

LAYSTON C of E FIRST SCHOOL - SELF-EVALUATION & IMPROVEMENT PLAN (SEIP) SUMMARY SHEET 24-25

	Sections	Summary evaluations	
1	INTRODUCTION	School context Number on Role: 139 Pupil Premium: 23.7% SEND EHCP: 3.5% OVERALL SEND: 21.5% White British: 88.5% Other ethnic groups: all below 5% Attendance to date: 94%	
2	Areas For Whole School Development	-The early years curriculum ensures children receive the knowledge, vocabulary and skills they need to successfully access Year 1. -Ensure the curriculum is implemented consistently well and assessments are strengthened in foundation subjects. -Develop and implement parental engagement policy and continue to provide and develop workshops for all stakeholders.	
3	Progress made by the school on areas for development identified in the last full Ofsted Inspection (Nov23)	Key Issue -We plan subjects from Reception so that learning builds on foundational knowledge. -Clarify end-points so that clear assessment procedures can be devised and implemented. -EYFS learning environment enables enactment of the EYFS curriculum in the classroom. -Leaders have a clarity of focus within the SDP resulting in more accurate school self-evaluation. -Shared understanding of leader's vision in how we support children to manage behaviours. -Embedded whole school approach to supporting SEND pupils.	Progress made -All subject curriculum maps planned from YR-Y4. -Fundamental learning identified on KO and an end of year assessment for foundation subjects is in place. -Work with TLA for EY has continued. EEEYP commissioned and RAP completed. -HT has worked with SEA to plan a more streamlined SEF & SDP, now called SEIP. -CPD for all staff, workshop for parents to share behaviour approach. -SENCO held SEND staff workshops and termly monitoring to clarify expectations of class teachers (see SEND Parent Questionnaire June24)
4	QUALITY OF EDUCATION Intent Implementation Impact Curriculum flexibility, curriculum narrowing, cultural capital, use of assessment info.	Strengths -The school understands the importance of pupils learning to read fluently. -Pupils' reading books match the sounds they are learning. Staff well trained to teach reading. -In Mathematics and English, we plan the curriculum precisely and pupils learn the intended knowledge successfully. -In Years 1 to 4, the school has worked successfully with external support to develop a curriculum that focuses on the knowledge pupils need. -Pupils with special educational needs and/or disabilities (SEND) are generally well supported. -Teachers make adjustments so that pupils with SEND can access the full curriculum alongside their peers.	Areas of Current Focus -Continue to develop love of reading from YR-Y4. -Continue to develop consistency of RWI phonics teaching in EYFS. -Ensure pupils who fall behind in YR receive support to catch up quickly in Y1. (Review scheme). -The early years curriculum ensures children receive the knowledge, vocabulary and skills they need to successfully access Year 1. Share the EYFS overview for Computing and incorporate this into the EY curriculum. -Foundation subjects ensure that activities match the intended learning and assessments are in place. - Ensure the curriculum is implemented consistently well and assessments are strengthened in foundation subjects (DT, Computing, History, Geography, PE). - In History review each unit knowledge organiser to ensure that the key knowledge, skills and vocabulary are unmissable and to reduce the content of the curriculum (History leader term by term prior to units of work being delivered - this is likely to feature in the 2024-2025 school development plan).

5	BEHAVIOUR and ATTITUDES Attitudes to learning, behaviour, respect, attendance, High expectations, support for staff, pupils' attendance	Strengths <ul style="list-style-type: none"> -Many pupils behave well. They display positive attitudes to learning. -Most classrooms are calm and orderly. -Pupils show consistently high level of respect for others and are positive role models in the school environment, sharing and celebrating other's achievements. -Pupils value and respond positively to the care and nurture they receive. -Pupils have strong relationships with adults. These help them to feel settled and safe. -Pupils consistently have highly positive attitudes and commitment to their education. -Pupils demonstrate high levels of self-control and know how to seek support. 	Areas of Current Focus <ul style="list-style-type: none"> -Proactive strategies to continue developing emotional regulation and understanding. (STEPS and ZoR, MHWB CW) -Continue to provide and develop workshops for all stakeholders
6	PERSONAL DEVELOPMENT SMSC, RSE, health and wellbeing, British Values, equality and diversity, preparations for the next stage.	Strengths <ul style="list-style-type: none"> -A well-structured personal development programme is in place. This ensures that pupils understand how to stay safe and develop a good understanding of different cultures and beliefs. -Pupils are prepared well for life in modern Britain. -An array of wider opportunities, including clubs and outdoor learning, are on offer. These activities expand pupils' horizons and nurture their interests. -Pupils from different year groups enthuse about learning in the forest. -Pupils demonstrate an understanding of how to keep themselves safe. They know how to maintain a healthy lifestyle. -Pupils show respect for one another. They treat their friends with kindness and care. Older pupils thrive on the opportunity to become 'buddies'. 	Areas of Current Focus <ul style="list-style-type: none"> -Building on the strong SMSC links to ensure they remain relevant. -The most disadvantaged pupils consistently benefit from wider opportunities. -Parental Engagement and interaction - ensure they are informed and empowered (see also PPG Parent Questionnaire June24) -Eco warriors aiming to develop school sustainability to gain silver flag. -Gemma Croucher, PE Lead aiming for school games mark – gold.
7	LEADERSHIP/MANAGEMENT Vision and ethos, staff development, staff well-being, teacher workload, impact of staff CPD, Governance (Oversight), Safeguarding.	Strengths <ul style="list-style-type: none"> -Individual governors visit the school regularly to support leaders and staff. -Teachers receive focused and highly effective CPD. -They speak positively about the 'open door' policy and the emotional support they receive around their well-being. Staff value the support of school leaders. -Highly effective and meaningful engagement takes place at all levels. -The arrangements for safeguarding are effective. When issues are identified, swift action is taken. 	Areas of Current Focus <ul style="list-style-type: none"> -The governing body holds leaders to account for their actions asking challenging questions about, for example, the quality of education. -Continue to enable and empower curriculum leaders to develop the curriculum further. -SLT to continue to prioritise workload to enable improved work/life balance. -FGB to explore repurposing of demountable and ways to fund this. -SLT explore how to improve communication with parent community (e.g. Using WhatsApp groups and parent class reps).
8	EYFS	Strengths <ul style="list-style-type: none"> -See RAP 	Areas of Current Focus <ul style="list-style-type: none"> -See RAP updates from head's letters.