

West Rise Junior School

Self Evaluation Form (SEF) 2021-22 (October version 1)

Headteacher: Mike Fairclough. Chair of Governors: Angus Scott.

Last Ofsted Inspection: 7th March 2018. Last Ofsted Judgement: Good.

School Vision Statement

At West Rise Junior School, we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.

Context

There are 360 pupils on role and the school is three form entry. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average (there are thirteen EAL children at the school). 44.1% of the pupils are eligible for the Pupil Premium (or have been during the past six years). This is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals.

10 children on role have additional needs plans. The plans identify additional support for each child's educational needs. 14 children on role have Education, Health and Care Plans. These are legal documents which detail additional support provided for children with special educational needs and/or disabilities.

Key issues from Ofsted Inspection

Senior Managers and Governors must ensure that teaching provides challenge at the earliest appropriate point for the most able pupils in maths.

Senior Managers and Governors must ensure that the proportion of pupils who miss school regularly reduces quickly.

School Evaluation: Overall effectiveness (GOOD)

Quality of Education (GOOD)

Quality of Education	Evaluation	Impact	Evidence
Intent	<p>Our enquiry based curriculum is ambitious.</p> <p>The school's enquiry based curriculum encourages learners to ask questions and to use knowledge and skills across subjects to answer them.</p>	<p>Learners gain new knowledge and skills and make progress across the range of subjects taught.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p> <p>Internal data.</p>
Intent	<p>Our enquiry based curriculum is designed to give all learners (particularly the most disadvantaged and SEND) the knowledge and cultural capital they need.</p> <p><i>Ofsted defines cultural capital as "the essential knowledge that children need to be educated citizens" and that it is the essential knowledge that</i></p>	<p>Learners demonstrate that they have enquiring minds and can ask searching questions. They gain the knowledge and cultural capital they need.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p> <p>Internal data.</p>

	<p><i>children need to prepare them for their future.</i></p> <p>The school's enquiry based curriculum covers the National Curriculum and is sequenced so that knowledge is acquired.</p> <p>Pupil Premium and other disadvantaged groups are given additional support, using the Pupil Premium Grant (PPG).</p> <p>SEND children are given additional support. Those with an EHCP have one to one help with an Additional Needs Assistant (INA).</p>	<p>The spiral approach allows learners to revisit and consolidate their knowledge.</p> <p>The support enables Pupils Premium and other disadvantaged groups to acquire the knowledge they need.</p> <p>The support enables SEND children to acquire the knowledge they need.</p>	
<p>Intent</p>	<p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills.</p> <p>Each subject within the National Curriculum is planned for in a sequential manner and pitched at the appropriate age group. Knowledge and skills are built upon using a spiral curriculum approach.</p> <p>Currently (October '21) some children are still catching up.</p>	<p>Learners make progress and gain knowledge and skills over time.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p> <p>Internal data.</p>

Intent	<p>For some learners with SEND (and who require a specialised curriculum) the curriculum is designed to be ambitious and to meet their needs.</p> <p>The school operates a morning provision in a classroom called “The Lodge” Here, children with specific and high needs receive one to one support in English and maths.</p>	Learners make accelerated progress in The Lodge. As soon as they are ready, they return to their main classroom each morning.	<p>Learners’ exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p> <p>Internal data.</p>
Intent	<p>Learners study the full curriculum. We ensure this by teaching a full range of subjects for as long as possible, specialising only when necessary.</p> <p>The school has offered the full curriculum since schools reopened.</p> <p><i>We teach: English (reading and writing), maths, science, geography, history, physical education, music, art, design technology, Latin.</i></p>	Learners can make links between subjects, transferring knowledge and skills as they do so.	<p>Learners’ exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p> <p>Internal data.</p>
Aspect of Quality of Education	Evaluation	Impact	Evidence

IMPLEMENTATION	Teachers have good knowledge of the subjects they teach.	Learners gain the subject knowledge and skills that they need.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Leaders provide effective support for those teaching outside their main areas of expertise.	Skill Class teachers' subject knowledge is transferred to their learners so that they have age appropriate knowledge and skills.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Teachers present subject matter clearly, promoting appropriate discussion about the subject they are teaching.	Learners' subject specific knowledge and skills are age appropriate.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	Gaps in learners' knowledge and skills are quickly resolved.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Teaching is designed to help learners to remember in the long term the content they have been taught.	Learners remember what they have been taught.	

	Teaching is designed to help learners to integrate new knowledge into larger concepts.	Learners' knowledge forms part of larger, integrated concepts.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.	Learners' knowledge is embedded over time.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Teachers create an environment that allows the learner to focus on learning. Resources and materials support the intent of the curriculum and supports cumulatively sufficient knowledge and skills.	Learners' are focussed on learning, which in turn allows them to accumulate knowledge and skills.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.	Skill Learners are confident readers and enjoy reading.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.	Skill Learners at the early stage of reading are able to match their phonics knowledge to their reading materials.	Learners' exercise books. Learning walks. Pupil voice outcomes.

Aspect of Quality of Education	Evaluation	Impact	Evidence
IMPACT	Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	Learners achieve well and have detailed knowledge and skills.	Internal data. Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	<i>Learners' detailed knowledge and skills are predicted to be reflected in national test results. Year 6 pupils have not been given national tests since 2019. The next set of national tests (SATS) will take place in 2022.</i>	<i>There will be no recorded impact in this area until 2022.</i>	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Learners are ready for the next stage of education.	Skill Each year group is on track to progress to the next stage of their education.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
	Learners read widely and often, with fluency and comprehension.	Learners' reading fluency and comprehension is age appropriate.	Learners' exercise books. Learning walks. Pupil voice outcomes.

			Internal data.
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Behaviour and attitudes

Evaluation	Impact	Evidence
The school has high expectations for learners' behaviour and conduct and apply these consistently and fairly. Children's behaviour reflects these high expectations.	The children know how to behave well. Their behaviour positively impacts on their learning.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
Learners' attitudes to their education are positive. They are committed to their learning.	Pa Learners make good progress towards learning new knowledge and skills.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
Learners are resilient to setbacks and take pride in their achievements.	Learners' resilience and pride in their work enable them gain age appropriate knowledge and skills.	
Most learners have high attendance and are punctual.	Learners do not miss learning time, which in turn enables them to acquire age appropriate knowledge and skills.	Attendance data.

<p><i>For children who have poor attendance and/or punctuality, the family is given support to improve this.</i></p>		
<p>Relationships among learners and staff reflect a positive and respectful culture.</p>	<p>The school environment is harmonious, which in turn supports children's wellbeing and their learning.</p>	<p>Pupil voice. Behaviour log.</p>
<p>Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively.</p>	<p>The school is a safe and harmonious environment for the children.</p>	<p>Pupil voice. Behaviour log.</p>

Personal development

Evaluation	Impact	Evidence
<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.</p>	<p>Learners develop character traits which support their personal development. Traits such as resilience, gratitude and kindness.</p> <p>Learners' interests and talents are fully supported and developed.</p>	<p>Room 13 provision</p> <p>Forest School provision</p> <p>School clubs</p>
<p>The curriculum and the school's wider work support learners to develop their character – including their resilience, confidence and independence.</p>	<p>Learners' resilience, confidence and independence are improving.</p>	<p>Room 13 provision</p> <p>Forest School provision</p> <p>School clubs</p>
<p>The curriculum and the school's wider work help children to know how to keep physically and mentally healthy.</p> <p><i>Physical Social Health Education (PSHE) is taught across the school. Within our school, this subject is called SPHERE (Social, Physical, Health Education and Relationships Education)</i></p>	<p>Children know how to keep physically and mentally healthy.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p>
<p>The school prepares learners for future success in their next steps.</p>	<p>Learners transition to their next year group, or in the case of Year 6, to secondary school, with the knowledge and skills they need. This includes learners being prepared on an emotional level.</p>	
<p>The school prepares learners for modern life in Britain by:</p> <p>1) Equipping learners' to be responsible, respectful, active citizens who contribute positively to society.</p>	<p>Children show respect for one another and for the adults in the school.</p> <p>Children are able to articulate and uphold their rights and responsibilities.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p>

<p><i>The school is signed up to the UNICEF Rights Respecting School Award scheme (RRSA). The four key elements at a Rights Respecting School are: wellbeing, participation, relationships and self-esteem. West Rise has been running this scheme for three years.</i></p>		
<p>2) Developing learners' understanding of fundamental values.</p> <p><i>We promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.</i></p>	<p>Learners understand the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p>
<p>3) Developing learners' understanding and appreciation of diversity.</p> <p><i>The SPHERE and the RE curriculum develop children's understanding and appreciation of diversity. This is also promoted through our Rights Respecting School ethos.</i></p>	<p>Learners have a good and improving understanding and appreciation of diversity.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p>
<p>4) Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p><i>Protected characteristics include a person's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. All of these are covered by our PHERE curriculum, with religious aspects of it through the RE curriculum.</i></p>	<p>Learners have respect for people's protected characteristics.</p>	<p>Learners' exercise books.</p> <p>Learning walks.</p> <p>Pupil voice outcomes.</p>

Leadership and management

Evaluation	Impact	Evidence
Leaders have a clear and ambitious vision for providing high-quality inclusive education and training to all. This is realised through shared values, policies and practice.	The school's vision is shared by all stakeholders, leading to high quality inclusive education.	Learners' exercise books. Learning walks. Pupil voice outcomes.
Leaders focus on improving staff's subject, pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.	Subject leaders and all other teachers have good subject knowledge as well as good knowledge of why the school delivers an enquiry based curriculum.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
The practice and subject knowledge of staff are built up over time.	All Teachers' professional practice and subject knowledge are strong and enable the learners to acquire the knowledge and skills they need.	Learners' exercise books. Learning walks. Pupil voice outcomes. Internal data.
Leaders engage effectively with learners.	Learners feel supported and encouraged by those with leadership roles within the school.	Pupil voice

Leaders engage effectively with parents and carers.	Communication between parents/cares and leaders is positive and supports children's learning and personal development.	Communication with parents (letters, emails, Pings)
Leaders engage effectively with local services.	Local services support children and families with a range of needs. This is facilitated by school leaders.	Records of meetings
Leaders engage with staff and are aware of the main pressures on them. Leaders are realistic and constructive in the way staff are managed and are mindful of staff workload.	Staff receive support from school leaders and know that they can ask for and receive help.	Staff questionnaires
Leaders protect staff from bullying and harassment. <i>Staff know to report incidents of bullying and harassment to their line manager, union rep or governor, in line with school policy.</i>	Staff feel safe at the school.	Staff questionnaires Logs and incident reports.
Governors understand their role and carry this out effectively. They ensure that the school has a clear vision and strategy and that resources are managed well. <i>The School Development Plan sets out the school's strategy for improvement. Our school</i>	The vision and School Development Plan drive school improvement. Resources are managed well.	Governing Board minutes

<p><i>vision statement communicates the school's broad ethos.</i></p>		
<p>Governors hold leaders to account for the quality of education.</p> <p><i>The headteacher, Senior Management Team (SMT) and Subject Leaders demonstrate how they are improving the school to Governors. This is done through written reports.</i></p>	<p>The quality of education at the school is good and improving.</p>	<p>Governing Board minutes</p>
<p>Governors ensure that the school fulfils its statutory duties, such as promoting the welfare of the children.</p> <p>Arrangements for safeguarding children against harm are effective. This includes preventative measures and effective responses to any form of sexual harassment, assault and online abuse.</p> <p><i>Safeguarding children against harm and the school's protocols and management of this are reported to governors at every meeting.</i></p>	<p>Children are protected from harm.</p>	<p>Governing Board minutes</p>