

# Jolesfield Church of England Primary School



## Self Evaluation

May 2023

Jolesfield CE Primary School, Partridge Green, West Sussex RH13 8JJ

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Number on Roll: 149

Headteacher: Vicky Price

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### The School Context

- Jolesfield C.E. Primary school is smaller than the average sized school with 149 pupils on roll with a PAN of 30. The school roll has fluctuated a little over the last couple of years. In the academic year 2021/22 there were 10 new starters across the school. Since the start of this academic year, there have been 5 new starters; 2 of these are pupils from Ukraine.
- Currently, there are 77 boys and 72 girls on roll with some year groups having significantly more boys than girls.
- The school is in a small village, Partridge Green, south of Horsham. The majority of the pupils come from the village.
- The proportion of pupils eligible for Pupil Premium 9% (13 pupils) is less than the national average. YR=0, Y1=2, Y2=3, Y3=2, Y4=3, Y5=2 , Y6=1
- The proportion of children whose first language is not English is 3% which is considerably below the national average.
- 16% (24 pupils) are on the Inclusion register, including 1 pupil with an EHCP (0.7%). Our overall percentage figure is in line with National data (based on DfE census data January 2022). However, the number of pupils with identified SEN but without an EHCP is higher than the national average
- A recent ECHNA application was declined and another outcome is pending.
- Evidence for another ECHNA application is currently being collated.
- In December 2019, the school was graded “Requires Improvement” by OFSTED having previously been graded “Require Improvement” in July 2017 and March 2015.
- The last monitoring visit from Ofsted in May 2021 confirmed “Jolesfield is on track to becoming a good school at its next full inspection.”
- In January 2018: a new headteacher took over the school. In September 2020 a new deputy headteacher started at the school. In September 2018, a new teacher started in Year 4 and was absent on long term sickness from Christmas. In September 2021, 2 teachers returned from maternity leave, 3 new teachers started including 1 ECT.
- Due to a deficit budget, there was a TA restructure which came into effect at the start of September 2019 - there has been a reduction of 27 hours TA support and 5 hours of HLTA support. A further reduction of 10.5 hours of TA support was made at the end of July 2020.
- In July 2022 - The headteacher, 1 full time teacher, 2 part time teachers and 1 teaching assistant left the school. This was a significant change in staffing.
- In September 2022, a new headteacher, 1 full time teacher and 1 part time teacher started.
- Due to 61 key stage 1 children being on roll, a decision was made in July 2022, following discussions, with the local authority, to operate as 3 classes in the morning but 2 classes

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(YR/1 and Y1/2) in the afternoon alongside a rolling programme of focused interventions. The school's reserve budget was used to facilitate this and the existing Year 1 teacher agreed to an extension of her temporary contract for mornings only.

- In October 2022, due to 62 children on roll in key stage 1, permission was granted to move into a deficit budget in order to maintain the structure detailed above. Following an internal advert, the current Year 1 teacher accepted an extension of her temporary contract for the rest of the academic year.
- In July 2016, the school was judged "Good" in its last SIAMS inspection.
- The school is part of the Chanctonbury locality and works closely with the 4 other primary schools and 1 secondary school. There are joint groups for SEN, EYFS and PE. The schools moderate English and Maths - this is also extended to a wider locality partnership with 12 schools all together. During the COVID pandemic the locality heads worked closely to ensure a common approach and to offer support.
- Over the last 3 years the school has had support from: Warden Park Primary Academy funded by West Sussex AIIB. Further tier 2 support from a NLE was planned for 2020 but this was put on hold during the COVID pandemic. In the Autumn of 2020, the school has had support from LA advisors for English. An SEN audit was carried out by the LA during Summer of 2021. There has also been an audit of phonics teaching and resources carried out by the Southampton English Hub. In January 2022, some middle leadership support was provided by the Diocese of Chichester Academy Trust.
- In 2023, the Deputy Head achieved the National Award in Special Educational Need and Disabilities and the Maths Subject Lead achieved the National Professional Qualification for Senior Leadership.

The **Class structure** is as follows:

Ladybird Class - Rec  
(17 children)

Y1 Mornings Class - Y1  
(24 children)

Millipede Class - Y2  
(21 children)

Bumblebee class - Y3  
(24 children)

Grasshopper Class - Y4/5  
(34 children 18 Y4 16 Y5)

Dragonfly Class - Y6  
(29 children)

### Strengths:

- **Personal development, behaviour and safety** - Children enjoy being at school and behave well. The school values of: thankfulness, respect, teamwork, kindness and positivity are understood by the whole community. Children support each other across the school through pupil roles: Sports Crew, Pupil Librarians, Year 6/Reception learning buddies, school ambassadors and digital leaders. Considerable value is given to pupil voice which shapes practice and routines. Safeguarding is regularly reviewed by SLT and Governors and is central to the culture of the school. The NSPCC audit has been used to identify next steps to further strengthen our safeguarding culture. The weekly child spot meeting ensures that vulnerable children are known to all staff. A monthly

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meeting between designated safeguarding leads is held where pupils are reviewed using a RAG system to ensure the welfare of children is proactively managed. Children are offered additional Early Start Club support when needed and this was run virtually during periods of partial school closure, during the pandemic. The club operates by invite only with pupil premium children being given priority. Through the sharing of hot chocolate and snacks, space to talk and activities, the club gives a calm and nurturing start to the school day. The curriculum is enriched through engagement in a broad range of opportunities, offered through our community and locality links such as an Diversity Day at Steyning Grammar School or a Choral Experience at Christ's Hospital School. Where places are limited, our pupil premium children or children identified using our broader definition of disadvantaged, are given priority.

- **Christian Distinctiveness** - The school has strong links with the church and holds whole school services in the Church building, at least termly. The clergy are involved in organising and participating in services to reflect the Christian calendar, for example, Harvest, Christmas, Ash Wednesday, Easter and Pentecost. Weekly collective worship is led in school by the priest in charge. This builds on the whole school worship, led by the headteacher so six Christian values are jointly explored, annually. Pupil voice and participation is of central importance. The school ambassador group helps to further develop worship and also to facilitate ambitious advocacy. A worship on global warming (a theme chosen by our school ambassadors) is currently being planned. Reflective Tuesdays is a class worship where children are invited to engage more personally by contemplating the action that might come from the Christian value shared. Whole school events continued throughout the pandemic. These were shared with parents and the wider community online e.g. remembrance service, harvest, leavers service and KS1/EYFS nativity. Staff members from 'Splash' (a Christian charity based within Findon Valley Free Church) also visit termly in order to lead a worship.
- **Community** - The school is well supported by the wider community. There are many planned opportunities for involving the whole community in school activities and enriching the curriculum - regular visits to the church, visiting older members of the community, village walks with a curriculum focus, pre-school links, strong PTA and regular school events. We also welcome many family members as volunteers (once safeguarding checks and training is complete). The specialist knowledge and skills of family members is also utilised to further enrich the curriculum. This academic year, family members gave talks on their Islamic faith, on-line safety and water safety. A community firework event was hosted by the PTA which was very well-supported by the school and village community. Good links have been developed with Bluebells and Partridge Green Nursery. Nursery children have access to our school library and are regularly invited to join events in school such as our school nativity or Djembe performance. A sponsored 'Reindeer Ramble' took place in December to help raise awareness and funds for a local hospice.
- **Music** - There are numerous opportunities within the curriculum for children to develop a love for music. In whole school worship, children listen to a range of genres and composers. Active listening is a planned part of the music curriculum - building children's cultural capital. All children have the opportunity to learn a musical instrument in Year 3. This academic year, Year 3 have spent a term learning the Djembe and Year 6 have been

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taught how to play the recorder. Other recent whole-school musical events include an inspiring visit from the singer, Tom Ball and a performance by the West Sussex Orchestral. Our Year 6 children will take part shortly in the Chanctonbury Singing Festival, which is an annual highlight. Further opportunities to learn guitar or drums are offered through peripatetic music teachers.

- **Reading** - There is a strong grounding in phonics in EYFS and Year 1 which links closely with daily reading practice. All teaching staff have been trained in the use of the synthetic phonics program, Little Wandle. A range of assessment tools identifies quickly children who are not making sufficient progress, across the school. This is monitored by our Early Reading Lead, who ensures SMART interventions are quickly put into place. The senior leadership team are updated every 6 weeks regarding progress in phonics and challenge accordingly. The reading spine underpins our English curriculum with a range of high quality texts. Children are enthusiastic about reading and enjoy using the school's well-stocked library. Pupil librarians are excellent advocates for reading and enjoy using their lunchtime duty to promote this across the school. World Book Day was recently used as an opportunity to promote reading for pleasure. A visiting author and in-class activities sought to expand pupils' interest and an after-school competition, based on cryptic book clues, engaged whole families.

### Progress Against Previous Inspection

Areas to Improve	Progress
<p>Leaders need to train staff in providing bespoke support for weaker readers so that they can keep up and learn to read fluently and confidently.</p> <p>Books provided to support the teaching of early reading are not well matched to the phonics pupils have learned.</p> <p>Leaders need to ensure that reading books match the phonics skills of pupils, so they can develop fluency and confidence.</p>	<p>All teaching staff have been trained in early reading and writing, using the systematic synthetic phonics programme Little Wandle. A complete scheme of reading books was purchased to align with our synthetic phonics programme. Therefore, reading books are matched to the phonics knowledge of pupils. Those delivering reading practice sessions to EYFS and Year 1 have been fully trained. The allocation of a decodable text aligned to phonetic ability extends into KS2 for pupils who have not yet mastered the phonetic code. Barrington Stokes books are used with children in Key stage 2 with SPLD. Reading practice sessions in Key stage 1 and EYFS are matched carefully to phonics knowledge and teachers work with the lowest 20%. At all stages, reading attainment is assessed using a variety of measures. Children in EYFS and Year 1 are assessed every half-term in accordance with the Little Wandle assessment system. All children in key stage 2 and Year 2 are assessed with Salford reading tests termly to target specific needs and</p>

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	<p>measure progress. Using these systems, gaps are quickly identified and rigorously addressed. A whole-school record of pupils across the school, who are approximately within the lowest 20% is maintained and used to plan a program of individualised, targeted support. Keep up, Rapid Catch Up and SEN Catch Up are run as targeted phonics interventions. In addition, early readers from Year 2 upwards benefit from further interventions, for example, 'Toe by Toe' and 'Stile Dyslexia'. Progress is carefully tracked and adaptations quickly made in order to accelerate progress. The Early Reading Lead has regular training sessions with staff and, along with the English Lead) monitors implementation and impact. Designated time is allocated weekly to allow the Early Reading Lead (started Sept. 2022) time to develop her own practice and monitor the practice of others to ensure fidelity to the scheme. The Early Reading Lead 'spot checks' regularly across all early readers in order to validate the judgements made when matching texts to phonetic ability. The headteacher has added to all lesson monitoring a focus on how the barrier of reading is being addressed in all lessons to ensure full access to the wider curriculum for all pupils. Governor monitoring has held leadership to account and ensured strategic actions are in place.</p>
<p>Leaders should train staff so that they have greater expertise in supporting pupils with SEND</p>	<p>The SENDco has led staff meetings and individual CPD for teachers, this academic year, focussing on further developing adaptive teaching skills; inclusive practice and the graduated response. In addition, the headteacher (also a qualified, experienced SENDco) has led training sessions with teaching assistants on how to embed learning by building schema and principles of adaptive teaching. In January, our WS SEND and Inclusion Advisor led part of an Inset day. A culture of continuous improvement is being developed with staff, based on monitoring visits completed by the SENDco. The SENDco has recently completed the NASENCO award.</p>
<p>Leaders need to ensure greater</p>	<p>In 2021, the school started work to achieve the</p>

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<p>consistency in the quality of support provided for pupils with SEND, so that they can fully access the curriculum and make good progress through it.</p>	<p>DaDiPA (Dyslexia and Dyscalculia Inclusion Award). Two staff have attended training and this is being rolled out across the school in order to improve practice for pupils with Dyslexia and Dyscalculia. In addition, staff have received training on how to implement the graduated approach cycle. A watchlist operates to ensure careful monitoring of 'assess, plan, do, review' before decisions are made to place a child on the inclusion register. Once this decision is made, targets are co-produced on an ILP and a clear plan is set for their implementation. The targets are regularly reviewed to assess their impact. Pupil profiles for children with SEND help to capture barriers to learning but also a child's strengths and how to best support. Subject leaders have identified ways to improve adaptive teaching in order for pupils with SEND to develop knowledge and skills and be able to apply this with increasing fluency and independence. A consistent approach to English and Maths working walls; class proofreading and editing stations and maths resource trays are examples of ways all pupils, including those with SEND, are supported to have full access to the curriculum.</p>
<p>They now need to ensure that the progression of knowledge is equally clear.</p>	<p>Subject leaders have re-developed their curriculum. The progression of knowledge and skills and the curriculum is mapped for each subject from EYFS to Year 6, ensuring learning is sequenced and progressive. Unit plans identify knowledge, skills, prior learning key vocabulary and the endpoints of learning, which extend beyond the National Curriculum.</p>
<p>In subjects, such as science, where implementation is less effective, leaders should make sure that teachers have the necessary subject knowledge to teach the planned curriculum successfully.</p>	<p>The revised school curriculum draws on best practice and some published schemes to provide subject knowledge support for staff. Greater investment has been placed in the CPD of individual teachers such as through subscriptions to the National College allowing broader opportunities for teachers to improve their subject knowledge. Our training log represents an incredible range of training opportunities which staff have accessed in order to build subject knowledge. Due to the number</p>

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of new subject leaders, the intent and implementation for all subjects has recently been rewritten. A rolling program of release time is providing opportunities for monitoring to ensure intent and implementation are aligned and to ensure development is in line with the school development plan. Teachers are building recommendations of sources to support subject knowledge into unit plans. Governor monitoring of the curriculum reflects the growing confidence of subject leaders and the ability to articulate and support with evidence the development of their subject.

### Current Areas for Development:

#### Quality of Education

- 1.1) To ensure that planning, teaching and learning in every classroom reflects an appropriate awareness of the progression of knowledge and skills expected
- 1.2) To improve the outcomes of all pupils with SEND enabling all to flourish
- 1.3) To develop number fluency (including mental maths) throughout the school.
- 1.4) To improve reading fluency through the embedding of Little Wandle phonics and Big Cat early reading in EYFS and Year 1 and through 'catch up' provision in other years
- 1.5) To explore the process of writing, across the school to identify and refine good practice, leading to improved writing outcomes

#### Behaviour and Attitudes

- 2.1) To arrange a consultation of school values to support our ethos, shape our curriculum and use as a basis for agreed rules
- 2.2) To improve behaviour at playtimes and lunchtimes in order to promote wellbeing and a better transition to learning

#### Personal Development

- 3.1) To renew whole school pupil leadership roles: School Ambassadors, Digital Leaders, Buddies and Librarians
- 3.2) To develop the RSHE curriculum further to reflect the lived experiences of our pupils

#### Leadership and Management

- 4.1) To ensure subject leaders have a sound evidence base from which they know the strengths and areas of development for their subject in order to ensure 'pupils do more, know more and



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remember more' as they progress through the school

**4.2)** Collaboration between the headteacher and SENDco strengthen the leadership of SEND

**4.3)** To embed the use of an online assessment systems to improve tracking of groups in order to shape allocation and planning of resources and intervention

**EYFS**

**5.1)** To strengthen the confidence and expertise of teachers new to EYFS.

**5.2)** To develop outstanding areas of provision both indoors and outdoors in Foundation Stage.

**5.3)** To extend understanding of continuous and enhanced provision across EYFS and building into, Year 1

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### 1. Quality of Education

#### Intent

- The school's curriculum uses the statutory requirements of the National Curriculum as a launch pad. Since the last Ofsted inspection, the whole curriculum has been redesigned to reflect our vision of being an inclusive Christian community where children develop a love of learning, grow in confidence and flourish. The school is ambitious in delivering a curriculum which enables children to see themselves as subject specialists whilst exposing pupils to rich cultural opportunities and promoting character-building attributes in order to ensure pupils succeed now and in the future.
- The curriculum is coherently planned and sequenced. Where monitoring by SLT has identified further potential ways to adapt the curriculum in order to strengthen cumulative knowledge, these have been adopted into our strategic plan. This dynamic approach ensures the curriculum is constantly being reviewed.
- We firmly believe in developing the whole child and during a pupil's time at Jolesfield, they experience a wide range of opportunities which go beyond the core curriculum offer. These include: opportunities to work with other schools in music, sport, art and personal development; forest school; trips and visits to enhance the curriculum; opportunities to work collaboratively with mixed age groups through whole school projects such as science week exploring micro-organisms, "Take one picture" art project; an anti bullying focus using the text "Simon's Socks"; whole school outdoor education to visit Nyman's linked to writing and fieldwork skills; a focus on growth mindset using the book "The Dot"; opportunities to take on responsibility within the school by being digital leaders, school ambassadors and play buddies.
- During the time of school closure, the school maintained a full curriculum offer online, as much as was possible. This was delivered through the Google classroom with activities set by the teachers, some live and recorded teaching and the use of other online platforms such as Sumdog, TTRS and Spelling Shed.
- The subject leaders have reviewed the content and sequencing of their subjects in order to produce a coherent curriculum. Our class structure is not fixed so our curriculum is reviewed on an annual basis, ensuring a record of coverage is kept. This ensures progression, in terms of skills and knowledge, can be planned for the next academic year. The long term plans have been reviewed, so that the curriculum is better targeted for the different phases - e.g. science content being revisited over time and core history

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understanding, linked to different contexts. Subject Leaders have also mapped out a progression for their subject ensuring that there are clear expectations for knowledge and skills development. Unit plans, supplemented by schemes of work such as 'Understanding Christianity' are developed to ensure the end points of knowledge are identified for each unit taught. Teachers consider the most important knowledge or concepts in each unit of work and prioritise these.

- Teachers have reviewed the sequencing of curriculum subjects. There has been a move away from topic work and a focus on the sequencing and, where appropriate, linking of each curriculum area. Therefore, purposeful and meaningful links allow for the revisiting and application of knowledge and skills to different contexts over time without narrowing the depth and breadth of individual subject areas.
- The EYFS curriculum is written in accordance with the new EYFS framework and Development Matters. Subject leaders have ensured their subject is built upon the EYFS curriculum.
- The school has a strong inclusive ethos with high aspirations for every child to succeed. Teachers work with the SENDCo to discuss the needs of specific pupils. As a result, adaptations have been made to all aspects of the curriculum to ensure we fulfil aspects of the school's own aims and values as well as the pupil's entitlement to curriculum access. Teachers are supported by skilled TAs, who work with individuals and groups, both in and out of the classroom to support learning across the curriculum.
- Quality inclusive pedagogy is recognised as the prerequisite of quality teaching. Therefore, all teachers ensure an attitude of 'low threshold, high ceiling' is in place, every lesson.

### **Implementation**

- Teaching is good across the school with outstanding practice in some classes. Rigorous monitoring of T&L by HT and DHT ensures that any weaknesses or inconsistencies of practice are identified early and rectified. This has been quality assured by school improvement partners. Challenge is planned for and children know their next steps. They are encouraged to apply skills in different contexts and situations - deepening their understanding. Where teaching and learning is below standard, focussed support is put in place to enable rapid improvement.
- Reading is prioritised so all pupils have time every day to read for pleasure. Our approach to the teaching of reading is rigorous and comprehensive. Pupils are taught the skills needed for reading from their first week in the school. Progress is closely monitored and pupils falling behind are quickly identified and catch up planned. Decoding and comprehension skills are highly valued across all subjects.
- Unit plans run alongside subject progression documents. These capture prior learning, opportunities for retrieval practice, key vocabulary, intended end points, assessment opportunities and support teacher subject knowledge. The quality of teaching which results from this depth of planning helps to ensure pupils embed knowledge and skills to which new learning can become connected and therefore build schema.

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- The headteacher is leading a rolling program of quality assurance to ensure unit plans support the accumulation of knowledge and skills.
- Marking and feedback systems were simplified last academic year to focus on in-lesson feedback. Self-assessment is encouraged to support a dialogue between teaching staff and pupils. Ongoing assessments inform staff of where future work needs to be focussed. A new on-line assessment system has been introduced to support summative assessment. Staff are well supported in making judgements through the moderation cycle and pupil progress meetings. Termly progress meetings take place to discuss, analyse and review the data to ensure all pupils are receiving the best possible opportunities and interventions, and remain on track to make good progress. Moderation both in-school and locality are used to verify and confirm our assessment of children's attainment. In 2019 KS2 writing was moderated by the LA - all judgements were agreed. In 2018 KS1 was moderated by the LA and all judgements were agreed.
- There has been a development of learning environments over the last year and this includes the display of key vocabulary and questions. Learning walks show that the learning walls and topic displays are being used well. All subject leaders have been reviewing resources and these are being updated when needed, e.g. glockenspiels have been purchased so whole class teaching can happen; key stage 1 friendly chromebooks are now in place.
- The school updated maths resources and staff were supported in their use by a maths advisor. Monitoring shows that pupils' acquisition of new concepts in maths are better supported through the use of manipulatives leading to visual representations.
- The school library is well stocked with current and exciting texts to support the curriculum and wider interests. Pupil voice shows pupils are very positive about the library and enjoy the range of books on offer. If pupils request a specific text or show interest in a particular subject, we endeavour to purchase texts accordingly. Recent purchases have been made of a number of books to reflect the broader diversity of Great Britain compared to that inherent in our village.
- Our Maths subject leader has recently completed and passed the National Professional Qualification for Leading Teaching with a special focus of Maths. This has equipped him with the confidence and theoretical knowledge to consider changes to the delivery of our maths curriculum

### **Impact**

- Governor monitoring reflects that the systems are in place to support a coherent, sequential, broad curriculum without any narrowing of subjects.
- Pupil voice collated through monitoring shows that pupils are able to retrieve knowledge from earlier units studied and make connections.
- Work scrutiny of specific curriculum strands, for example, plants and life cycles, shows a clear progression of knowledge throughout the school

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- In school assessments of aspects such as reading comprehension and maths fluency reflects good progress for the majority of pupils
- Where progress is less evident, the provision map is used effectively to identify additional support and sculpture small steps
- The confidence of teachers to be able to identify and reflect upon progress and attainment is exemplified through our termly pupil progress meetings. Data is being used effectively to have constructive discussions around the needs of individual pupils and to ensure that the curriculum offer and implementation is meeting their needs.
- Early indications suggest more than 80% of our Year 1 pupils will pass the phonics screening
- The number of children in EYFS reaching a good level of development is on track to be above the national average for 2022
- Preliminary data from Year 2 and Year 6 pupils suggests that a good outcome is anticipated with a higher number of pupils on track to achieve greater depth than in previous years
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### **Analysis of groups**

- Outcomes at the end of EYFS and Key stage 1 shows that pupils are well prepared for the next stage of their education. Historically, lower than national outcomes at the end of Key stage 2 is a focus for development to better prepare pupils for the key stage 3 curriculum. The school works closely with Key stage 3 settings to ensure a smooth transition for all pupils, especially the more vulnerable. We also ensure that we instil the core values of the school, embedded into our curriculum and driven by our vision statement, so our pupils are aspirational, motivated to become global citizens in later life with a love of learning to fulfil their potential and have life in its fullness
- Our analysis proves that some of our SEN support pupils who were with us from the beginning of school are now off the Inclusion register and do not feature in our data.
- Monitoring reflects that 'Quality First' teaching has improved, there is an emphasis on adaptive teaching and more children are accessing appropriately differentiated lessons as seen by regular observations, book scrutinies and pupil voice.
- A great deal of work around consistent expectations including 360 observations, learning walks, inclusive classrooms and change of school day has supported progress for our SEND children, this is being consistently developed through the process of the DADIPA accreditation. Other exceptions have been pupils with difficult situations e.g. impact of trauma, mental health issues and medical conditions which have impacted learning.
- Parents of pupils on the SEND register meet regularly, on a rolling program, with the

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SENDCo. The SENDCo records notes and developments on the SEND Action List, this is a live document and is also updated by the teaching staff. A similar document exists for children who are on the school SEND watchlist.

- Pupils and parents are involved in the co-production of ILPs and improving the degree of collaboration is an on-going target.
- The SENDCo liaises with the SENDCo Locality group and training for TA/HLTAs is shared. Interventions are monitored closely and impact discussed with the class teacher. 'Closing the gap' interventions is our focus.
- As a result SLT/SENDCo are very aware of progress and have regular discussions about provision.
- Class teachers are held accountable for all pupils in their class including SEND pupil progress through termly pupil progress meetings and regular reviews with the SENDCo.
- The SENDCo has created a SEND Action List. This is used as a live document in conjunction with Independent Learning Plans. Key information, such as parent meetings and significant milestones, are recorded on the document, which is updated by teaching staff as well as the SENDCo.
- Teachers discuss their concerns with the SENDCo and the West Sussex Ordinarily Inclusive Practice tools are used to assess whether the child may need SEN support. These children are recorded on a school watchlist that is monitored alongside the SEN register.
- Our pupils, who joined from Ukraine are given additional learning and pastoral support and receive three sessions a week focussed on language development, using the program: 'Racing to English'
- The school has a wider definition of pupils who are disadvantaged to ensure that other vulnerable groups, apart from pupil premium and SEN are being closely monitored. The designated governor with responsibility for disadvantaged pupils meets termly with the headteacher to evaluate provision. Pupils are helped in a range of ways such as through the providing of uniform, signposting to support networks and additional access to pastoral support.

## 2. Behaviour and Attitudes

- Jolesfield has high expectations of pupils' behaviour and general conduct. Pupils at Jolesfield behave well and there is minimal disruption to lessons. There are a couple of pupils who find some situations more difficult to cope with and, with the support of the SENDCo, strategies have been put in place to reduce incidents. These pupils have individualised behaviour plans. Staff meet regularly with parents and work in partnership. An early start club runs everyday, for specific pupils, to facilitate a smooth and calm start to the school day. Pupils have reported that this really helps them and that they feel listened to. This indicates we are meeting their needs. A nurture club also runs three times a week focussed on improving learning behaviours and emotional

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regulation for specific pupils. Behaviour at break times, particularly lunchtime, was identified as a source of concern at the beginning of this term. This often impacted the lesson immediately after lunch. Action was immediately taken and behaviour at break times has visibly improved as children are noticeably more engaged positively with a range of activities and ready to start learning upon their return to the classroom.

- Staff all follow the recent changes to the behaviour policy which is positive and closely based on the school's values. The school values are understood across the community and form the basis of our wider school rules: show positivity; show respect; show kindness; show thankfulness and show teamwork. The reward system is positive and applied consistently across the school. It is linked to values and works on the premise of consistently demonstrating one or more of the school's values. Parents and carers are invited to the worship when RAISE certificates, Fabulous Learner Awards and Headteacher awards are given. This has had a positive effect on how the reward system is viewed by all.
- 91% of parents believe their child is happy at school. 93% report their child feels safe and 97% of parents think that the school makes sure its pupils are well behaved (November Ofsted Parentview 2022/23).
- 86% of KS2 children describe themselves as always or mostly feeling safe at school. 85% say adults in school help them to feel positive about themselves.
- The school is successful in ensuring that incidences of bullying are rare and when it does occur, it is dealt with quickly and effectively. No specific groups are involved over time - each case is unique rather than showing a trend. We hold an anti-bullying week, every year, with a different area of focus. This year's focus was 'Reach out.' A simple mnemonic of STOP was introduced - several times on purpose, start telling other people. The children's awareness of online bullying is raised through e-safety lessons and assemblies. Recently, a KS3 computing teacher led Year 6 on an exploration of the types of threats online and how to prevent and report.
- Pupils work hard and are enthusiastic about school and learning. They have pride in what they do. Observations show that children are attentive in lessons and are keenly involved in the learning. Monitoring always takes into account pupil voice.
- Pupils are very keen to contribute to the life of Jolesfield School. Recently, over 35 pupils applied in KS2 for the role of School Ambassador. This involved being interviewed by the Headteacher and Deputy Head. Similarly, all other pupil roles are very popular and chosen pupils take their responsibilities seriously.
- Since the last inspection there have been no permanent exclusions and only one temporary. Staff training and the new positive behaviour policy are helping to keep exclusions low. Governors and SLT believe exclusions should be a last resort and governors have been highly supportive of the HT in this respect.
- All pupils have regular opportunities to be involved in school life through the School Ambassadors. School ambassadors are regularly invited to collect feedback from their classes which shapes future decisions. For example, school ambassadors recently collated opinions relating to lunchtime routines and activities. These were shared with

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the headteacher and led to a number of changes. All pupils know there is someone they can talk to if they have a concern. The children experience a wide range of opportunities to learn about staying safe e.g. road safety, fire safety talks, Internet Safety day, bikeability in Y6 and online safety every term through the computing POS. 86% of children surveyed said that they feel safe in school always or most of the time. Individual reasons for not feeling safe (eg, a stranger could climb over the fence) have been addressed. In addition, a whole-school worship was led focusing on our safeguarding culture. The children gave lots of suggestions which were collected onto a display board in order to help remind the children of how their safety is supported at Jolesfield.

- In September, the consultation relating to our RSHE curriculum was repeated with pupils, staff, governors and parents. This has led to some new areas being identified such as safe conduct in the countryside. These have been incorporated into our RSHE curriculum ensuring development of understanding across the year group. A new RSHE policy has recently been shared following consultation with all stakeholders, which explains in more detail the school's current approach to RSHE.
- During the partial school closure, regular contact with vulnerable families was maintained including some home visits. Some children were invited to attend school. Links with other agencies were maintained. Regular classroom meets online allowed teachers to have 'eyes' on children and concerns were raised through CPOMS. A specific Google classroom for vulnerable children was available to them providing a link to school staff and resources to support anxiety and well-being. Chromebooks were offered to all children who needed them at home to access remote learning.

#### Attendance

- Attendance is monitored weekly, by the headteacher, and comparisons made with national standards.
- Attendance is good across all groups of learners. Across the academic year, 2022 - 2023, attendance has been consistently higher within every year group than the national average. The average attendance, this academic year for all pupils so far, has been 95.4% compared to a national average of 93.8%
- Our before and after-school provision supports working parents. This has also been offered for free to the children of a parent, who is reliant upon bus transport.
- Our Early Start Club has significantly helped overcome the barriers of potential school refusers.
- The average attendance, this academic year, for FSM6 is 91.1%. The national figure is 91.3%. This figure is lower due to two children who have been persistently late and therefore marked absent for the first session. The headteacher has met regularly with the parent regarding this. The difficulty was exacerbated as the family live a number of miles from the school and are reliant on public transport. However, recently, their circumstances have changed and attendance for the last several weeks has been 100%. The headteacher is working closely with the Early Help team and the family to ensure this is maintained.
- Across the school, the percentage of persistently absent pupils is below the national average (Jolesfield 15% National 19%). Due to intervention, this has improved. The headteacher has reviewed the practices of other local schools in order to identify any



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ways to improve further. This has resulted in further updates to the policy to ensure persistent absenteeism is dealt with swiftly and proactively through the use of trigger letters and meetings to explore underlying issues, initially with the class teacher and then the headteacher.

- Underlying causes of poor attendance vary greatly and therefore the response has been personalised to meet the need whilst the core message of the value of school attendance has not wavered. Case studies and tracking through CPOMS exemplify the robust actions taken to support high levels of attendance.

### **3. Personal Development**

- The curriculum offer reflects the key elements of our mission statement. Staff have planned opportunities for the promotion of these values across the units of work.
- Staff are conscious of the cultural experiences we wish children to have by the time they leave school and look for opportunities to incorporate this into the curriculum. This runs throughout the curriculum and ranges from pieces of music children learn through active listening; to core texts read in each year group; to artists studied in art and so on.
- Over the year, we plan for all children to have the opportunity to partake in sports events and tournaments promoting active lifestyles. Opportunities for daily activity takes place in every classroom through participation in Just Dance, Jumpstart Jonny or running the active mile.
- The school offers a wide range of other extra curricular clubs in music, drama, MFL and sport.
- Other experiences include trips and visits to support the learning in the curriculum such as an orchestral performance and singing at Chichester cathedral, visit to London Zoo and residential for Year 6 on the Isle of Wight. The lives of pupils are further enriched through in-school experiences such as the recent Rainforest Workshop or Stone Age Encounter.
- School leaders and governors regularly review the school's ethos and values. As a result we have embedded our bespoke values into the daily life of the school, including reward assemblies (see display in the main hall linked to values and our community board). The impact has been that all staff and pupils know what attributes make a Jolesfield CE primary school pupil.
- British values and citizenship are integrated throughout the whole curriculum and are evident in what we do. A theme such as forgiveness or courage is introduced, through a half termly worship unit. This is explored through a wide context, including from a Christian perspective. Children have the opportunity to respond individually through an weekly in-class reflective worship. A reflective journal is kept showing the class discussions that have taken place. At the end of each half-term, the school ambassadors lead a worship based on the contributions in each class's reflective journal.

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Children have a 'voice' in the school through the school ambassadors. Pupil views on aspects of school life are sought through an annual pupil survey.

- We actively seek ways to develop in our pupils an understanding of diversity and to champion British values. A selection of Year 5 pupils took part recently in a Diversity Day at Steyning Grammar School. This experience is being used to shape consideration of the potential future role of Diversity Champion. A bespoke RSHE lesson was delivered to Year 6 on male role models in order to respond to the misogynistic narrative of Andrew Tate which we knew our pupils had been exposed to.
- Worship delivered by Splash (a Christian charity) supports British values. For example, in March a worship was held using Romans 12 v18 to focus on the importance of tolerance and what this looks like in society.
- Further opportunities are planned for children to learn about equality and diversity throughout the curriculum and through worship. This academic year, new books have been purchased to ensure our library reflects the diverse nature of pupils' lived experiences.
- The school is an inclusive and caring community. We work with a range of agencies to help all the children and families in our care. Parents and visitors frequently comment on the community aspect of the school.
- The reading spine has been mapped against areas of diversity and this is used as a consideration when new core texts are discussed

#### **4. Leadership and Management**

- The vision for the school has been established and is regularly reviewed by governors, staff, parents and pupils. The school values are well established and understood by all. They link closely to the Christian and British values and are part of the daily life of the school, reinforced through the behaviour policy. Policies are shared with relevant stakeholders in a range of ways - online, hard copy, displayed in staff rooms etc. Policies are linked to the school vision and underlying principles reiterated at Child Spot, staff meetings, TA training and INSET days. As a result, policies are followed consistently across the majority of the school. Occasional lapses are quickly addressed by leaders because we have a shared understanding of how we do things at our school. For example, the headteacher noticed from CPOMS that sanctions for minor behaviour transgressions were sometimes being delayed till the next day. Staff members were reminded of the value of swift forgiveness mentioned in the behaviour policy. The behaviour policy was amended to ensure this is clear: 'Ensure incidents of poor behaviour are managed swiftly so the value of forgiveness can be modelled.'
- Professional development over the last 2 years has focussed on pedagogy and teacher subject knowledge. There has been development in teachers' maths subject knowledge and understanding of how children learn. This has led to stronger outcomes in maths. Two years ago, teachers undertook training the Local Authority advisor on developing an approach to writing to embed into regular classroom practice. Due to significant staff changes, the Headteacher visited another school to see this approach in action and

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repeated the training in order to ensure a shared understanding is in place, leading to consistent practice.

- Regular TA training is also led by the senior leadership team to ensure their knowledge and skills are regularly being updated and that the same priorities are shared across all staff.
- Leadership and management has been strengthened by the appointment, in September, of a headteacher who is also a qualified SENDco and a Year 2 teacher, who is currently studying for the National Professional Qualification for Leading Teaching (due to complete May 2023). In addition, in November 2022, the deputy head achieved the National Award for SEN Co-ordination.
- The PTA is strong and raises approx. £10,000 annually for the school which supports capital projects such as a new library and playground resurfacing. The school has a Facebook page to keep parents up to date with current events.
- There are workshops and meetings for parents and carers throughout the year in order to help share strategies to support children with their learning. This year, these have focussed on developing maths fluency and ways to promote reading.
- Being a small school the consideration of workload has been a focus for the governors and Headteacher. SLT and governors regularly seek staff views on workload and well being. An overview of the year has been established to minimise 'pinch' points for workload, and when policies have been reviewed workload is considered. Wherever possible, Subject Leaders are released from class to carry out their role. The marking & feedback and teaching & learning policies have been reviewed to reduce workload of staff.
- The headteacher has chosen to attend training in the Summer term to develop more awareness and skills on supporting staff mental health. In addition, next academic year, the headteacher will complete more formal mental health training in line with DFE recommendations.
- The school has a number of policies to support staff wellbeing including confidential reporting 'whistle blowing'. Staff absence is carefully monitored by the business manager and headteacher with return to work interviews when staff return to work to identify any wellbeing issues. Teachers may have PPA time away from school when requested and where possible reasonable consideration is given to other requests for absence. The governors regularly challenge SLT on staff wellbeing. There have been no recent cases of staff bullying or harassment.
- A TA has completed learning mentor training and is working alongside SLT to develop the role in supporting those children with mental health and wellbeing needs. In May, the Learning Mentor attended training on how to support children to develop a mental health toolbox. This training will be shared with all staff.
- Governors worked with SLT and teachers to review the vision for the school and discuss what this looks like in practice. Policy reviews involve the school's vision and aims as a starting point for the review process. The governing body meets all statutory duties and

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the range of expertise is spread widely across all members. The governing body has ensured that it is working strategically and offering appropriate challenge and support by accessing local training (evidence of challenge can be found in FGB and committee minutes).

- Governors are actively involved in the school improvement processes and carry out regular monitoring. The headteacher meets weekly with the chair and vice chair to discuss any barriers to school improvement and updates all governors on progress with school improvement half-termly. Governors regularly attend INSET days and staff meetings. Lead governors monitor PPG, SEND, disadvantaged pupils and safeguarding.
- Safeguarding is a high priority in the school and all statutory requirements are met. There are clear procedures to follow up on any child protection concerns. Staff are aware of vulnerable pupils and issues are discussed when appropriate at staff meetings. The NSPCC Safeguarding Audit has been completed by the HT and Safeguarding Governor, which has been used to identify next steps. CPOMS is used for reporting and tracking of all incidents. SLT follows up on actions from CPOMS to ensure a rigorous approach. The DSLs have recently attended refresher courses and the HT attends the LA DSLnetwork briefings. The HT and lead governor meet at least termly to monitor safeguarding effectiveness including the SCR. A traffic lights system ensures all children for whom there have been safeguarding concerns are discussed monthly by the DSL team.
- We ensure that all pupils access external assessments appropriately and with required and permitted support when required, We have never had any issue with SATs administration. The phonics screening check was observed by the local authority in 2018 and no issues were raised.
- When pupils have been given fixed term exclusions correct policies and procedures have been followed at all times. The governors have always challenged the school to ensure this has been the case. When children have left the school, this has been instigated and led by parents and all the correct procedures have been followed.

## 5. Early Years

### Attainment and progress at the end of Reception

	Number	Percent	National Average
<b>Pupils achieving a good level of development in 2022</b>	18/25	72.2%	65.2%
<b>Average points score (across the 17 areas of learning) 2022</b>		32.6	31.6

In 2022 18 children (72.2%) reached a good level of development (GLD) by the end of their reception year 65.2% compared to 72% nationally.

- Our Early Year Leader is new to the role, but with the support of training and local colleagues, is successfully developing the EY curriculum to ensure it meets the needs of

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our children. School Start is used for specific pupils identified as low in communication and language from baseline assessments. This program develops vocabulary, thinking in sentences and speech sounds. At our recent pupil progress meeting any areas of concern were robustly discussed and the Early Years Leader was able to demonstrate how adaptations to provision are being made to support individual needs. The EY curriculum reflects the school values and ethos; it lays the foundations for pupils' understanding of school rules and values. EY planning enables pupils to develop independence and become creative thinkers by enabling pupils to follow their own line of enquiry. There are many opportunities for early years pupils to learn alongside older pupils e.g. year 6 buddies, special events and whole school topics. The early years leader is currently ensuring that there is clear progression in the curriculum from early years into year 1.

- The topics and learning themes are objective based and closely matched to ongoing daily observations of pupils. The resources and equipment in the learning environment are closely matched to the pupil's interests and needs. There are opportunities for pupils to learn within the environment. Monitoring has shown that the environment is well planned and organised to maximise learning in all 7 areas of the EY curriculum both inside and outside. A baseline assessment in all 7 areas is carried out in the first few weeks of school and this is used to match the pupil's starting points to the age phase objectives.
- The introduction of loose parts provision has created greater opportunities for problem solving skills and creativity to be developed. Specific texts are being used to support children with developing their imagination and awareness of the possibilities created by this approach. This has been extended to Year 1.
- In the summer term, the Early Years teacher is leading staff training to develop greater understanding of this approach across all teachers. Governors will be invited to support their understanding. Loose Play has been promoted through newsletters with parents in order to build understanding of the benefits of loose parts play, beyond the classroom.
- Early years staff are fully aware of the starting points for our children on entry to the school. These are often lower than expected, especially in CLL so we focus sharply on spoken language and vocabulary development. There is a clear expectation from all adults working in EY that children use full sentences and correct vocabulary, this is carefully modelled and taught. Within the learning environment there are adult prompts to open communication without interrupting the flow of play and learning e.g. I wonder, I've noticed, I love ... Staff model language through the 4 comments and question approach and verbal thinking.
- There is high quality teaching of phonics and early reading in Reception, using the Little Wandle scheme, which prepares children well for Year 1. Monitoring by the English subject lead shows that phonics is well taught. As the Early Years Lead is also our Early Reading Lead she has received additional training. Pupil progress in phonics is carefully tracked and direct teaching is adjusted throughout the year to meet pupils' needs. 'Keep up' sessions are run daily with children identified as needing extra support to make expected progress in phonics.

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- Our Early Years curriculum is effective in meeting the needs of our children (see GLD increase over last 3 years - above national 2019 and 2022). It is based on what we know about the children (their baseline information and interests). The long term plan has been adapted over the last few years to reflect cohorts and environment. There has been a continued focus on writing and mark making opportunities with encouragement on children speaking and recording in sentences. At the beginning of the academic year, Reception parents joined their children for a phonics lesson in order to develop an understanding of how this is taught. Resources have also been shared with parents to help develop knowledge and confidence with synthetic phonics.
- Our Early Years teacher attend a transition meeting in the Spring term with our feeder preschools in order to develop a transition plan which meets the needs of the pupils transferring.
- The classroom is well stocked with high quality books that support early reading and enjoyment of books. Topics are supported by quality texts and staff plan to expose children to key vocabulary. Children read three times a week in reading practice groups with fully decodable books which are carefully matched to phonics the children know. In addition, children are heard to read individually throughout the week. Decodable books and a reading for pleasure book is sent home daily for children to share with parents and carers.
- Teaching in the Reception class is consistently good. Recorded outcomes and observations enable adults to see the child as a whole and plan better opportunities for their needs. Detailed and accurate assessment means that adults know the children well and target individuals when appropriate. Locality moderation has supported judgments being made. In line with the expectations of the Early Years Statutory Framework (September 2021) assessment is formative but thorough based upon the teacher's knowledge of the child and their own judgement, rather than a physical collection of evidence. Our Early Years Lead has recently attended training on assessment to ensure best practice is being followed.
- In 2019 and 2022, the percentage of children reaching a good level of development was higher than that reported nationally or by the local authority.
- Opportunities for children to apply taught maths concepts are planned for and constantly revisited, within the environment, supporting learning to become embedded.
- The learning environment is monitored by leadership and subject leaders. Classroom displays reflect current learning and support children e.g. current phonics sounds, numicon and number blocks and talk for writing picture plans. Staff teach children's independence in using resources and a shared responsibility in keeping the environment tidy. A range of resources are accessible to children through free flow activities and staff encourage children to explore outside their comfort zone. During each day, children have access to learning outside which becomes more structured as the year progresses.
- We are confident in meeting a range of emotional needs and staff meet regularly to discuss children's emotional development and any specific issues relevant to individuals. We have good communication with parents which begins before children start school.

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The school has an open door policy and parents are invited into the classroom every morning.

- Staff plan carefully to ensure a progression of understanding of health lifestyles and choices beginning in reception. Elements of this are embedded in the curriculum. Children have access to fruit throughout the day and are encouraged to drink water. During the year, children learn about healthy food and are encouraged to make healthy choices. Within the outdoor area, the children have access to bikes and scooters and also learn about road safety using balance bikes.
- Engagement with parents begins with a welcome meeting, induction sessions and home visits for our new intake. This provides our staff with an opportunity to start assessments, all explained to the families involved. The starting school booklet is well received and provides parents with information and helps prepare them for their involvement in the home school partnership. This is reinforced through a workshop in October focussing on phonics and early reading. Parents are invited into the classroom everyday to help with communication and provide opportunities for parents to share in their child's learning.
- Pupils make good progress through the early years. In 2022, GLD was above national and this was a rising three year trend. Children are strong in reading and numbers. Writing was lower and this a focus in the reception class this year.
- Children regularly listen and join in with stories, rhymes and songs. The vocabulary of children is developed in all areas of learning and this remains an area of focus for us as a school.
- Expectations of behaviour are high, the children work well together. Home visits at the start of the year support transition into school. Parent workshops in the Autumn term have a positive response and resulted in parents engaging in home learning. An open door policy supports children's development, particularly children with SEND.

## **Appendix: Considerations regarding the school's remote Education provision during the coronavirus (COVID-19) pandemic**

### **1. Curriculum**

During the pandemic the school has worked extremely hard to continue to provide a quality education for the children in its care. All remote learning during the lockdown periods was directly linked to the curriculum provision in school with whole school topics helping to ensure consistency across the school, across families and bringing the school community together through their learning. Those children who remained in school, either as children of key workers or who were identified as vulnerable, experienced a curriculum which was the same as those children learning at home and opportunities were made each week to share children's learning across the school community during live-streamed sharing assemblies.

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Teachers delivered a well-planned and well-sequenced curriculum for all pupils whether they were in school or learning at home during lockdown periods. When children returned to school after any lockdown periods, they were well supported and any children in need of additional catch-up work were quickly identified through assessments. Catch-up groups were set-up and delivered within bubbles to reduce the risk of transmission whilst still delivering a quality catch-up programme.

## 2. Remote Education Provision

Google Classroom provided the platform for our remote education provision with each class uploading the week's work to the class page, including a timetable, a bank of resources needed for the day/week, video starters explaining the learning for the day and a variety of other useful resources and links for children/parents to use. This area of the website was updated and improved in response to parental feedback through the lockdown questionnaire, with resources made easier to locate and simplifying the appearance of the page for parents. Staff training was provided and all teachers were able to upload and edit their class area of the website.

Our school also adapted and improved its remote education provision over time in response to feedback from parents through our lockdown questionnaire. **Regular google meet sessions** were added and used for feedback, discussion, live lessons and celebrating work. These were well attended by children and engagement averaged around 86% during the spring term lockdown. **Daily starter videos** recorded by teachers were provided, explaining the learning for the day and to go through what resources the children would need – this helped to add more structure to the day and gave daily input from the class teacher. **Regular feedback by email** provided another form of communication between home and school, as well as providing a route for sending work in to the class teacher.

## 3. Support and Wellbeing

Any children or families in need of further support (or where children were considered more vulnerable) during lockdown periods have been contacted more frequently by telephone. In some cases the school have worked with external support services e.g. children's social care, to provide early help. Wellbeing resources were shared on the school website and wellbeing activities were provided when children returned to school e.g., gardening

Families in need of support with technology were offered chromebooks. Those that preferred to have paper copies were provided with packs of work to collect. A livestreaming agreement was set-up between home and school before the use of technology such as Google Meet, this was shared with parents and carers at the start of lockdown, with regular reminders posted in the weekly newsletter. This ensured that children and staff followed the protocols for using video calling/live streaming safely. This worked well and there were no instances of any breaking of this protocol recorded.



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#### **4. Monitoring and Feedback**

Children's work was sent in through the Google classroom or by email and/or dropped off by parents in the lobby area (where it was quarantined). Regular feedback was given to children and parents about the children's learning. Feedback was also given during the class Google Meet sessions.

Registers and records of children's engagement with remote learning were kept and any children who had not sent in their work or not engaged with a Google Meet session were contacted by telephone to check on their welfare and encourage work to be submitted. This worked well, usually improving engagement.

The school gained detailed feedback from parents about the school's remote education provision through a 'Lockdown Questionnaire' looking at ways we could further improve our provision. In response to this feedback the school made several changes and improvements to its provision which prompted positive feedback from parents: ***"The teachers having an excellent presence online and providing such depth of lessons and activities for the children. This was key to providing a healthy vibe and community in the Google classroom. Also the raise point system worked well with the children looking forward to receiving praise."***