

## Self-Evaluation Summary October 2023

Section		Ongoing Summary Evaluation – October 2022, January 2023, October 2023		
Introduction		<p>School Context:</p> <ul style="list-style-type: none"> <li>- New school reformed in September 2019. No previous history of Ofsted Inspection.</li> <li>- Currently classed as a small school with a growing population of 74 pupils (Autumn TSR 2023) +20 pupils from previous (Autumn TSR 2022). Predicted future growth by March 2024 will take the school population to above 95 pupils. Mobility was further increased in 2022-23 with 26 pupils also leaving due to military postings.</li> <li>- SEND (historically higher than UK average) TSR October 2022 (20%). January 2023 update 11/50 (22%) and September 2023 9/74 (12.1%)</li> <li>- 89% of pupils from Army and other 11% from MOD Civilians.</li> </ul>		
Key Areas for Whole School Development (SIP Priorities 23-24)		<ul style="list-style-type: none"> <li>• Refine delivery of SoundsWrite phonics programme of study</li> <li>• Embed high-quality teaching &amp; learning through our global curriculum and school-based systems</li> <li>• Enhance opportunities for pupils to develop their musical and performance talents and interests</li> <li>• Establish role-specific internal CPD options for all colleagues</li> <li>• Deliver required infrastructure improvement projects to improve the lived experience and accommodate future growth</li> </ul>		
1	Quality of Education	Strengths	Areas for Development	Grade:1-
	<p>How well the school demonstrates how our curriculum is ambitious and bespoke; that there is breadth to the curriculum and subject provision is strong. Reading is central to curriculum development. Pupils develop knowledge which prepares them for the next stage of their education.</p> <p>Curriculum intent, implementation are embedded securely and consistently across the school. Impact is measured systematically and enables all pupils to achieve the aims of the curriculum.</p>	<p><b>Our curriculum has been developed to ensure that each subject offers knowledge and skill development as either stand-alone or through our six curriculum drivers and related values support children to develop the cultural capital they need to achieve in their next stage of education and beyond</b> (subject attainment and reporting x3 per academic year; national assessment benchmarks; scheme of learning documents, global citizenship knowledge organisers; values and character provision)</p> <ul style="list-style-type: none"> <li>• <b>Planned Curriculum trips provide additional cultural capital – curriculum driver and host nation integration opportunities tracked in Teams folder.</b></li> <li>• <b>Scheme of learning planning and knowledge organisers show clear progression and coherence for each subject across key stages, with curriculum coverage monitored, assessed and reported on. All subject provision is planned for a two-year cycle a + b</b> (subject coverage plans, end of term reporting; schemes of learning and knowledge organisers based around 6 curriculum drivers)</li> <li>• <b>High-quality and challenging reading texts are used across the six curriculum drivers and two cycles. This ensures all groups of children (including SEND) have access to relevant material which broadens their vocabulary and knowledge whilst developing fluency and comprehension skills. Global Citizenship vocabulary is being assessed to create a progressive and sequential list of rich vocabulary</b> (Reading book map; knowledge organisers; progressive vocabulary document; Attenborough Reader skills document; Genre mapping; Reading monitoring and feedback)</li> <li>• <b>Sequential assessment blocks and retention quizzes ensure that knowledge and vocabulary is retained and tracked and built upon.</b> (6 curriculum drivers; knowledge organisers and internal tracking mapping; termly reporting).</li> <li>• <b>Teaching of early reading (EYFS 100% GLD 19-20/20-21 and 87.5% 22-23) is a strength. Assessments are halftermly and supported by Accelerated Reader ZPD reader placement and quizzing. Early reading is supported by taught Attenborough Reader skills and strong Phonics provision through SoundsWrite with linked texts supplementing reading provision.</b> Reading skills and SoundsWrite provision are taught across all key stages. (Reading monitoring; National benchmark assessments; Phonics provision and tracking, Target Tracker analysis).</li> <li>• Termly subject leader monitoring has been implemented in a systematic schedule for all subjects over a two-year period, includes improving the quality of teaching and learning, refining curriculum design, analysis of pupil outcomes, assessment and reporting of attainment, pupil and colleague voice to achieve collective agreement and refinement.</li> <li>• Whole school teaching of reading, writing and Mathematics is consistently strong with excellent progress and attainment compared to National Benchmarks despite historically higher than average SEND 2019-2023. Effective delivery of agreed schemes of learning ensure highly effective teaching of phonics, handwriting and mathematics across all key stages ensures that all pupils including SEND make good progress from their starting points. (July 2023 Data outcomes – EYFS GLD 87.5%; Y1 Phonics screening 100%; Y2 Phonics resits 100%; KS1 SATS Reading, writing, mathematics 91% and Science 100%; KS1 GDS Reading writing and mathematics 36%; KS2 Y4 multiplication check 100% above 21/25; Y6 SATS Reading 100% SS average 112.4; Writing 100%, GPS 100% SS average 113.2 and mathematics 80% SS average 104.4. GDS Reading 80%; Writing 20% and Maths 60%. 100% Y6 Swimming 25 metres).</li> </ul>	<p>Further refine delivery of SoundsWrite phonics programme of study across all key stages.</p> <p>Discover and explore opportunities to develop oracy provision across KS1/2. Focus on presentation, discussion and debate skills.</p>	

School data / National Benchmark

Years 1-6	Core Learning Aspect						Performance Differential to Benchmark		
	Reading		Writing		Maths		Reading	Writing	Maths
July 2021	89.5	70.1	81.6	61.0	76.3	68.7	+19.4	+20.6	+7.6
December 2021	80.4	69.8	76.1	61.1	80.4	70.0	+10.6	+15.0	+10.4
April 2022	86.0	71.0	74.4	62.1	76.7	70.7	+15.0	+12.3	+6.0
July 2022	83.7	72.6	74.4	63.4	85.7	72.0	+11.1	+11.0	+13.7
December 2022	88.6	70.5	88.6	61.6	85.7	71.2	+18.1	+27.0	+14.5
April 2023	89.2	71.8	89.5	62.9	81.1	72.0	+17.4	+26.6	+9.1%
July 2023	95.0	73.4	92.5	65.0	92.5	73.5	+21.6	+27.5	+19.0
<b>Average % performance compared to Benchmark July 2021-July 2023</b>							+16.2	+20.0	+11.5

Combined	Attenborough School	National Benchmark	Performance Differential to Benchmark
July 2021	71.1	56.1	+15.0
December 2021	71.7	56.4	+15.3
April 2022	69.8	57.3	+12.5
July 2022	70.7	59.0	+11.7
December 2022	82.9	57.0	+25.9
April 2023	75.7	58.2	+17.5
July 2023	90.0	60.6	+29.4
<b>Average % performance compared to Benchmark July 2021-July 2023</b>			<b>+ 18.2</b>

- One-page agreements for both provision and written feedback agreed improving consistency of outcomes from all pupils. (Book looks; core learning agreements; written feedback agreement).
- Pupils with SEND achieve exceptionally well and the school has ambitious curriculum provision for all pupils. **Effective SMSC provision supports pupil well-being through specific teaching around social and emotional interaction-** Unified universal provision based on modelling through anchor-charting in addition to precision teaching programmes for specific pupils, ILP provision, multi-agency engagement and recording of exact next steps supports ongoing success/ evaluation of provision. 80% of children with SEND are attaining age-related expectations in reading, writing and mathematics and 100% in Science (July 23). The school has a track record of working well with available Educational Psychology and Speech & Language (EPSL) and Garrison Health Services to tailor provision in the attempt to meet individual pupil needs. 2022-23 analysis -All SEND pupils making expected and above progress with accelerated progress in Reading and Writing for all pupils and 67% of pupils in Mathematics. (Target Tracker; ILP's; EPSL Consultation reports; Precision Teaching files).
- Subject tracking to monitor attainment against subject specific objectives set out in schemes of learning. (Mathematics, writing, Phonics and KS2 Spelling) (Termly pupil attainment, effort and progress in relation to Global Citizenship, writing tracker, KS2 spelling tracker and all foundation subjects (when taught in annual cycle)
- Evidence from Parental Questionnaires (Ongoing leavers and January 2023 collection = 50 responses) – 98% strongly agree or agree that children are taught well, receive appropriate home-learning; make good progress and would recommend us to other parents.
- **Strong provision of educational visits which add cultural capital to the curriculum experience- 2022-23 Geography field trips; FS Bakery trip; KS1 ASP recycling, KS2 Schloss Neuhaus, Paderborn, Goerdeler School and local Kindergarten exchange and Residential Ski trip Oetz (Austria)**

2	Behaviour and Attitudes	Strengths	Areas for Development	Grade: 1
	<p>High expectations of behaviour and conduct; positive culture is established in which bullying is not tolerated; support for pupils with additional need; positive attitudes to learning; high levels of attendance and strong relationships are evident</p>	<ul style="list-style-type: none"> <li>Pupils behave consistently well, demonstrating high levels of self-control and positive attitudes to their education. Through effective SMSC provision in smaller group classes, promotion of WE CARE learning skills and Global Citizen character traits and values, all pupils are guided on successful behaviours. Evidence from Parental Questionnaires (Ongoing leavers and January 2023 collection = 50 responses) – 100% strongly agree, or agree that their child is happy and feels safe and that the school ensures that all children are well-behaved (Merit system; WE CARE, Kingfisher and TEAM point logs/ Tree of Thanks; Parental questionnaires; expectations across the school; clear behaviour policy – consistently enforced). Suspensions are used appropriately and the school works closely with parents, pupils and external agencies to reintegrate suspended pupils on their return – in addition to provision planning to achieve future success/improvement. (Suspension logs and views of parties involved)</li> <li>Bullying is not tolerated in any form – children are educated on the different forms of bullying through SMSC provision, values and Global Citizenship provision. Any incidents of suspected bullying behaviour are investigated thoroughly and swiftly, with the involvement of parents as required. (Parental questionnaire; Bullying Policy procedures)</li> <li>Global Citizenship (6 drivers); incredible character (5 qualities) and WE CARE learning skills (six) create a school environment in which commonalities are identified and celebrated (Values, RE and SMSC provision) differences are valued and nurtured with pupils supporting the well-being of others through the WE CARE values (House system- TEAM Cup values, Prefect system; WELSA and Attenborough animal care)</li> <li>MOD Schools graduated approach is applied consistently with pupils receiving care and provision to meet their need. All pupils are aware of and adhere to the principles of our universal whole school consequence system with key behaviours linked to our school values reinforced in every learning session (SCAN; ILPS; EPSL visits and reviews; WELSA provision; SEND file; Promoting Positive Behaviour policy; Parental questionnaires).</li> <li>Positive culture across all phases of education – excellent attitudes to learning are witnessed in learning walks and subject leader monitoring visits. Conduct in lessons and outcomes in pupil's workbooks is evident.</li> <li>Attendance is excellent and above the national average and other schools within Defence Children Services (DCS) (96.8% 19-20; 96.7% 20-21; 94.8% 21-22; 96.1% 22-23). Pupils with particular need are supported and all parents engaged in improvement planning as required. (Attendance monitoring file, AWO/DCS termly monitoring)</li> <li>Pupils make a highly positive contribution to school life through the School Council; Prefect; House and Animal Care systems embedded in our culture. Pupils are also making a hugely positive impact on/in the wider community (Poppy fund-raising; partnership with Goerdeler Gynasium and achievements with Smile 4 Children).</li> <li>Pupils impact positivity beyond the school, raising funds for medication, new classrooms and donating uniform. (Local and Global charity support and action) Steinhale and Smile for Children.</li> </ul>	<p>Pupil Survey to gain an insight into pupil attitudes towards programmes of study and levels of well-being.</p> <p>Refine our universal consequence system. Consider main criteria based on values and recording and reporting of consequences given.</p>	
3	<p>Personal Development</p> <p>Curriculum goes beyond the academic; SMSC is enhanced by the school's work; character is developed; high quality pastoral care; diversity is celebrated; RSE is positive and promotes good mental health and well-being</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>SMSC (including British and Global Citizenship values and Relationships education) are embedded across all key stages and our curriculum offer. The school is a calm and purposeful environment – commented on by visitors (DCS Core monitoring; Learning Walks and Subject Leader monitoring).</li> <li>Relationships provision is supported by the Discovery scheme of learning to provide a coherent and progressive curriculum offer. In addition, pupils are taught how to eat healthily; maintain an active lifestyle and keep physically and mentally healthy through our Curriculum driver Health and Happiness (FS1-Y6) (Knowledge Organisers – Health &amp; Happiness; RSE provision mapping and resources).</li> <li>School liaises with EPSL regarding ongoing best practice. (EPSL consultation notes).</li> <li>Through our Global Citizenship provision – pupils engage with views, beliefs and opinions that are different from their own in considered and supported ways. They show respect of respect of protected characteristics – set out by law and discrimination is not tolerated (Knowledge organisers; Values collective worship).</li> <li>Pastoral support is a strong feature of our WE CARE culture. RSE, GC and WELSA provision ensures all pupils are provided with an excellent universal offer with targeted support given if required. In addition, planned collective worship and celebration supports incredible character traits, GC values, RE provision and global religious events (Values Assembly bi-annual overview, RSE, GC and WELSA provision planning).</li> </ul>	<p>Areas for Development</p> <ul style="list-style-type: none"> <li>Continue to enhance opportunities for pupils to develop their musical and performance talents and interests through our House system and informal concerts/performance.</li> </ul>	<p>Grade: 1-</p>

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		<ul style="list-style-type: none"> <li>School has supported pupils and parents to establish links with local sporting clubs – high percentage of pupils accessing private swimming lessons every weekend as a result of school liaison - initial contact with German speakers and supported attendance at sporting events within the local community. (Pupil representing SC Paderborn 07 and Paderborn District in Athletics)</li> <li>Range of extra-curricular clubs strengthen the school's offer and allow pupils to explore interests and develop talent. High take-up of clubs offered. Academic, sporting, well-being, arts, creative and musical clubs are offered in x3 cycles of 6-week provision through each academic year. Annually, the school performs with local German schools in the Paderborn Christingle Service. In addition, pupils take part in the Remembrance and Christingle Services completing Performance Reading and Poetry. Increasing percentage of pupils accessing music tuition outside of school due to school liaison.</li> <li>All pupils from KS2 provided with an annual opportunity for an outdoor adventure residential trip (Skiing). All pupils attend weekly Forest School provision and are taught progressive survival skills through the WILD Award scheme of learning.</li> <li><b>Evidence from Parental Questionnaires (Ongoing leavers and January 2023 collection = 50 responses) – 100% strongly agree, or agree that their child is well looked after in our school.</b></li> <li>Partnership links with Goerdeler School in Paderborn – x3 projects annually and new partnership with local kindergarten for KS1 link.</li> </ul>		
4	<p><b>Leadership and Management</b></p> <p>Clear and ambitious vision for high-quality education for all groups; teachers subject, pedagogical knowledge are invested in and developed; engagement with local community to improve offer; colleagues are protected from bullying and harassment; governance understands their role and carry this out effectively; Safeguarding is highly effective</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>High expectations of all pupils and colleagues. Positive relationships between leaders, teaching and support teams, and pupils leads to high levels of pupil progress and well-being. Evidence from Parental Questionnaires (Ongoing leavers and January 2023 collection = 50 responses) – 100% strongly agree, or agree that their child is happy in our school. (Target tracker; Annual Growth Plans; colleague questionnaire, core skills, written feedback, home-learning and Improving Together agreements; leavers survey).</li> <li>School leaders have a deep understanding of the school's effectiveness, informed by listening to colleagues, pupils and parents. (Annual growth planning, parental briefings and support sessions; parental survey; Team Growth Meets; weekly Support Colleague meets).</li> <li>Leaders support all pupils to complete programmes of study set out by schemes of learning through systematic monitoring and commitment to ongoing subject specific CPD. School systems regarding attendance are robust and evidenced. (Monitoring programme, subject leader monitoring and feedback, book looks, core skills, written feedback, home-learning and Improving Together agreements; Attendance monitoring file).</li> <li>Qualified SENDCo is having a strong impact on pupils with SEND across the school, with clear systems in place for tracking progress (SEND tracking and provision mapping). Whole school leaders and subject leaders also impacting positively on colleague pedagogical knowledge through weekly internal CPD provision for all class-based colleagues; listening to the views of others and protecting from bullying/harassment; engaging with the local community to improve curriculum and extra-curricular provision offer for the pupils.</li> <li>Governance of the school ensures statutory duties are fulfilled regarding Safeguarding; and that the school has a clear vision and strategy and that resources are well-managed and leaders held to account for the quality of education and attainment of all pupils. (SGC meeting minutes – notes of visits; DCS Core monitoring programme).</li> <li>Safeguarding is highly effective and colleagues are welltrained and informed and frequently reminded how to report any concerns to DSLs. DSLs engage with parents, external agencies; BFSWS and ongoing CPD to ensure statutory duties are met and all colleagues annual Safeguarding CPD is planned and completed. Best practice and recent publications are shared. (DCS Safeguarding audits; My Concern management; referrals to BFSWS, SCR, Colleagues Red Folders).</li> <li>Colleague's appraisal is supportive and focused on continual refinement of the quality of education and personal skill and knowledge improvement. This is supported by an ongoing commitment by leadership to invest in personal coaching for all leaders and teachers – Portland-Bell coaching services (AGP logs; CPD logs)</li> <li>SGC CPD delivered in academic year 2022-23 to ensure that all members understand their role and can carry out their duties effectively.</li> <li>Evidence from Parental Questionnaires (Ongoing leavers and January 2023 collection = 50 responses) – 98% strongly agree, or agree that the school is wellled and managed by the Headteacher and SGC.</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>SGC monitoring visits for 2023-24 to be achieved.</li> <li>Leadership to provide additional opportunity for all colleagues to report on levels of support for well-being issues (annual colleague survey)</li> <li>Develop role specific CPD opportunities for all colleagues.</li> </ul>	<p><b>Grade: 2+</b></p>

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5	<p>Early Years</p> <p>Quality of curriculum demonstrates ambition for all – supports the school's vision; vocabulary, Phonic skills and reading are developed well; effective colleagues engage with pupils and understand pedagogy; positive attitudes; behaviour and emotions are starting to be self-managed – culture which promotes a love of learning and prepares children for the next stage of their education.</p>	<p>Strengths</p> <ul style="list-style-type: none"> <li>Children are highly motivated and eager to learn new skills. All pupils are engaged with WE CARE learning skills and character traits – school systems support the positive reinforcement of these as a mark of ongoing success. All pupils show high levels of concentration, cooperation and respect for one another. (DCS Core monitoring visits; Subject leader monitoring; Improving together learning walks).</li> <li>The curriculum is coherently planned and sequenced to link to the school's vision and Global Citizenship programme of study. EYFS aligns provision on a two-year cycle through our curriculum drivers. The curriculum builds on prior knowledge and considers preparation for KS1 – next phase of education. (EYFS Curriculum overview; DCS Core visit monitoring; GC Knowledge Organisers).</li> <li>Specific (school-ready) skills and knowledge are supported in the Early Years through consistent delivery of whole school schemes of learning in Phonics (SoundsWrite); Mathematics (Maths No Problem) and Handwriting (Penpals). 2022-23 100% achieved ELG in reading, writing and number. (Schemes of Learning Planning overviews; Subject leader monitoring file and Improving Together learning walks).</li> <li><b>The EYFS team liaises with the SENDCo to ensure that identification of need, including SEND is effective and support plans for learning, communication, social/emotional, behaviour need are produced in partnership with parents and external agencies as required.</b> (DCS Core Monitoring Visit files SEND file, EY setting transition file).</li> <li>High levels of children (without identified SEND/external agency support) achieve GLD (19-20 100%; 20-21 100% and 21-22 100%). (Target Tracker/ Bromcom and SEND file/EPSSL consultation notes and support plans)</li> <li><b>Early school specific skills (handwriting, reading, phonics and mathematics) is a strength of the school with clear progression mapped to support achievement of EYFS goals and success into KS1.</b> (Schemes of learning planning/coverage; subject leader monitoring visits)</li> <li><b>Pupils are tracked closely in Phonics provision- all reading books are matched to pupil need / agreed provision</b> (Phonics tracking and planning)</li> <li><b>Children can be observed managing their feelings and behaviour well, with a strong sense of right and wrong; learnt as a result of Global Citizenship curriculum drivers and the school's WE CARE learning skills, incredible character traits and values. All supported by collective and individual reward systems across EYFS which highly motivate the pupils and bring a sense of achievement and pride.</b> (Merit system; WE CARE, Kingfisher and TEAM Point logs Tree of Thanks).</li> <li>EYFS Colleagues provide information to parents about their child's progress in line with the requirements of the EYFS. Information about supporting learning at home, including guidance on how specific skills are taught is offered to all parents and supported by information available on the school's website and Seesaw platform.</li> </ul>	<p>Areas for Development</p> <ul style="list-style-type: none"> <li>All ELG's provision maps to outline progression into KS1. Review document outlining EYFS learning aspect links to NC Curriculum subjects.</li> <li>Develop increased SoundsWrite capacity within the EYFS Team – SoundsWrite CPD to be undertaken by EYFS team.</li> <li>Discuss explore and implement a shared ethos for 2-5 EY provision, including progression mapping for x3 stages of EYFS provision.</li> </ul>	<p>Grade: 2+</p>
6	<p>Overall Effectiveness</p> <p>Attenborough is a very good school. Safeguarding is highly effective and paramount to our WE CARE culture. Our development of the Global Citizenship Curriculum (in a sequenced and progressive cycle of learning based around six key drivers), in addition to our focused planning and agreed delivery of schemes of learning (for core and foundation subjects) results in a curriculum that supports the school's vision to create tomorrow's successful global citizens. Our collaborative approach to planning the curriculum and continuous improvement cycles results in reduced workload for colleagues and a deeper understanding of pedagogical subject content, in addition to swiftly addressing areas of potential growth. A strong commitment to refinement, each other and our ongoing excellence goals continues to deliver sustainable improvement and achievement. Pupils continue to perform at a very high level academically and show accelerated progress from their baseline points or admission date. Our pupils care greatly for each other and have a positive impact beyond our school gates as incredible characters and the global citizens of tomorrow.</p>		<p>Grade: 2+</p>	