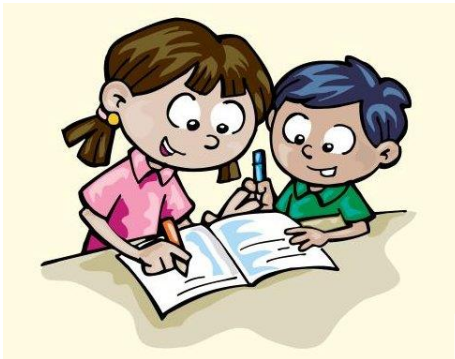


SELF EVALUATION

September 2020

(COVID-19 impact included in brief)

“Pupils work with good motivation and concentration and co-operate well.” (Ofsted, March 2017)



SCHOOL CONTEXT

- Smaller than average primary school (170 pupils in September 2020) drawing from a wide geographical area and varied socio-economic backgrounds
- Single form entry with mixed age group classes currently in key stage 2
- High levels of mobility (7% change in school population in 2019-2020) due to many factors including prevalence of social housing in the locality
- High number of pupils for whom a language other than English is their first language – 41%.
- High number of pupils from ethnic minority background (69% - 2019-2020)
- 66% of pupils from the worst 30% of IMD banding
- Before school care is provided by school on site from 8am each morning
- Attendance is good at over 94% this year - we strive for better but understand the current situation regarding COVID 19 is making people more cautious.

HEADLINES FROM 2019-2020

- GLD was predicted to be 43% but not assessed due to COVID - this is below Kirklees and national but stills shows good progress during EYFS.
- Phonics screening in year 1 was predicted to be 71% which should be borne out when this cohort sits the assessment in year 2 – Autumn 2020
- Predicted key stage two data shows good progress and outcomes.
- Mill Lane is a member of BBEST (Batley and Birstall Excellence in Schools Together)
- Our new curriculum is in place and encompasses an ethos of health (physical and mental)
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Ofsted, March 2017: “The leadership team has maintained the good quality of education in the school since the last inspection. The school is calm and purposeful. Pupils work with good motivation and concentration and cooperate well. You support individual pupils who have special educational needs and/or disabilities well.”

WHAT DO WE DO DIFFERENTLY FROM OTHER SCHOOLS?

What is different	What is the impact
Our motto of “ <i>Learning through hard work, friendship and fun</i> ” underpins everything we do	All stakeholders contribute to these values and support our belief that happy and healthy children will learn best; we foster a warm and nurturing learning environment that is palpable throughout the school. We ensure all children have every opportunity to develop a habit of fitness and explore skills to support good mental health.
A School Development Plan focused on the whole child and beginning to encompass the wider school community	The whole school were involved in identifying the priorities for the school development plan which was also informed by external audits commissioned by school. We continue to develop strong academic learning whilst helping every child to achieve in all areas of life.
Partnership with BBEST	This supports learning in many ways. Membership supports teaching, evaluation and also leadership roles.
Sports partnerships	By taking advantage of the Schools Sports Partnership and informal relationships with local school we offer a widening variety of activities for our children both in and out of school. We gained School Games award bronze at the end of 2017-2018 and gold in 2018-2019 missing out silver. We offer parents and staff exercise classes.
Restorative Practices	All children are given the opportunity to resolve their differences in a supportive, supported and collaborative manner to foster good relationships and develop life skills.
Peer mediation	Low level issues are resolved by trained peer mediators to enable children to develop social and interpersonal skills.
Extra Curricular Clubs	These are free or very low cost to enable all children to join in.
Culture of health and fitness	All children run for 15 minutes every day or take part in intense physical exercise for 15 minutes. We measure fitness of all children and report this to parents with the times of key stage two park runs their children have participated in. Staff have access to two exercise classes per week run by members of staff training to be PTs and parents have access to one class.

COMMUNITY

- Wide range of extra-curricular clubs run by adults from within school and coaches from outside school (subject to review in light of COVID 19)
- Strong and strengthening support from parents through the Friends of Mill Lane leading to enhanced community activities and fundraising for school
- Raising awareness and social conscience through links with Batley Food Bank
- Developing wider awareness of other through fund raising for MacMillan

Ofsted, March 2017: “Pupils and parents hold ... the school in high regard”

EXPERIENCES WE OFFER OUR CHILDREN

- Opportunities to be involved in school life beyond classroom learning eg Peer Mediators, School Council, Stall Holders at Fayres
- Developing links with schools through sporting events
- Subsidised educational visits out of school and visitors into school to enhance learning and develop physical and emotional fitness
- Nurture and support over punishment and retribution

Ofsted, March 2017: “Pupils appreciate the effective rewards and sanctions for behaviour “

EYFS

- Typically pupils enter nursery well below age related expectations (some not speaking or separating from parents; many are not toilet trained)
- Numbers on roll in nursery fluctuate hugely but are at a low due to COVID 19 this year
- Progress is good and all leave reception having made good progress with approximately half being at age related expectations
- EYFS remains a hugely significant area for Mill Lane due to the impact we can have on early learning from a very low base
- EYFS LA moderator commented that “ The separation of the FS into two distinct classes is very successful. There is a calm learning environment in both rooms... enables taught sessions to be delivered appropriately and effectively to the different groups

Ofsted, March 2017: “By reorganising the early years into separate Nursery and Reception areas, you have established purposeful learning environments that are strengthening children’s personal, social and emotional development in Nursery and promoting their progress in Reception”

QUALITY OF EDUCATION – overall judgement **Good**

- Children enter our nursery well below national expectations – often still very much “babies”. Through effective assessment and careful teaching/provision great progress is made with approximately half reaching GLD at the end of reception.
- This foundation is then built on throughout key stage one with the gains that have been made being maintained. We seek to create a solid foundation in key stage one so that learning can accelerate in key stage 2. Many of our children are very vulnerable and emotionally immature and lacking in resilience; we have learned that to try accelerate their learning too fast has an adverse effect which is why we now focus on consolidation and confidence. This also supports good mental health and a better attitude to learning – this is of huge importance following the lockdown of 2020.
- Key stage two evidences good progress. This is always cohort specific but is usually in line with or above national data. It is almost impossible to quantify the gains in maturity in key stage two and the impact this has on academic learning.

- At Mill Lane we not only value what we measure (reading/writing/maths and SPAG) but we also measure what we value – physical and emotional health. We assess every child from year 1 to year 6 in Autumn in terms of physical fitness and re-assess in summer – this is reported to parents. WE assess emotional wellbeing through an annual pupil questionnaire.
- Key stage 2 children also undertake the junior park run every half term and their improvements are reported to parents.
- All children from reception to year 6 run outside (weather permitting) for 15 minutes a day or participate in 15 minutes intense physical exercise.
- Our curriculum is topic based, meets the requirements of the national curriculum but focuses heavily on developing and embedding skills such as writing, reading comprehension, tenacity and resilience.
- Homework also support both academic skill.
- The majority of teaching is consistently judged to be of a good or outstanding quality (observations, learning walks, book scrutiny, pupil voice)
- If a dip in teaching quality is identified, support is swiftly put in place and has been successful on numerous occasions
- Teachers fully engage in effective CPD to ensure standards remain high and teaching is effective (peer observations, mentoring, coaching, visiting colleagues, modelling for colleagues)
- Rigorous reviews and ongoing moderation of marking & feedback and teaching & learning ensure consistently high expectations without placing onerous demands upon and staff.

BEHAVIOUR AND ATTITUDES – overall judgement Good

- Behaviour both in and out of lessons is mostly good
- Pupils are always keen to learn and can be trusted to work as part of a class, group or independently in different areas of the school
- There are strong and effective systems for dealing with unacceptable behaviour based upon Restorative Practices
- A high proportion of parents agree behaviour is very good and any issues are dealt with in a timely and reasonable way
- Pupils play an active part in self-monitoring behaviour through an active peer mediator system which is currently restricted to upper key stage 2 due to COVID
- Year 6 pupils assume roles that support good behaviour such as peer mediators and corridor monitors
- Pupils are eager to come to school, cheerfully saying ‘Good Morning’ and quickly settle to their morning tasks
- Daily running at 9am had a positive impact on behaviour as children are ready to learn when they enter to room but due to COVID restrictions we have adapted this to be 15 minutes intense physical exercise
- Pupils say they feel safe in school and are clear about what to do if this changes
- Pupils understand about safe environments and are confident reporting any concerns e.g. play equipment, slippery floors, wobbly chairs
- Pupils understand about other safety issue such as online bullying and have reported instances of behaviour that has made them feel uncomfortable

- Attendance is consistently high (over 95%); lateness is rare; both are monitored closely. COVID is impacting on this as we find parents are more cautious and anxious about their child's health.
- Parents have many ways of raising concerns e.g. meeting with teachers / key stage leaders, Headteacher meetings, Governor attendance at meetings, parent consultations, informal chats on playground, text message – all this is under constant review in light of COVID restrictions
- Rigorous safeguarding procedures are in place
- There is a Designated Safeguarding Lead and six deputies
- Safer Recruitment practices are followed when appointing staff and key personnel regularly update their training for CP & welfare
- Regular health and safety walks undertaken with a range of stakeholders including pupils
- Online safety is a key priority across pupils and adults
- Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils

LEADERSHIP AND MANAGEMENT - overall judgement Good

- All leaders have been uncompromising in their drive for outstanding outcomes
- Distributed leadership enables teachers to take ownership of the direction of school and a critical part in its ongoing success
- A new management structure is now well embedded
- Robust systems for self-evaluation and performance management focus clearly on achievement / progress / impact holding staff to account
- There is a clear and evident learning culture which is effectively driving the school to continually improve
- We look for support and act as a support to other schools both within our cluster and wider when appropriate
- Subject leadership is organised in small teams which supports personal and professional development
- School governance is highly effective and governors bring a range of skills to challenge and support the school
- Our before school provision continues to be in high demand; staff are highly trained and parent satisfaction is high
- School continues to be in a secure financial position; staff are used efficiently to maximise learning impact and understand the need for prudent spending
- All procedures for safeguarding are rigorously monitored and applied uncompromisingly; we have a clear understanding of where to go for support and have developed productive relationships with our partner agencies

PERSONAL DEVELOPMENT overall judgement Good

- By the time a Mill Lane pupil leaves our school, they have made good progress for them. Many achieve in line with the national OR ABOVE in Reading, Writing, Maths and Science

- The welfare and learning of every pupil is the collective responsibility of **all** staff and is taken very seriously
- A comprehensive training programme to support all personnel is in place which enables adults to better support the development of pupils
- Staff devote time to develop a deep knowledge and understanding of all pupils and work hard to develop harmonious relationships with their families
- Regular meetings between Governors and staff impacts positively on their ability to monitor the overall quality of the school's performance although this is now on hold due to COVID
- Governors have a deep and extensive evidence-based knowledge about how the school is performing and use their range of skills to support in many different ways
- Reflection and self-evaluation is highly valued; we are constantly seeking to learn from others to improve provision in all areas e.g. teaching and learning, financial, safeguarding, etc.
- We value support from a range of agencies and colleagues and feel proud that our staff and Governors are often approached to support others

NEXT STEPS FOR THE SCHOOL identified in Inspection, March 2017

- To continue to implement a robust assessment system for all subjects in line with new government guidance taking into account the performance of groups of children and reporting this to all stakeholder
- To implement and strengthen the new management and leadership structure and roles to increase outcomes for pupils

NEXT STEPS FOR THE SCHOOL identified by school stakeholder during 2019-2020

- Improve physical fitness across the school community – with a focus on engaging parents so they set a positive example for their children
- Improve emotional health across the school community – creating a frame of references for all members of the school community
- Develop a more systematic approach to the application and administration of SEN
- Ensure there is a common and consistent understanding of the teaching of maths and English learning across school for all children