

Self Review- the four key priorities (updated 09/03/15)

Assessment of Pupils and those with Special Educational Needs

What are we doing well?	Where could we improve?	Action to be taken/ when?	Review Date
SEND Sessions: are progressive and constructive. Pupils enjoy the sessions and a brief report is recorded and sent back to the class teacher and then home at the end of every session.	The use of more resources within The Learning Zone, especially computer technology in these sessions.	To install a school computer in The Learning Zone which can then be the base for useful SEND software that can be sourced and purchased.	Autumn Term 2015
Rolling SEND Timetable: Most pupils are attending SEND sessions at different times every week and if they are busy attending another school event, their session is often rearranged to avoid them missing out.	Occasionally this clashes with individual music sessions so this causes concern and unnecessary re-planning.	To liaise with the peripatetic staff to avoid clashes on a particular day.	Summer Term 2015
Attending up-to-date Courses: The SENCO has attended some very useful and informative courses both in and outside Wiltshire and the independent school system within the last year.	Many courses are aimed at EYFS so ensure an even balance across the key stages.	To review available courses once every term using the Wilshire CPD site.	Summer Term 2015
Improving Communication: Through allowing more time for communication within the SENCO timetable, the exchange of ideas, concerns and feedback between staff, parents and the Headmaster is continually improving. Strong links and positive attitudes have been highlighted by staff as they are continually developing the relationship with the SENCO.	A more easily accessible and trustworthy email system would help and an up and running school network to share hardcopies of information and have them much more accessible to all staff.	Speak to SW to find out more about the possibility of sharing information more easily.	By Week 6 Spring Term 2015
Dealing with concerns about pupils: We have implemented a useful monitoring form for all staff to use, to record in writing, a concern about a pupil to be logged by the SENCO. This has proved effective already and all staff are aware of the process to follow when raising a concern within school.	Whilst we are good at logging concerns, acting on them and striving to raise standards for pupils with SEND, we are not clear on our strategies for when pupils can be removed from the SEND register or stop attending SEND sessions to allow more flexibility in the timetable for other pupils.	To be put on the agenda for a whole school staff meeting for discussion and sharing of ideas to reach a good strategy for this, during an INSET.	Autumn 2015
The use of a SENCO assistant: The stretch on the SENCO to teach one-to-one lessons all day, two days a week was proving too much when also expected to carry out break duties, meet with staff and parents, manage the SEND paperwork, and assess pupils with whom new concerns have been raised. So the addition of J S-J to the team to carry out assessment and any other impending work within SEND on a Wednesday afternoon has greatly reduced the pressure on the SENCO.	A set time within the timetable for the SENCO and J S-J to meet on a fortnightly basis would be really helpful, and possibly to include the Headmaster in the meeting once a month.	Liaise with J S-J and SW to try to implement this.	Week 4 Spring Term 2015
IEP's: These documents are still seen as very useful sources of quick reference by most staff and the progression they demonstrate is encouraging. The reviewing and setting of new targets is continually improving as a process and the IEP's are being 'turned around' much quicker.	Whilst IEP's are so useful it is felt that we review them at the wrong time of the term as children need to settle into the term, teacher, classroom, etc. before it is accurate to set targets. It is suggested that the months of Oct, Feb & May would be much more suitable to review IEP's as this would fit in with the GL assessments as well.	Discuss this with SW following the latest review of IEP's.	By Week 6 Spring Term 2015
Pupil Progress: The SEND pupils make pleasing progress as a result of the one-to-one sessions and when the opportunity arises they enjoy working in pairs or small groups on similar activities.	It would be good to create opportunities for more frequent small focus groups to target a common theme e.g. times-tables. Perhaps the KS2 TA could be used to work in this situation where the SENCO/classteachers oversee.	Discuss this at KS2 meeting and then KS2 leader to take it forward to SW as a possible suggestion if all in agreement.	By Week 6 Spring Term
New Pupils: with SEND are integrated very smoothly and positively into life at Avondale and the necessary provision is generally well put in place for them.	It would be beneficial for the SENCO to be involved in the initial offering of a place at Avondale when children with a diagnosed SEND are enquiring. A better idea of what SEND provision is already in place for the child would help when planning their integration into Avondale.	Discuss this with J S-J and SW.	Autumn Term 2015

The Quality of Teaching and the Enrichment of the Curriculum (Please also refer to respective KS development plans)

What are we doing well?	Where could we improve?	Action to be taken/ when?	Review Date
Planning in general detailing LO and SC. Displayed throughout lessons.	ICT- to train staff in the use of 'Scratch' as a tool for teaching programming.	Staff training September 2015	September 2016
A move away from subject specific teaching to an integrated 'holistic' approach Vehicle for deliver- 'The Creative Curriculum'	iMovie- to train staff in the incorporation of movie making in the classroom and use of digital cameras to complement all curriculum areas.	Staff training January 2015	January 2016
Identifying opportunities for learning experiences outside the curriculum and involving the local community in learning programmes.	Incorporation of the Primary Enterprise Programme (PrEP) as a means of supporting authentic learning across mathematics, literacy, design/ technology and art curriculums. Establish a link with a local bank- school visit. Include Yr 2 in the planning/ implementation to help support the transition between Infants and Juniors.	Head to talk with local bank about a partnership for the programme; have them print Avondale money; children to design as part of the 'design/ technology' element and to have a democratic vote for the adopted bank notes. Staff training for initiating and employing the programme across curriculum areas to take place April 2015- in view of Summer Term 2015 implementation.	September 2015
SMSC opportunities across the school	To continue to look for a range of apps for computers to support learning programmes (and specifically the support of SEN children)	On- going	On- going
The delivery of PSHCE programmes that allow children to reflect on current issues. Recent programmes include Anti bullying Internet safety Personal Hygiene/ Puberty The study of British values and the teaching of what makes a democracy and how it works	Consideration given to re-exploring the idea of another classroom teaching block- emphasis placed on vocational aspects to the curriculum. Emphasis on 'Design/ Technology' and 'Home Economics', including sewing. Science laboratory also explored.	Pre planning Permission Assessment Report to be made to Wiltshire Council	September 2016
Children given an opportunity to contribute/ have their say through student council meetings and initiatives.	Consideration to be given to changing the school's classification from 2-11 to 2-13 (incorporating KS3 into the curriculum)	Monitoring of the Salisbury Independent Market and education trends	On- going
Classroom teacher/ pupil ratios very favourable for allowing greater 1:1 support	Consideration given to employing more subject specialist teachers and to the formation of a 'Senior School' incorporating Years 6-8	Dependent on approach taken by the school	
The use of ICT in lessons and interactive whiteboards has now become the norm.	Consideration to be given to buying the plot of land across the road (MOD owned) to accommodate boarding facilities and the establishment of a 'Senior School'	Approach the MOD for them to consider selling the land/ building. This may be a process that takes 5- 6 years before consideration. However, the army often restructures and we will get the ball rolling.	September 2016
Creative/ Performing Arts a real strength of all parts of the school. Huge growth seen across all children due to it being part of our ethos.	Purchasing tablets for the recording of learning journeys across the EYFS	One to be bought per room (total of 4) Budget- £400 immediately	Review of effectiveness- ongoing Review of associated release time, given that they can be uploaded there and then- April 2015.

Pupil Safety and Behaviour

What are we doing well?	Where could we improve?	Action to be taken/ when?	Review Date
Expectations of children start earlier now with the introduction of two year olds. Clear boundaries established from the outset and consistent approach in their implementation across the school.	To digitise the tracking of pastoral patterns/ concerns across the school, replacing the hardcopy in the staffroom.	Explore the option of an on-line database	September 2016
Clear behaviour management system running throughout the school 'Going for Gold'. This focuses on the positive and achieving gold is considered a real achievement. Children are rewarded as such.	To digitise the tracking of behaviour patterns across the school, replacing the hardcopy in the staffroom	Explore different database options	September 2016
Opportunities for sharing success from outside of school at weekly assemblies.	To continue to develop/ maintain the standards that currently exist	Continual reflection/ self review	On- going
Strategies are put in place for those children who fall below expectations. There is success in children completing programmes.	To continually review Health and Safety practices across the school- on- going	On- going	Annually
Our Year 6 children 'give back' to the school and support children in the infant part of the school as part of their PSHCE programme. They get as much out of this as the younger ones do.	Consideration be given to the establishment of an online database allowing teaching staff and others to update risk assessments independently rather than it coming through the Head. On- line entries when reviewing to replace hard copies.	September 2016	September 2016
The establishment of the student council has enabled the school to move forward with suggestions from children. They all feel that they can contribute ideas.			
The maintenance book is filled in when there are issues that require addressing. These are actioned quickly. Any H+S issue is reported directly to the Head and these Are actioned immediately.			
Risk Assessments are well thought out and presented to the Head for approval well in advance of trips taking place. There have been no accidents or injuries as a result of this robust approach.			
Communication across all parts of the EYFS through telephone and walkie- talkies. ASCC also linked with main office. Staff available on hand to support in the event of an injury of child needing changing.			

Governance and Leadership

What are we doing well?	Where could we improve?	Action to be taken/ when?	Review Date
More financial investment in school resources/ facilities in the last 1.5 years than that in the past 5- 10 years.	Observations of other teaching staff in action at a range of age levels.	Head to devise a rota for him to release staff at regular intervals- to be up and running by Summer Term 2015.	Summer 2016
Distributive leadership opportunities widened across the school with the bringing on board of a more forward looking staff.	Proportionate release time made available to all teaching staff- half day for team leaders/ 1.25 hours for other teaching staff. (Music and French release additional 1 hour).	All teaching staff to be full time by January 2015. This will allow Junior teaching staff to release further down the school on 'games' afternoons.	January 2016
Re- shaping of the governance and leadership structure across the school, allowing clear vision for respective teams and line managers to lead effectively.	Adequate release time to be provided to EYFS staff for the completion of learning journeys. This is to allow staff to engage with children during learning time.	On- going. Head to consider additional appointment of staff according to school numbers to allow flexibility in bank staff and working arrangements across the EYFS.	September 2015
Curriculum leads established and the restructuring of staff meetings/ team meetings allowing time for reflective practice.	Delegation of specific responsibilities to allow Headmaster more analytical time.	Consideration to be made in the appointment of a Deputy Head or Director of Studies/ Director of Sport (to free Head up).	September 2015
Transparency in approach and policy with the new school website.	Collaborative approach to learning and teaching with other schools. The possibility of a link with Salisbury Cathedral School, or local state school.	Head to establish a link with another school with similar ethos in view of sharing good practice/ INSET opportunities- Sept 2015.	September 2016
Appraisal system where line managers are able to follow- up goals from previous years/ Head to oversee line managers.	Whilst we are consultative with the bulk of new initiatives, it would be beneficial to have a meeting once a term with parents over tea/ coffee to consider areas of concern, or to explore ideas for consideration.	Consideration to be given to establishing a 'Parents Liaison Forum' to gain a perspective on issues relevant to parents and to be given an opportunity to respond/ elaborate. Sept 2015	September 2016
Walk- throughs of classes allow a snapshot to be taken of learning at any given point and provide an opportunity for discussion based on perceived patterns.	To continue to work towards IAPS affiliation status.	To continually raise teaching staff salaries (and pension arrangements) annually at 10% to eventually become in line (or within 3% of national scales)	Beginning of every academic year annually- Target is to get IAPS recognition by September 2018
Consultative approach with parents as partners- we gain views and work hard to action valid suggestions.			
Clear line managers specific to key areas in the school where parents can first address any concerns- open door policy and easy contact with Head on daily basis.			