



# Magdalen Gates Primary School

**Self-Evaluation Form & School Improvement and Development Plan**

**April 2021 to March 2022**

What we have achieved so far!

## Our Vision for Magdalen Gates - **By 2025...**

2021 Update	2022 Update	2023 Update	2024 Update	2025 Vision
During the pandemic the curriculum development has continued. Challenges overcome include: BLM, digital divide, remote learning. The curriculum is more developed than in March 2020.				<b>Covid Recovery:</b> The curriculum will evolve each year to reflect the needs of the children. It will have addressed the social, academic and cultural deficit from the Covid lockdown. Models of blended learning will be embedded in daily practice.
Predicted results for KS2 SATs in 2021 were: R-84%, W- 72%, M- 72%, GPS - 72%. RWM – 72%. Y1 (taken in Y2) Phonics check = 92%. EYFS GLD in 2021 = 42% (This was significantly affected by Covid-19)				<b>Results Improved Again!</b> The school will have come out of the Covid-19 pandemic stronger than it went in. Results will be improving year on year.
New (Covid) behaviour policy in place. Behaviour incidents reducing over time. Behaviour support plans in place and working. CPD for all staff on the vision and values.				<b>Shared Clarity:</b> Of vision and process. Of inclusion and behaviour.
HT led leadership CPD for a local Academy Trust. AHTI addressed student teachers for NTTC on inclusion. AHTI is on training with the Research School to become an ELE. Partnership with UEA to host SaLT students in school. Partnership with Norwich School during Covid lockdown.				<b>Working in Partnership:</b> Magdalen Gates will be working in partnership with schools and organisations locally and nationally. Interactions with Teaching School Hubs, ITT providers and other strategic partners will drive school improvement. The school will be a giver and receiver of support. Staff will work as SLEs and Change Leaders to support school improvement across the County.
CPD programme underway. On track for implementation and addition to pedagogy in Sept 2021. There has been a lot of CPD input in the Summer Term '21. Embedding is now key.				<b>Outstanding Education for All:</b> Teaching and Learning. Pastoral support of children and staff. The school as a vehicle for social mobility
Too early for data. No children have left since this plan was started.				<b>Thriving Beyond Mag Gates:</b> Children who leave Magdalen Gates Primary will be thriving at high school and beyond. They will be resilient and motivated learners. This will be especially true of the most vulnerable children.
Engagement with the N&N Festival. Morrisons Community Champion. New Governor is a local councillor. Bus tour for KS1 & EYFS. Head Teacher and EYFS Lead hand-deliver welcome packs to new September starters to be a visible presence in the community and to further develop our understanding of the children's contexts.				<b>Community Coherence and Engagement:</b> The school will be the social and cultural hub of the community. Events, performances, workshops and visits will further enhance the local area.

## The Context of the School -September 2020

Magdalen Gates Primary School (MGPS) serves an urban community with a complex range of characteristics. Although similar to other Norwich city centre primary schools, the distinctive features of MGPS are reflected in the diverse community that it serves. With 200 children currently on roll, 31% have English as an Additional Language (EAL), 31% are in receipt of Pupil Premium funding and 20% are on the SEND register. Safeguarding is a prime focus for us and keeping the children safe and ensuring that they understand steps that they can take themselves to keep safe is a key thread that is woven through everything we do.

Our spiral curriculum has been designed to reflect the needs of the community and is centered on key themes that draw the school together, such as 'Community' and also prepare the children for life in a rapidly changing world – for example 'Technological Advancement'. As a school team, we have worked hard to clarify our curriculum *intent* and this academic year we will embed our long and medium term plans and evaluate the impact of teaching and learning across the school.

We are proud to be at the centre of a diverse and vibrant community, and our curriculum and approach is reflective of that diversity. Every child and family that we welcome to our school has the right to feel at home here and the right to learn the knowledge and skills they will need later in life; this is not just reflected in our direct engagement with families, but also in the structure and content of our curriculum, in the pedagogical approaches we take to meet a range of needs and in the pastoral support we are able to offer. The school has been recognised for its work on educating people around refugees and asylum seekers as a School of Sanctuary, and we are proud of our work with young carers. In collaboration with Caring Together we have not only earned our Carer Friendly Tick Award but also helped that organisation to develop training to support other schools in this work.

The school has a firm commitment to meeting children's special educational needs. Class teachers and the SENDCo work closely with children and their families to plan provision and we have good links with a range of external agencies where this is needed. During lockdown, we have adapted this provision to ensure that children's targets and support available are relevant and manageable too.

The leadership team started working together at the beginning of the Covid-19 pandemic in April 2020. They are continually forward thinking and see every obstacle as an opportunity to develop practice and make improvements to the way that the school runs on a day-to-day basis. The school received positive feedback from parents, children and the Local Authority for the way that the leadership team balanced the safety and well-being of the school community whilst prioritising learning for both those children at home and at school. By focusing on the essential skills that the children needed to learn in each year group, and creating opportunities for enrichment such as whole school art pieces, teaching and learning was sustained for the large majority of children. The team ensured that all children had the opportunity to engage in Home Learning as work was both published online and sent home to families who were not able to use the technology. Those who found it harder to engage with remote learning were supported through the provision of laptops, data SIM cards and support from the pastoral team too.

Staffing over the last academic year has been mostly stable and the school has a highly committed and experienced staff team. There has been some turbulence in Year 6 over the last couple of years and a key priority this year has been ensuring that the Year 6 cohorts of the future are fully supported to achieve very well at the end of Key Stage 2. This has been achieved by appointing a permanent teacher to the Year 6 post in 2021. The last published SATS results (2018/2019) demonstrated an upward trend for MGPS and the RWM combined was above the local and national average (66% EXS+). If the SATs had gone ahead in the Summer of 2021, the Year 6 cohort was predicted to achieve in line or above previous national standards. The school community were particularly proud of the Reading results in 2019 which were 79% EXS+ and reflect a whole school commitment to promoting reading for enjoyment and understanding. Our reading curriculum is based on the programme Destination Reader and is a cornerstone of our curriculum design. Following the 18 months of disruption due to the Covid-19 pandemic, phonics and reading were given a special priority within the school to address the learning deficit that was created during that time.

## Progress since the last Ofsted inspection (March 2018)

### 1. The school implements one systematic, synthetic phonics programme to support the teaching of phonics from Reception to Year 2.

**What have we achieved?**

Read, Write Inc was introduced across the EYFS and KS1 in 2019. The EYFS & KS1 lead provides regular training and support for the Educational Assistants (EAs) who deliver the sessions. This was weekly during the 2019/20 academic year to support the introduction of the programme and will be fortnightly during the 2021/22 year to support the Covid recovery. 1:1 intervention sessions are in place for children who need to continue to develop their phonological awareness in KS2. A quick response to the drop in attainment following the Spring lockdown in 2021 has enabled children to start the journey back to pre-lockdown levels – this is due to a concentration of resources on early reading.

**How do we know?**

The EYFS & KS1 lead has been released from teaching during the 2019/20 academic year. 80% passed the Phonics Screening check in 2019 92% passed in Dec 2020 During the Educational Challenge Partner (ECP) visit in January 2020, children were observed to be taking part and achieving in RWI sessions. Achievement in phonics significantly dipped after lockdown, but has been rising steadily again. EYFS and Y1 were particularly affected.

### 2. There is a clear rationale for the use of reading journals and that teachers carefully track the reading choices of pupils in KS2

**What have we achieved?**

Destination Reader has been introduced in KS2. This allows the class teachers to track the reading choices of the children in their classes. For Covid safety reasons, reading journals moved online in Sept 2020. Children and parents record their reading and reflections on reading on Tapestry instead. This allows greater reflection for the children and the teachers are able to monitor and respond to the reading that the children are recording.

**How do we know?**

The ECP visit reported that there was a great depth and enjoyment of reading. Children have reported an increase in enjoyment and engagement in reading. At the end of KS2 in 2019, 72% of children were at EXS for Reading and 20% were at GDS. In 2021, internal data showed that 84% of Y6 children were working at EXS.

### 3. New initiatives, for example the teaching of handwriting and presentation, are fully embedded in teacher's practice and have a positive impact on accelerating pupil's progress and raising their attainment.

**What have we achieved?**

The Nelson handwriting scheme was introduced in September 2018. From this point, the marking policy was reviewed and there was a greater emphasis placed on the quality of presentation in books including awards from the Head Teacher. (Pre March 2020) The emphasis of the SIDP and SEF in 2020/2021 is one of monitoring, evaluating and embedding practice throughout the school.

**How do we know?**

Book scrutiny on January 2020 showed that the teaching and learning of handwriting was still not embedded, and lockdown has had a significant impact on this. The focus on evaluating and embedding is evident in the Head Teacher's appraisal targets as well as the targets of the senior leaders and teachers too.

## *Our Priorities for the 2021/22 Academic Year*

**Implement a recovery curriculum for the school following the Covid-19 pandemic of 2020/21**

<b>QUALITY OF EDUCATION</b>	<b>LEADERSHIP AND MANGEMENT</b>	<b>BEHAVIOURS AND ATTITUDES</b>	<b>PERSONAL DEVELOPMENT</b>	<b>EARLY YEARS</b>
<ul style="list-style-type: none"> <li>• Apply evidence based learning to develop pedagogy and teaching for retention.</li> <li>• Ensure a shared clarity of assessment across the curriculum – Agreed methods of assessing, VNET Assessment Project, greater understanding throughout the school.</li> <li>• Consolidate the work put into handwriting and presentation.</li> <li>• Develop a shared clarity of high expectations of engagement in learning across the school – through the active removal of barriers for all students, especially those with SEND.</li> <li>• Combine the existing strengths into a defined reading culture throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the development of the governing body.</li> <li>• Maintain and embed the focus on Shared Clarity through the school.</li> <li>• Establish a clear protocol for decision making which protects staff wellbeing and drives the improvement priorities of the school.</li> <li>• Further develop the layers of leadership throughout the school – SLT, KSL, Lead MSA &amp; roles for children – with clear lines of accountability.</li> <li>• Leaders at all levels engage in monitoring and improving outcomes for all disadvantaged children and those with EAL and SEND.</li> <li>• Maintain a bio-secure environment throughout the school building in line with Covid guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed a shared clarity of the expectations of behaviour and consistency or response that will enable the children to feel safe and happy in school – this is particularly important for children with SEND.</li> <li>• Create leadership roles for children in the areas of friendship and anti-bullying to promote positive relationships across the school.</li> <li>• Review the pastoral provision in the school to enable children to build resilience and motivation for learning.</li> <li>• Maintain the culture of high attendance following the Covid-19 pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• Create more opportunities for children to take leadership roles within the school.</li> <li>• Monitor the demographics of the children accessing extra curricula activities and work to meet the needs of all groups.</li> <li>• Address the social, emotional and cultural deficit that was created by the Covid-19 pandemic for the children and the staff of the school.               <ul style="list-style-type: none"> <li>○ Implement Zones of Regulation through the school.</li> </ul> </li> <li>• To increase the amount of pupil voice in SEND planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a shared clarity of the new Early Learning Goals – EYFS, SLT &amp; wider staff team.</li> <li>• Increase the outdoor learning opportunities that are available for the children.</li> <li>• Increase the proportion of children achieving the ELG in writing from 41% in 2021.</li> <li>• Improve the early identification and support for the increasing number of children in the Early Years who have English as an additional language, SEND and those that present with communication and language difficulties.</li> </ul>

Self-Evaluation	SEF for Quality of Education	
	Our Intent / Our Implementation / Our Impact	
What's working well?	<p>The <b>INTENT</b> of the curriculum is to be fully inclusive and is entirely focused on meeting the needs of disadvantaged children. It is intended as the primary tool for increasing social mobility and the creation of cultural capital. Subject Leaders are passionate about their subject areas and are members of the subject associations. The VNET Curriculum Review in Feb' 21 showed that <i>'All subject leaders were able to clearly articulate the rationale behind the curriculum offer for their subject. They made clear links to the context of the school and the importance of showing the children of Magdalen Gates that there were many opportunities for them in the wider world to broaden their horizons.'</i> The Pupil Premium grant has been invested in high quality educational resources including Mathematics Mastery, Destination Reader, Read Write Inc and RSHE solutions. These resources provide a coherent framework for the curriculum. Teachers have accessed high quality training in the core subjects through VNET Professional Networks. Good <b>IMPLEMENTATION</b> is achieved through the culture of learning within the school. Quality of Provision staff meetings enable teachers to build knowledge of how the curriculum is implemented through the school. Teachers also share best practice in these meetings. Pupil Progress Meetings on a half-termly basis enable leaders to monitor and evaluate the progress of the children and put plans in place to address misconceptions and gaps. The curriculum's <b>IMPACT</b> can be seen through the 2019 KS2 progress and attainment data which was above the local authority and national averages. Children enter the school in the Reception class below national expectations in all areas, they leave the school as confident and competent learners. Children are taught by a qualified music teacher and many have individual lessons which are subsidised by the school through the Pupil Premium funding. All children have access to Forest School provision throughout the year.</p>	
What needs to improve?	<p>An Assistant Head Teacher is continuing to lead a performance appraisal project into creating a greater shared clarity of how judgements are made of child attainment through the school. The three-year average of the pupil's outcomes is below the local authority and national levels. The school closures due to Covid-19 since March 2020 have interrupted the children's learning and there will be gaps in their knowledge. This academic, social and cultural deficit is being addressed. Handwriting and presentation are a key Ofsted priority and is a priority for the 21/22 year. The pedagogy project that was started in Summer '21 needs to be embedded. An extra focus is required to address the reading and phonics gap that was created by the Covid-19 pandemic. Covid-19 has also created a dip in reading attainment in KS1 and EYFS. Behaviours for and engagement in learning will be addressed through the introduction of CLIPs in lessons and the embedding of The Step planning concept. All staff need a deep understanding of children with SEND in the school – this will lead to better outcomes for those children and fewer disruptions to learning. <b>Writing in ks1.</b></p>	
What are we going to do about it?	<p>Use an evidence informed approach to the planning and sequencing of lessons through the development of The Step approach. Continue the work from the 20/21 year on creating a shared clarity of making judgements about attainment and progress – support staff with cpd, augment the system of assessment and increase confidence in data. The level of presentation in books needs to be better. Introduce CLIPs and The Step concept to increase the engagement in lessons and behaviours for learning. Invest time and resources into the development of a positive reading culture throughout the school and address the dip in attainment in KS1 and EYFS. SENDCo to ensure that children with SEND are supported through the forensic deployment of support staff and the implementation of SEN plans.</p>	
Judgement against the Ofsted criteria:		<b>GOOD</b>

#### RAG Rating Scale:

- **RED = Either it hasn't been started yet or it is in the early stages of change.**
- **AMBER = It has been started and there is some evidence of impact.**
- **GREEN = Evidence of impact has been measured and recorded.**

## SIDP for Quality of Education

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G	
AHT-A to continue her Appraisal Project into creating a greater <b>Shared Clarity</b> of assessment through the school. <ul style="list-style-type: none"> <li>Engagement in VNET Assessment Project with Dylan William.</li> </ul>	CD	Update to SLT every half-term.  Update Govs every term.	<b>£5360</b> ½ our Vnet credits (£2000) + SLT time to attend (£960) + Staff CPD: 4 staff meetings (£2400)	All stakeholders will have the confidence to discuss the attainment and progress of children throughout the school. <b>Evidenced by:</b> FGB minutes, Staff CPD minutes, Reports from outside agencies following data discussions with SLT.	CH & Govs	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>		
Linked Actions – evidence based pedagogy	Apply evidence based CPD to develop pedagogy and increase the efficacy of teaching through the school. <ul style="list-style-type: none"> <li>Embed The Step Concept and re-introduce CLIPs into lessons throughout the school.</li> </ul>	CH  EB  LV/MS	Update to SLT by Dec'21	<b>£2800</b> Staff CPD: 3 staff meetings (£1800) + Cover for monitoring (£1000)	All children will be engaged in the learning in lessons. Challenging behaviour incidents in lessons will be reduced. Children's progress will improve. <b>Evidenced by:</b> Learning walks, behaviour records on CPOMs, internal data.	CH  WT/CD	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>	
	Develop a shared clarity of high expectations of learning and engagement across the school.	SLT & All staff	Update to Govs by Dec'21	<b>£1200</b> Staff CPD: 2x staff meetings (£1200)	CLIPs used in lessons. Lesson observations show positive learning behaviours. Shared understanding of high quality teaching.	Govs	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>	
	Deploy the staff on the basis of the needs of the children.	WT	Sept 21 (To be reviewed as appropriate.)	<b>£200</b> 5x hours of AHT	Children with SEND will be settled in class and engaged in their learning. Incidents of challenging behaviour will be reduced.	CH	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>	
	Embed the improvement plan for handwriting and presentation of work.	WT	Update to SLT by Dec '21	<b>£200</b> Cover for monitoring and support	Children's work will be neatly presented. Handwriting will be correctly formed and joined at an age-appropriate level. <b>Evidenced by:</b> Samples of work (before and after).	CD	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>	
Develop a positive culture of reading throughout the school.	LV & TC	Update to SLT and	<b>£2400</b> Staff CPD: 3 staff meetings.	Children will talk confidently and positively about their	CD	<b>Autumn:</b>		

<ul style="list-style-type: none"> <li>• See Subject Leader Action Plan – Reading.</li> <li>• Address the dip in attainment in KS1 and EYFS reading / phonics.</li> </ul>		Govs by Dec'21	(£1800) + Cover for monitoring (£600)	<p>reading. Data will show reading levels improving. Reading will have a high profile within the school community.</p> <p><b>Evidenced by:</b> Discussions with pupils, internal data, details of workshops and communication with parents.</p>		<p><b>Spring:</b></p> <p><b>Summer:</b></p>	
---	--	----------------	---------------------------------------	---	--	---	--

Self-Evaluation	SEF for Leadership and Management	
Our Intent / Our Implementation / Our Impact		
<p><b>What's working well?</b></p>	<p>The Leadership Team's <b>INTENT</b> is clear. They have a shared understanding of high expectations and are passionately driven towards making sure the children receive the best possible education. Meetings take place to support high quality education: the teachers lead Quality of Provision staff meetings regularly to share best practice. Leaders meet for SSE (School Self-Evaluation) meetings between data drops and pupil impact meetings each term which focuses the subsequent meeting on standards and high expectations. CPD is focused on continually improving the quality of education in the school. Staff wellbeing is protected through applying an evidence-based approach to all decisions made and by eliminating in-effective tasks and processes. The leadership team meets each fortnight to enable a focus on strategic and purposeful leadership. The AHTs teach in different key stages so that they can strategically monitor and evaluate the provision at each end of the school. The KS1 and KS2 leads are active in both the daily and strategic leadership of the school as part of the wider leadership team of the school. One of the AHTs is the SENDCo, meaning that there is a whole-school strategic approach to maintaining and developing the school's SEND offer. This vision is being <b>IMPLEMENTED</b> through a clear and focused development plan. Embedding 'Shared Clarity' and teaching for retention are the major foci for school development in the 2021/22 academic year. All decisions are taken through the filter of 'how does this help a greater sense of shared clarity within the school?' If it doesn't then we don't do it. Supervision is provided for staff. The governing body have effectively challenged and supported the SLT in equal measure throughout the Covid-19 pandemic. This has enabled the school to continue to develop during a difficult time. Meetings continued via TEAMS and the level of accountability was high. The governing body has been recently strengthened with people who can help to drive the school towards excellence. Pupil Premium funding is spent with a priority of quality first teaching in every classroom to increase the social mobility of the most disadvantaged children in the school. The <b>IMPACT</b> of the school's intent is evident through the way that the school has been led through the Covid-19 pandemic. Communication has been clear and pragmatic and the welfare and safety of children and staff have been paramount throughout. This was evidenced by the way that children returned to school in Sept 21 with calmness and a learning focus. The SENDCo is skilled at working with staff to meet the needs of children on the SEND register as well as making sure that inclusion is a reality for all. EHCPs have been successfully acquired for those children who need the support and a child with significant needs was successfully transitioned to his new school. Six members of staff are trained DSLs who are able to manage safeguarding concerns and attend meetings. The CPOMs system enables a confidential, efficient and secure way of maintain safeguarding records. The school professionally challenges outside agencies when they feel that children could be more supported. VNET (Feb 21) reported that, 'All staff felt that the SLT was supportive and that, as a staff, they felt the school was going in the 'right direction' and that, where changes had been made, they were made for the right reasons. There was a reflective nature to all the discussions and staff clearly engage in professional dialogue which is developing their own skills.'</p>	
<p><b>What needs to improve?</b></p>	<p>The governing body is increasing its levels of knowledge and skill. Some governors are new to the role and are increasing their knowledge and experience quickly. Making sure that fully distributive leadership enhances the development journey of the school whilst maintaining the work/life balance of the teachers and EAs. The leadership team needs to embed its practices and procedures as it increases its effectiveness. Leadership positions need further development through the school to embed the vision of the school – this includes KS leads, Lead MSA, Fire Safety Team and positions of responsibility for children too. Leaders at all levels need to complete the delegation tree activity with their reports so that there is a greater shared clarity of role and responsibility throughout the school. All leaders need to focus on the needs of children with SEND and their experience of school. Strategic deployment of staff has been a step in the right direction; this needs to be built on now. The whole school needs to continue to maintain a bio-secure environment in line with current Government Covid-19 guidelines.</p>	

<b>What are we going to do about it?</b>	Invest in training for new governors based on the results of the skills matrix. Increase the capacity of the governing body through exploration of the collapsed committee model. Continue to develop the clarity, accountability and roles of leadership positions throughout the school. SENDCo to support leaders with the monitoring and evaluation of provision and outcomes for children who are disadvantaged, have EAL or SEND. All decision makers to consider staff wellbeing at all decision points. There is a clear understanding that everything is done for the benefit of the children, but not at the expense of staff wellbeing. There is a balance that needs to be struck. All leaders to work to maintain a bio-secure environment in relation to Covid-19 in line with current government guidance.
--	---

**Judgement against the Ofsted criteria:**

**GOOD**

**RAG Rating Scale:**

- **RED = Either it hasn't been started yet or it is in the early stages of change.**
- **AMBER = It has been started and there is some evidence of impact.**
- **GREEN = Evidence of impact has been measured and recorded.**

**SIDP for Leadership and Management**

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G	
Continue to invest in governor training to increase the knowledge and skills of governors who are new to the role.	CH	July 22	£1200	Evidence on Governor Hub of training completed. Governors will report an increased level of skills and knowledge. Evidenced in Governor minutes.	Chair or Govs	<b>Autumn:</b> Subscription to Governor Services training package purchased.  <b>Spring:</b>  <b>Summer:</b>		
Linked Actions	Maintain and embed the focus on Shared Clarity through the school.	CH & SLT	July 22	£800 2x Teachers meetings	The vision of the school will be evident at all levels of the school. Revealed in 'Deep Dives' and external monitoring.	Gov monitoring	<b>Autumn:</b>  <b>Spring:</b>  <b>Summer:</b>	
	Establish a clear protocol for decision making which protects staff wellbeing	CH & SLT	July 22	£360 3x SLT meetings	Staff will report a positive upturn in their perspective of	Wellbeing Gov	<b>Autumn:</b>  <b>Spring:</b>	

	and drives the improvement priorities of the school.				their own wellbeing. Microsoft form.		<b>Summer:</b>	
	Develop leadership levels at all levels of the school – SLT, KSL, Lead MSA, Fire Safety Team and roles for children.	CH	Update to Gobs in Jan 22	£400 5x hours for meetings.	Clear lines of accountability and responsibility for all leaders. KS Lead role developed – regular meetings. Friendship ambassadors and school parliament roles developed.	Chair of Gobs	<b>Autumn:</b> <b>Spring:</b> <b>Summer:</b>	
	Leaders monitor provision and outcomes for all children, especially those who are disadvantaged, have EAL or SEND.	CH & WT	Update to SLT in Dec SSE	£520 10x cover for monitoring. 1x SSE meeting	Children who are disadvantaged, have EAL or SEND are making progress and attaining as expected. Subject Leaders report to SLT on these groups.	SLT in SSE	<b>Autumn:</b> <b>Spring:</b> <b>Summer:</b>	

Self-Evaluation	SEF for Behaviour and Attitudes	
	Our Intent / Our Implementation / Our Impact	
What's working well?	<p>Staff are trained by Norfolk Steps to understand that all behaviour is communication – this includes an Assistant Head who is now a Steps trainer and leads on behaviour throughout the school. This helps a shared clarity of appropriate response from all stakeholders. Disruptions to learning due to poor behaviour are rare and are on the decline. Clear routines are in place throughout the school which led to the children settling really quickly on the return to school in September 21 – there was no ‘warm up’ to the term as education started straight away. Bullying is not tolerated in the school, it is addressed quickly and records kept via the Anti-Bullying Strategy. The management of attendance in the school is robust. Local Authority procedures are followed and attendance is good (96.2% as at 11.09.21). Attendance levels of key children and vulnerable groups is discussed in DSL meetings. Fixed-term exclusions are only used as a protective consequence. Staff demonstrate positive relationships with pupils on a daily basis. This is continually reinforced. In line with government advice, the behaviour policy was updated to accommodate the requirements of schools opening after the school closure in Summer 2020. The emphasis of the policy is on the teaching of behaviour and understanding the individual. The school employs a Counsellor and an Educational Assistant (EA) to support the children as two Emotional Literacy Support Assistants (ELSA). They all support the children to be able to self-regulate their behaviour and to have a positive attitude towards their learning. EAs are deployed throughout the school on the basis of pupil need, including 1:1 support for children with SEND. The Parent Support Advisor (PSA) has been nationally recognised for her Care Ranger work with children identified as ‘Young Carers.’ This supports their attendance, wellbeing and progress in school.</p>	
What needs to improve?	<p>Create a greater shared understanding of the positive culture required for behaviour management and leadership in the school at all levels; particularly with relation to children with SEND. This has been supported by the strategic deployment of staff, but needs further development. We need to develop more positions of responsibility for children within the school. Friendship ambassadors for the friendship garden in KS2 and develop a Friendship garden for KS1 too. Further develop the pastoral provision to support the social and emotional recovery from the Covid-19 pandemic – additional ELSA capacity and SEMH project with NCC. During the 20-21 academic year, school attendance fluctuated greatly. We need to ensure the culture of high attendance is re-established in the 21-22 year.</p>	
What are we going to do about it?	<p>Continue to embed the renewed behaviour policy through the school community – with a particular focus on the needs of children with SEND. Create Friendship Ambassadors in KS2 and KS1. Redevelop the area known as ‘Telly-Tubby Land’ into a KS1 friendship garden. Increase the capacity for the ELSA provision through the school and engage with the SEMH project with Norfolk County Council. Communicate clear expectations of school attendance to all members of the school community – newsletter, letters to parents and information at parents evenings.</p>	
Judgement against the Ofsted criteria:		GOOD

**RAG Rating Scale:**

- **RED = Either it hasn't been started yet or it is in the early stages of change.**
- **AMBER = It has been started and there is some evidence of impact.**
- **GREEN = Evidence of impact has been measured and recorded.**

## SIDP for Behaviour and Attitudes

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Embed the renewed behaviour policy with a particular focus on SEND.	WT	Update in Dec 21	£800 2x teachers meetings	The intended positive behaviour culture will be demonstrated by all stakeholders in the school. <i>Reports of behaviour incidents will reduce.</i>	CH	<b>Autumn:</b> WT completed STEPS training. CPD completed with teachers and EAs. Clear procedures in place. Most challenging behaviours are dealt with well. <b>Spring:</b> <b>Summer:</b>	
Create leadership roles for children in the areas of friendship and anti-bullying to promote positive relationships across the school.	CH & EK	Dec 21	£100	Friendship ambassadors in place and supporting children to build positive relationships in school.	CH & SLT	<b>Autumn:</b> <b>Spring:</b> <b>Summer:</b>	
Review the pastoral provision in the school to enable children to build resilience and motivation for learning. <ul style="list-style-type: none"> <li>Additional ELSA</li> <li>Engage with NCC Mental Health Support Assistants</li> </ul>	WT	April 22	£	Additional Emotional Literacy Support Assistant (ELSA) trained and working with children. School Counsellor supported. Mental Health Support Workers from NCC in place and working with children.	CH	<b>Autumn:</b> <b>Spring:</b> <b>Summer:</b>	
Maintain the culture of high attendance following the Covid-19 pandemic. <ul style="list-style-type: none"> <li>Increase capacity for the leadership of attendance in school.</li> </ul>	WH & CH	July 22  With ½ termly reviews	£960  6x 2hr meetings for HT and Attendance Lead.	The school will meet the attendance target of 96% for the year. The attendance of vulnerable groups is in line with less vulnerable children.	Govs	<b>Autumn:</b> <b>Spring:</b> <b>Summer:</b>	

Self-Evaluation	<b>SEF for Personal Development</b>	
	Our Intent / Our Implementation / Our Impact	
<b>What's working well?</b>	<p>The RSHE Solutions resource has been purchased for the school, staff are well supported in the delivery of RSHE, and the children are well supported to develop through the RSHE curriculum. The children and their families receive regular online safety guidance in newsletters and it is taught in the curriculum too. Year 6 children were well supported in their transition to secondary school by the 'My New School' programme that was accessed through the Norwich Opportunity Area. Fundamental British values and inclusivity are threaded through the life of the school – assemblies, RSHE, Forest School, Care Rangers, curriculum <b>INTENT</b> and <b>IMPLEMENTATION</b>, SEND provision, pupil premium plan, behaviour policy. Cultural capital is developed through the school's curriculum, key stage assemblies and educational visits. PE lessons continued throughout the Covid-19 pandemic and have been prioritised in the recovery phase of the year following the Spring-term lockdown in 2021. REAL PE is used to introduce the subject to the children in Reception and Complete PE is used throughout the rest of the school. These provide a solid framework for the teaching of PE in the school. There is a wide range of educational visits planned into the school year which involve visits of increasing challenge as the children move through the school. School parliament and the upcoming friendship ambassadors support the development of the children's social skills. Prejudice related incidents are not tolerated in school. They are addressed and followed up to ensure that the situation is resolved (See B&amp;A). School of Sanctuary status was achieved again in the 2021 year.</p>	
<b>What needs to improve?</b>	<p>The teaching of PE has been prioritised in the recovery curriculum following the Covid-19 pandemic. Monitor and track the participation in educational visits by children from different vulnerable groups. We do not yet know the full effect on the children of the Covid-19 pandemic and the prolonged period of time that children spent at home and away from school. When the Covid-19 pandemic is over, there will need to be an extended period of time during which the emotional and mental wellbeing of the children and the staff is evaluated – this is the bedrock of the Magdalen Gates Recovery Project. Only then will we be able to make decisions about how we support everyone's personal development. The system of pupil representation needs further development. Some children find it difficult to regulate their own emotions – this can lead to lost learning for them and other children.</p>	
<b>What are we going to do about it?</b>	<p>Create more opportunities for children to take leadership roles within the school.  Monitor the demographics of the children accessing extra curricula activities and work to meet the needs of all groups.  Address the social, emotional and cultural deficit that was created by the Covid-19 pandemic for the children and the staff of the school.  Implement Zones of Regulation through the school.  To increase the amount of pupil voice in SEND planning.</p>	
<b>Judgement against the Ofsted criteria:</b>		<b>GOOD</b>

**RAG Rating Scale:**

- **RED = Either it hasn't been started yet or it is in the early stages of change.**
- **AMBER = It has been started and there is some evidence of impact.**
- **GREEN = Evidence of impact has been measured and recorded.**

## SIDP for Personal Development

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Create more opportunities for children to take leadership roles within the school. (Linked to actions in B&A)	EK	Update to SLT by Dec 21	£_____	Friendship ambassadors in place and supporting children to build positive relationships in school.	CH	Autumn:  Spring:  Summer:	
Establish a system of monitoring and tracking so that we are aware of the demographics of who is accessing extra-curricular activities.	NP / WH	Update in Dec 20  Continue in 21/22	£500	The SLT will have data on who is accessing the extra-curricular activities and will be able to ensure that the most disadvantaged are benefitting.	SLT	Autumn:  Spring:  Summer:	
Address the social, emotional and cultural deficit that was created by the Covid-19 pandemic for the children and the staff of the school. <ul style="list-style-type: none"> <li>Implement Zones of Regulation through the school.</li> </ul>	WT	Dec 21	£_____ <p>Info from WT re NOA funding</p>	WT to add details	CH	Autumn:  Spring:  Summer:	
To increase the amount of pupil voice in SEND planning.	WT	April 22	£_____	WT to add details	SEND Gov	Autumn:  Spring:  Summer:	
Create a 'Friendship Garden' in the school playground. Staff with 'Friendship Ambassadors.'	CH / DG	Dec 20	£7000 (Grant)	There will be a space in the school for children to support each other emotionally. Friendship Ambassadors will staff this area and will be trained too.	Govs	Autumn:  Spring:  Summer:	

Self-Evaluation	SEF for Early Years Provision	
	Our Intent / Our Implementation / Our Impact	
What's working well?	<p>The learning environment is child-friendly and inviting. Children quickly settle and get busy with the activities that are available. The children are familiar with the routines and expectations within the class as they support one another with self-registration with the domino board, before they are brought together on the carpet for a more formal start to the day. Those who find it more difficult are skilfully supported to take part. Continuous provision is enabled through clearly defined resources, inside and out. Resources are available to allow the children to access the outdoors in all weathers. The extensive inside and outside provision seems to provide excellent challenging activities for the children to actively engage in. Children share their ideas and work collaboratively in the mud kitchen and natural area, which provides opportunities for the development of vocabulary. Staff also develop children's communication and language skilfully through singing songs, nursery rhymes and playing games. They develop children's love of reading through reading aloud and telling stories and rhymes, which compliments the more formal teaching of phonics through the Read, Write, Inc program. Planning is completed both dynamically and at the end of the day. This is based on observations made by the experienced EYFS staff that are recorded and shared with parents on Tapestry. Long-term planning is aligned with KS1 and KS2 to create coherence and clarity. Children are accurately assessed upon entry to the school. The experienced staff team meet the needs of the children well. A phased start to the school year enabled the children to settle quickly and the staff to start to understand the needs of the children too. There is a positive balance in the Early Years between exploration and play with the need to prepare the children for Key Stage 1. The deployment of the EAL specialist EA into the Early Years has started to have positive effects on the attainment of the high number of EAL children – this will need further embedding. The covered outside area is extensive and arranged into zones to develop different areas of the Early Learning Goals. The EYFS curriculum is responsive to the children's needs. The EYFS curriculum is linked to the curriculum through the rest of the school – this means that the children start in subject disciplines in their first year of school.</p>	
What needs to improve?	<p>The children to be given more opportunities to develop independence following the Covid-19 restrictions last year. Staff in the EYFS need to be provided with opportunities for supervision – as advised by the VNET review. The proportion of children achieving the Good Level of Development in writing needs to improve from 41% in 2021. A high percentage of children start school needing intervention in the area of communication and language – 90% require intervention. The children need more opportunities to learn in the outdoors – this forms part of the recovery project for the school, it also is in response to advice received from the NCC Inclusion Team with regards to children who struggle to self-regulate. There is a high level of SEND need in the new Reception class. The use of key adults and 1:1 EAs will be essential to meeting the needs of the children. The structure of the school's staffing will need to be adapted to allow for this. There needs to be a greater shared clarity through the school of what is required under the new EYFS curriculum.</p>	
What are we going to do about it?	<p>Create a shared clarity of the new Early Learning Goals – EYFS, SLT &amp; wider staff team. Increase the outdoor learning opportunities that are available for the children. Increase the proportion of children achieving the ELG in writing from 41% in 2021. Improve the early identification and support for the increasing number of children in the Early Years who have English as an additional language, SEND and those that present with communication and language difficulties.</p>	
Judgement against the Ofsted criteria:		OUTSTANDING

**RAG Rating Scale:**

- **RED = Either it hasn't been started yet or it is in the early stages of change.**
- **AMBER = It has been started and there is some evidence of impact.**
- **GREEN = Evidence of impact has been measured and recorded.**

## SIDP for Early Years Provision

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Create a shared clarity of the new Early Learning Goals – EYFS, SLT & wider staff team.	TC	July 22	£ _____	All teachers and Educational Assistants can talk about the end goals of the EYFS. New EYFS EAs will be able to talk confidently about the EYFS.	CH	Autumn:  Spring:  Summer:	
Conduct a thorough baseline of the children and plan for identified needs.	TC	Oct ½ term	£200	TC will have an accurate picture of the children's starting points and will have a plan for how to get them ready for KS1	CH / CD	Autumn:  Spring:  Summer:	
Increase the proportion of children achieving the ELG in writing from 41% in 2021.	TC	July 22	£ _____	The number of children achieving the ELG for writing will enable the over all GLD to be in excess of 50%	CD & CH	Autumn:  Spring:  Summer:	
Improve the early identification and support for the increasing number of children in the Early Years who have English as an additional language, SEND and those that present with communication and language difficulties.	TC & WT	Update in Dec 21	£2,200	Pupil Progress meetings at the end of the Autumn term will show that those children who were a concern in September are making progress in C&L	WT	Autumn:  Spring:  Summer:	
Increase the outdoor learning opportunities that are available for the children.	TC	April 22	£200	Provision of wet weather gear so that children can go out in all weathers.	CH & CD	Autumn:  Spring:  Summer:	