



CHASE LANE PRIMARY SCHOOL AND NURSERY UNIT - SELF EVALUATION FORM AND SCHOOL DEVELOPMENT 2021-22

Context - Chase Lane Primary School and Nursery is a three-form entry community school with a clear vision and strong values.

The following data is taken from finalised data published by the DFE in December 2019. The **2021 data based on teacher's judgments supported using previously published national assessments.**

Children at Chase Lane at average levels of attainment compared to national (*figures in green indicate in line with or above national average.*)

EYFS GLD		Year 1 phonics		KS1								KS2									
				Reading		Writing		Maths		Com'		Reading		Writing		Maths		SPaG		Com'	
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
79%	72%	94%	82%	81%	75%	74%	69%	80%	76%	71%	65%	74%	73%	79%	78%	89%	79%	87%	78%	67%	65%
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
26%		90%		80%		59%		78%		53%		80%		70%		79%		76%		65%	

Key: CL = Chase Lane, Nat' = National, R = Reading, W = Writing, M = Maths, Com' = Combined RWM

Further detail on progress can be found in the outcomes section of this evaluation.

Ever 6/FSM		EAL		SEN		EHCP	
CL	Nat	CL	Nat	CL	Nat	CL	Nat
24.5%	23.2	62.4%	21.2%	11.0%	12.6	0.8%	1.6%

Points to Note:

Ofsted IDSR notes that middle prior attainers attainment in writing is significantly below at 64%. Please note that this is a combined score and that DFE data shows that writing as a standalone subject is 75% attainment which is still below national of 85%. This is addressed directly in the English Action Plan. Science is also recorded as an overall combined score at 67% which is significantly below the 84% National.

The FSM numbers are reducing for 2019 as the cohort with the largest percentage of disadvantaged children are moving on to secondary school however, deprivation data (IDACI census data 2019):

32.4% of children are in the 'most deprived' category (0-20%)

48.9% of children are in the second most deprived (20-40%)

We have no current services children

The largest ethnic groups are: White - British (14.5%), White Eastern European (12.3%), Turkish (11.9%), Pakistani (12.0%), Black (7.0%), any other mixed background (6.7%) White and Black (5.1%).

The school has achieved the following: The Arts Mark, Silver Sports Mark, Intermediary International mark., communication commitment and Science Award.

Strengths

- Attendance for the whole academic year of 2020-2021 is 97.3% which exceeds government expectations. School remained open throughout Covid for vulnerable children and those of key workers and from the 1st June 2020 to all year groups required.
- Persistent absence for 2020-2021 is 4.4% compared to 18/19 which was 4.4%.
- Bubble closures during the autumn term did not disrupt learning as live learning was in place for all children.
- During the Spring 2021 lockdown all children had access to live online learning from the very first day of lockdown.
- Children across the school had access to lessons that were age appropriate, this included daily phonics for our youngest children, reading, writing, maths and foundation subjects on a daily basis. Whilst remaining open for key workers and vulnerable children.
- Continued positive feedback throughout Covid from all stakeholders
96% of parents were satisfied or better with the current levels of communications
100% of staff positive were satisfied or better about ongoing communications.
- Staff turnover was very low for the year to 20-21 The school is supporting two ECTs for the year 21/22. A priority for September 2021 is to provide additional teaching staff for quality first teaching and as part of the schools Covid catch up plans.
- There has been considerable curriculum development. The skills based curriculum is now embedded alongside the knowledge based as set out in the National Curriculum. The end point projects and assessment of the foundation subjects has been developed substantially, trialled, rolled out in all year groups and are to be embedded during 21/22.
- The quality of reading lessons observed were either good or outstanding and lessons reflected the ethos of active reading has been embedded in daily practice. 100% of Reading lessons observed were Good or Outstanding.
- Behaviour continues to be good and the school's communications have improved significantly based on the most recent Ofsted report. 98% of parents are satisfied or higher that the school communicates regularly with them.

During the year 2020-2021 there were 0 permanent exclusions and 0 fixed term exclusions. This is below national and local authority data



Areas to improve	Progress
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> attendance improves so that it is consistently at or above the national averages for all groups of pupils, particularly disadvantaged pupils Ongoing systematic consultation with parents is developed further to gain feedback on the effectiveness of the school's work, and to help parents have a clearer understanding of their child's progress, both academically and socially. Ongoing 	<ul style="list-style-type: none"> Attendance - In 2018-2019 Chase Lane achieved 96.2%. In 2020-2021 the attendance significantly improved to 97.3%. Persistent absence for 2021 was 4.4%. Behaviour – The school continues to support children proactively focusing on choices and reflections as opposed to sanctions when appropriate fostering the 'catch them being good'. Internal records show that the school have effective systems in place to support behaviour choices. Parental response in survey highlight the school's strength in communication Jan 21 98% positive. Gaps for disadvantaged children by the end of KS2 are positive in RWM. A disadvantaged audit identified strengths in provision. Online live teaching provision available to all children before the second lockdown. Staff moral is high, 100% of staff report that they have colleagues I can go to if I feel I need support. Senior leaders consider workload carefully and acknowledge and value increased pressures of the live learning through appropriate remuneration and staff appreciate the support provided as evidenced in staff survey.
<p>School improvement priorities</p>	<ul style="list-style-type: none"> Quality of education <ul style="list-style-type: none"> Develop further the opportunities to encourage enquiring minds that can explore learning in a rich, broad and balanced curriculum with robust end points. Provide increased learning opportunities post COVID closures to further improve learning opportunities for all children including those who are disadvantaged or SEN. Pupils to achieve good or better progress from the low, middle and higher attaining groups in reading, writing and maths by the end of KS2 ensuring that they are secondary ready. Behaviour and attitudes <ul style="list-style-type: none"> Consolidate practice of self-value, reflection and respect building on the positive behaviours of students and staff. Monitor and support attendance of pupils who present challenging behaviours Continue to maintain excellent communications with parents supporting children academically and socially. Personal development <ul style="list-style-type: none"> Celebrate school's diversity with the whole community and embed within the newly prepared foundation subject's curriculum. Embed the delivery of the new SRE curriculum for and continue consultation opportunities with parents. Leadership and management <ul style="list-style-type: none"> Ensure that the well-being of staff and pupils is given priority post lockdown. Continue to raise the profile of school governors with staff. Lead initiatives to further reduce the gap for disadvantaged children. Quality of education in early years <ul style="list-style-type: none"> Implement the changes to the early years foundation stage (EYFS) framework. Develop an assessment framework that highlights progress in the new EYFS framework. Develop family links and the support available to families to promote school attendance post COVID. Overall effectiveness <ul style="list-style-type: none"> Continue to ensure that all staff receive all safeguard training including the introduction of online reporting and an understanding of all updates to 'Keeping children safe in education'. Continue to develop resilience and promote safe use of social media amongst older children. <p>Maintain good levels of attendance supporting families with persistent absence.</p>



QUALITY OF EDUCATION – Good

Intent:

- Use the school values to promote resilience in learning and celebrate diversity respectfully within the school community.
- Ensure children are provided with increased learning opportunities in the core subjects post lockdowns to help reduce any gaps.
- Continue to promote a love of reading promoting fluency, enjoyment and comprehension.
- Continue to deliver the National curriculum to all children including those from disadvantaged backgrounds and SEN using the school overview and medium term plans, monitoring the breadth, quality and richness of the children's experiences in their learning.
- Widen opportunities for children to be creative and experience a range of subjects making clear cross-curricular links between them.
- To provide comprehensive coverage of the national curriculum for England and Wales with a clear sequence and robust assessment of endpoints.
- Broaden children's thinking through the use of philosophy for children encouraging them to question the world around them.
- Quality assure through observation, book looks, pupil and staff questionnaires.
- To achieve good levels of progress at greater depth in maths.
- Provisions are in place for quality first online teaching if needed.
- Further develop systems of assessment to better support progress of individuals by tracking the flight path higher, middle and lower attainers.

Implementation:

- Curriculum embraces the celebration of diversity and cultural heritage. Teachers plan this carefully. 20/21 100% of year groups have planned and taught lessons with personal cultural heritage links. EAL lead facilitated whole school CPD that promoted the celebration of everybody's heritage.
- Through lesson monitoring the SLT carefully monitor the outcomes of teaching and provide a programme of support if needed to ensure that teaching standards remain at good or outstanding. Summer term 2021 outcomes 22% outstanding, 70% good and 7% requires improvement. The 7% percent equates to 2 colleagues who have since performed at a good level.
- NQT was provided with a comprehensive package to support their induction with the additional support of an NQT buddy (colleagues who have recently or just completed their NQT induction year). Additional support was provided for NQT whenever necessary despite the challenges of the pandemic.
- Weekly training sessions developed and embed teacher's subject knowledge of the curriculum and its implementation.
- Detailed overviews and medium term plans ensured that a broad curriculum was delivered. In the most recent survey 100% of children reported that they enjoy topic learning and the foundation subjects when in school.
- Teachers planning showed that children's learning is sequential with carefully planned learning targets, success criteria and activities that promote challenge for all abilities including those with SEND. 90% of English planning, 90% of maths planning and 70% of topic planning has evidence of this. Where planning does not meet expectations, feedback and support is given as needed.
- Reading starts with a focus on phonics alongside developing a love of books from the Nursery upwards. Active reading is now an embedded practice across the school. End of KS2 data 2019 – 2021 reading data is above national 2019 data.
- Phonics results are consistently in the highest 20% of all schools nationally and significantly above average.
- Formative and summative assessments take place effectively from Nursery to year 6, please see the assessment policy for details. This ensures that teacher's planning is well informed and child led.
- Teacher's feedback and marking is driven by the individual needs of the children and includes high quality next steps and target setting. Pupils actively engage with the challenges set and are able to explain how they know that they are doing well with increasing confidence.
- English marking policy updated to encourage greater engagement with children's learning.
- Data is collated termly and reported to the governing body and parents/carers. Based on this data, targets are set at individual/class/year group and whole school level.
- Data is used to make baseline predictions for each year group in key areas and for combined scores. Documents produced in data track meetings with SLT to ensure enhanced provision is achieved within the classroom for children at risk of falling behind whilst SLT provide additional support.
- Data is tracked for all pupils and vulnerable groups are monitored closely to ensure that gaps do not widen. Data track meetings identify children who will be targeted.
- Data is used to identify any child that may not be making sufficient progress so that actions or support can be considered early on.
- The provisions made for SEND children are done so excellently by the lower and upper school SEND coordinators. They ensure a good balance between children with significant SEND receiving targeted interventions and the opportunities to flourish with their peers in class.
- Pupils with SEND and/or disabilities are making some very good progress. The SEND coordinators are able to highlight particularly good progress in children where the learning is based on their academic abilities but inclusive at the same time.
- Creative curriculum and Skills co-ordinators ensure that subject content is taught systematically to ensure pupils acquire intended knowledge and skills. This allows children to experience a sequential learning experience with clear end points.
- Whole class reading lessons with a focus on 'Active Reading' strategies now take place from Y2-Y6. Lessons are planned around the reading domains and questions are particularly higher order including inferential, evaluative and reflective allowing for high quality engagement with texts.
- A range of specialist services are provided by the school such as speech and language, mental health, family outreach worker, dyslexia teacher, sports coaches and Art/French/Music teachers.

Impact:

The following data is taken from finalised data published by the DFE in December 2019

EYFS GLD		Year 1 phonics		Year 2 Phonics	
CL	Nat	CL	Nat	CL	Nat
79%	72%	94%	82%	97%	NA

2018 – 2019 Data

(Figures in green indicate above national average)

KS1 Expected Standard								KS1 Greater Depth							
Reading		Writing		Maths		Com'		Reading		Writing		Maths		Com'	
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
81%	75%	74%	69%	80%	76%	71%	65%	31%	25%	26%	15%	26%	22%	12%	11%

KS2 Expected Standard										KS2 Greater Depth									
Reading		Writing		Maths		SPaG		Com' (RWM)		Reading		Writing		Maths		SPaG		Com' (RWM)	
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
74%	73%	79%	78%	89%	79%	87%	78%	67%	65%	35%	27%	26%	20%	32%	27%	50%	36%	14%	11%

Progress (with confidence intervals in brackets)					
Reading		Writing		Maths	
-0.7 (-1.9 – 0.5)		-0.1 (-1.2 – 1.0)		0.4 (-0.6 – 1.5)	

KS2 Expected Standard – Vulnerable groups (brackets = national data)							
Gender (Girls to Boys)		FSM (Not eligible to eligible)		SEN (Not SEN to SEN)		EAL (English to EAL)	
Girls	65%	Not Eligible	70%	Not SEN	71%	English	63%
Boys	64%	Eligible for FSM	33%	SEN	25%	EAL	66%
Difference	1% (10%)		37% (NA)		54% (NA)		-3% (NA)

EYFS GLD 2021	Year 1 Phonics 2021
26%	90%

2021 Teacher assessments compared to 2019 national averages. No 2021 national data available due to COVID 19

KS1 Expected Standard 2021								KS1 Greater Depth							
Reading		Writing		Maths		Com'		Reading		Writing		Maths		Com'	
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
80%		59%		78%		53%		25%		13%		23%		10%	

KS2 Expected Standard										KS2 Greater Depth									
Reading		Writing		Maths		SPaG		Com' (RWM)		Reading		Writing		Maths		SPaG		Com' (RWM)	
CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat	CL	Nat
80%		70%		79%		76%		65%		37%		21%		29%		24%		15%	

- 2021 Yr 1 phonics is above 2019 national



	<ul style="list-style-type: none"> • 2021 KS2 data is broadly in line with 2019 national data despite the pandemic • 2021 KS1 reading and maths above 2019 national data • 2021 KS1 and 2 greater depth reading and maths above 2019 national data
<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Data track meetings to identify individual children, monitoring of data by assessment lead and reporting to governors, gaps to reduce by up to 10% Partially Met 2. CPD for teachers to deliver online learning, setting up of emails for children and classes, utilising the government scheme for laptops and internet access. Met 3. A greater emphasis within the foundation subjects and creative curriculum to embrace cultures represented in our community. Partially Met 4. Class dojo to be set up for every child and the associated parent app. Met 5. CPD for staff for end point assessments. Met Moderate the quality of end point assessment activities. Partially Met 6. SLT course for new phase leader, Continued development of the middle leader role. Met 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Internal end of Key stage 2 data shows that disadvantaged outperform non-disadvantaged in RWM 2. 100% of children had access to online lessons via Microsoft Teams, loaned devices and internet access offered to those who requested it. 3. Celebrating cultures was planned to be implemented and held back due to lockdown. Online projects provided an alternative celebration of culture for all pupils. 4. Class dojo were set up for every child and 236 parents have accessed the app. 5. All staff trained and end point assessments were developed. Implementation has been delayed. 6. SLT and middle leaders completed training requirements
<p>Areas for development</p>	<ul style="list-style-type: none"> • Gaps for disadvantaged to be reduced significantly in Yr 1 Reading, Yr 2 maths Yr 4 maths. • Develop online learning provision for SEN children or narrow the gap in school in years 3 and 4. • Children speak articulately about their learning in all subjects. • Further promote celebrating excellent learning behaviours with parents via the class Dojo platform. • Continue to develop the curriculum so that children can demonstrate secure subject knowledge and skills with clearly defined end points. • The SLT team to facilitate and maintain increasingly outstanding teaching and learning across the school. • Further develop assessment to track the flight path of individual children maximising progress opportunities for low, middle higher attainers.



BEHAVIOUR AND ATTITUDES – Good

Strengths

- Excellent systems of support for children who struggle with their choices.
- Dedicated professionals employed to support children.
- Marked Improvement in communication and systems used.

Behaviour

- Chase Lane's school values are key to high standards in behaviour. The continued positive promotion by all staff of respect, trust, equality, resilience supports positive behaviour across the school
- Chase Lane maintains high expectations for pupil's behaviour and conduct, by value assemblies, role model wrist bands, class Dojo's, parental involvement, consistent behaviour systems in the classroom (traffic light)
- Class logs allow us to monitor children's behaviour choices to target support when necessary.
- The school operates a system for 'hotspot' children. These are children who may pose challenging behaviour or have additional emotional wellbeing needs. Support is provided by two behaviour champions.
- Behaviour champions run lunchtime sessions, social skills groups' and one to one sessions to support any child who struggles and/or needs emotional support. 39 children have benefited from social skills groups 20/21.
- The school maintains clear records and tracks significant poor behaviour and other related data. This is reported termly to governors and can be found in the Headteachers report. An example of such info would be: *Behaviour incidents are tracked and reported by the number of letters sent home.*
- The school tracks and logs any cases of bullying or discriminative behaviour. 20/21 – 9 logged incidents. See Headteachers report to governor
- The number of letters sent home is communicated to all parents (anonymously)
Letters sent home during 20/21
Autumn Term – P38 – R15
Spring term – P 21– R10
Summer term – P 31– R 18
- There were no fixed term exclusions for 20/21

Attitudes

- Senior Leaders are on duty every day welcoming the children into school, supporting at break and lunch times and again at the end of the day. Parents value this presence immensely and is an integral part to our community status and togetherness.
- Policy is clear, consistently applied and done so fairly by teachers and support staff so that the children are clear about the expectations. Yr 2 – 4 99% of children said they felt happy at Chase Lane Primary school. Yr 5-6 95% of the children said they felt happy at Chase Lane Primary school.
- On the last survey 100% of year groups said that they enjoy topic lessons
- Children's attitudes to learning are excellent as reflected in class logs and class based 'Values' assemblies and the 'Value Tree' and their resilience to COVID systems in place is wonderful. 100% of cleaning logs show that children are taking a shared responsibility for the Covid response.
- The value of resilience has helped the school instil a positive attitude in children to rising to the challenge.
- Children's books show that they receive regular next steps and engage with them. 89% of English books show suitable NS 90% of Maths books show suitable NS.
- Senior leaders make early morning calls to impact positively on attendance resulting in 97.3% for year 20/21. This is above the 96% national expectation. Attendance is celebrated in weekly assemblies as well as published in the weekly newsletter to parents. There are termly and annual prizes for those with 98% or above.
- Safeguarding is effective and any concerns are raised effectively and acted on immediately. All associated data is reported to governors in the Headteachers report. The safeguarding link governor meets termly with the head and the Office manager to check the SCR. Weekly safeguarding reports are sent to the link governor. All relevant stakeholders are updated on a need to know basis at least half termly.

<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Throughout 2020/21 a continued drive in parental communications regarding online behaviour and particularly social media issues amongst children. Met 2. School council leaders to facilitate pupil voice within the limitations of coronavirus restrictions. Met 3. Employ traded service for EWO. ELT Morning phone calls. Safeguarding referrals. Complete all CME's and CMFE's. Met 4. Provide further opportunities to develop cross phase learning in the forest school environment. Partially Met Whole school staff training. Met 5. Continue to communicate effectively. Met 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Behaviour Newsletter and further communications sent out to parents that addressed online safety. 93% of parents agree (Aut 2020). 2. School council children presented proposals to the head. Actions include additional equipment purchased and xxxx. 3. A new EWO was appointed, ELT morning phone calls continued to take place.2020/21 attendance 97.3%. 4. All teachers received forest school training which enabled all children in the school to access the area during a well- being day. 99% of children said they felt happy at Chase Lane Primary school (Aut 2020) 5. Both staff and parent surveys showed very positive feedback in regards to how the school communicates effectively.98% of parents said that the school communicates effectively and 100% of staff felt they were communicated with effectively.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Continue to signpost families to high quality resources that address online risks to children including the responsible use of social media. • Raise the profile of online safety in weekly computing lessons • Develop further pupil voice and representation of the school council. • Provide further training for support staff in how to manage behaviour effectively. • Continue the development of the use of outdoor spaces such as the Forest School and the well-being centre. • Consolidate practice of self-value, reflection and respect building on the positive behaviours of students and staff. • Continue to monitor and support attendance of all pupils including those who present challenging behaviours • Continue to maintain excellent communications with parents supporting children academically and socially.



PERSONAL DEVELOPMENT – Good

Strengths

- Ofsted March 2017 'it was clear to see that the atmosphere is calm, happy and busy.'
- Pupils' behaviour, attitudes to learning and respect for each other are good. They feel safe, are very proud of their school and contribute strongly to the positive atmosphere. Jenny Moseley (behaviour consultant) stated that the behaviour in school was good with some excellent features-April 2016.

- Well-being of both children and staff has been a priority for 2020/21
- X2 well-being co-ordinators appointed
- Parent and children's surveys feedback very positively regarding well-being.
- Staff took place in well-being activities and have a range of resources at their disposal. 98% of staff agree with this.
- Chase Lane promotes strong values and consistent rules to ensure that children can flourish in its diverse community. The school continue to develop strategies to celebrate diversity and during 20/21 an online celebration of culture and heritage.
- The value of resilience enables the school to develop strength of character and staff support children in showing this in their day to day learning and never give up attitude to challenges set.
- Children's spiritual, moral social and cultural development is done so respectfully through carefully planned religious education, PSHCE education and the school's values of respect and equality. This is seen in whole class P4C teaching and evidenced in whole class P4C books. In addition, children's cultural heritage is celebrated openly across the school and in class. This results in all stakeholders holding unique qualities in which they take pride.
- Children are taught about rule of law, democracy, individual liberty and tolerance and this is evident in how children work seamlessly together in groups that have many cultures and religions combined.
- P4C gives children a voice in taking part in learning in a new way allowing them to give their point of view verbally or by action again evidence is abundant in whole class books.
- Children understand that protected characteristics are to be respected. For example, in the academic year 2020-2021 there were 9 incidents that were either racist or a related to cultural background.
- To promote positive personal development, we value the concept of transition immensely. Carefully planned transitions from home to nursery and subsequently between each year group are done so meticulously to ensure that transitions are seamless for the children. In addition, we have excellent transition for secondary school and children start to develop the skills needed in preparation for secondary in year 5.
- RSHE is to be delivered according to the DfE's recognition that '*Sex and Relationships Education should contribute to the foundation of PSHCE & Citizenship*' and was implemented during summer term 2021.
- 'One Decision' resources have been introduced to support the RSHE requirements and parents have the opportunity to view the content relevant to their year groups.
- Children are consistently taught about healthy life styles and the importance of exercise. The school have now introduced two hours of PE for children in years 1 to 6 .
- A special feature of the school is the number of voluntary roles KS2 children take on to support our school in many different ways e.g. peer mediators, learning buddies, prefects, canteen champions. These roles will reconvene as soon as it is safe to do so.
- The usual range of clubs were on hold whilst all children from Rec' to year 6 are given the opportunity to take part in weekly afterschool boosters. This is further developing children's confidence and reflects their true determination to achieve well having returned post lockdown.
- There are usually a range of extra –curricular activities available to children that include chess, languages, reading, gardening, art, music and a range of sports (restarted Aut 21).

<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Embed the teaching of RSHE in the summer term 2021. Met 2. School council to work alternatively to ensure that pupil voice is maintained. Met 3. EAL team to support development of celebrating cultural heritage for all groups of children. Met 4. Furnish and prepare the well-being centre. Met 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. 100% of parents invited to consult on RSHE teaching resources. 100% of teacher's received training and implemented the RSHE curriculum during summer 2021. 2. School council children presented proposals to the head. Actions include additional equipment purchased and xxxx. 3. A Sway project was actioned which enabled children to celebrate their cultural heritage amongst their peers. 4. The well-being centre is furnish ready for groups to start in 2021/22.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Increase provision for children and staff to take part in well-being activities • Embed the delivery of the new SRE curriculum and continue consultation opportunities with parents. • School council to run consistently, twice per half term. • Celebrate school's diversity with the whole community and embed within the newly prepared foundation subject's curriculum. • Quality assure opportunities that celebrate personal cultural heritage within the curriculum. • Monitor the quality of the celebration of diversity within • Continue to develop the use of the outside environment. • Continue to develop the use of the well-being centre.



LEADERSHIP AND MANAGEMENT – Good

Strengths
The leadership team has changed significantly but they hold true the schools aims and values and work consistently in delivering them. The leadership team is one that leads by example. It takes part in all training and works alongside each team to get the best for the children. The Leadership team work very well to ensure that the experiences of children are broad and balanced. The leadership team has worked hard to create opportunities for CPD and strengthen the school's leadership further.

- Leaders at the school have shown great determination in delivering all of the expectations of the DfE throughout the COVID response. The welfare of children and staff alike has been at the forefront of all initiatives and all guidance has been followed. The school has not had to close.
- The office management has been pivotal in maintaining excellent communications between school, governors and families throughout. Parental Survey during lockdown states that 98% of parents are satisfied or better with the school's continued communications.
- Chase Lane has a culture of high expectations for all children and the majority of children achieve well as indicated by data summary page at the beginning of this document which shows our ambition in the targets set out and the achievement of these.
- Chase Lane has a clear vision supported by strong values set out in our policies and procedures. The school's improvement plan is carefully crafted to reflect the school's agenda and the national context. This is a live document that is evaluated regularly and amended appropriately. There are clear lines of accountability. This is supported by a detailed CPD training programme for staff. This indicates the whole school involvement in school improvement and accountability.
- The school has a very strong family ethos. They are the centre of our community and are in everything we do and can be illustrated in the following practices: Families are greeted every day by the SLT and wished good night as they leave. Families are invited into the children's learning experience via Microsoft Teams. Communications are made to parents on a termly basis regarding academic progress. Behaviour communications are made in person and in writing. In addition to the weekly newsletter, there is also a termly behaviour newsletter. 20/21 parental survey indicated that 98% of parents were satisfied with the levels of communication from school.
- All staff are part of an annual induction of key policies and practices including further support for NQT's. The impact of this can be illustrated by the fact that all NQTs in the past three years have met the standards. Staff new to the school have been successfully inducted.
- Safeguarding policies and procedures are very good and embedded in whole school practice. All staff teams receive termly training. The governors safeguarding link meets termly with the safeguarding lead, checks the single central record and reports back to governors.
- There is a very effective system of reviewing and maintaining up to date policies and procedures.
- The governing body is represented by a range of professionals who constructively engage in critical dialogue with the school. When necessary they provide challenge and follow current guidance in all key respects and the quality of challenge is also evident in the minutes of meetings. Governors work strategically to ensure that outcomes, attendance and provisions for the disadvantaged are all at a good or better standard. In the past year governors have supported school with all recruitment in line with safer recruitment guidelines. In addition, governors have reconstituted their make up to meet the needs of the school. Annually governors undertake a skills audit and the chair of governors publishes a self-review document which informs the training link governor to source appropriate development opportunities.
- Staffing is arranged strategically so that each class has the best and most consistent learning experience possible. In addition, senior leaders hold teaching responsibilities to target certain groups of children.
- Leaders work hard to ensure that transitions for children are well-managed for example; year 5 children been mixed for year 6 as a small step to being secondary ready
- In line with expectations of the Equalities Act, senior leaders ensure that SEND and other targeted vulnerable groups are making progress, monitoring and reporting to governors' the gaps.
- SLT undertake regular monitoring of learning and analyse data. This is then shared with class teachers to identify the needs of individual children and provide necessary support.
- Rigorous performance management takes place with the teaching standard and the learners experience at the heart of it. Threshold increments are awarded on merit only. Staff are supported by leaders and peers as well for example last year's NQT's support this years ECT's.
- The school is immaculately maintained as part of the PFI project and health and safety is taken very seriously. In addition, this is reported to governors.
- In order to reduce staff work load and support well-being teachers are given additional time to plan for trips and other creative learning experiences. Teachers are also given additional time to ensure that the learning environment is organic reflecting the children's learning.
- During the response to the pandemic, a survey sent out in Jan 21 98% of parents said that regular communication is received and this was thought to be at least good or better. This supported the remote learning offer and therefore ensured that children had access to learning during this period.
- 20/21 staff survey indicated that 98% of staff feel well supported in their mental health and well-being.
- During the lockdown in 21 100% of children had access to live online teaching.



<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Book external audits in key areas Partially Met 2. Appoint Local authority EWO service Met 3. Appoint well-being coordinators for both staff and children Met 4. Continue to find alternative measures to further support staff with workload Met 5. Link governor meetings to be diarised and take place termly. Met 	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. An external audit for the disadvantaged took place during the Summer term. The salient points are being actioned for 21/22. A whole school review of assessment will track LMH attainers flight path. 2. A new EWO was appointed and school attendance was above national expectations. 3. Well-being leads were appointed for both staff and children which enabled children and families to receive the support they needed 5 family supported and two Yr 6 workshops run by the MHP. Staff have a safe platform to raise any concerns. 100% of staff agree (Jan 21) 4. Various measures actioned throughout the year in response to the pandemic e.g. online CPD and rota system in place 100% of staff are satisfied or more with the current work rota that is in place. 5. Meetings took place termly which enabled governors to gain a greater understanding of their subject area. Positives were acknowledged and questions raised to challenge the school. E.g. PP link governor requested that further lockdown data be reported.
<p>Areas for development</p>	<ul style="list-style-type: none"> • Continue to prioritise the well-being of staff and children • Provide further external challenge in some key areas of school provisions. • Achieve attendance above 96% for 21/22 (not including COVID related absence) • Continue to raise the profile of school governors with staff. • Implant and monitor the new ECT programme of study. • Lead initiatives to further reduce the gap for disadvantaged children and those with SEND.



QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths
Chase Lane does not formalise its foundation stage and allows for a child led curriculum. Staff are outstanding in observing carefully against the key areas and moderating internally and externally their final judgements. Children make excellent progress across the early years. Children achieve above national GLD.

- Our provision is highly valued and respected in the community. This is evidenced by a constant high demand for places in the Nursery and Reception.
- The schools participation in the 2020 NFER baseline assessment pilot was completed and informed practice for 2021.
- Baseline is made within 3 weeks of a child entering the FS. Year on Year the Nursery baseline is very low. 2020-21 entry data detailed CL 44%, PD 37%, PSE 22%. (2020 data) The progress in Reception at the end of Foundation Stage is historically very good GLD 2017 71%, GLD 2018 76%, GLD 2019 79% however the pandemic has caused a significant drop to GLD 2020 - 26%
- Overarching, medium and long term plans provide a skeleton structure which facilitates a highly personalised curriculum plan with the focus on the unique child. The school vision promotes this further encouraging children to question the world that they live in so that they are well prepared for their future. This results in a wide variety of learning activities, which stimulate interest and curiosity in all areas of learning.
- All Foundation Stage staff are encouraged to embrace innovative action research and proven strategies to further enhance the curriculum development and children's learning experiences. This includes training and preparation for implementing the new 2021 EYFS reforms.
- Phonics teaching and learning as a stand-alone area is outstanding. Results for children passing the Year 1 phonics screening test showed 98% for 2018, 94% for 2019 and 2020 and 90% for 2021. The 2021 data is a true testament to the strength of the online provision provided during the pandemic.
- Further development of the Foundation Stage learning environment continues to promote a language rich environment which enables the children to acquire a secure understanding and use of the English language.
- A broad range of outside providers enhance the curriculum e.g. the Science Museum, a farm visiting, having a drama based phonics weekly session, story-telling workshops and themed workshops. These experiences allow for first hand, experiential and meaningful learning. (on hold due to pandemic)
- Accurate and ongoing assessments are used, reviewed and analysed to direct additional support/interventions including vulnerable groups such as the disadvantaged and SEND.
- Accurate and ongoing assessments ensure teachers plan a coherent and well sequenced curriculum that builds on what children know and can do and allows those children to benefit from a meaningful curriculum which embraces the development of a rich language experience.
- Continual assessment through snapshot observations, long observations and ongoing AFL allows teachers to adapt their teaching as necessary in order to respond to the individual children's needs. Changes due in September 2021 will see the continuation of targeted observations that require minimal recording.
- The school actively promotes its Golden rules and the Foundation Stage use them consistently to support the children in managing their feelings and behaviour.
- Outreach worker runs very popular Stay and Play groups for parents with preschool children including access to a toy library for all families. The children attending this group experience a wide range of exciting and engaging activities and parents are encouraged to actively take part. This further develops parents' understanding of how to support their child's learning at home and instils the importance of excellent school attendance.
- The quality of teaching is consistently good (teachers and support staff) with many outstanding examples of practice and as a result, all groups of children make good or better progress. 2021 progress has been hindered for early years children due to the pandemic.
- Children demonstrate independent and safe learning behaviour. They are actively encouraged to take managed risks and to tackle challenges individually and with their peers. Staff extend and develop children's critical thinking through questioning and scaffolding.
- Reception postponed alternate weekly stay and read/maths sessions for parents with a high regard for and to promote a love of reading and maths. This includes stories from a range of the cultures represented. To restart 2022.
- Online teaching and learning has enabled parents to understand and support their child's learning in phonics, maths and literacy.
- Parents are actively engaged in supporting children in their learning through a variety of well-supported trips, activities and workshops (on hold due to the pandemic). Feedback opportunities given every half term where staff report on the children's learning and special books.
- Teachers report formally on a termly basis on pupil development with two opportunities to meet parents to discuss progress and attainment. In addition, the open door policy within the Foundation Stage allows for a meaningful and ongoing dialogue to support pupils progress and well-being.
- The Foundation Stage promotes home learning with weekly phonics challenges. Maths challenges are set regularly and topic homework is set out as often where possible. Homework includes half-termly words and sounds sent home for parents to help their child as well as, reading packs, holiday activity packs and open-ended maths activities.
- Transitions throughout the EYFS and up to Year 1 are carefully crafted to support individual needs. Families are heavily involved in this process which can include home visits, numerous timetabled visits to see new teacher and personalised transition booklets for SEND children.
- The leadership of Foundation Stage is very effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Sixteen 30-hour places are available in Nursery following the government's additional provisions.



<p>Actions from previous year:</p> <ol style="list-style-type: none"> 1. Environment walks to identify areas for development and provide support in making improvements (FS phase leader) Met 2. Staff training to ensure that FS and KS1 fully conversant with new systems and opportunities to be provided for evaluative feedback. Partially Met 3. Data track meetings to allow opportunities to use the words and sounds information to have a positive impact on the children's learning. Met 4. Provide further opportunities to develop cross phase learning in the forest school environment. Partially Met Whole school staff training. Met 5. Environment walks and lesson observations to highlight areas for development and relevant support/expectations provided. Met 6. FS phase leader to monitor writing data and feedback to ELT termly. Action points raised through data track meetings. Not met 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • Working walls for maths, literacy and phonics have now been embedded in Reception. 100% of reception children better prepared for the transition to year 1 learning. • All Early Years staff trained in the new EYFS reforms. EYFS and KS1 staff actively delivering updated phonics programmes. XXXX • Data track meetings all completed, a greater impact on children is necessary. • Nursery children took part in Forest School sessions throughout 2020-2021 which further enhanced opportunities and well-being for all children including those who are disadvantaged and SEND. • Areas for development identified and improved as in bullet point 1 above. Further development required. • Writing in the EYFS was affected significantly by the pandemic. <p style="text-align: center;">Use some internal monitoring data for this section</p>
<p>Areas for development</p>	<ul style="list-style-type: none"> • Further develop learning environment to support language development. • Embed the new words and sounds assessments to further develop diagnostic approach to targeted learning. • Continue to develop the Forest school beyond the foundation stage. • Further develop opportunities for independent writing in the foundation stage e.g. writing stations, baskets etc. • Implement the changes to the early years foundation stage (EYFS) framework. • Develop an assessment framework that highlights progress in the new EYFS framework that tracks the flight path of children based on the baseline assessment.



OVERALL EFFECTIVENESS – Good

Strengths

- The school's values are core to everything and are very well known by the children.
- Safeguarding is effective. Policies and procedures are known and embedded throughout the school with all teams.
- The Overall quality of education at Chase Lane is at least good and in some cases outstanding. This can be seen in children's books and the vibrant displays around the school. Children's work shows that a broad and balanced curriculum is delivered. The school continues to further develop the experiences of children.
- The PFI contract is carefully managed to ensure the outstanding environment is maintained to the highest standard.
- The Foundation stage ensures that children make excellent progress from what are often very low baselines.
- Pupils enjoy a broad topic based and increasingly creative curriculum. The school does not narrow its curriculum and works hard to maintain exciting learning experiences both in and out of school for all children.
- The curriculum is enhanced by many first hand experiences in school and off site e.g. drama groups, artists, sports stars Instrumental lessons are enjoyed by many, currently approximately 150 children.
- Teaching is good and increasingly outstanding.
- Pupil attainment is good and in some aspects outstanding – Phonics data is in the top 20% nationally Behaviour is good.
- All KS2 children have swimming lessons and participate in competitive sports.
- Artwork and displays around the school create an outstanding environment for the children to learn.
- Each year, there are 20+ different clubs offered to the children during, before or after school, many of which are oversubscribed and further enrich our curriculum.
- Wrap around care is offered from 7.45 to 6.00pm

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	Click here for most recent Ofsted report . Waltham Forest Dashboard for Schools, FFT Aspire
Quality of education:	School Values, National Curriculum, Curriculum Overview, Medium Term Plans, P4C, Teachers Standards, Headteacher's report to governors.
Behaviour and attitudes:	School Values, Behaviour newsletters, Headteacher's report to governors. Children's books.
Personal development:	School Values, Religious Education, Medium Term Plans, Statutory DfE Guidelines.
Leadership and management:	All school polices. School Newsletters. Reporting to parents documents e.g. academic reports and behaviour communications. School Improvement Plan. CPD training timetable and records, internal data of all children including vulnerable groups, GDPR policy.
Quality of education in early years (if applicable):	School Values, Early Years Statutory Framework, Development Matters in the EYFS, Weekly Plans, Planning Scrutinies, Special book looks.
Overall effectiveness:	School Values. Safeguarding, T &L, Creative Curriculum policy. Curriculum maps.