> <li>share best classroom practice so that teaching and learning are consistently “Good” or better in all classrooms.</li> <li>increase the proportion of teaching that is “Outstanding”.</li> </ul> <p><b><u>In addition we will ensure that:</u></b></p> <ul style="list-style-type: none"> <li>there is monitoring and evaluation of Phonics teaching to assess impact and ensure all pupils make rapid and sustained progress;</li> <li>teachers’ questioning skills deepen pupil understanding, address misconceptions and advance learning more effectively during lessons;</li> <li>teacher assessments are accurate and moderated – both within school and with other schools and external advisors – involving teachers in triangulating evidence of pupil progress and attainment;</li> <li>all marking and feedback follows school policy and consolidates/accelerates learning.</li> </ul>
<b>Areas for consolidation and continuing improvement</b>	
<ul style="list-style-type: none"> <li>Accelerate children’s progress across the school so that all children make exceptional progress, especially in English, Maths and Science.</li> <li>Provide a rich and varied curriculum that will extend and deepen subject-specific and cross-curricular knowledge, skills and understanding.</li> <li>Help all children to make SMSC links between subject learning and their own attitudes, values and behaviours.</li> <li>Provide children with positive role models and career options.</li> </ul>	
<p style="background-color: yellow; display: inline-block; padding: 2px 5px;"><b>OVERALL SCHOOL EFFECTIVENESS</b></p> <p style="background-color: yellow; display: inline-block; padding: 2px 5px; margin-top: 10px;"><b>Evaluation:</b></p> <div style="background-color: green; color: black; font-size: 2em; font-weight: bold; padding: 5px; text-align: center; margin-top: 5px;">Good</div> <p style="font-size: 0.8em; margin-top: 10px;">Including promotion of SMSC and British Values</p>	<p><b>Overall school effectiveness – self-evaluation judgement</b></p> <p><b><u>Christ Church is an RI school which is making rapid and sustained progress towards Good.</u></b></p> <p style="background-color: green; color: black; padding: 2px;"><b><u>We believe the school is demonstrably GOOD in all areas.</u></b></p> <p>Leadership capacity has grown, with middle leaders and subject leaders having an increasing impact on pupil attainment and progress.</p> <p>Christ Church is an improving school with a number of well-established strengths, which were identified and celebrated in the June 2017 Ofsted report and subsequent visits by Derek Watts, the school’s LA SEP. Christ Church’s Christian ethos, its commitment to Safeguarding and pupil welfare, and strong links with parents are strengths of the school.</p> <p>Governors and SLT demonstrate an exemplary commitment to Safeguarding. Likewise, their ambition and relentless commitment to ensuring all children make rapid and sustained academic progress over time from their respective starting points, high or low, is shared by staff, parents and pupils.</p> <p>The school’s distinctive Christian ethos is supported by SMSC and British Values. This is evidenced on the school website, policy documentation and in school displays, and is introduced and reinforced in collective worship and assemblies. Medium-term planning refers to SMSC and British Values. <i>(Evidence: SIAMS self-evaluation, CW observations by link governors, teachers’ medium-term planning)</i></p>