

HOLMFIRTH JIN SEF OVERVIEW – SEPTEMBER 2022 (ATTAINMENT / WELLBEING / WIDER LIFE CHANCES)

QUALITY OF EDUCATION		
SUMMARISING STATEMENT	EVIDENCE OF PROGRESS BY SCHOOL	FUTURE ADVANCEMENT
The school's curriculum intent and implementation is embedded securely and consistently across school.	The school's curriculum is coherently sequenced End points + milestones Reading entitlement + Foundation portfolios + assessment Planning + sequence + tracking Reading is prioritised so pupils access the full curriculum. Reading books connect closely to the phonics teaching.	1. Teachers ensure essential expectations of presentation, context, marking and feedback are evident. (T1) 2. Adaptations to meet all pupils' needs for milestone assessments. (T2) 3. SOAP – Science + History + Maths + Reading + Writing (subjects on a page) 4. Writing entitlement includes range of text types (T3) 5. Crucial knowledge identified for SEND pupils. (T4)
BEHAVIOUR AND ATTITUDES		
SUMMARISING STATEMENT	PROGRESS	FUTURE ADVANCEMENT
Pupils show consistently high respect for others, are highly motivated and behave consistently well.	Updated Behaviour policy + monitoring Kagan principles Zones of regulation	1. Clear routines and expectations for behaviour across all aspects of school life. 2. The school is an environment in which all pupils feel safe at all times so that they want to attend every day.
PERSONAL DEVELOPMENT		
SUMMARISING STATEMENT	PROGRESS	FUTURE ADVANCEMENT
A wide, rich set of coherently planned experiences exists. The school approach to developing pupils' character is exemplary.	Curriculum visits + experiences. Outdoor learning + Kagan principles PSHE curriculum + Mental Health Lead	1. The curriculum and the school's effective wider work support pupils to develop strength of character and extend cultural capital. (T5 / EYFSTA) 2. The school promotes equality of opportunity and diversity effectively. 3. The school works to ensure pupils' SMSC development is of a high quality.

LEADERSHIP		
SUMMARISING STATEMENT	PROGRESS	FUTURE ADVANCEMENT
LT ensure effective CPD. LT ensures effective staff engagement.	Curriculum design + website + needs audits Daily coaching / contact	1. Leaders seek to engage parents and community to support pupils' education. (T6 + EYFSTB) 2. Governor visits for observation of practice and process.
EYFS		
SUMMARISING STATEMENT	PROGRESS	FUTURE ADVANCEMENT
The EYFS curriculum has no barriers to achievement, regardless of needs. Children are highly motivated.	Planning – 7 areas + Tracking Enquiry / justification of practice. Knowledge / experience <b>Systematic approach to teaching early reading and synthetic phonics.</b> Sharp focus ensuring that children acquire a wide vocab, communicate effectively and secure a knowledge of phonics.	1. Implementation of Little Wandle phonics. (EYFSTC) 2. Staff are knowledgeable about the teaching of early mathematics. (EYFSTD) 3. Children develop detailed knowledge and skills across the 7 areas of learning of the new curriculum in an age-appropriate way. (EYFSTE) 4. EYFS connection to National Curriculum subjects. (EYFSTF) 5. Identification and support for pupils who are not meeting expected levels.
SEND		
SUMMARISING STATEMENT	PROGRESS	FUTURE ADVANCEMENT
Pupils with SEND achieve exceptionally well.	Identification – IEPs Knowledge / experience / expertise Drop-ins / communication	1. LT develops and adapts the curriculum so that it meets all pupils' needs. 2. Outcomes are improving as a result of the different or additional provision.

**SEF DEVELOPMENT PLAN OVERVIEW – JUNE 2022**

AREA	IDEAL	REALITY	DEVELOPMENTS
QUALITY OF EDUCATION	<b>1. Teachers ensure high standards of presentation, context, marking and feedback for next steps are evident in books.</b>	Presentation standards are good overall. Portfolios provide context in foundation subjects + books show daily learning. Marking and feedback is frequent.	Whole school / Key Stage agreement of Pride in Presentation standards (title / underline / clarity etc) + learning context clarity / WA+RT + feedback to criteria / next steps.
	<b>2. Adaptations to milestone assessments ensure all pupils have equality of opportunity to succeed.</b>	Foundation subject assessments represent the culmination of topic inputs for all children. These are predominantly written tasks	Develop bespoke and varied approaches to assessment that cater for all learning styles. Seesaw sharing of assessment opportunity
	3.SOAP (subjects on a page) provide an evaluation of practice.	Subject supporters ensure end points, milestones and progression, promote coverage and seek to resource effectively.	Key evaluative questions to be considered by SS + presentation to Governors.
	<b>4. Writing entitlement includes range of text types and styles.</b>	FW provides opportunity for children to showcase learning.	Audit text types covered + audit of 'Nabb' / End of KS expectations + marking style consistency (whole school / key stage) + Writing Entitlement portfolio
	<b>5. Crucial knowledge and skills are identified, within milestones, for SEND pupils</b>	Milestones are prioritised but not sufficiently for SEND pupils.	Identify essential subject content for SEND pupil outcomes.
BEHAVIOUR + ATTITUDE	1. Consistently high standards of behaviour and learning attitudes are evident.	Behaviour policy + class expectations Few incidents of unwanted behaviour. Strong relationships + opportunity for discussion with peers + adults.	Nabb nudge for staff + CPOMS recording analysis. Class rewards linked to readiness to learn /speed of settling. Behaviour expectations for classroom / school / playground
	2. The school is an environment in which all pupils feel safe and secure at all times so that they want to attend every day.	Regular practices / reminders. Befrienders + buddies + adult relationships Anxiety within pupils has significantly increased.	Whole class + small group identification tours to indicate 'hotspots' + solutions. Breakfast + Playtime clubs <b>ATTENDANCE ACTION PLAN</b>
AREA	IDEAL	REALITY	DEVELOPMENTS
PERSONAL DEVELOPMENT	<b>1. The curriculum and the school's effective wider work supports pupils to develop cultural capital and strength of character so that children flourish in a range of situations.</b>	4C curriculum + clubs + visits / visitors + community projects + festivals.	Mental Health pupil champions SEMH Action Plan + Staff CPD (Stacey Barton / Nina Thomas) + Northorpe Hall sessions <a href="#">Seesaw</a> + coherent plan of Cultural Capital opportunities.

	2.The school promotes equality of opportunity and diversity effectively so that all pupils are valued and respected.	RE / PSHE curriculum + assemblies + buddies / befrienders / nursery / sport / music / art / literature. Limited range of diversity (race / religion)	Develop opportunities (visits / visitors / partnerships) to promote diversity. Identification within curriculum plans.
	3.The school works to ensure pupils' SMSC development is of a high quality so that they are supported in being valuable members of modern Britain.	4C principles (collaboration / communication / creativity / curiosity) Community festivals + project involvement. Carry My Story (refugees)	Sharing Memories collaboration. Identify SMSC development within curriculum plans.
LEADERSHIP	<b>1.Parents and community are engaged so that pupils' education is supported</b>	Website showcase + EYFS induction + community projects + Seesaw + reading portfolios.	Curriculum presentations (Class foundation + EYFS Reading / phonics information sessions. Curriculum 'drop-ins' for parents. Seesaw development
	2.Regular Governor visits for observe practice and process	Full Gobs + T and L committee + Chair 'catch-up'.	Allocation of governors to specific area – use of heatmap to validate / challenge.
AREA	IDEAL	REALITY	DEVELOPMENTS
EYFS	<b>1. Successful implementation of Little Wandle phonics. (TASK C)</b>	Resources purchased + CPD training in progress	All staff fully trained + reading books / resources organised + info for parents.
	<b>2.Staff are knowledgeable about the teaching of early mathematics so that pupils thrive in KS1.(TASK D)</b>	Number / Shape, Space + Measure division between staff. Bespoke planning, based upon Development Matters	CPD training – exploration of White Rose / Classroom Secrets schemes
	<b>3.Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way so that pupils thrive in KS1. (TASK E)</b>	Long term planning for 7 areas exists	Floor books / Portfolios to demonstrate 7 areas of learning + meeting of expected standards.
	<b>4. EYFS connection to National Curriculum subjects (TASK F)</b>	EYFS planning follows 7 areas of learning (C and L / PSED / PD / L / M / UTW / EAD within new framework.	EYFS practitioners provide guidance for SS + presentation to Gobs + school website.
	<b>5. Identification and support for pupils who are not meeting expected levels</b>	EYFS staff provide support for pupils not making sufficient progress for GLD. Discussion with LT / SENDCO	EYFS class tracking to identify key areas of learning. Termly progress discussion for possible referral.
SEND	<b>1. LT develops and adapts foundation subject assessment foci to meet all pupils' needs.</b>	Foundation subject assessments represent the culmination of topic inputs for all children. These are predominantly written tasks	Develop bespoke and varied approaches to assessment that cater for all learning styles. Seesaw development
	<b>2.Different or additional provision exists so that outcomes are improving for children with SEND</b>	Sequence of lessons + QFT checklist + EHCP provision timetables.	SEND adaptations Off timetable mornings / afternoons / days Staffing deployment / increased expertise

ACTION PLAN FOR QUALITY OF EDUCATION						
AIM	NOV 2022	MAR 2023	JUNE 2023	LEADS	RESOURCES	IMPACT
1. Teachers ensure high standards of presentation, context, specific marking and feedback for next steps are evident in pupil books.	Presentation expectations shared with pupils. Book look expectations established. Monitoring,+ feedback to staff and pupils.	Monitoring,+ feedback to staff and pupils.	Monitoring,+ feedback to staff and pupils.	LT + All staff	LT time + staff meeting.	
2. Adaptations to milestone assessments ensure that all pupils have equality of opportunity to succeed.	Adaptations for Term 1 Science and History identified. Assessment task posted on Seesaw.	Adaptations for Term 2 Science and History identified. Assessment task posted on Seesaw.	Adaptations for Term 3 Science and History identified. Assessment task posted on Seesaw.	LT + ET + SW	Staff CPD	
3. SOAP (subjects on a page) provide an evaluation of practice.	Maths	English	History	LT + SW		
4. Writing entitlement includes range of text types and styles.	Audit of text types + marking consistency. Writing entitlement PPT	Monitoring of marking / text types. Writing entitlement PPT	Writing entitlement PPT	LT + All staff		
5. Crucial knowledge and skills are identified, within milestones, for SEND pupils	Adaptations for Term 1 Science and History identified.	Adaptations for Term 2 Science and History identified.	Adaptations for Term 3 Science and History identified.			

**ACTION PLAN FOR BEHAVIOUR AND ATTITUDE**

AIM	NOV 2022	MAR 2023	JUNE 2023	LEADS	RESOURCES	IMPACT
1.The school is an environment in which all pupils feel safe and secure at all times so that they want to attend every day.	<p>Befriender training for Y5 pupils.</p> <p>Class tours – identification of ‘hotspots’.</p> <p><a href="#">Revise attendance policy.</a></p> <p><a href="#">Attendance expectations published.</a></p> <p><a href="#">Analysis of attendance data to identify patterns.</a></p> <p><a href="#">Meetings with identified families to understand barriers within school and outside school.</a></p> <p>Parent Consultation for Northorpe Hall partnership programmes.</p>	<p>Monday Breakfast club.</p> <p>Character coaches</p> <p>Create “What to do when...” pupil guides</p> <p>Pupil-led assemblies.</p>	<p>Pupil Voice collection.</p> <p>Pupil-led assemblies.</p>	<p>LT + School Council</p>		<p>July 22: School Council. CPOMS to be introduced.</p>
2.Consistently high standards of behaviour and learning attitudes are evident.	<p>Updated Behaviour Policy + Nabb Nudge Expectations shared with all.</p> <p>Postcard praise – focus = readiness to learn</p>	<p>Postcard praise.</p> <p>Pupil-led assemblies established.</p>				<p>July 22: Re-infocement assemblies + Celebration Tigers</p>

**ACTION PLAN FOR PERSONAL DEVELOPMENT**

AIM	NOV 2022	MAR 2023	JUNE 2023	LEADS	RESOURCES	IMPACT
1.The curriculum and the school's effective wider work supports pupils to develop cultural capital and strength of character so that children flourish in a range of situations.	Parental survey of workshops. (NH) Staff CPD (Sept 14 + Nov 23) Chloe Riley (NH) – Oct 17 Nov 8 (Pupils + parents) <a href="#">Seessaw</a> established	Recruit character coaches Capture positive mental health approaches. <b>Audit curriculum coverage</b> + <a href="#">Seesaw</a> update	Social enterprise + leadership (sports / Nabbfest) Celebration champions. Self-assessment of all character traits (KS2) + specific (KS1)	JM + Northorpe Hall (SB)		July 22: Updated support identified.
2.The school promotes equality of opportunity and diversity effectively so that all pupils are valued and respected.	Identify resources to promote diversity and equality.	Identify diversity within curriculum (Seesaw)		LT + JM		July 22: Carry My Story
3.The school works to ensure pupils' SMSC development is of a high quality so that they become valuable members of modern Britain.	Audit of SMSC opportunities.	Identify SMSC within portfolios.	Identify SMSC within portfolios.	LT + JM		July 22: Opportunities identified.

**ACTION PLAN FOR LEADERSHIP**

AIM	NOV 2022	MAR 2023	JUNE 2023	LEADS	RESOURCES	IMPACT
1. Parents and community are engaged so that pupils' education is supported	F2F meetings + reading + performances + FONS events re-instated. Foundation portfolios published. Phonics updates Seesaw promotion (Assessment / Eng + Maths / Wellbeing)	EYFS Open sessions Maths open sessions. Seesaw promotion (Assessment / Eng + Maths / Wellbeing)	Curriculum presentation + 'open' drop-in sessions. Reading / phonics information sessions. Seesaw promotion (Assessment / Eng + Maths / Wellbeing)			July 22: Events (sports / music / drama)
2. Regular Governor visits for observe practice and process	Establish governor areas. 2 governor visits					



ACTION PLAN FOR EYFS						
AIM	NOV 2022	MAR 2023	JUNE 2023	LEADS	RESOURCES	IMPACT
1.Successful implementation of Little Wandle phonics.	Placements tests completed (July 22) Reading resources aligned to phonics. Online books in use. Assessment of HT1. Tracking evidence (phonics screening)					
2.Staff are knowledgeable about teaching of early mathematics so that pupils thrive in KS1.	Audit of practice + expertise. Identify training required.	CPD for all EYFS + Nursery staff.		LT + DP		July 22:
3.Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way so that pupils thrive in KS1.	Audit of planning (Long term + In the moment) Identification of practice for NC Subject supporter.	Know more and do more (knowledge + skills) identified. Floor books / portfolios established		LT + DP		July 22:
4. EYFS connection to Nat Curriculum subjects	Science shared on school website	History shared on school website	Computing + DT shared on school website	ER / DP / ET / SW / JP		
5. Identification and support for pupils who are not meeting expected levels	Discussion of identified pupils (maturity v learning). Identify support / actions	Targeted and specific interventions monitoring. Consultation with parents.	IEPs written for identified pupils	DP / ER / JW		

ACTION PLAN FOR SEND						
	NOV 2022	MAR 2023	JUNE 2023	LEAD	RESOURCES	IMPACT
1. Adaptations to milestone assessments ensure that all pupils have equality of opportunity to succeed.	Adaptations for Term 1 Science and History identified. Assessment task posted on Seesaw.	Adaptations for Term 2 Science and History identified. Assessment task posted on Seesaw.	Adaptations for Term 3 Science and History identified. Assessment task posted on Seesaw.	LT / All staff	Staff meetings	July 22:
2. Different or additional provision exists so that outcomes are improving for children with SEND	Provision for Sensory needs + Zones of Regulation embedded. VI supported embedded into Y6 practice. SEND Book Look	Autism awareness – autistic friendly practices to be implemented by all staff, where necessary. VI access arrangements	SEND Book Look.	JW / Jill Taffe / PB / ER + All staff.		July 22: