



Redcastle Family School: Self Evaluation Form 2021-2022

Context

Redcastle Family School was established in 2002, it was built to provide education for the local housing (private - 20%, and social/low income - 80%) of approximately 800 dwellings. It is a community primary school. Pupils are aged 3 - 11 years. The school is located in the western suburbs of the town of Thetford. Most pupils live in the immediate vicinity of the school although due to the small size of the town there is moderate transience between all of the schools within the cluster. NOR has risen to 250 pupils, this includes the Nursery provision as well as 16 place ASD specialist resource base. The current PAN is 30 and the school has remained oversubscribed for the past 2 years.

The majority of children are from a white British background; 35% are from other ethnic backgrounds. 29% of pupils have English as an additional language. 26% of pupils are on the SEN Register (EHCP included). In our main school, 4 pupils have an EHCP and 4 within our SRB. At least 2 pupils (1%) have physical disabilities. There are currently no children looked after. Currently, 43% of pupils are in receipt of free school meals. 40% of pupils qualify for pupil premium. This demographic has remained relatively stable over the past five years but has begun to show increasing numbers in pupils at risk of poverty during the start of the pandemic.

The school serves pupils from a range of different socio-economic backgrounds. There is little religious diversity, most families would classify themselves as Christian. Pupils enter our EYFS with scores suggesting average attainment. By the time they leave Redcastle Family School attainment and progress scores are broadly in line with national averages. Attainment and progress for the majority of pupils has been below the national average for the past three years although this trend has been reversed as of 2018-2019 academic year.

The Head teacher has been in post since September 2018. The current leadership structure including a Deputy head teacher, an assistant head teacher based in key stage 2 and infant phase leader has been operational since September 2019. Staffing has shown turbulence during the pandemic, although this has stabilised for the current academic year with the appointment of two ECT;s who will be mentored by each phase leader respectively.

Quality of Education

School Evaluation	Outstanding	Good	Requires Improvement
INTENT: <i>To deliver a broad and rich curriculum that ensures the wider community is used to provide purpose and context to learning</i>	External auditing through a curriculum review occurred in March 2022. This review highlighted that the curriculum was ambitious and suited the needs of learners to ensure they make good progress across the whole curriculum. Actions were identified to improve the consistency in the recording of outcomes and demonstrate variation in challenges for the most able learners. The school took immediate action to address this in Spring and Summer terms, focussing on areas of inconsistency, adjusting the format for recording outcomes and monitoring feedback and intervention to ensure challenge was appropriate and learners were improving through appropriate feedback. An audit was carried out at the end of the Summer term which identified that the recommendations of the curriculum had been addressed and significant improvements in targeted areas were evident.		



	<p>The school established a timetable for each subject to provide additional extra curricular activities that is currently being implemented. Monitoring schedules were completed and subject leaders have revised their action plans for the next academic year. The monitoring schedule has been adjusted to ensure these actions can be communicated, implemented and evaluated throughout the year.</p>
<p>IMPLEMENTATION: <i>That all Teaching uses RFS principles of practice to ensure children are challenged all of the time and see the purpose of learning in everything that they do.</i></p> <p><i>That a plan to address the impact of the COVID 19 Pandemic ensures children reach their full potential academically</i></p>	<p>Academic Year 2021-2022</p> <p>School Monitoring has identified that the Challenge for All model is embedded within all classes where teachers have been provided with CPD and those staff new to the school are working with Phase leaders to ensure that the principles are added to practice. The school has utilised weekly 1-2-1 Phase leader meetings to ensure School expectations are maintained consistently and this will continue as our new staffing structure embeds itself over the 2021 academic year. The NCC Reading Comprehension model is established across the whole school and timetabled. Specific areas of development have been identified for CPD for 2021-2022 within the Communication Curriculum Action Plan. The implementation of this model has ensured that end of Key Stage 2 assessments (completed during the pandemic) has demonstrated significant progress in line with National expectations.</p> <p>As part of its plan to address the loss of learning, Redcastle Family School utilised its catch up funding to appoint an Intervention teacher. This Role will manage a revised structure of Teaching assistants to assess and establish a wave 2 catch up plan specific to each year group, in order to address gaps in Reading and then improvements in other core learning areas. This is in addition to the core learning intervention groups which have been established, are informed by termly assessment data.</p> <p>Senior Leadership and curriculum teams have identified through monitoring that children find it difficult to articulate their learning and use contextual understanding to associate learnt information and make relevant links. Consequently, the staff completed CPD relating to metacognition and teaching strategies to facilitate this as part of the Summer term 2021. As part of the schools curriculum model specific actions to link concepts, key vocabulary and learning reflection tasks have become part of the schools teaching expectations and will be monitored within the agreed timetable. The school will also begin to establish trial groups of Lets think teaching in order to identify if this will facilitate further improvement in this area.</p>



<p>IMPACT:</p> <p><i>RFS Achievement ensures every child reaches their full potential academically and the whole child is prepared for the challenges required</i></p>	<p>Achievement in early years has continued to stay in line or above the national average, even during the disruption of the pandemic. The level of children with High SEN has increased significantly over the last two years, this has impacted on the average score for attainment including all children. The amount of high SEN needs entering the School at Reception is increasing and due to there being no available places at appropriate specialist schools, the school will need to cater for their particular needs in a more formal manner over the next 3 years. After significant investment in RWI phonics training and coaching programmes, the school will continue to maintain standards in Phonic assessment in line or above with national expectations.</p> <p>End of 2021-2022 Year Review</p> <p>The curriculum model, teaching and learning pedagogy and relevant teaching methods and agreed policies for each subject have been communicated, implemented and are now established throughout the school. Specific intervention plans for each class were established throughout the 2021-2022 academic year and have been reviewed by phase leaders in the absence of the intervention lead teacher. The next cycle will begin in Autumn 2 as part of the revised assessment model (See Teaching & Learning Policy September 2022). The school has maintained summative data above national standards for EYFS, Phonics and KS2 SATS. KS1 data improved significantly due to the implementation of the intervention schedule, which targeted children who had fallen behind in based on their Spring Assessments. A draft assessment schedule for foundation subjects has been established for 2022-2023 academic year and this will be monitored and reviewed with a finalised schedule being completed by the end of the summer term.</p> <p>Next Steps</p> <p>Ensure all new members of staff, including ECT’s are supported in following school policy for curriculum and Teaching & Learning. Implement new assessment and monitoring schedule including intervention plan and foundation curriculum assessment. Agree revised schedule for the implementation of Lets think teaching on return on intervention lead teacher.</p>
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Leadership & Management

School Evaluation	Outstanding	Good	Requires Improvement
<p>VISION & ETHOS:</p> <p><i>Establish a shared Vision and the ethos that ensures all stakeholders aspire to give the highest possible quality of education for all.</i></p>	<p>A timetable for regular promotion of school vision and the four core aims is established within the curriculum and whole school celebrations. This will continue throughout the academic year 2022-2023. The key curriculum drivers were built to instruct the curriculum construction and underpin the progression of learning within our curriculum offer.</p> <p>This was audited in March 2022 and identified to be a clear and broad curriculum that shows progression throughout each subject. Presentations have been held with parents and governors on how this underpins our curriculum offer at RFS.</p>		



	<p>Children are able to discuss the meaning behind each of our learning behaviours and why these are important to their own development. Children’s behaviour matches the ethos of our vision consistently and this has fostered good working relations between all pupils and staff observed across school through the different processes for monitoring.</p> <p>Recent staff and parental surveys indicated that there was a strong understanding of the school’s vision and aims. This now needs to be reinforced with all stakeholders including governors and non-teaching staff, where appropriate.</p>
<p>STAFF DEVELOPMENT: <i>Professional development works to both support the development of staff and prepare them for further responsibility in achieving the outcomes desired at RFS.</i></p>	<p>Staff changes and interruptions with the pandemic has limited some of the opportunities for planned staff development and therefore school development. For this reason, staff development for the academic years of 2021 -2023 will focus heavily on subject leadership and where staff indicate the opportunity to undertake national qualifications to support this. Interim performance management meetings will then allow a provision map to be established to ensure succession planning can be continued.</p> <p>Two members of staff are currently completing nationally recognised senior leadership qualifications and another two have identified their intent to begin this during the 2022-2023 academic year. Curriculum design targets and met across school and have ensured a strong curriculum that is tailored to the needs of our pupils has been established.</p>
<p>STANDARDS & MONITORING: <i>All standards are above 85% of school expectation and there is a clear understanding of the CPD needs to develop practice to secure outstanding outcomes.</i></p>	<p>School will continue its curriculum review into the 2021-2022 academic year. Curriculum team monitoring was reviewed for the 2020-2021 academic year and school and the policy for its application has been updated. Curriculum teams will be allocated significant CPD time to monitor the delivery of the curriculum and identify areas for intervention and support. This will then inform curriculum development plans and subsequent whole school actions within the SIDP.</p> <p>The monitoring cycle for 2022-2023 has been adjusted as the requirements of our new curriculum model became evident. This was completed under consultation with teachers and subject leaders. A revised model was then established for the academic year 2022-2023. (Please see Teaching & Learning Policy). This will allow all elements of monitoring that enabled curriculum leaders to ensure consistent standards continues as well as identify steps for future development. External monitoring of subject development highlighted that subject leaders had an improving assessment of the quality of their subject and that the model will allow this to further progress.</p>
<p>STAFF WELLBEING: <i>All reasonable actions are taken to ensure staff are supported in managing wellbeing both through school led actions and personal development.</i></p>	<p>School systems continue to review impact on teachers workload and are designed to ensure actions can be completed within directed hours or do not require extensive administration duties.</p> <p>The school has continued to provide additional support in order to manage specific instances of well being including using the Norfolk support wellbeing service and paid for counselling provision. The MHSL has established a draft Mental health policy to ensure a consistent approach to managing mental health for all stakeholders. This will outline the good level of provision on offer at present making it easier for staff to be directed to the correct services. In addition, the policy will provide further provision through the training of additional mental health first aiders across the whole of the school. The school is currently working with its MIS provider to establish a consistent referral/notification process for mental health concerns.</p>



<p>SEN & INCLUSION: <i>The school will exceed the local offer to ensure all pupils are celebrated and able to access the curriculum appropriately.</i></p>	<p>The SEND policy and local offer is continually updated to reflect the needs of the children alongside the Code of Conduct and national guidelines. Staff are aware of all children that are SEND (or who may be beginning to fit this profile) so provision has specifically targeted at individuals and groups . The SENDCo delivered high quality CPD training to staff, updating them on current local and national practice. This in turn has been embedded in to the school curriculum. Individual Learning Plans have been updated reflecting the interventions and resources that staff access at Redcastle. The SENDCo had developed a Pathways document and an updated costed Provision Map thus replacing the barriers document. This is updated at least half termly and whenever any assessments or significant interventions take place. This allows allocation for each year group/pupil allowing SLT to see any gaps and identify further need.</p> <p>This revised system for monitoring, provision mapping and identifying Individual support plans is implemented and has been audited to effectively assess current level of need and actions to support pupils that meet the SEN code of practice.</p>
<p>SAFEGUARDING: <i>The culture of Safeguarding consistently exceeds the LA requirements to ensure all children are kept safe.</i></p>	<p>The SCR meets county guidelines and record keeping of all relevant checks are consistent. The Safeguarding policy is updated as necessary to reflect any changes such as Keeping Children Safe in Education</p> <p>The school has effectively implemented the new MIS to log all safeguarding, this is regularly reviewed by the safeguarding team which can be evidenced through the meetings logs which occur fortnightly. Safeguarding continues to remain effective and the school took appropriate actions to ensure contact with all vulnerable pupils and families during the pandemic. This has continued on school reopening. The school has seen a significant rise in serious safeguarding incidents that have been reported though local system (e.g. operation encompass) which has resulted in the school often having to take on additional actions at short notice to support the wellbeing of these pupils</p> <p>Self-evaluation of school safeguarding continues to assess its level as effective and outstanding in some areas. The school will finalise its provision map for safeguarding across the whole curriculum in the same manner this has been completed for PHSE.</p>
<p>GOVERNANCE: <i>RFS Governance provides the necessary challenge and support to ensure the school succeeds in providing the best life chances for all of the community it serves.</i></p>	<p>The School governance has had a restructure, reconstituting to a larger size to provide a wider range of expertise in order to support and challenge the school. The sub committees have been created and a timetable for their application established.</p> <p>Minutes highlight an increasing understanding of the education system which has developed through CPD and expectations for Governors to challenge and monitor the school in-between meetings. This has given them a greater understanding of the context and challenges the school is facing and where there role of support can be used most effectively.</p>
<p>FINANCE & ENROLLMENT: <i>School has a sustainable plan to meets the needs of the community it serves and enables the facilitation of the</i></p>	<p>The school has continued to manage finances throughout the pandemic to ensure that its budget is not in deficit and meets the requirements of the funding allocations it receives. Falling roles within the nursery has occurred due to over a third of children within our nursery not able to gain a place within our reception. Our current PAN is too small for our catchment area as the school is fully enrolled with a waiting list of 30 places in the summer/ autumn term 2021. The school must now look to expand our PAN to allow new children and their siblings to not have to be enrolled between schools, which is placing additional hardship on families within our local community.</p>



Step in improving the quality of education.	At the end of the 2021-2022 the school had maintained a 3 year surplus budget as well as ensuring it had resourced the school to address the needs of the impact of the pandemic. It was identified that the school would require additional funds of over £100,000 to meet the needs of specific high SEN children after completing the INDES profiling and is currently discussing remuneration with the local authority.
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PREMISES: <i>The premises reflect the school vision for excellence, growth and security in order for outstanding learning to take place.</i>	<p>The School has completed a significant number of site developments in order to achieve the following:</p> <ul style="list-style-type: none"> - Ensure the school site is safe and secure and meets all local guidelines for safeguarding. - Provide appropriate spaces for EYFS teaching and learning in order to increase both our intake and capacity to support the parent community in future years. - Address conditions that have limited the opportunity to use PE premium to enhance the provision the school currently provides. - Establish appropriate play equipment and develop outside areas for Forest School’s provision. - Refurbish all windows and cladding. - Refurbish KS1 toilets and drainage to meet acceptable health and safety standards. - Repurpose Site to establish ASD specialist resource base. - Replace schools heating system throughout school. <p>The majority of school site now is of a good structural condition with a new conditional survey due in January 2022. The school will now look to ensure a lifecycle plan is established to systematically maintain the quality of the recent investment within the site.</p>
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Behaviour & Attitudes

School Evaluation	Outstanding	Good	Requires Improvement
ATTITUDES TO LEARNING: <i>Learners at Redcastle Family School see learning as precious and understand how skills and knowledge relate to their future lives.</i>	<p>The agreed learning behaviours are being promoted and embedded into daily teaching and are beginning to scaffold reflection upon learning behaviours and responsible outcomes. Thrive assessments have been completed and interventions are currently being delivered and monitored to assess impact.</p> <p>The implementation of the revised curriculum offer will continue to enhance this further and the school will continue to prioritise the teaching of metacognition to enable children to articulate their learning to further reinforce their capacity to retain and apply this knowledge. The school will also continue to embed learning behaviours and growth mind set and ensure PHSE interventions improve pupil outcomes and perceptions accordingly.</p> <p>The learning behaviour reward system was adjusted for the 2021-2022 academic year. This will be evaluated by pupils at the start next year to ensure it’s effectiveness and adjustments will be made accordingly. The PHSE curriculum has been audited and ensures progression in</p>		



	<p>opportunities for children to develop personal attributes that are in line with the school expectations. Collaborative learning strategies are used frequently and this has helped to maintain excellent behaviour standards across the school. This judgement was assessed on each external audit, which took place during the last academic year.</p>
<p>BEHAVIOUR: <i>The actions of all pupils reflects the self-respect they have for themselves, their peers and the wider community.</i></p>	<p>The school has maintained consistently high behaviour expectations through all stages of managing the pandemic. Where necessary, we have implemented our new PHSE curriculum and enhanced our THRIVE provision to ensure vulnerable groups are provided with appropriate support. The increase in need relating to significant safeguarding concerns has contributed to a higher level of need for some vulnerable pupils, however, behaviour systems are now used routinely to address and support behaviours to ensure that persistent disruption is minimal from these groups.</p> <p>The use of the behaviour MIS system is now embedded and has enabled senior leaders to track any patterns of behaviour as well as ensure consistency in addressing behaviours across school. Specific support plans have been established, monitored and adjusted to ensure children who have found maintaining behaviour challenging are supported appropriately. Consequently good progress has been made in aiding new children to integrate effectively o the school and in addressing children where external circumstances continue to make it more difficult for them to self regulate appropriately.</p>
<p>ATTENDANCE: <i>RFS attendance ensures all children receive their right to education and the community values this in the support they provide.</i></p>	<p>Attendance has remained above the national average in the two academic years prior to the pandemic. During the time of this pandemic there have been significant changes to the protocols for managing attendance and so the school has revised their attendance policy for the 2021-2022 academic year.</p> <p>The revised attendance policy will ensure that attendance throughout the year to keep this in line with national expectations. The school revised its attendance team to ensure that both the safeguarding and pastoral team were informed of persistent absentees through half termly meetings and actions to challenge, support and resolve issues occurred through 1-2-1 meetings or school support plans.</p> <p>Attendance at the end of the 2021 -2022 academic year was _____. Two significant covid outbreaks affected attendance as any single parent families were unable to bring siblings to the setting during isolation periods. Also plans to address children who are under the age of five and have poor attendance, as the school is unable to address attendance matters until the summer term. This is due to be discussed at Cluster Headteacher briefings with the local authority. The school has identified a rapid action plan to address families showing poor attendance to begin in Autumn1 using data collected at the end of the 2021-2022 academic year.</p>



Personal Development

School Evaluation	Outstanding	Good	Requires Improvement
<p>SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT: <i>RFS provides a curriculum that ensures the whole child is developed into a responsible citizen of the world.</i></p>	<p>Redcastle Family School has undertaken a curriculum redesign to ensure that a broad and balanced curriculum is delivered through links within the local and wider community. These elements of SMSC are now highlighted as teaching points within planning.</p> <p>School events, assemblies and R.E teaching have been redesigned to ensure the school promotes global events throughout the calendar and this will also involve aspects of the cookery lessons where appropriate. The School council now play an active role in gathering opinion and making decisions for the school including managing a vote of the colour scheme for the school’s recent building works etc and this will continue as restrictions allow.</p> <p>There is a clear understanding across all subjects oh how they develop the understanding and promotion of SMSC. This has been evident in auditing subject leader roles and in the outcomes of pupils who are now more aware of worldwide events and are able to articulate this with increasing clarity. An example of this has been how pupils and have identified aims for fundraising through the school council.</p>		
<p>FUNDAMENTAL BRITISH VALUES: <i>The Ethos of RFS underpins every aspect fundamental British values and SMSC, ensuring an inclusive and respectful community for all.</i></p>	<p>While aspects of developing actions have been delayed due to the increasing issues related to the pandemic, Redcastle Family School has adjusted its provision to ensure it meets the needs demonstrated within the community. The school has increased the number of THRIVE practitioners and consequently ensured THRIVE intervention is systematically established with groups targeted by termly assessment.</p> <p>As part of the curriculum review the school has purchased additional resources to ensure or PHSE and RSE curriculum exceeds the expectations of the National curriculum. The school has relaunched with its feelings Friday sessions, which occur across all phases of school. Curriculum teams will now need to ensure they can articulate the implementation of fundamental British values within the curriculum when it is relaunched in its entirety at the start of 2022. Monitoring of this is scheduled for the second half of the Autumn Term.</p>		
<p>COMMUNITY ENGAGEMENT: <i>The links and outreach which RFS has developed allow children to experience what it means to be part of society and the importance citizenship plays in their own well being.</i></p>	<p>The curriculum has identified specific links within the community and has utilised extra-curricular clubs to provide additional links with organisations that are able to provide further community enrichment opportunities. We also completed community events for the Queens Jubilee which was attended by over 400 members of the community.</p> <p>The school is currently working with the arts council to establish a bid for the Thetford cluster to further enhance the arts provision within the local area. The school was instrumental in organising a cluster wide art exhibition within the town and will continue to pursue links to improve the use of sport and P.E. to link with the local community over the 202022-2023 academic year.</p>		



<p>HEALTHY LIVING & WELLBEING: <i>RFS promotes lifestyles which will ensure children are equipped with the skills to make positive choices for their health and well being.</i></p>	<p>The HRE curriculum has been integrated into the PHSE curriculum and therefore is assigned a subject leader where its impact can be reviewed as part of the schools monitoring schedule. PE premium has been enabled to ensure the level of PE provision has significantly improved and continues to identify further ways in which the school can enhance opportunities further. Over the past academic year, the school has held specific curriculum days to support fundraising, a sports week to coincide with the commonwealth games and has taken a lead in establishing a cluster-based provision of sporting activities including hosting an orienteering day for all schools in Autumn term of this academic year. The school has been very successful at interschool competition resulting in being awarded a gold award for participation and achievement in district sports. The school plans to add cycling to this curriculum during the 2022-23 academic year.</p>
<p>EQUALITY & DIVERSITY: <i>Every member of RFS is given the support and intervention required to allow them to thrive and succeed to the best of their ability.</i></p>	<p>There has been minimal racial incidents that have occurred this year. They have been dealt with according to our policy and recorded where necessary. The barriers document has highlighted children that have particular disabilities or individual needs. Their needs are continually being met through in house interventions or/and outside agencies. Progress for all groups is in line with school expectations unless there is a specific barrier to learning. Children with specific needs are highlighted and supported by named staff, and reviewed on a regular basis. Care plans and medical forms/referrals are in place. The school systematically completes events such as stand up to racism week as part of our wider curriculum and SMSC provision.</p>
<p>TRANSITION: <i>RFS identifies the needs of all learners’ and takes actions to ensure transition does not limit their capacity to learn.</i></p>	<p>The school continues to work closely with the local cluster to ensure transition between schools and within in year admissions is co-ordinated closely. The Headteacher forum has identified a number of additional activities to support children working collaboratively across the town in order to help engagement with pupils prior to their arrival at secondary school. Cluster head teachers have agreed protocols to manage in year movement and aid transition of vulnerable pupils that may require additional support.</p> <p>The school was able to implement its full plan for transition at the end of the 2021/22 academic year. All new starting children were able to follow the curriculum plan with their new class teacher for the whole week. Consequently, the school has significantly reduced the number of children/ parents with concerns over the September start and learning walks in the first two weeks have highlighted consistently good behaviour expectations across the whole of the school.</p> <p>Next Steps Link how the revised mental health policy and SEN profiling can work to contribute to identifying vulnerable children that may require further transition intervention.</p>