



## St Mary Abbots SEF/SIP Summary 2023-24



<b>Overall Effectiveness Self-Evaluation</b>	<b>St Mary Abbots is a <u>Good</u> school</b>	
<b>Framework area</b>	<b>Self-Evaluation</b>	
<b>Quality of Education</b>	<b>Good</b>	
<b>Behaviour &amp; Attitudes</b>	<b>Good</b>	
<b>Personal Development</b>	<b>Good</b>	
<b>Leadership &amp; Management</b>	<b>Good</b>	
<b>Early Years Provision</b>	<b>Good</b>	
<b>Previous inspection outcomes</b>		
Leaders and those responsible for governance should ensure that: - the lowest-attaining pupils are helped to understand what they are learning and are provided with resources and teaching to achieve this - <i>this has been a rapidly improving area post pandemic - see Quality of Education</i> - they continue to embed improvements in the broader curriculum so that it inspires pupils to learn in all areas of their education - <i>this has been a major focus for the school since the last inspection, with the introduction of a new curriculum across almost all subject areas - see Quality of Education</i>		
<b>Education Inspection Framework area</b>	<b>Strengths</b>	<b>School Improvement Priorities</b>
<b>Quality of Education</b>	An ambitious, coherent and progress curriculum in place. Staff receive rich and high quality CPD. A clear assessment system is in place in the core curriculum, with external moderation part of our practice. Reading is prioritised and has a high profile across the school. The school's statutory outcomes are consistently strong, across all subjects and phases - routinely well above national.	Induct new staff to ensure that the whole curriculum is delivered to a high standard. Deliver CPD to subject leaders to skill them to build consistency in their subjects. Implement changes to the way we work in the broader curriculum e.g. recording/markings and embed knowledge retention strategies. Ensure effective adaptation across the curriculum. <i>Monitor instruction and use of A/L by new staff and identify next steps as relevant</i>
<b>Behaviour &amp; Attitudes</b>	The school has high expectations of behaviour and a clear behaviour system to support the very good standard of behaviour evident. The school has a very positive atmosphere and relationships between children and adults are also very positive. Children want to learn and do so in calm and purposeful classrooms. The school is very proactive re attendance and the strategies used are having a positive impact.	Ensure that behaviour outside of class is as good as behaviour in class, with all staff using positive language. Involve Prefects and School Council in future plans for Behaviour & Attitudes. Raise the profile and understanding of bullying/cyberbullying. Develop the use of talk partners to enhance the quality of the children's talk. Embed clear non-negotiables for handwriting and presentation.
<b>Personal Development</b>	The children are provided with a broad range of ambitious opportunities for SMSC development, beyond the curriculum and classroom. Our Christian Values are prominent and are used to support Personal Development. Through RE our children are given opportunities to reflect upon their own and others' faiths.	Continue to deliver on our Mental Health Action Plan (Mental Health Lead). Make the children's learning re British Values and character traits more explicit. Evidence this and other Personal Development learning in new Personal Development books and pupil voice. Revisit our enrichment map through a Personal Development lens to identify clear opportunities to e.g. explore wellbeing, celebrate diversity and engage with the community.
<b>Leadership &amp; Management</b>	Leaders have a clear vision and set clear expectations for staff. Staff are provided with high quality CPD to develop their practice and deliver on these expectations. The school has been proactive and creative in finding ways to reduce staff workload. The school has a healthy safeguarding culture and responds robustly and thoroughly to concerns.	Continue programme for support staff development into next year. Identify and engage in more opportunities to foster links in the local community. Embed the changes in the way we work to support staff workload/wellbeing. Ensure that new and existing governors are inducted fully and have a clear understanding of their role
<b>Early Years Provision</b>	The setting has constructed a curriculum that is ambitious and designed to support children in meeting the ELGs. Continuous provision provides opportunities for children to apply previously learnt skills and knowledge in their play, whilst providing challenge. Resources are used in an effective and purposeful way. Staff are highly knowledgeable in the EYFS curriculum, developmental steps and build strong relationships with the children.	Develop the outdoor provision to offer a different learning environment to the indoor area and increase opportunities for managed risks and physical development. Build strong links with feeder nurseries and review the transition policy so that the move from nursery to reception is as smooth as possible. Continue developing the curriculum, seeking meaningful and relevant enrichment opportunities and plan for revisiting and retention of skills and knowledge throughout the year.