

SCHOOL SELF EVALUATION FRAMEWORK: 2023- 2024				CARLISLE INFANT SCHOOL		TERM: Autumn 2023
HEADTEACHER: ZOE BRITAIN				CHAIR OF GOVERNORS: Deb Long		DATE: November 2023
	Autumn 2022	Spring 2023	Summer 2023	Autumn 2023	Contextual Overview	
Number on roll	247	247	244	237	<ul style="list-style-type: none"> Carlisle Infant School is a three-form entry community infant school federated Hampton Hill Junior School (HHJS), located in Hampton ward – 80.2% pupils reside within this ward Situated in an overall prosperous area - pockets of deprivation, women’s refuge, adjacent to Hanworth ward (Hounslow) - top 20% of deprived wards in the country Applications for Sept 2023 79 ‘first choice’ applicants, 87 places filled in YR 	
Gender Proportions	M: 123 (50.2%) F: 124 (49.8%)	M: 122 (49.4%) F: 125 (50.6%)	M: 121 (49.6%) F: 123 (50.4%)	M: 121 (51%) F: 116 (49%)		
PPG	28 (FSM)	29 (FSM)	30 (FSM)	25 (FSM)	<ul style="list-style-type: none"> 11% of the school population, key barriers may include: reduced/limited parental support for learning at home, initial low starting points, gaps in vocabulary and knowledge 	
BAME	83 (34%)	86 (35%)	83 (34%)	81 (34%)	<ul style="list-style-type: none"> Predominantly White British 64% with 33% mixture of ethnic groups - enriches curriculum. White and Asian, Other Asian Background, Other Mixed Background and Other White Background make up our most common other ethnic heritages. 	
EAL	76 (31%)	76 (31%)	74 (30.4%)	58 (24.5%)	<ul style="list-style-type: none"> 26 languages – predominantly English. Arabic, and Russian make up the next two most used languages spoken in the Carlisle Community. 	
SEND	22 (9%)	31 (13%)	36 (15%)	43 (18.1%)	<ul style="list-style-type: none"> 43 pupils with SEND:6 EHCPs, 37 SEN support. We are in the initial stages of applying for a further 4 EHCPs for identified children High number of reception children have started this September who require SEN support/EHCP where the process has not been started in nursery 	
LAC	0	0	0	1		
Mobility	10 leavers (incl.4 who did not return Sept 22) 14 Admissions	20 leavers (incl 4 who did not return Sept 22) 22 Admissions	24 leavers (incl 4 who did not return Sept 22) 24 admissions	Leavers: 8 (incl 2 who did not return Sept 23) Admissions: 10	<ul style="list-style-type: none"> 7 pupils joined since census day in October 	
Attendance	To 25.11.22 94%	To 10.03.23 95%	To 13.06.23 94%	To 28.11.23 96.3%		
Persistent absences	21 (7 sessions or more)	33 (21 sessions or more)	28 (32 sessions or more)	PA below 90%: 23 (9.7%) National average: 16.8%	<ul style="list-style-type: none"> Number of children at PA has decreased, the current PA is 23 children. 	
Punctuality: (6 + lates)	8	2	5		<ul style="list-style-type: none"> Punctuality is good. Persistent lateness is monitored and followed up with a letter. 	
Racist incidents	1	2	1	0	<ul style="list-style-type: none"> Racist Incidents – historically very low, improved monitoring and staff training this year, these are followed up and reported to the local authority Racist incident - Anti-Racism Policy followed indicating incidents are recorded in full on CPOMs outlining the initial concerns, all steps taken to deal with the incident and communication with families as a result. 	
Exclusions	0	0	0	0	<ul style="list-style-type: none"> Exclusions: there have been no exclusions in place in the past two years 	

● Breakfast Club facilities on site - this has seen an increase in demand and currently the income is predicted to double our budgeted income with 40 + children attending on some days.

- After school provision runs on both school sites and is well attended.
- We are committed to proactive safeguarding and well-being practices. DSL has completed peer supervision training. 3 mental health first aiders have been trained recognising the increased need for supporting pupil and staff wellbeing
- The ELSA at Carlisle has completed Senior Mental Health Lead training. Following our trauma informed and attachment aware training, a nurture space, 'The Nest,' has been set up which is used for small groups or one to one support.
- Carlisle has benefitted from being part of the Trailblazer programme to support mental health. Workshop delivered to all children and support given to parents and pupils by our Education Wellbeing Practitioner.
- THE Mental Health Support team which includes art and music therapists, support identified children at Carlisle with emotional wellbeing.
- Leaders have ensured that there is a joined up approach across the inclusion team, including the SENCO, ELSA and the emotional wellbeing practitioner (EWP) who works in the school for half a day each week.
- Carlisle has achieved the Silver Attachment Aware School Award for our work on emotion coaching and developing therapeutic spaces in school
- GDPR monitoring is in place with required actions followed up
- Barriers to learning are identified and responded to for vulnerable pupils, in order to support positive outcomes (see PPG Strategy, SEND/ EAL support provision).
- CIS is an old site and requires ongoing and regular maintenance. Successful, significant capital bids have been submitted to the L.A- with work ongoing. Staff toilets have now been completed and a secure, fob opening door has been fitted at the entrance to the staff corridor to improve privacy and pupil safety measures.
- Clubs are wide ranging including sports, art, music, yoga and sewing
- Parental communications/complaints are responded to. Parent feedback from surveys, parent consultations, end of year feedback and at events has been positive.
- Very successful CSA (PTA) raised over £6500 at firework event, around £8,000 at Summer fair in addition to numerous other events
- Total amount raised by CSA19K
- Fundraising – Children in Need, Comic Relief and Great Ormond Street were three charities our Carlisle Community supported last year
- Parent voice – range of opportunities - Parents feedback has been collected following parent consultations and workshops. The vast majority of this is positive and suggestions for development were carefully considered.

AUTUMN UPDATES:

- Early Years and Phonics Lead is leaving Dec 2023, her role will be covered by existing staff members
- A site assistant is now in place, this is making a big difference to leadership wellbeing
- Y1 Lead will return from maternity leave in Jan 2024
- DHT is in class one day a week covering long term sick leave
- Two staff members have been on long term sick leave for the majority of the autumn term
- New reception teacher appointed for January 2024

Staffing

- Majority of staff are experienced, and turnover has been low over recent years
- Links with Roehampton University and Kingston College - a number of students have placements at Carlisle
- Links developed with Kingston University-student placement and support for subject leads-history and english

Budget

- Falling pupil numbers in the local area, increased energy costs, predicted staff pay rise means we are setting deficit budget for 2023-2024 ending next year at approx £-85K

PROGRESS MADE AGAINST AREAS FOR IMPROVEMENT IDENTIFIED AT THE PREVIOUS OFSTED INSPECTION-SEPTEMBER 2023

KEY ISSUE	PROGRESS MADE SINCE LAST INSPECTION NEXT STEPS (REFER TO SDP FOR FURTHER DETAIL)
In some subjects, assessment is not used effectively, to check what pupils have learned. In these instances, some pupils have not secured the knowledge they need to tackle more complex ideas later on. The school needs to ensure that assessment is used across the curriculum to identify and address any gaps in knowledge or misconceptions pupils have.	Assessment was identified as a priority in the School Development Plan, this is also an agreed area of focus in our termly SIP visits.

OVERALL EFFECTIVENESS: GOOD

- All key judgements are **good**
- Safeguarding is effective
- Federation’s Vision and values developed through a well thought out and engaging curriculum
- Proud of our commitment to ensuring our children develop skills for life as well as for learning

QUALITY OF EDUCATION: GOOD**WHAT IS WORKING WELL****INTENT****AUTUMN UPDATES:**

- All new staff trained to use Little Wandle phonics scheme-part of induction process
- Staff aware of key priorities in relation to quality of education (reading/writing, vocabulary and assessment) - Subject Leads structured objectives in line with these priorities
- Summative Assessment practices reviewed and best practice researched within SLT
- Carlisle Curriculum Intent statement indicates our school intent for the curriculum we provide.
- Curriculum is structured so that pupils build upon prior knowledge and uses the curriculum guidance in Development Matters in Reception as a framework for our early years curriculum, develops skills across all subjects and is structured and sequenced towards National Curriculum outcomes for KS1.
- Curriculum progression maps are in place on our website, outlining key objectives, skills and vital vocabulary that will be introduced in each term for each year group. Enrichment opportunities are also being considered by all subject leaders. Focus on representation, especially for diverse groups that may not have otherwise been included as part of curriculum in the past.
- SLT and Curriculum leads have outlined the school’s ‘cultural capital’ opportunities within different terms and across the children’s time at Carlisle Infant School.
- Curriculum is designed to be engaging, challenging and give children the opportunities to develop into adults who want to make the world a better place. A big emphasis is placed on developing children’s social skills and learning behaviours, so that they are resilient, creative, able to solve problems and communicate well with others
- Designed to meet the needs of our children in our local community - in order for our children to be successful in learning and in life. Due to close proximity to the river, we ensure our curriculum offers water safety awareness and the opportunity to start to develop swimming skills when children reach year 2.
- Yearly overview curriculum maps ensure NC is covered - Subject leaders monitor through planning, book looks and feedback
- Curriculum progression maps are in place for each subject
- Medium-term plans show the intended outcome for the sequence of learning - children answer key questions for every lesson and at the end of the unit of work - Questions carefully constructed to assess if skills and knowledge have been retained
- We regularly review our curriculum, looking annually at changes we need to make in light of different cohorts of children and their barriers to learning.
- PPG Strategy, PPG champion – focus engaging parents with supporting learning at home and pre-teach sessions. Curriculum is being shaped to include diversity, challenge and rich opportunities including educational visits and enriching in-school experiences. Vocabulary and language-rich lessons support diminishing the language gap between all learners

- SEND pupils - Active Learning Zones Y1 & Y2 - opportunities to rehearse and embed learning in a practical, play-based way. Skilled, additional adults in each year group enable staff to support and challenge all pupils to fulfil their potential. All pupils are presented with the same learning expectations, but different scaffolding ensures all can access without narrowing the curriculum. INSET Attachment Aware Award training for staff (led by Ed Psychologist) took place in Spring and summer terms – supporting understanding of supporting pupils with significant additional needs
- A love of reading is central - Quality texts to inspire children in their own writing, develops vocabulary
- Carefully planned systematic phonics progression ensures children learn the phonemes rapidly and are able to blend to read independently, supported by targeted provision of decodable texts
- We promote pupil understanding of British values and support their SMSC (spiritual, moral, social and cultural) needs

Implementation

AUTUMN UPDATES:

- Training to develop staff knowledge around vocabulary teaching delivered by a SIP
- Summative Assessments practices have been introduced/embedded in some subjects to enable consideration of impact/manageability
- ‘Baseline’ Learning Walk with SIP carried out in mathematics to consider next steps, focussing on vocabulary teaching and assessments (formative and summative)
- All staff have been trained to teach Little Wandle Letters and Sounds, and staff have opportunities to access support from the Phonics Lead alongside additional CPD time. New reading books were purchased in line with the new phonics scheme, which ensures all children take home a high quality decodable text.
- Whole school writing training focusing on expectations for handwriting and how to use the simple view of writing assessment tool, to support children with their writing.
- Whole school reading training on using quality texts led by English lead has supported staff subject knowledge
- Following the period of school closure and blended learning offer of remote education and keyworker school over the past 2 years,, subject leads and class teachers have reviewed the curriculum to ensure any learning gaps are identified and planned for
- Physical development opportunities for both fine and gross motor skills, developing communication and language alongside personal, social and emotional development are key areas of focus for all year groups
- New and enhanced topic drivers have been implemented in all year groups, reflecting diverse figures, texts and images to complement the new EYFS curriculum and work alongside Carlisle’s priority to develop diversity in our curriculum
- Staff analyse data from end of year assessment points to put in place interventions where needed-phonics, reading and maths
- Personalised Integrus Assessment tracker has been introduced for inputting termly data alongside our own ‘assessment stepping stones’ to enable measurements of attainment and progress
- A package of relevant CPD is supportive to teacher subject knowledge and professional development.
- Effective ‘talk partners’ INSET to encourage the use of talk and develop oracy
- Teachers’ subject knowledge is generally secure - some curriculum areas where some staff need further subject knowledge development (Maths Mastery, Computing, Music – Charanga)
- Phonics and early reading skills are prioritised alongside developing a love of reading - additional support for identified children - Borough Leading Phonics Practitioner part of the teaching team to provide support and CPD for staff.
- School has subscribed to and purchased resources for ‘Little Wandle Letters and Sounds’ validated SSP and reading programme (as recommended by AfC) and begun teaching staff training in order to launch in September 2022.
- Training and mentoring to year group and subject leaders - increased clarity around roles and responsibilities - improved confidence and skill when monitoring.
- Additional support is targeted at identified pupils. Progress and impact are tracked and reviewed (e.g. SEN/PPG/EAL/Catch Up and Recovery Plan).

Impact

AUTUMN UPDATES:

- Early reading is prioritised right from the start. A strong culture of reading is evident across the school.
- Oversight of the curriculum is robust, and consequently, staff are knowledgeable and implement the curriculum consistently.

● Pupils follow a broad curriculum that matches the ambition of what is expected nationally. Inspection report: Carlisle Infant School 13–14 September 2023 2 In each subject, the knowledge and key vocabulary that pupils need to learn has been identified. This is well-sequenced to help pupils build their understanding cumulatively and take on more complex learning as they get older. Ofsted September 2023

- The headteacher and deputy headteacher quality assure all baseline assessments. Additionally, the school was externally moderated which was a supportive and useful process.
- The proportion of Y1 pupils who achieved the expected standard (79%) in the phonics screening check was in line with the national average (76%) last year.
- There were 21 pupils in Y2 who were eligible for the phonics screening check last year. 71% of these pupils achieved the expected standard.
- The proportion of pupils who achieved the expected standard or above in reading, writing and mathematics (60%) was in line with the national average (54%) last year.
- The proportion of pupils who achieved greater depth in the same three subjects (11%) was similarly in line with the overall national average (6%).
- Attainment was at least in line with the national average in all subjects at the expected standard or above and was above in all subjects at greater depth.
- Pupils generally achieve well at the end of key stage and in year 1 phonics screen and EYFSP.
- HT is a previous lead moderator for EYFS Profile and has provided support for LA in introducing EYFS reforms
- DHT has been a lead moderator for KS1 Teacher Assessments, ensuring accuracy in teacher judgements and making recommendations for future developments to KS1 curriculum.
- End of Key Stage 1 Assessment outcomes show 74% of this cohort achieved the expected standard or above in Reading, 61% in Writing and 79% in Mathematics.
- Observations show that vocabulary is more of a specific teaching focus. Teachers have high expectations that all children are able to access the learning and are scaffolded in different ways.
- Following training from the previous SENCO, monitoring shows that teaching assistants are working more effectively using tools such as Zones of Regulation, Size of a problem to support identified children. Training on Precision Teaching has begun which is enabling pupils to make smaller step targeted progress.
- Evidence from book looks, observations, pupil progress meetings – shows children understand more, know more and can do more.
- Pupil voice shows children can talk about their learning in different subjects and are able to retrieve previously taught knowledge in different curriculum areas. Ofsted feedback 2023
- Tracking systems have been reviewed and a new tracking tool is being used linked to Integris which will equip the teachers with more meaningful data
- The moderation of teacher assessments ensures consistency – A team of local schools has been established by the HT and DHT to develop opportunities for cross school moderation in our Reception, Year 1 and Year 2 classes. Positive feedback from local schools attending and staff, providing reassurance and standardisation in agreed judgments.
- Moderation of writing in spring term within our locality group of schools validated teacher judgments as accurate.
- Significant progress demonstrated in Keep Up phonics groups
- Disadvantaged pupils benefit from additional support where needed and make good progress in closing learning gaps
- SEND additional support - intervention groups and/or individual support for reading, writing and maths
- All staff have high expectations which means that children are to read for a purpose and that gaps in phonic knowledge are quickly identified and closed
- Feedback from our previous School Improvement Partner highlighted that the children's reading books were well-matched to their phonic ability.
- Parental feedback and pupil feedback – transition – especially SEND Refer to majority of positives from home learning parental survey and responses to happy newsletters

AREAS TO FURTHER DEVELOP/EMBED

1. To ensure subject leaders are skilled in evaluating the quality of our curriculum offer and able to use assessment effectively to further improve the teaching and learning in their subject.

BEHAVIOUR AND ATTITUDES:**GOOD****WHAT IS WORKING WELL****AUTUMN UPDATES:**

- Pupils are kind and considerate to each other. They readily refer to the 'golden rules' for behaviour and follow these consistently. Ofsted 2023
- 96% of parents agreed (or strongly agreed) that the school makes sure its pupils are well behaved in Ofsted Parent View survey
- All classrooms have copy of a 'Reflection Book' for easy access to a pictorial support for adults and children having 'restorative conversations' following issues in the classroom/playground
- Smile tokens used as part of positive behaviour policy, being used consistently by all staff-positive impact has been seen in children's behaviour in class and when transitioning around school.
- Smile Charts are beginning to be used/implemented to track and encourage improvements in behaviour, including comments and feedback from school/home.
- Parent workshops on ADHD and ADHD and nutrition alongside managing anxiety and managing challenging behaviour have supported families.
- Staff committed to improving consistency managing children's behaviour-review of policy, restorative conversations and micro scripts shared with staff including lunch leader team
- School continue to focus on developing use of attachment aware/trauma informed strategies alongside high quality provision from ELSA has led to improvements in self regulation for identified pupils
- Whole staff training on attachment and emotion coaching has supported staff developing more effective strategies for behaviour management
- Pupil voice September 2023-children enjoy coming to school, enjoy their learning and know what to do when they have a problem.
- Majority of pupils feel safe at school and children in Key Stage One know how to share worries and why this is important
- The school has high expectations of behaviour, children are introduced to our Golden rules and learning behaviours which support this.
- Zones of Regulation used effectively to support children managing feelings and behaviour which are becoming more embedded (particularly for children displaying dysregulated behaviour) in order to support them in discussing and managing their emotions
- We have a respectful school culture, where staff care for the pupils. We are committed to mutually supportive relationships that promote positive behaviour choices by pupils. Related issues are discussed at leadership and staff meetings, in order for swift and positive resolution. Our learning behaviours are focused on each half-term and celebrated in assemblies
- Children are motivated to learn and encouraged to celebrate with pride. They are supported to develop their resilience and pupil voice is encouraged and celebrated
- Pupils behave well when attending before and after-school clubs and extra- curricular opportunities. We are proud of them when they are representing the school off-site
- Positive attendance and punctuality messages are promoted -with barriers and individual circumstances responded to
- Parents survey 2023 - all parents who responded to the parent survey feel their children are happy and safe at Carlisle and that children behave well.
- Behaviour policy - clear stepped actions and expectations, restorative conversations support positive behaviour choices. Behavioural concerns recorded on CPOMS to enable more effective tracking, monitoring and support
- Bullying, violent actions, discrimination, derogatory behaviour and peer-on-peer abuse are not accepted. They are dealt with consistently and effectively, on the rare occasions this is necessary
- Anti-Racism policy outlines how school responds to racist incidents and a separate, specific form that is completed should a racist incident occur
- Show Racism the Red Card Day-whole school participation
- Our curriculum helps pupils to understand more about keeping and feeling safe- both in and out of school
- Increased focus on keeping safe linked to our RRS work has led to increased disclosures.
- Strong pastoral foundation - developing relationships with pupils and their families - Staff accessible before and after school - Headteacher and Deputy on the gates
- Pastoral Mentor timetabled to support identified pupils with emotional challenges
- Learning behaviour focus-children and parents engaged with characters, parents gave examples of how their children met learning behaviour which was shared in live assemblies
- Learning Behaviours continue to be celebrated in celebration assemblies through awarding certificates.
- 'Tidy Trophy' launched to promote care for the environment and teamwork
- Key staff have been trained by the Education Inclusion Support Service in Positive Handling. This focused on the importance of de-escalation strategies

- Behaviour Policy further refined to provide clarity of expectations and responsibilities
- Teaching Assistants have been trained in de-escalation strategies to support children with dysregulated behaviour – INSET Day, Laura Grogan (HHJS)
- ‘Behaviour survey’ generated collaboratively by staff was carried out to identify staff feelings around behaviour in school and research carried out to understand effective practice from other settings and ensure a consistent approach can be taken to support positive behaviours from all.
- Further developments to behaviour tracking using CPOMS and SLT analysis.
- Vulnerable pupils identified and discussed in weekly SLT meetings - strategies put in place and reflected on in future meetings. Similar pupils highlighted in weekly briefing with strategies/actions shared.

AREAS TO FURTHER DEVELOP/EMBED

- To develop behaviour policy with staff to ensure consistency and to include emotion coaching
- Continue to develop strategies to support children who find playtimes and lunchtimes a challenge

PERSONAL DEVELOPMENT:

GOOD

WHAT IS WORKING WELL

AUTUMN UPDATES:

- RRS UNICEF buddies have started working on sustainability plan
- Reception parents attended Emotion Coaching workshop-positive feedback given and future session planned
- Rights Respecting School Steering group have led on setting up a toiletries bank, whole school Shelter day-raising awareness and money in relation to homelessness and led Walk for water.
- Over 50% of year two cohort have accessed resilience group support from MHST and have shown increased resilience in behaviour
- Rights Respecting School bronze award achieved and the school is on track to achieve the silver award in Spring 2023. This work ensures children are aware of the right to be safe from harm both in and out of school, have shelter, food, clean water and a right to learn. The impact of this has been greater awareness from children around these areas which has enabled us to identify families needing support more easily.
- Resilience Parent Workshop was well-attended and resources have been added to the website to support families with this.
- New gym equipment installed in the school playground with the aim of developing healthy habits for life
- Developing our anti-racism approach has been a key priority this year. Children understand why skin colour difference exists, what racism is and how to ask for help if they are worried about this. Staff have received a number of training sessions to support their knowledge and confidence talking to children about race.
- RRS work has led to charters in every class. All children have participated in fundraising for charity -most recently Shelter linked to our work on having a safe home.
- ELSA support for identified pupils is effective and those children needing support to regulate emotions have reduced over time.
- Opportunities for participating in multi-school events- Music Festival, Country Dance Festival, Barnes Literature Festival
- Pupils’ physical and mental health and well-being, and an understanding of healthy relationships and lifestyle are well supported through our curriculum content which is carefully chosen to represent the diverse world in which we live
- Developing communication and social skills is key to our curriculum especially following the disruption from school closures. All staff utilise every opportunity to develop these
- The school is now part of the Trailblazer programme which has provided emotional health support for children, staff and parents
- A member of staff has completed ELSA training and is now supporting children and parents who are showing greater resilience and are better equipped to express emotions
- Emotional health Workshop has been offered to the whole school aimed at supporting children regulating their emotions
- Presentations from different faiths to discuss their role to support children’s understanding and visits from parents from diverse ethnic heritage to support curriculum objectives
- British values integral part of curriculum through PSHE programme, circle times, challenging stereotypes and accepting and valuing pupils’ strengths and talents
- Democracy - school council, voting in class and assemblies (playground equip), creating class rules and routines
- Charities – children are involved in fundraising opportunities across the year
- Rights Respecting School has been launched with children, staff, governors and parents November 2021

- Rights Respecting Buddies are in place in all Key Stage One classes. Regular Rights Respecting School assemblies take place and children on the RRS Steering Group contribute to this.
- World Children's Day celebrated- focus on children's right to be kept healthy and safe
- The RE curriculum - broad and balanced - range of faiths - visitors - children share beliefs - festivals are celebrated throughout the year
- Respecting difference - inclusive school - children are unique and have individual strengths - PSHE scheme Jigsaw, Assemblies, RE lessons, class circle times
- Assemblies - theme of difference - Role play scenarios and carefully chosen stories encourage children to solve problems
- Anti-Bullying week where children wore odd socks for a day helped to promote the idea of uniqueness.
- Taking responsibility for community and world – recycling – letters to local MP
- Extra-curricular activities enrich curriculum - sport, sewing, music and art - disadvantaged pupils places funded for 2 terms - impact seen through raised self-esteem, improved relationships with others and access to physical activity
- Physical and mental health / well-being threaded throughout everyday practice
- Golden Mile - importance of children developing an active lifestyle from a young age and impact that exercise has on mental health
- PSHE programme Jigsaw - progressive scheme - develops emotional literacy and resilience in an age appropriate way - circle times, games and role play scenarios
- High quality pastoral support is a strength of the staff team and is identified by parents as a strength of the school
- Children are taught to take risks and to develop their problem-solving skills which they can then apply to learning or solving problems with friends
- Parents attended a collective 'Families and Relationships' and 'Religious Education' workshop outlining these key aspects of the curriculum and addressing specific messages shared with their children which support our priorities to address diversity in our school. These were very well received with very positive feedback.

AREAS TO FURTHER DEVELOP/EMBED

- Continue UNICEF Rights Respecting School programme to achieve silver award. Produce outline of Unicef 'Articles' to be addressed in school assemblies
- To develop opportunities for pupils to build resilience in our curriculum offer

LEADERSHIP AND MANAGEMENT:**GOOD****WHAT IS WORKING WELL****AUTUMN UPDATES:**

- Federation Vision and Values created in consultation with staff for shared view of our aims and the values which articulate the moral and academic expectations for everyone in the school community
- Regular Federation Senior Team meetings alongside governors to consider financial sustainability and most effective use of available school finances
- Subject leads supported by coaching from SIP in developing their role and impact across the school
- Phonics and English leads have supported across the federation which should strengthen consistency in approach across both Carlisle and HHJS benefiting pupils, parents and staff
- Senior Mental Health Lead is working with wellbeing committee to look at strategies to support staff wellbeing
- Recent work with DFE consultant has highlighted that Carlisle is doing well generating income for the school, which is a result of work by the SBM alongside the HT/DHT
- New governors are having a positive impact on strengthening the federation
- Strong relationships with parents and CSA has impacted positively on the resources the school is able to provide, enrichment opportunities and the Jubilee garden site project.
- Leaders from both Carlisle Infant School and Hampton Hill Junior School meet as a Federation Senior Team regularly to discuss federation priorities and share developments to ensure cohesion for the pupils who moved through our schools
- Governors are working with schools to develop further strengths in the federation. Federation Senior Leaders and Governors have worked in partnership with Janet Hilton to strengthen our federation practice and help to develop stronger links.
- School ethos of 'Love Learning, Love Life' is shared by all our staff and promoted to parents, pupils and school community
- Federation policies for pay and performance management have been re-written and shared with staff
- All staff have attended appraisal training led by Emma Smith SIP on the new process for this, to develop more active contribution from staff and ensure accountability.
- All staff leading performance management have had training this term
- School leaders have a positive and inclusive vision for the school which aims for all children to be the best they can be, and to make a positive difference to the world in which they live
- School leaders have high expectations for behaviour and learning for both children and staff. Professional development is encouraged at all levels with teaching assistants attending weekly CPD to upskill them further
- All staff know and understand the school development priorities and the part they play in these
- Following advice/training from Senior School Improvement Advisor from AfC around Performance Management process, Teachers/TAs taken greater lead in shaping their own Performance Management targets in line with school development priorities and own areas for professional development
- Staff restructure in 2019 developed consistency for pupils which enabled better outcomes. Following the restructure, school leaders worked to develop a culture where staff feel valued and supported and wellbeing is promoted. Communications and support is in place to lessen the likelihood of any sense of workplace bullying or harassment. Any such notion would be addressed proactively. A Code of Conduct for Staff outlines the culture of respect and professional behaviour expectations
- Wellbeing team carry out regular surveys, analyse responses and respond to areas highlighted wherever possible. A code of conduct for parents has also been developed to further support staff
- Leadership team comprises of members of different staffing teams, this supports communication, well-being and enables staff voice to be represented in decision making
- The governing body challenges and holds senior leaders to account and help communicate the school vision to the school community. They have a strategic overview and ensure statutory duties are carried out
- School leaders and the governing body have responded positively to the ongoing challenges of CV19. They are focused on providing a broad, balanced and engaging curriculum that is supportive to all pupils successfully progressing towards end points
- Behaviour for Learning and Behaviour Policy developed and shared with pupils, staff and parents
- The school's actions have secured improvements in progress for disadvantaged pupils and supported enrichment opportunities

- Pupils with SEND are supported towards their targets, progress is reviewed regularly, including their personalised IEP outcomes that are reviewed and tracked termly. Our SENCo is experienced in this role, has the NASENCO qualification and has demonstrated effective support for pupils, parents and staff
- Research from the EEF alongside a good understanding of pupils' needs informs best use of Pupil Premium, Catch-up Fund and Sports Premium funding (action plans/ website).
- Leaders have an accurate understanding of the views of pupils, parents and staff- views are sought on a range of topics throughout the year
- Our performance management schedule supports improvements in teaching and learning – SLT CPD and wider staff INSET from a Local Authority Senior School Improvement Partner has provided further awareness and structure to the developments for our performance management processes and expectations
- We work to balance the pressures of workload, alongside developing pedagogy and teacher's subject knowledge
- Year Group Leaders have been released on two occasions to receive leadership coaching from Emma Smith (AfC SIP) mainly focussing on managing staff, new teams and leadership qualities
- Subject Leads have been supported by Deputy Headteacher with focus on shaping curriculums and monitoring their subjects
- Subject Leads have met with KS2 counterparts on several occasions, most recently to discuss and agree on a Curriculum Knowledge Journey across the federation to provide a more sequential learning journey for the children who are educated within the federation and ensure the leaders are confident about what is taught in each key stage.
- We are committed to supporting pupils' spiritual, moral, social and cultural development and ensuring inclusive practice - with no issues in regard to off rolling/gaming/segregation
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly using our Golden Rules. We work to promote a culture of equality and respect, this is highlighted in this year's School Development Plan
- Pupil progress meetings - focus on SEN and PPG - Clear expectations for staff around what good progress is. This forms part of our Performance management process
- Extremely positive parent response from the remote learning offer during period of school closure
- School tours led by Headteacher and Deputy Headteacher for potential new families to learn more about Carlisle were positively received – admissions data indicates that 89 families chose Carlisle as their 'first place choice' for September 2022 – highly positive increase from last year when a 'virtual tour' was the only safe option to promote our school
- Head and Deputy attend CSA meetings and events and have a visible presence every morning at the school gate
- Link with Turing House to support sporting events and through reading mentor programme
- Joint fundraising with CSA and local community for community use defibrillator
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe
- Staff are trained to identify and respond to pupil and family need and are supported to ensure they work effectively as a team
- Leaders' work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in related discussion as needed
- During the period of school closure, a new feature was created for our pupils to use in google classroom. Worry button and Worry bot character used to give children an opportunity to let adults in school know when they were worried. Every time child pressed the button, a familiar adult got in touch quickly
- Half termly Safeguarding analysis has been set up to assess quantity of safeguarding concerns including SPA referrals, racist incidents, and the volume of children in different key groups
- Safeguarding Leads hold regular meetings to discuss current safeguarding concerns, research and initiatives and consider trends in regards to safeguarding concerns raised – reflecting on possible actions to act upon these
- Safeguarding, Whistleblowing and Allegations against Staff policies followed including communicating with LADO where needed
- Any allegations made against staff are investigated and the DSL will contact the LADO for advice and actions are documented on CPOMS and in a confidential drive on the school server
- GDPR is monitored by governors and reported back in every FGB
- Staff survey 100% felt that the school has effective safeguarding procedures
- CPOMS launched September 2020, to provide a more centralised, secure, and transferrable tracking and monitoring system
- Staff represent the school in a range of ways, leading phonics practitioner, lead, and team moderators, and deliver training for LA
- We seek external and parental views and work to respond accordingly
- We have worked to ensure a recovery plan is in place for our deficit budget
- We worked energetically with our community to fund the Chromebooks to support remote education during the period of school closure and ongoing resourcing of our school library- this focus has now moved towards refreshing our reading scheme and providing all class libraries with a range of texts
- Best value reviews have led to a more effective model of IT management (Click) and cleaning (May Harris). We have also taken a role in the new LA catering contract (Caterlink)
- The Federation Strategy Team (FST) (involving SLT members from HHJS and CIS) meets regularly to ensure clarity and consistency across our Federation

AREAS TO FURTHER DEVELOP/EMBED

- Ensure ongoing SENCO CPD and support due to challenges of role
- Support reception and Y1 Year Group leads in their new roles
- Work with new governors to ensure they support and challenge school effectively
- Develop the role of year group and subject leaders to increase their impact on the quality of teaching and pupils' learning
- To continue to support staff and pupil wellbeing

QUALITY OF EY EDUCATION:

GOOD

WHAT IS WORKING WELL

INTENT

AUTUMN UPDATES:

- Reception Baseline Assessments completed and early interventions identified in order to narrow gaps
- Handover process for incumbent Reception Year Group Leader has begun
- EYFS Policy reviewed
- Staff have receiving training by Headteacher/AfC on EYFS Reforms and implications of these, EYFS curriculum/Development Matters and the Reception Baseline Assessment (RBA)
- Statutory framework is followed. Staff understand the aims of the EYFS reforms and have evaluated their practice in light of these. Observations are now made using Tapestry, an online learning journey, to support more time for working with children
- Early years curriculum develops characteristics of effective learning and makes the best possible use of our outside learning environment, for learning across the curriculum whilst developing curiosity in the world around them from the wealth of nature on our doorstep
- Curriculum is built around the curriculum framework in Development Matters 2021, wide-ranging umbrella topics are a foundation for the children's learning, alongside developing key skills and a love of learning as they start their school life. Children are given time and support to initiate and lead their own learning, supported by staff who recognise the need to develop communication skills and narrow the vocabulary gap
- Early intervention is key-any gaps on entry are identified in prime areas through observation and in LCL and Maths through the RBA so that practitioners can target specific support for children- wherever possible this will be through their play and through adding to the continuous provision
- Transition builds on what children know and can do. Staff utilise every opportunity to prepare children for their start to school, visits to nursery settings, stay and play sessions patio visits with parents, daily communication boards support transition into school
- Developing a love of reading is key to children's success at school – children have a weekly high-quality core text alongside a decodable text to support development of comprehension and decoding
- Meaningful and purposeful opportunities to write for a purpose and experience maths in everyday scenarios are provided
- The learning environment and enrichment opportunities such as our Balance Bikes programme provide physical development opportunities
- All pupils (including those with SEND) have access to the same opportunities for challenge in the continuous provision
- Parent partnership is valued, parents contribute to their children's learning journeys
- Observations on Tapestry alongside a Learning Journey book, record key milestones for children and a picture of how they learn, which is used to support the EYFSP judgement and provide information to parents and year one staff
- Moderation within school and in our newly established moderation group with local schools supports staff in EYFSP judgments. Both the headteacher and the EYFS lead have been moderators for the LA
- EYFS Lead is a leading phonics practitioner for the LA and ensures staff are well trained and parents are supported in helping children learning to read and write at home – Spring term workshops were well attended to inform families of how phonics is currently taught, expectations of pupils in EYFS and how parents can support their children at home
- Little Wandle L&S Phonics/Early reading scheme introduced at the beginning of Reception as means of introducing initial phonemes/tricky words to enable the earliest reading opportunities.

IMPLEMENTATION

AUTUMN UPDATES:

- High quality phonics and reading in place right from the start-Ofsted September 2023
- EYFS Baseline assessments inputted onto Insight Assessment for tracking/analysis
- Meaningful first hand opportunities give real life context to children's learning including visits from a 1954 Routemaster bus which supported the children's understanding of how transport has changed over time, visits from health care professionals which supported understanding of our bodies work and how to look after them
- Broad and enriching curriculum with provision that is well organised – a wide range of learning opportunities are evident - outside and inside
- Reception team have carried out the RBA alongside their own baseline for prime areas to identify gaps-this has fed into the Year Group leader action plan. 'On-entry' assessment data and pupil progress meetings ensure children, including those with SEND, are targeted according to their needs
- Family involvement in their children's learning is key- workshops and coffee mornings are well attended with positive feedback
- Children start school and settle quickly following home visits prior to the children starting school, followed by parent survey to assess effectiveness of the process
- High emphasis on teaching and assessing against the prime areas of learning in the first term as children come to us from over 30 different settings
- Children encouraged and taught how to take managed risks and challenges as they play and learn through an active curriculum
- Regular support groups/interventions ensure that children make good progress across all areas of the curriculum e.g. Autumn Physical Development intervention provide extra support for gross motor skills, in preparation for writing development
- Focus on vocabulary development – texts are carefully chosen for their vocabulary
- Effective teaching of systematic, synthetic phonics and use of books that match individual's phonic knowledge
- Staff fully trained and resourced to deliver Little Wandle L&S Phonics/Early reading scheme. Regular CPD sessions are allocated to discuss and develop practice for both Teachers and TAs. Assessments identify progress and those needing further support in catch-up provision. Daily timetabled phonics/reading sessions utilising/deploying all Reception staff.
- Positive feedback given for phonics and RE-lesson visits by SIP
- Additional phonics training part of induction to ensure staff are confident with supporting children in phonics
- Early Mathematics teaching follows sequence from White Rose Maths – which continues into Key Stage 1 and Key Stage 2 across the federation, ensuring children have sufficient and appropriate prior knowledge as their learning develops
- Sustainability opportunities - children grow and harvest their own vegetables and flowers – children cook and eat what has been grown

IMPACT

AUTUMN UPDATES:

- The proportion of pupils who achieved a good level of development (69%) was above the overall national average of(67%
- The proportion of pupils who achieved the expected level in the different early learning goals was in line or above national averages in all 17 areas and ranged from 79% in multiple goals to 99% in creating with materials.
- Significant progress made by child with complex SEND awaiting specialist provision referenced by EP
- Significant progress made by LAC referenced by Virtual School and EP
- Cluster moderation validated staff judgements
- Internal moderation shows judgments are in line with expected standards
- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Their vocabulary is developed through careful planning and used across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency
- Children respond well to the Golden Rules and to 'Behaviour for Learning' strategies. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment
- Children have developed resilience to setbacks and take pride in their achievements

- External moderation visit for Reception Baseline Assessment Oct 2022 validated all teacher judgments are accurate
- Parent feedback obtained throughout the year is positive overall. Suggestions considered and some implemented
- Transition from EYFS to KS1 is strong. By the end of Reception, children achieve well, particularly those children with lower starting points
- Handover includes moderation of writing to ensure that the KS1 team agree with the levels the children have attained
- Further detail discussions with the Year 1 teachers ensure that they have a good understanding of the children's needs and skills as they transition into Year 1

AREAS TO FURTHER DEVELOP/EMBED

- Embed new phonics scheme and approach to reading , develop staff knowledge and consistency of support offered
- Further develop maths provision
- Create CPD opportunities to further upskill YR TA team