



Self-Evaluation Form (SEF) – A Summary for Parents

Area	Grading	Outcomes	Strengths	Areas for Improvement
Achievement	2	<ul style="list-style-type: none"> • Average Points Score Progress: 13.51 (12 expected) • 2 Levels Progress reading 84% (29% more than 2 levels), Writing 91% (38% more than 2 levels), Maths 82% (43% more than 2 levels) • Level 4= Reading 80%; Writing 89%; Maths 80% • Level 5= Reading 48%; Writing 38%; Maths 52% • Level 6= Maths 13% • KS1 – Broadly in line with National 	<p>Able pupils in all core subjects for attainment and progress</p> <p>Writing at Level 4+</p> <p>Progress in all key stages</p>	<p>Reading attainment at KS2 (historically well above average) – needs monitoring after 2012 results</p> <p>SPaG – spelling aspect</p> <p>Level 4+ in RWM</p>
Behaviour	1	<ul style="list-style-type: none"> • Outstanding behaviour for learning evident in lessons – active learners • Pupils collaborate and cooperate well • The school atmosphere is calm, ordered and consistent • Students are engaged positively at playtimes • No permanent exclusions or racist incidents (2011-13) • Students understand unsafe situations • Bullying is rare – pupils actively try to prevent it • Attendance improved and above national 	<p>Bullying is rare</p> <p>Behaviour for learning</p> <p>School atmosphere</p> <p>Consistency</p> <p>No exclusions</p> <p>Attendance trends</p>	<p>To continue to: improve attendance figures; pupils ability to make their own risk assessments and to maintain strong home/school partnerships</p>
Teaching	2	<ul style="list-style-type: none"> • 82% of teaching good or better and improving. • Teaching ‘steps to success’ identified and expected in all lessons. • A strong understanding of what makes good/ outstanding teaching. • A committed whole school desire to develop and improve. • Time-scaled support programmes for underperforming teachers. • Rigorous, regular monitoring; greater support • Clear understanding of what makes ‘good and outstanding’ teaching. 	<p>Improving trend</p> <p>Steps to success</p> <p>Time scaled support</p> <p>Outstanding teachers within school to model</p> <p>Met OFSTED target Of 75% good or better</p>	<p>Eliminate any teaching not good/outstanding. Steps to success evident in all lessons.</p> <p>Share good practice regularly.</p> <p>Continue rigorous monitoring and timed interventions.</p>
Leadership and Management	2	<ul style="list-style-type: none"> • The school has a real capacity to improve. • Staff are committed and work hard towards common goals. • Innovations in staffing have a direct impact on teaching/learning. • Shared leadership project success – arts mark, healthy schools etc. • Self-evaluation is accurate, confirmed by outside agencies • The school is ambitious, wanting only the best for its children. • Governors are fully involved, holding leaders to account. • Safeguarding meets all statutory requirements. 	<p>Accurate tracking and moderation ensures needs are targeted quickly.</p> <p>Attainment and progress are improving in all year groups</p>	<p>Achievement in identified areas will improve strongly.</p> <p>Good teachers refine practice to become outstanding</p> <p>Self-Evaluation will continue to be rigorous</p> <p>All safeguarding requirements will continue to be met.</p>