

Calmore Junior School Self-Evaluation Summary



Date: September 2021

Section	Summary Evaluation		
<p>Areas for Whole School Development</p>	<ul style="list-style-type: none"> Develop the curriculum to ensure that it is progressive, broad and balanced, knowledge rich and skills based. Ensure recovery curriculum in place for all children to address missed learning and fill gaps Ensure children understand how their past learning will help future learning Ensure good mental health & well-being of staff and pupils Middle leaders are equipped with the skills to monitor the 3I's in their subject Develop resilience of Calmore Learners 		
<p>Quality of Education (p41) <i>Curriculum intent, implementation and impact. Quality of teaching, learning and assessment. Impact on progress and attainment in all year groups for key groups and all students. The extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Curriculum flexibility, breadth and depth and any narrowing and/or specialisation (when and rationale</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> Broad & balanced curriculum in place with lots of enrichment opportunities ((COVID permitting) Subject integrities are at the forefront Learning journeys are rich & well sequenced Progression in skills & knowledge is developing Teaching is good across the school New rigorous assessment / pupil progress procedures in place 	<p>Areas for Development</p> <ul style="list-style-type: none"> Ensure progress information is better used to evaluate the most effective methods of supporting SEND/PP/GDS children Ensure recovery curriculum in place for all Prioritise reading to develop fluency, enjoyment & access to whole curriculum Staff to have clarity of the intent impact & implementation of the wider curriculum & their own subject Develop vocabulary in all subjects Build on mastery maths learning for all including stem sentences Ensure children understand how their past learning will help future learning. 	<p>1-4</p>
<p>Leadership and management (p64) <i>Do leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all? Do leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment? Do leaders engage effectively with learners, parents and others in their community? Do those responsible for governance understand their role and carry this out effectively? Effectiveness of safeguarding procedures, culture & ethos.</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> Ambitious vision for all & shared values Reflective leaders who constantly seek to improve their own practice Strong relationships with parents/ community Effective safeguarding procedures Effective senior & middle leaders Carefully planned whole school/individual CPD linked to School Improvement Plan/Performance Management Effective governing body who hold school to account Clear programme of CPD which feeds into school improvement 	<p>Areas for Development</p> <ul style="list-style-type: none"> Keep well-being a high priority Enable leaders the support and challenge needed to ensure all children remain on track to achieve expected outcomes Continue to develop all subject leaders Ensure safeguarding procedures remain high priority Ensure children understand how their past learning will help future learning Clear differentiation for SEND in foundation subjects Induct a new family support worker into school to support children and families. 	<p>1-4</p>

<p>Behaviour & Attitudes/Personal Development (p52) <i>Is there a calm environment where children can learn? Are there clear routines/expectations for pupils? Is there a strong focus on attendance & punctuality? Are there clear policies consistently used? Are there positive learning attitudes? Is there a positive/respectful environment where pupils feel safe & respected? Are we inclusive? How do we develop character? How are children taught to be safe online?</i></p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● Children are well behaved & there is a calm learning environment ● Children express they are safe ● Attendance is in line with national ● Exclusions below national average only 1 (1 day fixed term this year) ● Excellent learning behaviours seen in class- echoed by LLP ● Children are respectful & tolerant ● School provides a wide range of opportunities to enhance children’s cultural capital ● School teaches online safety/healthy lifestyles in depth in all year groups ● Provides rich SMSC development for children 	<p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> ● Further build resilience in our learners ● Increase opportunities for visits, visitors and knowledge to increase cultural capital ● Develop a deeper respect for all faiths and cultures and the diverse world that we live in
<p>Overall Effectiveness (p39) <i>In judging the overall effectiveness, take account of the four key judgements. In coming to each of these key judgements, draw on evidence from sixth-form provision and consider its impact in the wider context of the school. Always consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the academy’s education provision meets different pupils’ needs, including pupils with SEND.</i></p>	<p>Other strengths of the school include:</p> <ul style="list-style-type: none"> ● Relationships between staff & children-staff go the extra mile for all children echoed by LLP ● Children are nurtured & cared for by a supportive staff team ● Variety of clubs including sporting opportunities/competitions (● Enrichment of the curriculum including trips/visitors/workshops/experts/theme days/artefacts/residential (unable to do this until March 21 due to COVID but usually extensive) ● Good links made with local schools including the Infant school & outside agencies- ● Outward / forward looking school who constantly strive to improve and have the children’s best interests at the heart of every decision made <p style="text-align: center;">Overall effectiveness of the school is GOOD</p>	