



# 2022-2026 SCHOOL SELF EVALUATION



# Our Mission & Vision

Our school has a very simple motto - **Be the Best that you Can Be.**

## Our Mission

We aim to seek excellence in all that we attempt, setting high standards and targets to ensure that all of our children reach their potential. We aim to develop the following qualities in the children in our care:



A well-integrated, self-confident person who has respect for himself and others



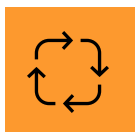
A person who is able to establish a relationship with his classmates and his peers



A person who is who is mannerly, polite, diligent, neat, co-operative and punctual



A person whose self-confidence and esteem are founded on a competency in oral language and self-expression



A person who is well informed about his environment and community



A person who actively seeks to do the right thing and to be a good friend.

## Vision

That every boy in our school will maximise his potential and simply become the best that he can be.

# THE SSE PROCESS

## 1. Identifying Focus

The identification of a focus for SSE was decided collaboratively and involved the perspectives of different parties such as parents, pupils and staff. In identifying a specific focus for SSE, our school ensured that its scope was sufficiently broad so as to make a real difference to a significant aspect of pupils' learning and wellbeing. Our four focus areas are as follows:

- Literacy
- Numeracy
- Well-Being
- Digital Learning



## 2. Gathering Evidence



**Over 200**

Parent Surveys



**Over 200**

PASS Test Results



**Over 200**

Pupil Surveys



**Over 70**

iAbacus Evaluations



**Over 30**

Staff Surveys



**Over 100**

Cognitive Test Results



**Over 300**

Standardised Test Results

# 3. Analyse and Make Judgements

<b>Dimension: Learning and Teaching</b>	<b>Dimension</b>
Domain: Learner Outcomes in Literacy and Numeracy	Domain
<ol style="list-style-type: none"> <li>1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</li> <li>2. Pupils demonstrate the knowledge, skills and understanding required by the curriculum</li> <li>3. Pupils attain the stated learning outcomes for the term and year</li> </ol>	Standards
The overall attainment of the pupils in Numeracy and Literacy is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum. Such attainment will be supported and tracked through the use of key assessment tools and programmes.	<b>Key Priority</b>

<b>Dimension: Learning and Teaching</b>	<b>Dimension</b>
Domain: Teachers' Collaborative and Collective Practice in Digital Learning	Domain
Teachers contribute to building whole- staff capacity by sharing their expertise. Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all pupils.	<b>Key Priority</b>

<b>Dimension: Leadership and Management</b>	<b>Dimension</b>
Domain: Culture and Environment in Well-Being Education	Domain
The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing so that children, young people, and staff experience a sense of belonging and feel safe, connected and supported.	<b>Key Priority</b>

# 4. Write and Share Report and Improvement Plan



## SCHOOL IMPROVEMENT PLAN 2023-2026

### VISION

That every boy in our school will maximise his potential and simply become the best that he can be.

### MISSION

We aim:

To seek excellence in all that we attempt, setting high standards and targets to ensure that all of our children reach their potential

To offer a broad and balanced curriculum which is both relevant and well resourced, creatively delivering the requirements of the National Curriculum.

To promote learning through the positive ethos of the school and those who work within it.

## SUMMARY OF PLAN

	YEAR 1: 2023/2024	YEAR 2: 2024/2025	YEAR 3: 2025/2026
<b>PRIORITY 1</b>	Literacy: Reading Comprehension	Literacy: Oral Language	Literacy: Writing
<b>PRIORITY 2</b>	Literacy: Spelling and Punctuation	Literacy: Grammar	Literacy: Learning through Play
<b>PRIORITY 3</b>	Well-being: Planning and Provision	Well-being: Anti-Bullying	Well-being: Engagement and Inclusion
<b>PRIORITY 4</b>	Digital Learning: Teacher Collaboration	Digital Learning: Transition Assessment (Digital First)	Digital Learning: Digital Resources
<b>CONTINUED FOCUS</b>		Literacy: Reading Comprehension Literacy: Spelling and Punctuation Digital Learning: Teacher Collaboration	Literacy: Oral Language Literacy: Grammar Well-being: Anti-Bullying

## IMPROVEMENT PLAN

### DOMAIN: LEARNER OUTCOMES IN LITERACY

Priority 1: The overall attainment of pupils in Reading Comprehension is improving or is at a very good standard in accordance with the national and state of the curriculum.

Problem (Why?)	Intervention (What?)	Implementation Evidence (How?)	Implementation Outcomes (How well?)	Final Outcomes (How well?)
In terms of reading, our focus interventions were aimed at developing skills in the domains of comprehension skills. This has an overall effect on reading attainment in accordance with standards of test results in June 2023.	<p><b>Active Approaches</b></p> <ul style="list-style-type: none"> <li>Whole school reading strategy</li> <li>Readers Reading Scheme</li> <li>Class Libraries</li> <li>Picture Books (in Staff Book)</li> <li>Class Books</li> <li>Reading Frames</li> </ul> <p><b>What will we see when it is working?</b></p> <ul style="list-style-type: none"> <li>Teachers will have a clear understanding of the knowledge and skills that they are teaching at the various points in the year.</li> <li>All children access a high-quality reading materials to ensure that consistent and positive an improved understanding of what they read.</li> <li>Reading is assessed continuously to ensure effectively to inform progress.</li> </ul>	<p><b>Initial steps in September 2023</b></p> <p><b>Step 1:</b> read comprehension in all teachers based on Reading Power by Catherine Day</p> <p><b>Step 2:</b> Teachers introduce the 'Reading Frame' to all students and help them to become more confident.</p> <p><b>October to April '24/25</b></p> <p><b>Step 3:</b> Teachers work on the Reading Power skills by using 2 x all skills lessons per week.</p> <ul style="list-style-type: none"> <li>Day given to research</li> <li>Day given to practice</li> <li>Day given to question</li> <li>Day given to write</li> <li>Day given to evaluate</li> </ul> <p><b>Step 4:</b> After evaluation is complete, Reading Power assessment is completed.</p> <p><b>April to June 2024</b></p> <p><b>Step 5:</b> Read 'Whole and Literature' Codes are used for bring all of the skills together.</p> <p><b>Step 6:</b> Target children are assessed using the Reading Power assessment and notes.</p>	<p>Teachers are confident planning the comprehension skills and children comprehension levels are through improved understanding.</p> <p>Internal assessment of comprehension skills planning and practice with interventions to enable all children to 'keep up'.</p> <p>Parents are informed of our approach to comprehension.</p> <p>Children confidently talk about new knowledge on reading comprehension and how they apply the knowledge.</p> <p>Class teachers used 100% more who the lowest 20% readers are and have targeted interventions in place.</p>	<p>Comprehension outcomes exceed national standards</p> <p>Standardised reading average comprehension percentage scores from 75 to 78 in our year</p> <p>All children have the 3 skills given and have to use them when they are reading.</p>