	Trust **Truthfulness** **Respect** **Responsibility** **Forgiveness** **Friendship**	**Woodchester Endowed Church of England (VA) Primary School** **Summary Self Evaluation Form 2021 – 2022** **Love, Learn and Flourish Together** **Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.** ***'Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)*** **December 2021**
	SECTIONS	**SUMMARY EVALUATION**
1	**INTRODUCTION**	**SCHOOL CONTEXT** Number on roll 136 December 2021 (ISDR Nov 2021 137 – lowest 20% of schools) • Girls – 63=46% and Boys 73=54% (ISDR 2018 39.4% - lowest 20% of schools)/ • Stability is 82% above the national average (71%). In response to the school's PAN of 20 per year group, the composition of the classes is reviewed at the end of Rec and Year 3. ***Disadvantaged*** • Our Pupil Premium percentage is below the national average 7.35% (10 children included 2 SPP who joined in September 2019 (ISDR 2021 FSM 7% lowest 20% of schools). • Previously looked after child joined Reception in Sept 2020 • FSM is below national at 5.15% (7 children ISDR 7% - lowest 20% of schools) ***First language not English*** • 3.68% of pupils (5 children) are children whose first language is not English and this is below national average. (ISDR 2018/2019 0.8%/1% lowest 20% ISDR 2021 4% quintile 4) ***Minority Ethnic*** • The school has 5 out of 17 possible ethnic groups. 93% White British and 5 pupils from minority ethnic backgrounds which is below the national average. ***SEND*** • 14% (18 children) are on SEN register at My Plan or above o R 1 My Plan + (from playgroup) o Y1 1 EHCP, 1 My Plan+,1 My Plan o Y2 3 My Plans o Y3 1 My Plan+ o Y4 1 EHCP, 4 My Plans o Y5 2 My Plans, 1 My Plans o Y6 2 My Plans • Support from external agencies including Speech and Language, ATS, Ed Psychology (3 reports Autumn 1 2021) and SEN Casework (Autumn 1 2021) • EHCP application (April 2021) – delayed process but EHCP agreed Oct 2021 (Y1). • Extra 1:1 support in 2 mornings per week – Educational Psychology referral/ATS (potential EHCP application in the future). • Educational Psychologist due 17.1.21 to support two pupils. • SENCO will need to begin the SENCO qualification shortly for school to be compliant (cost implication) ***School deprivation*** • Our deprivation indicator is in quintile 1 (least deprived) ***Awards*** • Achieved the Gloucestershire Music Mark Award – September 2019, 2020, 2021 • Healthy Schools awarded Jan 2020 – preparation for Mental Health Award ongoing • NPQML awarded to RE Subject Lead June 2019 • NPQML currently studied by Literacy/Geography Lead • Currently working towards Primary Science Quality Mark April 2021/22 ***Absence (whole school)*** **Autumn 2020 absence (ISDR) –** this relates to absences during the Covid-19 pandemic and should not be compared directly to previous years. There were 172 sessions missed by children not attending in circumstances related to Covid – these did not cound as absence within the data. • Overall absence in autumn 2020 (1.8%) was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation. • Persistent absence in autumn 2020 (2.5%) was in the **lowest** 20% of all schools. It was also in the **lowest** 20% of schools with a similar level of deprivation. **Absence for 2018/19 and earlier** • Overall absence (3.2%) was in the **lowest** 20% of all schools in 2018/19. • Persistent absence (3.4%) was in the **lowest** 20% of all schools in 2018/19. There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data. ***Exclusions* (whole school)** • There were no suspensions in 2019/20. • There were no permanent exclusions in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either. ***Mobility*** • During the 2018-19 academic year, 9 children left the school, and 10 joined. In September 2019, 6 new children joined the school. Jan 2020 1 child left (private school) and 2 children joined from other schools (both Y4 – one PP). • During 2019-20 academic year, children 2 left the school (one due to EHCP change of setting) and 12 joined (3 service PP, 2 FSM, 1 Steiner pupil). • Sept 2020-21, 9 children joined (3FSM, 1 previously home schooled, 2 from abroad, 1 from private sector) and 6 children

		left, 3 following family move out of area for work, 1 to be home educated, 2 transferred to another local school. • *Sept 2021-22, 5 children joined in September, 1 from abroad, 3 who moved into the area and one home educated.* • Current Headteacher joined Jan 2018/Deputy in Sept 2018. Head is now SENCO following retirement of Y2/SENCOSENCO (Sept 2020). Deputy seconded to larger school Jan 22-Aug 22. One part time teacher has not returned following maternity (Jan 2022). ***Behaviour*** • Behaviour is very good. Small number of children with additional needs are supported through reinforcement of school values, positive behaviour approaches, referral to external agencies and ELSA support. • The school employs positive behaviour management strategies underpinned by Christian Values and invests in Emotional Literacy Support to support children. • 87.1% of parents who responded agreed or strongly agreed that the school ensures that the children are well behaved (Feb 2019) • 25.8% of parents agree or strongly agree that the school deals well with bullying – 73% didn't know because their children have not had any experience of bullying – 73 + 26 = 99% (Feb 2019) • Parent questionnaire to be sent out in the Spring term 2022 ***Safeguarding*** • School has robust systems in place to support pupils and liaise with outside agencies • No children are subject to a Child Protection plan. • The school currently has 1 child who is identified as a Child in Need. • Currently, the school has 0 children who are Looked After • Currently, the school has 1 child who was previously Looked After • There are currently 4 other children receiving safeguarding support from the school's own resources, without input from external agencies. ***General*** • Work to explore our Vision reinforced that our sense of community is very important to all stakeholders including our links with St Mary's church. • We seek to ensure our children experience a rich and varied curriculum underpinned by our Christian distinctiveness and core values being lived out. • We seek to nurture and support all children including our most vulnerable. • Teaching assistants and teachers receive quality CPD focusing on teaching and learning in the core subjects from various sources e.g. Mangotsfield English Hub, GlowMaths, Diocese, Local Authority, Milestone (Team teach), Forest School training etc. • Our EYFS runs as a team and the leadership of that team is managed by our Early Years Leader. • Feb 2020 - Formed triad cluster group for local school to school support. Successful joint moderation of writing in Spring 19 term and Spring 20 term. Face to face link postponed due to Covid. • Successful KS2 moderation of writing by Local Authority in June 2018. Moderator agreed with all class teacher judgements • Successful EYFS moderation of judgements by Local Authority in June 2019. Positive feedback – raised level of achievement in two areas for two children • The Bristol Standard Quality Improvement for Birth to Five awarded (March 18) (March 19) • EYFS Lead trained Forest School Leader (June 2018) – Three more staff trained up as Forest School Leaders Sept 2022 – extending and increasing the provision of Forest School • Governance is strong with smooth transition between chairs. Strong support during pandemic.
2	**PROGRESS IN PREVIOUS INSPECTION KEY ISSUES** • **SIP reports** • **School reports** • **Learning Walks** • **Observations HT and Subject Leads** • **Data**	**Key Issue** / **Progress** • Strengthen parental engagement by working more closely with those parents who are not fully satisfied with some aspects of the school's work. – Ofsted March 2017 • 2 annual parent questionnaires indicate improved parental satisfaction through regular and informative newsletters, involvement in Vision work, opportunities to attend workshops and learn more about Governors and their role. • 'Open Registration' and 'class assembly' sessions to welcome parents into school – opportunities for informal 'chats' with class teachers and support staff. • Parents (all stakeholders) consulted regarding Vision and interim assessments. • Use of Direct Worker to support link between school and vulnerable families • ELSA Teaching Assistant training completed Nov 2020
3	**THE QUALITY OF EDUCATION** Curriculum Intent: Curriculum design and coverage Curriculum Implementation: Quality of teaching and learning Assessment Pupils with SEN and/or disabilities	**QUALITY OF EDUCATION** • Extensive work (2019) involving all stakeholders has resulted in a clear Vision for our distinctly Christian school, articulating what is unique and special about Woodchester and what we want to achieve in terms of curriculum and experiences. Our curriculum is at the centre of everything we do to ensure that children have: o Opportunities to learn knowledge and skills o An awakening and awareness of the world around them – joy of living and learning o Developing high expectations and raising aspirations o Understanding how to live safe and healthy lives Together, we strive to enable our community to 'Love, Learn and Flourish Together'. • Core subject areas have been greatly enhanced with clearly communicated, rigorous approaches to maths, reading and now Science have been introduced. These are increasingly consistent across the school with clear expectations for planning and quality assurances in place. • Subject Leader have revisited subject policies to ensure there is clear intent for each subject and this underpins the whole school vision and curriculum intent. Subject Leaders are revisiting curriculum areas and the mixed aged planning cycle to ensure they are sequenced and connected and build on knowledge year on year. This will continue to be a focus for all subject leaders during this academic year. Subject Leaders are also reviewing progression maps for their subjects. Knowledge organisers have been introduced for History and Geography as a scaffold and prompt for children as they travel through their learning sequence in the classroom. Practice around these will be extended during this academic year to ensure they are effective. • A systematic synthetic phonics programme has been introduced (Monster Phonics) and progress and motivation of all children has been good. The Literacy Lead and the Phonic Lead worked with the Mangotsfield Hub to audit and improve phonics teaching (2020/21). Monster Phonics has now become a DfE validated scheme (Oct 2021) and we are considering how best to use the 'match funding' now available from the hub to enhance teaching and learning. The number of children passing the phonics check

Curriculum Impact:
The extent to which pupils have learned what you intended them to learn, and how you know this. –
High expectations evident
Knowledge and skills
SEN/PP achievement/progress
Book looks
Pupil voice
Working walls
Lesson observations
Intervention evidence
Readiness for KS3 (Data/transition activities)
Evidence of wide reading
Evidence of application of mathematical knowledge concepts and procedures
Assessment data

is consistently over national average and this year is predicted to be over 90%. Changes in the arrangement for teaching and assessing phonics in Rec, Y1 and Y2 is having a positive impact. The English Lead and Phonics Lead have conducted an overview of reading books/home readers and invested in new decodable readers aligned with Monster Phonics scheme ensuring that home reading books are carefully selected to complement the phonics programme ensuring children are clear about sounds and progress is dovetailed. The Book Banding colour system has been overhauled and books are now arranged according to phonic sounds and age appropriateness.

  - Next steps – research further specific phonic assessment systems/utilise relationship with hub for further CPD opportunities including all staff/extend reading provision/reinvigorate library following building work/invest in new nonfiction material.

- The school has carefully outlined the reading provision across the school. This clear articulation of the reading offer demonstrates a wealth of provision and that reading enjoys a consistently high profile at the school. Mrs Loomes is attending a Y6 Reading Teacher, Reading Pupil hub and extending the range of diverse texts (e.g. Windrush Child – learning about migration).
- During 2019 2020 the school enrolled onto the Glow maths Mastery Project (maths hub) and the Maths Subject Lead has implemented 'Do it, Twist it, Solve it' approach to lesson planning and delivery in addition to a regular daily maths meeting. Implementation has been carefully planned to support teachers and teaching assistants in understanding the mastery approach with the added challenge of mixed year classes. School has invested in new resources and extensive CPD, including planning workshops, visits to Woodchester from maths leaders as well as opportunities to observe and talk to maths leads in other schools who also have mixed aged classes. These have included Natasha Hannaway at Grange School and a lesson observation at Steammills Primary. 'Small steps of progression' planning is integral to children building understanding of key mathematical concepts and applying learning to reason and problem solve. We continue to take advantage of Glow Maths working group meetings as we enter our third year of this project (Sept 2021)
- September 2021, the school enrolled for the NCTEM Mastering Number project which seeks to support children in Rec, Y1 and Y2 in developing good number sense. We are fully committed to improving children's fluency in calculation and their confidence and flexibility with number and have adapted the timetable so that children have the extra teaching session required. We are taking advantage of the training and resources. Our maths lead was asked to talk about this during the local authority maths subject leader network meeting in November and this has led to an approach from another Gloucestershire primary school for her to lead a training session.
- Science subject lead began the PSQM April 2020. This requires significant investment of time and resources leading to excellent evaluation on the quality of teaching and learning, how to improve it and consider the impact. Ultimately, this work will improve the engagement and attainment of pupils in science. This, led by the passion of the subject leader, has led to significant improvements in terms of raising the profile of Science throughout the school community (whole school display/Science weeks/newsletter), developing the curriculum and resources, assessment procedures and considering the attributes of excellence in subject leadership. Staff have recognised that this is a whole school priority and supported developments e.g. developing working walls to help secure learning, parents and community highlighting the different and jobs involved in science.

EYFSP

	% pupils EXS+ GLD		
	2017	2018	**2019**
Woodchester Endowed Primary School	83%	77%	**80.0%**
Gloucestershire	68%	69%	**71.7%**
England (NCER emerging)	71%	72%	**71.8%**

Phonics

	% Pupils Y1 EXS+			% Pupils end KS1 EXS+		
	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	75%	87%	**73.3%**	95%	100%	**95.5%**
Gloucestershire	79%	81%	**81.1%**	92%	92%	**92.1%**
England (NCER emerging)	81%	83%	**82.0%**	92%	92%	**tbc**

KS1

% Pupils EXS+	Reading			Writing			Maths			Science		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	80%	81%	**72.7%**	50%	69%	**72.7%**	55%	75%	**72.7%**	100%	81%	**81.8%**
Gloucestershire	75%	75%	**75.0%**	66%	69%	**67.3%**	74%	75%	**74.4%**	84%	84%	**83.2%**
England (NCER emerging)	76%	75%	**75.0%**	68%	70%	**69.3%**	75%	76%	**75.7%**	83%	83%	**82.3%**

% Pupils GDS	Reading			Writing			Maths		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	20%	19%	**22.7%**	15%	13%	**13.6%**	25%	19%	**18.2%**
Gloucestershire	25%	26%	**26.5%**	14%	15%	**14.1%**	18%	20%	**21.3%**
England (NCER emerging)	25%	26%	**25.1%**	16%	16%	**14.8%**	21%	22%	**21.8%**

KS2

% Pupils EXS+	RWM			Reading			Writing			Maths			GPS		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	64%	86%	**68.2%**	86%	90%	**81.8%**	77%	86%	**81.8%**	77%	95%	**72.7%**	91%	90%	**77.3%**
Gloucestershire	62%	63%	**64.2%**	75%	76%	**74.5%**	74%	77%	**76.5%**	76%	74%	**77.9%**	77%	77%	**77.5%**
England (DfE)	61%	64%	**65.0%**	72%	75%	**73.0%**	76%	78%	**78.0%**	75%	76%	**78.6%**	77%	78%	**78.0%**

% Pupils High Standard / GDS	RWM			Reading			Writing			Maths			GPS		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	14%	24%	**9.1%**	46%	38%	**31.8%**	36%	38%	**22.7%**	18%	29%	**22.7%**	36%	33%	**40.9%**
Gloucestershire	9%	10%	**10.6%**	29%	30%	**29.9%**	17%	20%	**19.8%**	23%	22%	**25.5%**	31%	33%	**34.0%**
England (DfE)	9%	10%	**10.5%**	25%	28%	**26.9%**	18%	20%	**20.1%**	23%	24%	**26.6%**	31%	34%	**35.6%**

Average Progress Score	Reading			Writing			Maths		
	2017	2018	**2019**	2017	2018	**2019**	2017	2018	**2019**
Woodchester Endowed Primary School	5.9	3.1	**1.6**	1.5	1.8	**0.4**	1.0	0.2	**-1.0**
Gloucestershire	0.8	0.2	**0.4**	-0.4	-0.2	**-0.3**	0.1	-0.4	**-0.2**
England (DfE)									

		In the current academic year, the following areas are a focus to sustain high quality provision: - Are all subjects contributing to the overall school vision? How might this be strengthened? - Continue to develop a curriculum map so all curriculum areas are coherently planned and sequenced for new knowledge and skills; embed use of knowledge organisers to support learning and vocabulary acquisition. Books evidence how learning builds on previous learning, coverage of depth and breadth, pupil's progress and opportunities to practise. - Improve children's understanding of themselves as 'learners' – extend ELLI; - Develop understanding of number and number fluency in EYFS and KS1 and securing Master Maths practice and continue to embed mastery. - Develop whole school reading to ensure it is established and procedures such as reading journals being used effectively. Monitor impact of VIPERS. - To develop end of unit assessment opportunities to pilot in Science, History and Geography e.g. knowledge organisers.
4	• Exclusion data: fixed and permanent • Bullying • Discrimination • Attendance and punctuality • Attitudes to learning • Attitudes around school • Ethos • Behaviour and conduct • Relationships and safety	**BEHAVIOUR AND ATTITUDES** 2 • Behaviour and safety across school judged outstanding during OFSTED inspection 2017. The school has consistently high expectations for attitudes to learning underpinned by an effective whole school behaviour policy, including antibullying policy, that is shared with all staff and reviewed regularly by Governors to ensure content is relevant to the whole school systems deployed. (see Behaviour Policy 2021). Bullying is not tolerated and is rare with a speedy response from adults. Children have a good understanding of what bullying is and how to deal with it as a result of high-profile anti bullying strategies such as assemblies, PSHE curriculum focus Jigsaw and Woodchester' s Christian values and awards. • Relationships among pupils and staff reflect a positive and respectful culture underpinned by Christian values. There are high expectations for behaviour and conduct which are understood by all and applied consistently and fairly. Visitors regularly comment on children's excellent attitudes and behaviour. • An external educational consultant visited **(SIP report February 2020**), focussing on behaviours and attitudes. Observations were made before the start of the day, playtimes and lunchtimes, classrooms and discussions with pupils and parents. The report described how 'pupils are well behaved. They are self-assured, courteous and friendly. Pupils treat each other and adults with respect and consideration.' • The vast majority of behaviour around school is excellent with a small number of children with SEMH issues displaying challenging behaviours. Rigorous actions to support including use of external agencies, 1:1 support and strong EHCP application submitted. • The majority of pupils have good learning behaviours although lockdown has had a significant impact on learning and attendance for some children. Good social peer to peer support remains evident with the school community implementing an effective Curriculum Recovery Plan September 2020 onwards. Achieving more by working together is important part of school vision and has been an important vehicle for discussion and reflection during this difficult time. • Introduction of Young Leader's programme explored leadership skills such as kindness, perseverance, teamwork, courage and communication and gave children meaningful opportunities to put these skills into action enabling them to grow in confidence, resilience, empathy and self-esteem. Children are encouraged to identify their strengths and areas for improvement and set high aspirations and goals, working with collaboratively and taking responsibility with others. **(Young Leaders Curriculum Links document)** • E-safety: parents are informed by regular communication from school about key areas of staying safe online (reinforced during lockdown and remote learning) and there is a substantial page of information regarding E-Safety on the school website E-Safety. Parents were invited to an E-Safety information evening in 2020. • School Council worked with NSPCC (2019/20) to promote their 'Speak out Stay Safe' online safeguarding programme for 5-11 year olds. Parents were invited to a cake sale and information session to share in this: Speak Out, Stay Safe • Parent surveys show consistently high response regarding 'my child enjoys going to school' (94%), 'my child feels safe at school' (97%) and 'my child is not bullied' (94%). **(Parent questionnaire 2019)** • Attendance is above national average (see ISDR – released Nov 2021) o Absence for 2018/19 ▪ Overall absence (3.2%) was in the lowest 20% of all schools in 18/19. ▪ Persistent absence (3.4%) was in the lowest 20% of all schools in 18/19. o Autumn 2020 absence (this relates to absence during the pandemic) ▪ 172 sessions were missed by pupils related to coronavirus – these do not count as absence within the data ▪ Overall absence in Autumn 2020 (1.8%) was in the lowest 20% of all schools. This was also in the lowest 20% of schools with a similar level of deprivation. ▪ Persistent absence in Autumn 2020 (2.5%) was in the lowest 20% of all schools. This was also in the lowest 20% of schools with a similar level of deprivation. o Exclusions (whole school) ▪ There were no fixed term exclusions in 2019/20 ▪ There were no permanent exclusions in 2019/20. The national average for this year was close to zero. ▪ There were no permanent exclusions in the previous two years either and the authority SEND Casework and Inclusion team have been complimentary about support given to children who are at risk of but not been excluded permanently. **In the current academic year, the following areas of Behaviours and Attitudes are a focus to sustain high quality provision:** ▪ Enhance children's understanding of and ability to articulate good learning behaviours e.g. develop Learning Champion roles/Research and introduce a language for learning behaviours. ▪ Continue ELSA training and implement the role to support individuals – reflect on impact. ▪ Extend pupil voice through comprehensive review of behaviour policy and procedures including pupil input – Spring/Summer 2021/22 – could this involve Restorative Justice? Peer mentors? ▪ Respond flexibly and adapt to changing circumstances and needs due to Coronavirus pandemic and its impact, e.g. extend Forest School provision. ▪ Reflect on the experience of the Young Leaders programme and how to move this learning experience forward.
5	• SMSC • British Values • Relationships, health and sex education (RSE)	**PERSONAL DEVELOPMENT** **1/2** • The school vision (stakeholder review 2019) and school values underpins our strong, caring and inclusive ethos, promoting personal development and the important difference every one of us can make by working together **(see Vision and Curriculum statement**). Christian values of respect and truthfulness underpin school's approach to fundamental British Values, opportunities to embed through and beyond curriculum. Our Christian values are celebrated during our weekly celebration assembly recognising individual achievement and also those who have demonstrated strong personal attributes against our

	• PSHE and equality • Character education • Pupil mental health and wellbeing • Pupil voice • Preparation for next stage of learning/careers guidance	weekly Jigsaw theme. • School has invested into Educational Psychology 'Emotional Literacy Support Assistant' training in order to extend our high quality pastoral care with ELSA provision for those children who may benefit from activities to support their emotional wellbeing. There are also strong links with external agencies such as Educational Psychologist, Advisory Teaching Service and children's social care. • Our curriculum is broad and rich and local trips are valued as a means of enhancing learning (residential trips/geography field work). Our PE offer is strong, with expert coaches used, providing excellent teaching and regular CPD for teachers/teaching assistants. • School consistently promotes the extensive personal development of children and the impact of the SMSC policy is strong. Parents were consulted (May 2021) on the RSE Curriculum in response to the new RSE curriculum requirements • Pupils are offered many and varied opportunities to develop personally and these have good impact, e.g. Mini Marines, Forest School, Atlas sport and dance festivals, District Sports, Music events (Music Mark award/ISingPop concert), opportunities to learn an instrument, drama, climate assembly, school council, fundraising etc. • Healthy Schools was awarded in 2020 having demonstrated the significant impact the Mini Marines project had on children's personal development and wellbeing, promoting resilience, perseverance, teamwork and personal enjoyment and fulfilment. • The Young Leaders' programme was introduced during 2020/21. This challenged pupils to 'be the change they want to see' in their homes, schools and communities, empowering children to make a difference to those around them while helping them to develop key leadership skills and character virtues. Initiatives that developed from this included: Glos. Bundles collection, creating of a commemorative lavender bed in the church grounds in response to a year since lockdown, sharing reading books with school in Africa (link through local charity in Cam) • Enrichment events and focus weeks (Prayer Week/World Book Day/Science Focus Week) are offered to pupils and various extracurricular opportunities e.g. nature club, art club, recorder club, rugby, football etc. • We value diversity and celebrate a range of cultures seeking opportunities to learn about famous figures through collective worship and through links with the curriculum, e.g. class reading texts (Y6 Literacy theme of migration, famous Scientists (Science Day). • The introduction of Picture News for both EYFS and KS1/2 provides children to consider and reflect on topical news issues of the day both in the classroom and though a whole school display. This allows pupils to share and reflect on their own experiences, and develop the ability to question and consider topical issues that affect our world today linking this to British Values. • Three more staff began Forest School Leader training (Summer 2021) in order to increase the regularity of Forest School provision for all children resulting in weekly Forest School for Ash and Beech classes and Y6 (September-Dec 2021). Personal development includes self-regulation, coping with and learning from failure, building resilience and a sense of achievement, increased motivation and concentration, the ability to problem solve alone and with others.
		In the current academic year, the following areas of personal development are a focus to sustain high quality provision: • Increase Forest School provision including appropriate First Aid training • Re-establish Play Leaders - training of older children as part of Atlas provision (affected by 'bubbles') • Extend the diversity of whole class reading texts and curriculum texts • Following completion of building refurbishment, reorganise and reinvigorate library (pupil voice) • Whole school focus on Spirituality and embedding a whole school language (ows, nows and wows) • Participate in Gloucestershire Pupil Wellbeing Survey 2022, analyse responses and action plan • Extend pupil voice and responsibility for co-ordinating, organising and leading initiatives/worships • Work towards mental health award
6	**LEADERSHIP/MANAGEMENT** • Safeguarding • Health and safety, including premises • Governance • Policies • School improvement plan • Continuous professional development • Staff mental health and wellbeing • Parents and local community	**LEADERSHIP AND MANAGEMENT** • The school's Christian vision has been reviewed. This work involved all stakeholders and the vision and school values are clearly communicated and enjoy a consistently high profile. • A new Chair of Governors was appointed in 2021 and this transition has been smooth due to training, meetings and pre planning ensuring the governing body continues to be focused, supportive and offer challenge and is in a strong position to move forward. • Governors are involved in school improvement through monitoring with good CPD to ensure new governors and established governors are trained to understand their role. (e.g. SEND/SCR training/Safeguarding) • Governors have high expectations for provision and outcomes for the children and are proactive inholding the school leaders to account in a constructive way through a clear link visit/meeting schedule. They are strategic and understand the current position of the school both pedagogically and financially through effective sub committees. • Safeguarding is a priority. Strong collaboration between Head, Diocese, Governing Body and project manager ensured that significant improvements were made to the security of the building (summer 2021), incorporating improved spaces for staff and children. The main entrance to school is now secure and access into school controlled. • Safeguarding is robust with effective action taken where needed to ensure pupils are safe. There are regular link visits from Governors and audits completed from external bodies around health and safety. The Local Authority conducted a Fire Risk Assessment and Health and Safety Audit, both recognised the improvements made. • Performance Management targets relate to whole school priorities. • Subject leaders take responsibility to improve Teaching and Learning and staff development is having an impact on learning throughout the school. Good support for middle leadership has a positive impact on school improvement. • Leaders engage with parents, community, staff, governors, questionnaires, report format etc. • Leaders are approachable and engage with staff, taking account of the pressures on them, e.g. staff wellbeing survey and action planning • DSL works closely with Social Care/Police school beat officer etc. • Whole staff Safeguarding training in September 2021 led by the LA Safeguarding representative – Governors invited • Improved website page on Internet Safety/Speak Out, Stay Safe project with NSPCC Sept 2019)
		In the current academic year, the following areas of Leadership and Management are a focus to sustain high quality provision: • To continue to develop subject leadership to ensure the curriculum supports the vision of Woodchester and enables deep knowledge and transferable skills. • Improve knowledge and impact of subject leaders to improve teaching, standards and assessment across the curriculum; • Ensure subject policies are 'lived' reflection of intent, implementation and impact, ensuring new knowledge and skills are built on through a curriculum that is coherently planned and sequenced; • Strengthen Governors' effectiveness in school improvement. • Continue to consult with staff regarding wellbeing. • Increase opportunities for parents to understand more about learning in school.

7	• Intent • Implementation • Impact	**EARLY YEARS** • EYFS Pupil Progress and quality of teaching and learning in EYFS is good due to reflective and responsive practice including taking part in Baseline to prepare for future statutory assessment in Sept 2021. • Strong EYFS lead has responded proactively to the updated EYFS framework changes for September 2021 including the new definitions for the 'prime' and 'specific' areas of learning and considering the new version of the Development Matters curriculum guidance. EYFS policy reviewed. • Weekly Forest School sessions (led by class teacher) supports development towards many aspects of the new Early Learning Goals • Flexible curriculum and personalised approach to support SEN pupils and works proactively with external agencies and parents. • Positive relationships permeate all aspects of EYFS including with parents, colleagues and preschool settings. • Tapestry Online Learning Journey provides excellent home/school links and evidencing individual children's progress • Teaching and Learning in Maths has benefited from Maths Mastery work with GlowMaths hub. The impact of this has been to secure the content, sequencing and progression in maths	
		In the current academic year, the following areas of Early Years are a focus to sustain high quality provision: • Continue to review and adapt EYFS provision to ensure it is in line with the new EYFS Framework Sept 2021 • Strengthen children's understanding of number, and fluency with number facts, through Mastering number initiative (NCEMT & Maths Hub); • Ensure consistent and excellent synthetic phonics teaching throughout EYFS and Key Stage 1 and rapid progress in reading	
		O.E. Judgement	**2**