

SEF - ODA - 21 - 22		
	Summary Evaluation -July 2022	
Introduction and context	No. of children on roll - 216 (Gender 53% Females 47% Male) 37% of EAL (NA 21%) 39% of FSM (NA 22%) 3 No. of LAC/SGO children 2 No. of PLAC children 41% of Pupil Premium (NA 23%) 18% of SEN - School (NA 12%) 4 No. of EHCPs (NA 3)	
Whole School Development 20_21	Key Priorities Relationships and values driven behaviour; love, structure and high expectations Great teaching and curricular every lesson and experience counts Continual improvement everyone; every system, every day Successful transition to new site at Chase Farm	Standard Priorities: Student welfare, attendance and safeguarding incl. managing Covid risks Student attainment & outcomes Staff development Financial stability & student recruitment
Progress made on areas since last monitoring visit conducted by Ofsted or SIP	<b>Key Issue</b>	<b>Progress made</b>
	o Improve stretch and challenge for most able pupils, particularly in the wider curriculum.	o Last SIP visit highlights improvements in stretch for most able and support for lowest, including more effective use of ATs
	o Maintain high academic standards achieved to date and deliver on ambitious targets for pupils, despite low starting points and impact of Covid	o Student outcomes: 76% EYFS students achieved GLD, 84% Passed Y1 Phonics Screen Check, KS1 SATs Reading: 77% EXS+ 13% GDS, Writing 73% EXS+ 10% GDS, Maths 73% EXS+ 17% GDS (significantly higher than 2 known local schools). Y4 took the Multiplication test - no pass/fail mark but only 3 children got below 23/25. o Ensure assessment feeds into lesson planning to support and challenge all students - more effective use of IPs
	o Recruit sufficient pupils to maximise funding streams to enable the school to grow and prosper.	o 57 students starting in Reception o Full in all year groups accept for Y2 (12 spaces) o Marketing calendar of activities has been refined - need to increase number of PP
	o Learning disrupted due to Covid 19	o Catch up plan in place for new academic year included extended day, interventions, quality first teaching
Leadership and Management [1]	<b>Strengths</b>	<b>Areas for Development</b>
	o Teachers are able to constantly improve and develop their teaching and leadership skills through regular evidence informed CPD, weekly precision coaching, and partnerships with great schools o The school's leadership team and governing body have an ambitious vision and use accurate monitoring to drive teacher improvement.	o Adapt recruitment strategy to attract students from disadvantaged backgrounds o Ensure maximum value for money in new building by drawing on governors networks and expertise o Build leadership capacity at all levels to reduce risk of single points of failure o Establish tailored approach to staff development o Induct new staff & develop staff in new positions of responsibility
Operations	<b>Strengths</b>	<b>Areas for Development</b>
	o Working with outside agencies to create more efficient systems using technology o Developing Blueprint for Excellence o More efficient ticketing systems for managing site	o Develop effective systems that are simple, can be used by all and operate at scale o Recruit new business manager o Embed systems into new site o Work with DfE and builders to eliminate snags
Safeguarding and Attendance	<b>Strengths</b>	<b>Areas for Development</b>
	o Attendance at the end of last year was 95.2 % above NA (92.8%) o Robust attendance & safeguarding system in place o Development of wider safeguarding team o Establishment of the ODA Early Help Offer	o Ensure physical environment inspires and safeguards children in temporary site o Induct new staff members o Ensure attendance reaches at least 98% and reduce the number of persistent absentees (mainly through holidays) o Develop team expertise across all aspects of safeguarding - avoid single point of failure
Behaviour & Attitudes	<b>Strengths</b>	<b>Areas for Development</b>
	o Impactful values driven behaviour systems in place o FTes and Pex are significantly below NA o Strong values driven culture as noted on last SIP visit	o Develop Key Stage leads to manage behaviour effectively in Key Stage
Personal Development [2]	<b>Strengths</b>	<b>Areas for Development</b>
	o Effective SEMH tools in place for students o AEN systems beginning to be established o No exclusions o Effective support in place for students with profound needs, through EHCPs and a range of behavioural interventions	o Embed AEN systems and support staff to ensure quality first teaching for AEN o Introduce more robust system for assessing AEN provisions o Develop cultural capital curriculum
Curriculum Intent	<b>Strengths</b>	<b>Areas for Development</b>
	o Clear curriculum intent suitable for ODA context - building powerful knowledge, character curriculum and cultural capital and aspirations	o Embed new schemes of work o Ensure consistent narrative across subjects o Continue to develop opportunities for children to develop cultural capital; broaden university links and university engagement, increase trips and wider offer
Curriculum Implementation	<b>Strengths</b>	<b>Areas for Development</b>
	o Innovative and impactful reading curriculum in place for KS2 that promotes a love a reading as well improving outcomes o Strong EYFS teaching across the curriculum	o Develop consistent assessment practises for core knowledge curriculum in KS1 and 2, harnessing the power of the testing effect and retrieval quizzing o Ensure tailored CPD offer supports consistency in teaching and learning o Continue to embed and translate Rosenshine's principles of instruction to provide a framework for curriculum delivery o Cross academy reviews of common curriculum programmes-with Reach Academy Feltham and London Academy Primary o Work with external partners to prepare for Ofsted
Curriculum Impact	<b>Strengths</b>	<b>Areas for Development</b>
	o Student outcomes: 76% EYFS students achieved GLD, 84% Passed Y1 Phonics Screen Check, KS1 SATs Reading: 77% EXS+ 13% GDS, Writing 73% EXS+ 10% GDS, Maths 73% EXS+ 17% GDS (significantly higher than 2 known local schools). Y4 took the Multiplication test - no pass/fail mark but only 3 children got below 23/25.  o Use of standardised testing to ensure accurate assessment	o Ensure outcomes across all key stages are above NA o Ensure all students including AEN students are making accelerated progress o Prepare for KS2 SATs - rigorous assessment cycle

[1] •Safeguarding

- Health and safety, including premises
- Governance
- Policies
- School improvement plan
- Continuous professional development
- Staff mental health and well-being
- Parents and local community

[2] •SMSC

- British Values
- Relationship, health and sex education
- PSHE and equality
- Character education
- Pupil mental health and well-being
- Pupil voice
- Preparation for next stage of learning/careers guidance