

Self Review- the four key priorities (updated 5.10.17)

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: Good communication between SENDCo assistance (BH) and all teaching staff. Each lesson is planned according to the IEP although with flexibility, depending on the needs of the child on a weekly basis, as discussed with the teacher.	The use of more resources within The Learning Zone (LZ), especially computer technology in these sessions. To take advice from the specialists and to purchase software as suggested.	Purchase specific software and computer programmes in accordance with suggestions made by specialists. Sessions required for the children to be timetabled in addition to 1:1 with BH. ON GOING.	Autumn Term 2018
Rolling SEND Timetable: SEND sessions are no longer on a rolling programme. They are timetabled with flexibility in order for the child not to miss essential class teaching.	On occasions, it would be more beneficial, for BH to work 1:1 with the child in the classroom environment. This would allow the child to access specific learning within a group context.	To liaise with classroom teacher prior to SEND sessions. ONGOING.	Autumn Term 2018
Attending up-to-date Courses: BH has attended courses relating to EYFS and SEND administration.	Due to the ever-changing administration requirement, on-going administration courses will need to be attended in order for BH to stay abreast of changes within the system. To promote sound phonological awareness for all children, it would be sensible for all TAs to have official phonics training. Link with other schools for SEND cluster meetings – this will give BH and JS-J the opportunity to speak with other SENDCos.	To review available courses once every term using the Wilshire CPD site and other sites aimed at SpLD. ON GOING.	Autumn Term 2018
Improving Communication: The ‘surgery’ slots within the SEND timetable are working well and need to be continued. Staff are seeking advice on a regular basis thus nurturing healthy communication and working relationships.	It is important to communicate any concerns at any level in order for the correct procedures to be implemented.	BH to continue monitoring paperwork and to chase up any that is outstanding. Paper work still not running as smoothly as it should. BH has provided a check list/flow chart for renewing IEPs. Review again next year. ON-GOING.	Autumn Term 2018
The use of a SENDCo assistant: SENDCo (JS-J) and SENDCo assistant (BH) verbally communicate on a daily basis. This ensures the service we are providing for the SEND department, is as thorough as it needs to be. Huge improvements have been made since January with efficient paper work and communication throughout the school.	Regular, undisturbed meetings must take place on a weekly basis to ensure information is shared and issues are dealt with efficiently.	JS-J and BH to ensure that this time is available on a weekly basis. ON-GOING.	Spring Term 2018
IEP’s: The management of IEPs has improved whereby, time is set aside for BH to talk with teachers regarding reviews and setting of new targets. Targets are more relevant and influence lesson plans for SEND session more effectively.	Although the IEPs are working documents for the SEND dept, they need to become a working document within the classroom. This will focus the teacher more and allow the child to be openly aware of their individual targets and the success criteria required, in order to achieve these. This will promote empowerment for the child.	Classroom teacher and the child. ON-GOING.	Spring Term 2018
New Pupils: New pupils are assessed using the GL assessments and provision is made where necessary.	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. ON-GOING.	Autumn Term 2018

The Quality of Teaching and the Enrichment of the Curriculum (Please also refer to respective EYFS/ English/ Maths 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. The teaching of ICT in general	Staff training September 2015 Subscription to 'Purple Mash'- staff training- September 2017	September 2018
A move away from subject specific teaching to an integrated 'holistic' approach Vehicle for delivery- '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 Children to compile own short stories/ news broadcasts incorporating technology into English lessons.	January 2018
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.	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.	Annually
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 an Astroturf and extension of sporting facilities.	Planning Permission to be made to Wiltshire Council	September 2017/ January 2018
Children given an opportunity to contribute/ have their say through student council meetings and initiatives.	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- April 2015.
Classroom teacher/ pupil ratios very favourable for allowing greater 1:1 support	Raising of attainment in writing	RB to oversee school wide initiatives/ moderation of writing samples/ marking and target setting.	On- going
The use of ICT in lessons and interactive whiteboards has now become the norm.	Establishment of pupil progress target setting for teaching staff, based on knowledge of respective cohorts.	SW to source a standardised source for gauging innate ability- establishment of targets based on outcome.	September 2016 Reviewed annually
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.	Establishment of a more robust teaching observation schedule	SW to appoint a 'Core Subjects' leader and for observations to be carried out in English and Maths twice a year for each. SW to oversee RB.	September 2016 Reviewed annually

Pupil Safety and Behaviour

What are we doing well?	Where could we improve?	Action to be taken/ when?	Review Date
Expectations of children starts 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 The bulk of concerns/ communication is shared electronically via e-mail.	September 2018
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. Accurate recording system in place for non compliance of school rules- behaviour patterns monitored. Record book rarely used!	To digitise the tracking of behaviour patterns across the school, replacing the hardcopy in the staffroom	Explore different database options	September 2018
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 Pre- Prep as part of their PSHCE programme. They get as much out of this as the younger ones do.	Consideration to 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.	Renewal of computer hardware across the school and replacement of the school server.	September 2019
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.	PSHCE Programme to be reviewed across the whole school, with emphasis to be placed on 'keeping safe online' -School wide anti- bullying revision -Sex and relationship education (including puberty)	Incorporation of Purple Mash into ICT lessons and for use in home learning. Pre- Prep and Prep Department Heads to review and consult	September 2018 January 2018
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
Huge financial investment in school resources/ facilities in the last 5 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.	Annually
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- two half days for team leaders/ half day for other teaching staff. (Music and French release additional 1 hour).	All teaching staff to be full time by January 2015. This will allow Prep teaching staff to release further down the school on 'games' afternoons.	Annually
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.	Annually
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.	Deputy Head to be appointed. Core Subjects Leader to be appointed.	September 2016
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 another independent 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 2018
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 2018	September 2019
Consultative approach with parents as partners- we gain views and work hard to action valid suggestions. Questionnaire carried out every few years and comprehensive analysis of results shared with parents.			
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.			