[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwitl-622PDVAhUC2BoKHWHeDWcQjRwIBw&url=http://www.christchurchfolkestone.com/&psig=AFQjCNHqLWO1fM1URIeGnNwb-GCZ5Nz59w&ust=1503692285319306)

**Self - Evaluation Form (SEF)**

**Headteacher: Mr Robin Flack  
Website:** [**www.christchurchfolkestone.com**](http://www.christchurchfolkestone.com) **Self-Evaluation Form: Christ Church CEP Academy, Folkestone**

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| **SECTION 1: Our school’s context** | **SEPTEMBER 2022** |
| **Description of the Academy**  Christ Church is a two-form entry Church of England Primary Academy located near the centre of Folkestone, albeit serving a wide catchment area within the locality. In 2021-2022, we were oversubscribed in most year groups. The east part of Folkestone is considered an area of high deprivation, and the vast majority of pupils come from this vicinity:   * IMD statistics list the academy with the highest IMD indicators in Folkestone, and ranked 19 out the 450 primary schools in Kent * Folkestone Harvey Ward has the highest benefit claim (43%) in Kent   **Pupil characteristics**   * Over 30% are vulnerable, have special and additional needs, including physical disabilities and social and learning difficulties * 46% of pupils are entitled to Free School Meals * One third of pupils speak English as an additional language, with over half of these at a very early stage of speaking English * There is significant social services involvement for several families   **Distinctiveness as a Church School**  Our ethos is firmly anchored to our school vision: *Inspired by God’s love, we humbly strive to be the best version of ourselves every day, in every way. We cherish the dignity of each precious person: thankfulness, friendship, forgiveness and hope are at the heart of our inclusive community.*  We utilise prominent areas throughout the site as a stimulus for reflection and prayer, as well as spiritual displays within each classroom. Inspired by Christian values and teachings, we provide a caring learning environment which affirms the unique importance of every individual, whilst striving to enable everyone to develop their talents and thereby become prepared for responsible global citizenship. | |

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| **The next steps as listed from the most recent Ofsted inspection letter (June 2019) are:** |
| |  | | --- | |  | | Leaders and those responsible for governance should ensure that:   * Record-keeping is maintained at the highest possible standard to ensure that work to keep pupils safe can be improved even further * Improve the skill set of governors who are new to the governing body, so they can discharge their statutory duties confidently * Continue the thoughtful work already under way to deepen pupils’ knowledge, skills and understanding further across the wider curriculum. | |

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| **Since September 2021, the following has occurred:** |
| * A tutoring programme has been established prioritising disadvantaged children first. The funding from the National Tutoring Grant has allowed this to occur – TAs were trained under the ‘school led’ approach to ensure children received quality tutoring in order to make rapid progress. * From September 2022, the school is using a teacher to be our new ‘Academic Mentor’ to continue the good work already under way. * A new scheme for Mathematics was implemented – the primary aim of the new school is to develop challenge for all and to also develop reasoning skills further. * Reading remains a strength in EYFS and Key Stage 1 – in order to enhance further, a new curriculum programme was implemented for Key Stage 2 developing all aspects of reading skills. * ALL subjects across the curriculum have been enhanced further and all are at different stages. Common themes that have been developed are: key knowledge and skills and medium term plans. Subject Leaders have had their skills developed in the monitoring of their subjects including observing lessons and evaluating evidence of the curriculum. * The school has evaluated its ‘Cultural Capital’ offer and successfully bid for £3000 in order to enhance the children’s experiences beyond the curriculum. This will continue in the 2022-2023 SDP. * The school has worked closely with the LEA to develop further strategies to support families with school attendance – this is reflected in our SDP for 2022-2023 as we plan to introduce ‘Attendance Success Plans’. * A policy for Spirituality has been developed reflecting our Distinctive Christian Ethos to allow the children opportunities to be spiritual or experience moments of spirituality throughout the school day. * An audit into SEND was conducted by STLS (Specialist Teaching and Learning Services) to evaluate SEND provision across the school. This was very successful and the school has a clear plan moving forward (see SDP 2022-2023) to enhance SEND provision further. * Several staff are participating in CPD for the NPQ programmes (NPQH, NPQSL, NQPML and NPQLTD) to develop leadership capacity at all levels. * The school has internally appointed a new Deputy DSL and a new Deputy SENCo to develop capacity further in Safeguarding and SEND to continue to enhance the provision already in place. * PE provision has been developed further with a revised curriculum offer; from September 2022, Dynamic Sports have been employed to teach PE as well as enhance teacher’s teaching of PE further. The school has participated in more PE competitions and other active opportunities including swimming. |

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| **SECTION 1: The Quality of Education** | **Current Grade: 2** |
| **Last inspection Grade: 2** |
| **EYFS - 2022**    **(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).**  Generally, on entry, cohorts are assessed as being below national expectations and therefore a good curriculum offer is in place to ensure the children make good progress. Careful planning and consideration is always given to this cohort of children as they enter Year 1 to ensure they are prepared and ready for the year ahead. This now includes additional Read, Write Inc sessions. We also implemented Speech and Language intervention to support the children with Speech and Language problems. A small number of children who were not quite ‘school-ready’ had the curriculum suitably adapted to meet their needs supported by STLS. The SDP for 2022-23 outlines how we plan to enhance EYFS further including increased opportunities for writing. | |

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| **Key Stage 1**    **(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).**  Reading is a key whole-school priority – it is our ambition that every child can read at Christ Church. A robust phonics programme is in place across EYFS and Key Stage 1; staff are well trained to deliver this and children make good progress. The Reading Lead is also Reading Recovery trained and works closely with pupils who are struggling/have barriers which prevent them from making good progress. Careful consideration is given to those children who did not pass the phonics screening and additional intervention is in place for them throughout Year 2.    **(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).**  The results show the impact of the lockdown, however, this cohort have made significant progress given the combined was below 20% in September. The COVID catch up premium was used to employ additional teaching staff to support the teaching and learning of the curriculum particularly in maths and English and the results reflect this. The results also reflect the additional tutoring which has taken place throughout the academic year.  **Key Stage 2**    **(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).**  Results from the MTC were good but we have plans to enhance this further so all children have strong recall of multiplication facts. Our new curriculum for Maths emphasises a stronger focus on mental arithmetic and associated multiplication facts.    **(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed. Additionally, progress measures are not being published this year by the Government but we have added them for reference to inform school improvement priorities).**  End of Key Stage outcomes for Key Stage 2 were strong.  The school has continued to achieve the standards it has through:   * Monitoring of Teaching and Learning which feed into discussion in SMT and Staff Meetings. * Marking policy updates are robustly implemented across the school. SMT book scrutinies provide quality assurance. * Additional teaching staff funded from Pupil Premium and COVID Catch-up funding to support teaching and learning for ALL pupils but disadvantaged prioritised first. * The SENCO leads the provision to ensure children with additional needs make good progress. * Learning Walks, aspirational targets, high expectations, book scrutiny, regular monitoring of planning and pupil progress meetings each term all contribute to quality provision for teaching and learning.  |  |  | | --- | --- | | **Progress measures: KS1 to KS2** |  | | Reading progress score (confidence interval in brackets) | 3.3 (1.7 to 4.9) | | Percentage of eligible pupils included in the reading progress measure | 100% | | Writing TA progress score (confidence interval in brackets) | 2.8 (1.3 to 4.4) | | Percentage of eligible pupils included in the writing TA progress measure | 100% | | Mathematics progress score (confidence interval in brackets) | 2.1 (0.6 to 3.6) | | Percentage of eligible pupils included in the mathematics progress measure | 100% | |
| **Parent Questionnaire – Autumn 2021**   |  |  | | --- | --- | | 1. My child is happy at Christ Church | 98% Strongly Agree or Agree | | 1. My child feels safe at Christ Church | 98% Strongly Agree or Agree | | 1. Christ Church makes sure its pupil are well behaved | 100% Strongly Agree or Agree | | 1. Christ Church deal with bullying effectively | 67% Strongly Agree or Agree – 25% didn’t know as their child hasn’t experienced bullying | | 1. Christ Church makes me aware of what my child is learning | 94% Strongly Agree or Agree | | 1. Christ Church responds well to any concerns I raise | 100% Strongly Agree or Agree | | 1. My child has SEND and Christ Church gives them the support they need to succeed | 100% Strongly Agree or Agree | | 1. Christ Church has high expectations for my child | 100% Strongly Agree or Agree | | 1. My child does well at Christ Church | 93% Strongly Agree or Agree – 7% didn’t know | | 1. Christ Church lets me know how my child is doing | 94% Strongly Agree or Agree | | 1. There are a good range of subjects available for my child at Christ Church | 99% Strongly Agree or Agree | | 1. My child can take part in clubs or activities at Christ Church | 95% Strongly Agree or Agree | | 1. Christ Church supports my child’s wider development | 98% Strongly Agree or Agree | | 1. Christ Church is well led and managed | 100% Strongly Agree or Agree | | 1. I would recommend Christ Church to another parent | 98% Strongly Agree or Agree |   Typical Comments include:  My child is happy, doing well and is well supported by her teachers and peers.  Leadership is very visible and responsive and I really appreciate that, and my child's teachers have all been warm, helpful and kind. I am very happy that we chose Christ Church.  My child absolutely loves Christchurch and I am so pleased with his progression since September. He even loves reading now! Thank you so much.  Christ Church is a lovely school, very warm and friendly, with the children's happiness at its heart.  All of the staff at Christ have been freidnly and welcoming since we started. We’re very with the school.  My child loves geography and history and the things they learn about fascinate her.  Brilliant school, brilliant staff and brilliantly run. Will always recommend Christchurch Academy.  We love this school and are grateful for everything you do not for our child but also for us as parents. The teachers and headteacher are simply amazing.  **Ofsted Report (2019):**  ***Typical comments included, ‘Christ Church has exceptional leadership and teaching,’ and ‘The school has gone beyond expectations to ensure children’s learning and well-being is catered for.’***  ***Subject and team leaders have a good understanding of their roles and are highly effective in their work. They hold teachers to account for the progress of pupils in their class and ensure that the quality of teaching is consistently high in all subjects. They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.***  ***Teachers know their pupils well. They assess pupils’ work regularly and accurately. Teachers skilfully use this knowledge of what pupils can do to plan lessons that match the needs of pupils well. Leaders and teachers have firm aspirations for the high number of disadvantaged pupils and work relentlessly to ensure that barriers to their learning are alleviated wherever possible. As a result, disadvantaged pupils’ confidence, self-belief and aspiration are high and they make strong progress.***  ***The teaching of mathematics and English across the school is of a high quality. Leaders are determined that every pupil should be able to read. Over the last three years, despite the significant number of pupils at the school who speak English as an additional language, the proportion of pupils who achieved the phonics check at the end of Year 1 is high and above national figures***.  ***The school’s ‘reading challenge’ has, over time, been very successful and pupils read widely and often. As a result of pupils’ interest in and love of reading, their writing is of a high quality. Pupils apply their newly learned vocabulary and understanding of grammar to the many opportunities they are given to write. In mathematics, teachers skilfully guide pupils to apply their secure arithmetic skills to reasoning and problem-solving. Teachers provide the most able pupils with appropriate challenge to enable them to make the best possible progress. Consequently, all groups of pupils achieve highly in these subjects.***  ***The school’s curriculum is exciting. Since the last inspection, you have introduced major overhauls to the curriculum which have brought about tangible improvements to pupils’ learning and their personal development. Pupils’ learning in the classroom is enhanced by valuable trips. Pupils take part in sporting competitions with great success and enjoy learning a musical instrument which they play in a brass band. Aspirational projects, such as working with a firm of architects to design a building locally, enable pupils to better understand possible future careers. Leaders are rightly proud of the breadth of experiential learning across the school and its value for pupils. Nonetheless, you have ambitious plans to deepen pupils’ skills, knowledge and understanding further in a wide range of subjects.***  ***Pupils are happy and successful. Through staff members’ diligence and creativity, pupils meet and often exceed the high expectations of their teachers. Pupils say that teachers ‘help to mould us into the person we can be’. They are self-assured, thoughtful and get on well together, relishing the regular challenges that stretch their learning and thinking. They enjoy opportunities to be part of school life, for instance leading worship time and taking on responsibilities.***  ***Since the previous inspection, the school has gone from strength to strength. This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum.*** |

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| **SECTION 2: Behaviour and attitudes** | **Current Grade: 2** |
| **Inspection Grade: 2** |
| Learning behaviours of the vast majority of pupils are good. There is a purposeful, polite and respectful learning atmosphere throughout the school.  **Ofsted Report (2019):**  ***Pupils’ conduct observed during the inspection was exemplary, with pupils showing impressive levels of maturity.***  Effective use of the behavioural policy has ensured that:   * Standards of mutual respect and tolerance are high – there is minimal disruption to teaching and learning. * Expectations re behaviour in and around the school are enshrined in Behaviour and Lunch Time policies, as well as movement around the school guidance. * Pupils feel valued and safe throughout the academy as noted in the Parents’ Questionnaire.   Pupil Voice and Surveys demonstrate children enjoy school, feel safe and have lots of opportunities to learn. They enjoy the curriculum and recognise bullying may happen but believe it is dealt with when it occurs. Pupils know who to talk to if they are experiencing any issues or concerns.  We have plans in the 2022-2023 SDP to enhance the opportunities at break time and lunch time to ensure all children are having an enjoyable and memorable experience at school.  Attendance has been a challenge for the school and we are constantly refining our approach to ensure children have high attendance levels. During the 2021-2022 academic year, we enjoyed support from the LEA who reviewed our attendance procedures, praised what we doing and supported us to improve further.  In 2018/19 attendance proved stubborn to improve (at 94.1%), albeit variation between vulnerable groups was virtually eliminated for the first time. Attendance continues to be a high priority - systematically monitored and promptly acted upon by school leaders. Every effort is made to improve pupil attendance as it perennially requires constant vigilance, especially for persistent absences.  In 2019/20, lockdown and COVID meant attendance figures did not have the opportunity to be improved however many initiatives were in place e.g. Route 95 in order for classes to benefit collectively from improved and high attendance. Children and parents responded to this well and specific attendance issues were addressed or referred to outside agencies e.g. Attendance and Early Help in order to support families.  In 2020/21, lockdown impacted on attendance drastically especially with the change in national policy. The school did everything it could possibly do to keep attendance strong.  In 2021/2022, whole school attendance was 92.4%. The barriers to attendance were: increased absence due to covid related symptoms, illnesses, increased social and emotional issues within families and a decline in mental health; finally, increase in term-time holidays which were not authorised.The Attendance Report for 2021-2022 can be read for a full analysis.  **Ofsted Report (2019):**  ***Leaders are making strenuous efforts to ensure that absence rates are further reduced. It is proving very difficult to make further impact on the rates of attendance, which are still just below the national average. However, leaders continue to work closely with families to encourage better attendance. It is worth noting that leaders have been able to achieve excellent outcomes for even the most vulnerable pupils despite challenges with attendance***  Safeguarding remains a strength of the school - under the leadership and guidance provided by the DHT. All school stakeholders received training, updates and additional CPD whenever and wherever required. It is a top priority that receives considerable attention in the day-to-day operation of the school. Arrangements for safeguarding have even improved since our last inspection, in which high standards were acknowledged:  ***The leadership team has ensured that safeguarding arrangements are fit for purpose. Staff work in unison in their commitment to keep pupils safe. Policies and procedures are in place to support staff, being clear about how to conduct themselves as well as how to respond to any safeguarding concern. Staff act on these concerns speedily and effectively. Leaders ensure that detailed risk assessments are in place to ensure that pupils are kept safe and their individual needs are met.***  ***Pupils speak with assurance about how they are taught to keep themselves safe online. They refer to the special inputs they have received about cyber bullying as well as the time given with their teachers to reflect on matters that cause them any worry or anxiety. Bullying is extremely rare. One pupil described the culture of the school as ‘encouraging and nurturing’, which fully exemplifies the safeguarding atmosphere within the school.***  In line with Ofsted’s Report ‘Review of Sexual Abuse in schools and colleges’ in June 2021, the school have added new reporting criteria to our online safeguarding system – mainly sexism, sexualised behaviour and homophobic behaviour. The school take a firm stance on any discriminatory behaviour and staff have been trained in how to tackle any such incidents. There are more plans for further training in 2022-2023. | |

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| **SECTION 3: Personal Development** | **Current Grade: 2** |
| **Grade at last inspection: 2** |
| Our SMSC provision (now called Jigsaw) is high quality and integral to the curriculum as well as in Acts of Collective Worship   * Assemblies and AoCW underpin Christian values and core global social values * Fund raising events raise awareness for local, national and international charities * Extensive use of Jigsaw to provide opportunities for pupils to learn in varying and vicarious contexts * Close link with Holy Trinity Church and the ministry * Active engagement with local groups, especially multi-cultural, culminating in Community cohesion activities and events * Enhanced participation in Wider Opportunities for Music. * Improved PE curriculum development * Working with supermarkets such as Morrisons, Asda and the Co-op to fundraise, support children in school and volunteer. * Forest School * Cultural Capital experiences to provide children with valuable educational and cultural opportunities they would otherwise not have been able to experience   **Ofsted Report (2019):**  ***Leaders ensure that pupils are given a wealth of opportunities that are designed to expand their horizons.***  Since 2017 staff have undertaken *Philosophy for Children* training, thus equipping us to provide even greater provision. The academy was awarded the Gold Level for this in the Summer of 2021 culminating in a four-year journey. P4C will continue to be a central part to our curriculum in terms of enquiry, questioning and thinking.  ***Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum. The school’s motto, ‘striving to be the best version of ourselves every day’ reflects the school’s culture of continuous improvement. Initiatives are well considered and rooted in the needs of the children at your school. These are as wide-ranging as designing a peace garden, working on daily ‘grapple’ mathematics problems, to camping out overnight.***  Hence, there is a plethora of good provision for pupils’ personal development, including the building of character that is anchored closely to both Christian and British values. Nevertheless, we strive to do even better:  ***Leaders are rightly proud of the breadth of experiential learning across the school and its value for pupils. Nonetheless, you have ambitious plans to deepen pupils’ skills, knowledge and understanding further in a wide range of subjects.***  During 2022-2023, the school will focus even further on cultural capital and experiences offered to our children via the curriculum and through other means e.g. local community, national level, etc. During the 2021-2022 academic year, the school successfully bid and were awarded £3000 to provide children with Cultural Capital experiences. This included theatre trips, visits to historical attractions, the National Gallery and London and a farm. | |

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| **SECTION 4: Effectiveness of Leadership and Management** | **Current Grade: 2** |
| **Last Inspection Grade: 2** |
| The current Leadership Team have been in post since September 2020. In a recent Parent Survey, 100% of Parents/Carers Agree or Strongly Agreed the School was well led and managed.  The Leadership Team work effectively and cohesively to keep standards high; they also work tirelessly to ensure staff wellbeing is a priority. 100% of Staff in a Staff Survey in Autumn 2021 either Agreed or Strongly Agreed that Christ Church is well led and managed. 98% Strongly Agreed or Agreed Staff Workload was taken into consideration but 100% Strongly Agreed or Agreed that they were well supported in their role. 99% believed their well-being was taken into consideration. As can be seen from the SDP for 2022-2023, there are plans for further opportunities for staff to receive bespoke CPD and additional release time for this. Any staff with Subject Leadership responsibilities are given time within the school day to monitor and evaluate; this is not expected to be completed in staff’s own time as we take workload and wellbeing seriously.  Comments from the staff questionnaire (Autumn 2021) include:  ***Workload and well-being is taken seriously.***  ***The new Leadership Team have continued to strengthen the school and I really enjoy working here.***  ***We have a Headteacher who models high expectations but expects us to achieve this, realistically, taking into account of our mental health.***  The Deputy Headteacher and one Assistant Headteacher are currently studying for their NPQH; the other Assistant Headteacher and EYFS Leader are studying for their NPQSL; the SENCO is studying for her NASENCo Award and the Reading/Worship Lead is studying for her NPQLTD.  The Deputy Headteacher has been extremely effective and instrumental in her role. She has ensured that safeguarding measures remain robust and families and children are supported in terms of their wellbeing and safeguarding.  The Business Manager, in partnership with the Head Teacher, continued to efficiently manage the school budget to ensure that financial responsibilities are met and sustainability is maintained as a standalone academy. Weekly meetings of the leadership group facilitate a shared approach. The Business Manager retired in August 2022 and her successor started working in June 2022 to ensure a smooth handover.  One Assistant Headteacher has continued to strive to develop all aspects of the curriculum to ensure children really can be the best version of themselves. She has identified which subjects need developing and is creating an immersive experience for all pupils regardless of their ability. The other Assistant Headteacher continues to ensure that Christian Distictivness permeates throughout the school ably supported by the Worship Lead. The Worship Lead also leads Reading across the school and has ensured that no child missed out on vital reading opportunities during the lockdown period and is now working to revise our reading system to ensure children are progressing well. The SENCo has ensured appropriate provision is in place and monitors this. She has worked tirelessly to secure EHCPS and High Needs Funding for specific children and work with SEND and outside agencies to ensure our provision for our most vulnerable children is strong and effective. Our Early Years Leader continues to ensure children are at the heart of the Early Years and is constantly looking for new ways to adapt and innovate teaching.  Through collective synergy and shared vision, standards have improved and continue to be on the rise.  **Ofsted Report (2019):**  ***Since the previous inspection, the school has gone from strength to strength. This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum. The school’s motto, ‘striving to be the best version of ourselves every day’ reflects the school’s culture of continuous improvement.***  ***The leadership team has maintained the good quality of education in the school since the last inspection.***  Robust systems are in place to drive improvements and to help all staff achieve the highest standards for all pupils as favourably commented upon in June 2019:  ***Initiatives are well considered and rooted in the needs of the children at your school…* *They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.***  School leaders accurately identify strengths and weaknesses, as well as ensuring that school wide improvements are effectively led and managed:   * Read, Write, Inc * Power of Reading/ * White Rose Maths * Spelling Curriculum (Get Spelling) * Philosophy for Children (P4C) * Forest School   The impact of the above is self-evident from consistently high and improving pupil outcomes.  As a result of the very good leadership and management of our academy the quality of teaching is at least good and our pupils, especially those who are vulnerable, achieve standards that are consistently good.   * The Academy’s improvements, academically and otherwise, have been significant and sustained since 2012 with outcomes from  2016 - 2019 continuing to be higher than national averages – in top 5% nationally for KS1/KS2 progress (2017 - 2019).   Furthermore, school leadership is securely focused on professional development and collaboration:   * All teaching staff (teachers and Teaching Assistants) continually receive high quality training and development opportunities in English and Maths and key school priorities. * Appraisal is at the forefront of professional development and encased within our remit for improving teaching and learning – there will be a stronger link in 2022-2023 to the Teacher Standards and Teaching Assistant Standards to develop staff further. * Folkestone Ethos Schools (FESI) Collaborative supports and at times helps to shape the Academy’s improvement agenda. There are now 7 schools in the collaboration. * The school website contains key policies, curriculum developments, academy improvement plans as well as informing parents and stakeholders of school performance and current events/activities via weekly newsletters. Indeed, it has inspired prospective parents to visit and witness for themselves the exciting learning environment we provide our pupils * Our new school MIS system, Arbor, was implemented at the end of the 2021/22 academic year to streamline communication with parents. * Class Dojo was implemented during the first lockdown and we continued to be praised by parents and the school community for the excellent communication offered and swift action to move to remote learning.   **Ofsted Report (2019):**  ***This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future.***  Our governors are actively engaged in school improvement processes and support and challenge the academy effectively culminating in being awarded the Governor Mark in July 2016, highlighting just how effectively they undertake their role for providing challenge and support to the leadership group and thereby enable school leaders to embark upon ambitious goals in the pursuit of excellence. As acknowledged in the Letter:  ***Governors have given sterling service to the school. Several have been governors for many years and have helped lead the school to its current success.***  Next steps for school governance are linked to succession planning, as outlined below:  ***However, recently a few experienced governors have stepped down. The governing body is therefore in a period of transition. The chair and his deputy are aware that there have been some gaps in the oversight that they have kept of the school’s work because of this upheaval. Further work to ensure that new governors have the knowledge to confidently execute their statutory roles is now a priority for the school.*** | |

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| **SECTION 5: Early Years Provision** | **Current Grade: 2** |
| **Grade at last inspection: 2** |
| The provision in the Early Years continues to build upon significant core strengths, as well as by forward thinking initiatives driven by Middle Management, e.g. the recent refurbishment of the Outside Play Area. The commentary made upon our provision in our 2015 Section 5 school inspection report remains relevant (and factual):   * *Consistently good leadership and effective teaching ensure children make rapid progress during their first year in school.*  |  | | --- | |  |  * *Teachers have the same high expectations of all children. They make sure that all groups, including disadvantaged children, make rapid progress.* * *Most children join Reception with knowledge and skills which are much lower than those typical of their age. By the end of the year they are well prepared for the next stage of their learning. The proportion achieving a good level of development has steadily increased over the past three years to above average levels in 2014, with a further increase in 2015.*   There is a relentless pursuit to improve the curriculum, the opportunities for learning and the activities to encourage greater independence in learning.  During 2020/21, plans were rolled out for a new style parent meeting in order to engage parents in their child’s learning from very early on in their schooling. This was very successful and will continue in the 2022/23 academic year. The EYFS Team Leader is also working on a bespoke CPD programme for EYFS staff to ensure they are skilled in their delivery of sessions and assessment.  The SENCo works with staff too in order to identify early SEND needs and strengthen staff’s ability to identify and manage children with specific educational needs.  The EYFS Lead and SENCo have worked collaboratively with STLS to support children with additional needs and ensure they have a successful start to their Primary Education. | |

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| **SECTION 6: Overall Effectiveness** | **Current Grade: 2** |
| **Grade at last inspection: 2** |
| Christ Church CEP Academy continues to be a good school for those features as identified above:   * From a very low starting point, pupil achievement is either in line with or above national expectations and the vast majority of pupils make expected or better than expected progress in all subjects. * Pupil Achievement is good, and in some years is on the verge of outstanding. During the national lockdown, the school proved, without fail, that it was ensuring every child had access to quality remote learning provision. Parent comments and views are testament to this. * Teaching and learning is good overall and in many instances better. Pupil outcomes, their books as well as their approach to learning are all testament to the high quality provision that our children receive as an academy entitlement. The school is very clear it wishes to enhance some aspects further such as ensuring children with SEND are accessing the curriculum equally and those that are more able are being challenged suitably. * The Christ Church Experience/Curriculum provides our pupils with a wide range of learning experiences which in turn ensures they access high quality, first hand learning in class or outdoors. All subjects are in difference places in terms of development but all have very clear action plan accompanied with them so it is clear how they will develop further. Key knowledge and skills, however, are very clearly in all subjects. * The academy’s safeguarding policies ensure pupils are safe because they are vigorously implemented throughout the school. * Behaviour for learning is consistently good or better – even in challenging circumstances. * Attendance is slightly below national expectations therefore vigilance and proactive action is key to improve this standard. The LEA Attendance Advisor has supported in school and we plan to try ‘Attendance Success’ Plans from September 2022. Our new MIS system also reports attendance immediately to parents so they are aware of how many absent days their child has had. * Leadership and management have proven to be very effective in raising standards in all areas of learning and in all aspects of child development. * Our capacity to improve even further is inherent in the established subject leadership structure which effectively builds upon existing effective distribution of staff responsibilities and accountabilities. As already noted in this document, it nevertheless warrants restatement here:   ***Subject and team leaders have a good understanding of their roles and are highly effective in their work. They hold teachers to account for the progress of pupils in their class and ensure that the quality of teaching is consistently high in all subjects. They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.*** | |

This document should be read in conjunction with the 2022/23 School Development Plan.