

Boldmere Junior School – Mini SEF

School - current self-evaluation and key strengths 2022-2023

In 2021 -22 there was a necessary focus on wellbeing, mental health, educational recovery and getting back on track following the Covid pandemic and the significant changes within school. The mantra is very much that this focus should be concerned with re-set rather than re-start. From 2022-2024 we are very much focussed on progression and improvement, both in terms of teaching pedagogy and in curriculum design and delivery.

Overall effectiveness – Boldmere Junior School is a good school and rightly, one with an excellent reputation in the local area. This is because children thrive in our school; they are happy, excited and engaged with their learning and they leave us with the necessary knowledge, skills and understanding, both academically and socially, to achieve well in their next steps. We are ambitious about the school holistically, never standing still and committed fully to an ongoing cycle of improvement. We are also ambitious for each and every child, which is captured in our school mission statement of seeking to empower all children to embrace learning; achieve their personal best; and build their social, emotional and physical well-being. We also work hard to ensure that our school's core values – kindness, appreciation, resilience, co-operation, honesty and respect – are not just words but instead are lived and breathed in the school and are woven through all that we do.

Area 1: Quality of Education – Good

- Our rigorous curriculum, including our thorough assessment practice, ensures that children achieve well. Outcomes for children overtime are consistently strong and above the average achieved locally and nationally.
- What we deliver to the children has been methodically developed overtime to ensure that it sequentially builds the knowledge and skills children require for future learning and employment. This is developed in all subject areas and these are deliberately regarded as individual disciplines.
- The school's approach to reading is prioritised and is incredibly rigorous, in recognition of the importance it plays in enabling access to broader curriculum, both now and in the future. In addition, we are also particularly proud of the outcomes our children achieve in maths and the arts, to include physical education.
- We are an inclusive school and hold the highest expectations for all children, regardless of their background or ability, ensuring that appropriate and timely support is provided to those that need it or who require additional challenge.
- Parents are supportive of and committed to their children's education – attendance at parents' evenings, workshops etc. reflects this.
- Teaching and learning in classes is equitable across year groups – this is the consequence of collaborative planning.
- Teachers (including teaching assistants) are knowledgeable and passionate about what and how they teach and are committed to developing further their knowledge and understanding of how children learn.
- Provision for children with additional education needs is strong with a robust intervention approach devised to support children requiring it. Leaders are determined to develop practice further in this field to ensure a 'keep up' not 'catch up' approach, developing the teaching and learning to ensure teachers are further equipped with strategies to support the range of learning needs in the classroom.

Area 2: Behaviour and attitudes – Good

- The school holds the highest expectations with regard to behaviour and attitudes to learning for all children.
- The school is consistently calm and orderly, and the learning environment is organised to make explicit that learning is the core-purpose of the school. Children behave well in school and surveys indicate this to be the perception of the majority of children and parents. On the occasions that bullying is raised as a concern, it is dealt with swiftly and appropriately,
- Positive attendance is consistently encouraged and celebrated, and school leaders are rigorous in their tracking of this to ensure no child misses the opportunity to reach their potential.
- Considered polices, focussing on a restorative approach to behaviour management are embedded yet continually refined to ensure they are current, taking into account best practice examples and cohort specific needs.

Area 3: Personal development – Strong Good

- As a school, we believe our offer (captured succinctly in the Boldmere pledge) goes beyond the expected, giving all children access to a wide and rich set of experiences. This is tracked rigorously to ensure a strong take up and to ensure we are doing all we can to ensure no pupil misses out, particularly those who may be classed as disadvantaged. (Parent survey outcomes validate this).
- The school curriculum extends beyond the academic and deliberate provision is planned to develop children's character (developing their individual spiritual, moral, social and cultural development). This is achieved through curriculum lessons, assemblies and responsibilities they are offered.
- Children are taught to understand and respect difference and diversity – however, we are currently keen to explore opportunities to further appreciate and celebrate diversity both in the local area and across the world more broadly. i.e. through establishing links both local and more globally and welcoming visitors from diverse and varied backgrounds. Furthermore, at an age appropriate level, we are keen to develop the ability of children to challenge discrimination and engage positively with views different to their own.
- The school has an embedded culture of safeguarding all pupils, with a deliberate focus on supporting children's well-being at the earliest opportunity – our pastoral provision is exceptional.

Area 4: Leadership and management – Good

- Leaders are ambitious for the school and fully committed to continual improvement, the bulk of this focussing on improving teaching and learning pedagogy in the classroom. This is demonstrated through the school's robust monitoring system, which includes commissioning the support of a designated school improvement partner (who is an Ofsted inspector) and commitment to a process of peer review with local schools.
- Parental engagement has been prioritised in recent months - these engagement opportunities are deliberate, purposeful and outcome focussed.
- Leaders, including Governors, are supportive of staff and pay due care and attention to staff well-being – this ensures the school is positive and welcoming and that staff retention is high.

Boldmere Junior School

School Improvement Plan 2022-24

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Area 1: Quality of Education

1. To review and evolve the school's teaching and learning policy and practice to ensure a consistent, highly effective pedagogy that meets the needs of all children (1.1)
2. To improve opportunities and outcomes for vulnerable children, particularly those that are disadvantaged, have SEND or have EAL. (1.2)
3. To improve outcomes in writing for all children, including those with the potential to achieve greater depth standard, as a consequence of raised expectations and the enhancement of the school's existing writing curriculum.
4. To continue the evolution of the school's assessment policy and practices to ensure that all teaching staff are highly skilled in routinely using assessment to embed knowledge and produce next steps for children.
5. To ensure the effectiveness of the school's broader curriculum, particularly that related to expectations over and above the national curriculum and that related to keeping themselves safe.

Area 2: Behaviour and attitudes

1. To review and evolve the school's behaviour policy further to ensure that the behaviour of children is consistently exceptional, founded on the core values of respect and kindness.
2. To ensure that all children, including the most vulnerable, value their learning evidenced by their excellent attendance and demonstrable positive attitudes towards their learning at all times.

Area 3: Personal development

1. To work with all stakeholders in evaluating, enhancing and celebrating the diversity within the school community and beyond.
2. To develop the ability of all children to engage with views, beliefs and opinions that are different to their own.

Area 4: Leadership and management

- 1:** Following recent changes to the school's strategic leadership, take positive steps to ensure that leadership at all levels is highly effective in terms of its impact and sustainable.
- 2:** With the support of the school's external improvement partner, to develop the evaluative skills and abilities of leaders at all levels to ensure that monitoring outcomes lead directly to demonstrable improvement.
- 3:** To further prioritise the well-being of all staff with a specific focus on aligning professional development to the school's ambitious curriculum and improvement priorities.
- 4:** Enhance the extent to which the school works in partnership with parents to support children's learning.