



Sandling Primary School

- ✓ *We learn together*
- ✓ *We achieve together*
- ✓ *We have fun together*

Sandling School

Self Evaluation Form

Part 1

Last Reviewed September 2018

Overview

Effectiveness of Leadership and Management is judged to be outstanding

At Sandling we have high expectations of teaching and learning with positive relationships to support the progress of all pupils. Teaching and Learning is regularly monitored with action planning to ensure continued development.

Ofsted 2016 recognised that leaders' self-evaluation is accurate and the improvement priorities are well founded on accurate analysis of the school's strengths and areas for development. This was further reinforced in October 2017 by a letter from KCC's Corporate Director for Children in Education offering congratulations on the school's achievement outcomes for 2017 appreciating that these improvements are due to strong leadership and a sustained effort on school improvement.

The school's ethos in promoting pupils' spiritual, moral, social and cultural development through a strong PSHE curriculum and emphasis on well-being is a continuing focus of the leadership of the school.

British Values are promoted through democracy, rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs in assemblies, curriculum and wider opportunities that are offered to the children.

Safeguarding is effective through regular review and training and staff knowledge of how to take appropriate action for children at risk and how to support and meet the needs of those individual pupils.

Performance management is used effectively to improve the quality of teaching and regular monitoring ensures that good practice is identified and spread across the school. Continuing professional development is linked to performance management objectives and school improvement priorities resulting in positive impacts on pupils' learning.

The governing body hold the SLT to account for all areas of school performance including Pupil Premium (including disadvantaged pupils), PE and Sport Premium and SEN funding.

Significant Strengths

- Strong leadership.
- Head Teacher support for other schools including Kent Leader in Education post.
- SIP in place and relevant.
- Rigorous tracking systems which is a high priority.
- Appointment of Governors with appropriate skills set to support the school.
- Staff trained county moderators for both KS1 and 2
- Strong consortium collaboration through HT and DHT.

Areas for Development

- To maintain the sharp focus on disadvantaged pupils to ensure attainment and progress match non-disadvantaged nationally.
- To ensure the unauthorised attendance figure for pupil premium is not more than 0.5 difference to whole school figure.
- To develop new middle leaders in subject lead.
- Reconstitution of Governing body.

Quality of Teaching, Learning and Assessment is judged to be good

High expectations of conduct and challenging tasks ensure pupils focus well.

Teaching and learning are now strong.

Lessons are planned effectively to allow children to develop and consolidate their knowledge, skills and understanding with sufficient challenge and time to review their learning and make progress. Resources, including adults, are targeted effectively to support good or better pupil progress. Questioning is used effectively to get children to explain so that they better understand new teaching points. Misconceptions are tackled at appropriate points in the teaching. Feedback and marking for improvement are in line with school policy and children know what they need to do to move on in their learning. Children are given opportunities to apply their learning. The children are encouraged to learn from their mistakes, building resilience to enable them to overcome challenges. Regular Home Learning is set to consolidate and prepare the children.

Reading, writing and communication and mathematics are developed well across the curriculum. The teaching of phonics is very effective and enables children to progress in reading and spelling.

Staff offer a wide variety of extra-curricular activities to enhance children's experiences.

Vibrant displays which support learning and celebrate pupils' achievement in many different subjects.

Parents receive regular and accurate information about their child's progress and how well they are doing against the expected standards and what they can do to improve.

All staff promote equality of opportunity and diversity.

Whole staff have developed agreed standards in teaching and learning in terms of core skills required for all teaching and learning and enhanced standards developed through CPD.

Significant Strengths

- Good outcomes for EY in GLD
- Improved further on good outcomes for KS1 in ARE in all subjects
- Good outcomes for Year 1 Phonics screen.
- In KS1 upward trend in GDS in reading and writing.
- Good outcomes for KS2 in reading and writing
- RWM GD combined for KS2 on an upward trend across the school including doubling from end of KS2 2017 – 2018.
- Assessment systems that provide accurate information on achievement and progress in place.
- Questioning how and why.
- Problem solving approaches.
- Independence, children leading learning.
- Resources are engaging and appropriate.
- Assessment for learning throughout with mini-plenaries.
- Children expected to justify and explain.
- Adult focus a strength where learning is enhanced in the input and plenary.
- Learning and English skills followed through across subjects.
- Children taught how to learn.
- Vibrant and informative displays

Areas for Development

- To improve the attainment of KS1 greater depth in writing to be more in line with reading.
- To improve the accelerated progress of disadvantaged pupils.
- Staff agreed rubric of effective maths teaching
- Access of summative assessments for KS2 to support Maths gap analysis and appropriate catch up programmes.
- Staff training on enhanced capabilities of assessment.
- Review of long term plans for topic to look for maths opportunities
- To ensure that the SEN referrals process accurately identifies SEN with appropriate strategies to ensure at least expected progress.

Personal, Development, Behaviour and Welfare is judged to be outstanding

The children demonstrate confident and positive attitudes to their learning and achievements and take great pride in their work and any opportunities to represent the school. They show respect for others' ideas and views.

There are high standards and expectations of behaviour which leads to uninterrupted learning. The high standards of behaviour continue throughout the day including playtime and lunchtime. The school has a regular focus around appropriate behaviour and clear messages around anti-bullying. Bullying is extremely rare and dealt with effectively. Children are safe and feel safe and the school offers a range of opportunities to ensure this has a high profile in all aspects.

The school provides many opportunities to promote the children's spiritual, moral, social and cultural development to prepare them to be reflective and responsible citizens, for example, Awards assemblies, School Councils, children's roles and responsibilities, PSHE curriculum, Year 6 Life Skills Project.

Attendance is rigorously tracked and school works well with outside agencies and parents to support pupils' attendance and well-being. Attendance is always above 95% with few lates and persistent absentees. Where there are attendance concerns, these are monitored and actioned with good outcomes.

There is an effective and comprehensive nurture provision in place with mini nurture for separation anxiety.

The school has 2 members of SLT + FLO DSLs trained to ensure all safeguarding issues are dealt with appropriately and quickly.

The school has carried out a complete review of recruitment in line with current safer recruitment guidance.

There are termly safeguard reviews in place involving DSL, site manager, and IT leader to ensure all aspects are monitored and evaluated.

Significant Strengths

- Pupils' attendance is awarded with seasonal award of certificates.
- The school monitors attendance and punctuality and takes appropriate action including support.
- Targeted nurturing for under-achievers.
- High success rate of nurture group for children suffering separation anxiety.
- The school's attendance is rigorously tracked and consistently well above 95% expectation at 97%. (2017-18)
- In parents' survey (111 responses): 95% felt children were safe at school; 93% either felt bullying dealt with effectively or didn't know as their child hadn't experienced it and 95% would recommend this school to others.
- Pupil voice survey shows similar responses.
- 3 DSLs so always one of site to oversee any safeguarding issues with effective team DSL meetings to regularly review cases ensuring all DSLs know all cases.
- Digital safeguarding policy reviewed including child written version for each class.
- Complete review of recruitment in line with current safer recruitment guidance
- Termly safeguarding reviews covering: site, processes, digital and recruitment.

Areas for Development

- To maintain the improvement of the attendance of disadvantaged pupils and those with EHCPs.
- To assign KS2 underachievers including disadvantaged pupils to learning mentors. (Experienced TA in Yrs 3 & 4, DH and HT in Yrs 5 & 6)
- To ensure the unauthorised attendance figure for pupil premium is not more than 0.5 difference to whole school figure.

Pupils' Outcomes is judged to be good

2018-2019 Attainment

Standards		R-W-M
EYFS GLD	Sch	83
	Nat	72
Y1 Phonics Screen	Sch	93
	Nat	83
KS1 ARE R-W-M	Sch	92-90-92
	Nat	76-70-76
KS1 ARE GD R-W-M	Sch	33-25-27
	Nat	26-16-22
KS2 ARE R-W-M	Sch	82-93-75
	Nat	75-78-76
KS2 ARE GD R-W-M	Sch	35-22-21
	Nat	28-20-24
KS2 RWM ARE	Sch	68
	Nat	64
KS2 RWM GDS ARE	Sch	15
	Nat	10

Progress KS1 to KS2		R/W/M
Progress Measure	Sch	1.0 / 0.9 /-1.1
	Kent	0 / 0.4 /-0.3

With the introduction of the National Curriculum in 2014 and Assessment Without Levels the achievement of pupils in years 1,3,4 and 5 have been assessed against Age Related Expectations within the Programme of Study for their year. The following table summarises the ARE attainment at the end of 2018.

	Reading				Writing				Maths			
	Below & Emerging	Expected	Exceeding	Expected+	Below & Emerging	Expected	Exceeding	Expected+	Below & Emerging	Expected	Exceeding	Expected+
Y1	7%	72%	22%	94%	12%	65%	23%	88%	7%	67%	27%	94%
Y3	11%	61%	28%	89%	13%	64%	23%	87%	15%	59%	26%	85%
Y4	12%	44%	44%	88%	8%	59%	33%	92%	8%	57%	34%	91%
Y5	13%	54%	33%	87%	20%	51%	30%	81%	10%	56%	34%	90%

Pupils at school are achieving well. School assessment information shows the large majority of all pupils to be at least in line with the expected attainment. The school sets itself a standard of 85% ARE or better to be at least good.

Standards are linked to performance management target setting of 85% ARE or better for good with at least 10% at GDS.

Baseline Assessments have confirmed that around 72% of our children entering the Reception classes are working below age related expectations (40-60m Beg). They make good progress from this baseline to achieve a Good level of Development at the end of their EYFS year, which is above national.

At KS1, pupils' attainment in reading, writing and mathematics is significantly above the national value. This is a continuing trend. **The proportion of disadvantaged KS1 pupils that attained Age Related Expectation was significantly above the national figure for others in reading, writing and mathematics.** The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

At KS2, pupils' attainment is above the national value for reading, writing and GPS and in line for Maths. The KS2 value added progress measure is above in Reading and Writing but below in Maths.

At KS2 disadvantaged pupils perform in line with national averages for writing.

In Years 1-5, within the Programmes of Study, large proportions of pupils are achieving at least in line with Age Related Expectations, with an upward trend of pupils achieving at greater depth.

The school's rigorous assessment policy and procedures is now ensuring most pupils continue to make good or better progress through the new curriculum.

Significant Strengths

- School in top 10% nationally for attendance.
- Phonics remains well above national.
- EYFS – KS1 above national in all subjects including vulnerable groups.
- KS2 Disadvantaged in line with cohort in writing.
- KS2 disadvantaged are outperforming LA across board.
- Combined RWM at GDS is higher than national.
- There was no gender gap between girls and boys in KS2 Reading or Maths.
- %Exs+ combined higher than Nat and LA in 3 Yr average

Areas for Development

- To ensure disadvantaged pupils achieve at least in-line with their peers in reading and maths in KS1 and KS2. Also includes writing in KS1.
- To ensure Disadvantaged pupils make progress in line with or better than National in KS2.
- To ensure SEN Support pupils make progress in line with or better than National in KS2.
- To ensure all pupils attain positive progress in Maths.
- To ensure Maths attainment is above National.
- To bring boys' attainment in writing to in line with girls.
- To ensure boys perform as well as girls in KS1.

- Scaled scores in R and M higher than Nat and LA in 3 Yr average
- In writing all groups have zero or positive child equivalent differences.
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- To ensure SEN support pupils make expected or better progress in Writing and Maths.

The transition and induction programme ensure that the children settle well as they start school. The quality of teaching is consistently good or better and all adults in the team work together modelling the same high expectations of learning and behaviour. Regular and precise accurate assessment based on observation, ensures that most children make progress accelerated from their starting point, including disadvantaged and SEN.

The early years' provision, with a broad range of activities, is never less than good with a curriculum which provides a wide range of interesting and challenging experiences to meet the children's needs and help them to make at least good progress towards GLD. The children demonstrate independence and are confident to lead their own learning, demonstrating safe learning behaviours and a keenness to be part of the clear structures and adult guidance embedded in daily practice. The children are encouraged to learn to respect and celebrate each other's differences and to build an understanding of diversity.

Parents and carers are encouraged to contribute to their child's progress and assessment records and are kept well informed of their children's progress and attainment.

Significant Strengths

- Teaching is consistently good with elements of outstanding.
- Children make accelerated progress throughout the year, with a greater number of children achieving a GLD than enter at a typical stage of development.
- The early year's team are consistent in their approach in the way they meet the children's needs and ensure children make good progress.
- The children are instrumental in leading their own learning.

Areas for Development

- Due to specific needs of pupils entering the cohort in 2018; curriculum will need to be adapted as appropriate.

Overall Effectiveness is judged to be good

Teaching and learning is strong throughout the school and results in attainment above national standards in reading and writing.

The school is narrowing the progress gap for some pupils and in-year progress shows that there is capacity for this to improve further for more of the children.

Children enjoy a rich and varied curriculum including themed enrichment weeks, e.g. Book Week, Curriculum Week and Anti-Bullying Week. There is also wide range of extra-curricular activities for example, gardening, arts and craft, music, drama, sports and games.

Children also have the opportunity for school visits, e.g. the local museum, town council.

The use of new technologies, including tablets and Lego WeDo to enhance learning is keenly taken up by all children.

Parents, pupils and staff are overwhelmingly positive about the school. The school provides a calm, orderly and aspirational environment for pupils.

Provision for SMSC is very good with most children demonstrating a willingness to explore new ideas and experiences.

The Year 6 Life Skills Challenge enables children to take part in enterprise activities and personal challenges and community service, ensuring that they are fully involved in the values of the school and wider British Society.

Year 6 transition programme started (Yr 7 timetable day, Yr 7 advice leaflet for Yr6) and part of local working party to trial new transition across Yr 6 to support them with the transition into Yr 7.

Significant Strengths

- The school prepares children for the next stage in their learning by developing their learning skills, both academic and social. Feedback from external visitors and visit providers continually reinforces this.
- The quality of teaching and learning, with a parity across year groups.
- The cohesive practise of the leadership team enables change in a supportive way with an ethos of teamwork.
- Clear organisation ensures that all available space is used effectively.
- Keenness of children to participate in activities beyond the classroom.
- Targeted support to ensure that children's needs are met. The views of all stakeholders are sought regularly.

Areas for Improvement – Detailed through School Improvement Plan

SIP Key Priorities

1	To ensure that gap analysis clearly identifies where children are and what they need to do to make expected or better progress in summative assessment in KS2.
2	To ensure that foundation subject leaders are leading and monitoring their subject areas effectively.
3	To ensure staff and pupils are prepared for the new times tables screener in Yr 4.

Leadership & Management

SLT Monitoring

Term	Monitoring Activity
1	<ul style="list-style-type: none"> • Learning Walks – learning environment • Safeguarding Review • Pupil Progress Meetings • Policy reviews • Lesson observations of new staff
2	<ul style="list-style-type: none"> • T&L reviews for Maths – graded outcomes for every class teacher. • Pupil Progress Meetings • Policy reviews • Pupil Voice –Anti-Bullying • Consortium writing moderation
3	<ul style="list-style-type: none"> • Progress and Impact Meetings with individual teachers &HT / DH • SLT Lesson Studies • Safeguarding Review • Cross-Consortium Work Scrutiny • Policy reviews • Consortium writing and maths moderation
4	<ul style="list-style-type: none"> • Pupil Progress Meetings • Performance Management Observations • T&L reviews for Maths – graded outcomes for every class teacher. • Lesson Study • Policy reviews
5	<ul style="list-style-type: none"> • Work scrutiny - Maths • Safeguarding Review • Pupil Progress Meetings • Progress and Impact Meetings with individual teachers. • Policy reviews
6	<ul style="list-style-type: none"> • Learning Walk pupil voice. • Performance Management End of Year Reviews • Pupil Progress Meetings • Policy reviews

Partnership with Parents

- Parent Forum
- Active PTA (FOSS). Average raised through events - £11,000.
- Parent Governors
- Learning Workshops – e.g. Letters & Sounds, calculations, e-awareness.
- Pre-event liaison e.g. residential and sex education
- Parent consultations, mid-year and annual reports
- SEN reviews 3 times a year
- Information meetings– e.g. Year R, YR/Y1 transition
- Parent surveys
- Curriculum evenings
- Focus Pupil Meetings
- Class and school newsletters
- Friday afternoon parent workshops
- FLO support
- Volunteer helpers – in-school and visits
- Facilitators of parent professional development, e.g. trainee TA placements

Teaching and Learning and Assessment

Curriculum Design

<http://www.sandling.kent.sch.uk/curriculum>

Inclusion Statement

We recognise that barriers to achievement take a variety of forms and will do whatever it takes to support a child, both in and out of the classroom. We use all our resources to ensure that every child has an equal opportunity to become an empowered learner. In order to achieve this, we offer our children a wide range of opportunities, we always make sure these are accessible for everyone.

SEN Meetings

SEN meetings are part of the Plan, Do, Review progress. They occur 3 times a year with involvement from the parents, KS2 pupil, Class Teacher and SENCo. Outcomes for the current Key Stage are agreed and appropriate provision put into place. This is recorded onto a Personalised Plan for each child who is SEN support or with an EHCP.

Assessment and Reporting Timetable

Term	Assessment
1	Year R Baseline Assessments weeks 1-3 Summative assessment week 5 Pupil progress meetings week 7
2	Parent Consultations week 1 Summative assessment week 5 Y2 & Y6 progress review week 6 Pupil progress meetings week 7
3	Y4&Y5 CAT 4 assessments week 2 Summative assessment week 6 Mid-year Reports week 7
4	Parent Consultations week 1 Summative assessment week 4 Pupil progress meetings week 5 Y2 & Y6 progress review week 5
5	KS1 SATs start week 3 KS2 SATs week 4 Summative assessment – week 5
6	Y1/Y2 Phonics Screen weeks 2&3 Pupil progress meetings week 5 Curriculum follows closing the gaps End of Year Reports week 6 Parents report drop-in week 7

Pupil Progress Meetings

Pupil progress meetings take place five times during the academic year, following the submission of data from all class teachers. The purpose of these meetings is to ensure all children, not on track for their learning potential, have suitable provision in place, to support their individual need. Reviewing these interventions is an important aspect of these meetings, ensuring provision is purposeful and having impact, where this is not the case, discussions take place to agree new interventions suitable for each child. In addition to learning needs, social and emotional aspects are also considered, again with the relevant provision in place to suit the need of each child.

Extra-curricular

- Class responsibilities e.g. monitors
- Yr 6 jobs includes registers, assembling hall resources, teacher helpers
- School council
- Eco council
- Peer Mediators
- Life Skills challenge
- Sports Awards
- Choir
- Recorders
- Play Leaders
- Community Sing Alongs
- Charity work, Children in Need, Harvest gifts,
- Yr 6 to Remember
- Children helping at FOSS events
- Many after-school clubs run by class teachers – e.g. football, netball, rounders, art, cookery, dance, wildlife etc.
- Links with All Saints church,
- Assembly visitors – Family Trust, Salvation Army, Peer Mediator Training, Road Safety, Librarians
- Year group revues (YR-Y6)
- Yr 6 Production
- Y6 Residential
- Access to opportunities offered by local secondary schools, e.g. drama and learning workshops

Personal Development, Behaviour and Welfare

Behaviour Policy

[Behaviour Policy](#)

Attendance for previous Academic Year

2017-18

	Attendance	authorised absences	unauthorised
Whole School	97%	2.6%	0.5%
Disadvantaged	95%	3.2%	1.7%
SEN	95%	5%	0.4%

Monitoring of Attendance

Secretary and FLO complete data analysis of children below 95% attendance and / or more than 3 lates, every 6 weeks followed by meeting with HT to agree appropriate actions.

Safeguarding

- LA Safeguarding Checklist – termly review.
- Regular review of physical site. Caretaker monthly reports to SBM, SLT seasonally and Governor twice a year monitoring.
- Individual pupil risk assessments as appropriate
- Recruitment procedures ensure that all adults, volunteers and staff meet the necessary safeguarding requirements.
- CPD ensures that adults receive appropriate training, guidance and support to undertake effective safeguarding of pupils.
- Rigorous procedures are in place to ensure the monitoring of visitors and volunteers.
- Pupils are encouraged to report any concerns to any member of staff so that they are dealt with appropriately.
- Outside agencies are used to support the school's systems and procedures in connection with concerns about possible abuse and or neglect of individuals or groups of pupils, with relevant records being kept throughout any cause for concern.
- Educational visits are thoroughly planned with appropriate risk assessment undertaken. Procedures for all off site visits are clear and embedded and effectively communicated to all staff and volunteers.
- Health and safety aspects for all on site activities e.g. DT, sport, E-safety etc are considered within policies and procedures and communicated to all staff.
- Yr 6 PSHE how to keep yourself safe programme
- Road Safety workshop
- Stakeholder surveys
- School Council minutes in relation to H&S
- Behaviour incident monitoring (includes racial and bullying)
- MDMS training
- Peer mediators
- Lesson observations
- H&S agenda item at all meetings.

- Evacuation & Lockdown Drill
- Safer Internet Week + integrated across curriculum
- LA Attendance officers, CP file, VSK
- Staff badges
- Signing in and out procedures
- TA outdoor supervision of play
- SEAL / PSHE curriculum including RSE and Drugs
- Policies: prevention of bullying, child protection, behaviour, digital safeguarding
- First Aid training every three years
- Child protection training every 3 years (DSL annual update)
- 3 trained DSLs
- Safer Recruitment training Gov and HT
- HT update to Governing body
- Family Liaison Officer
- Regular meetings with parents and pupils to provide information and guidance.
- Parent Forum
- Termly school newsletters and class newsletters regularly update all stakeholders with relevant information.
- Open door policy to enable easy access for parents to share information.
- All members of staff ensure that children feel welcome and safe within their learning environment.
- Planned transition programmes
- Yr 6 have jobs and responsibilities to prepare them for later life.
- Yr 6 peer mediators use a restorative justice approach to resolve minor disagreements on the playground; teaching mentors and mentees alike how to resolve conflict.
- Reinforced leave of absence procedures, continue to encourage regular attendance of all pupils.
- Regular liaison with external agencies
- Fulltime FLO appointed to support families in challenging circumstances and learning mentor for children
- Liaison with School Liaison Officer regarding attendance and lateness.
- Safeguarding board in staff room including regular newsletter with current updates locally and nationally.
- All staff have read KCSiE Part 1 and SLT / Gov part 2

Healthy Lifestyles

- Broad and Balanced Curriculum
- Clubs timetable.
- Year 3 & 4 children attend swimming sessions
- Sports days
- Yr 6 residential
- Life Skills Challenge
- Science, PSHE & DT curriculum e.g. Sex and relationship and drug education (theatre ADAD) which is embedded in partnership with the parents. Yr 6 Safety in Action.
- Termly meetings between Head Teacher and catering management
- All children are provided with a drinking bottle
- Peer mediators
- MDMS Play Leaders
- Maidstone Young Carers club.
- Yr R and 6 height and weight checks and Yr R hearing & vision, Flu Spray
- KS1 children are part of the healthy fruit and veg snack. Participants in school milk scheme, free to under 5's.
- KS2 pupils can only bring fresh fruit /vegetable as a snack.
- Yr 6 pupils have the opportunity to take part in cycling proficiency.
- Family Liaison Officer
- Healthy packed lunches promoted on website. High take up of school meals in KS2.
- Sports premium package - <http://www.sandling.kent.sch.uk/school-information/pe>

SMC & British Values

- Please also see curriculum link for programme of study for RE and PSHE
- RE and PSHE policy are contained in policy section on KLZ

British Values

Part of our duty is to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and embedded in the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding.

We make a conscious effort to ensure children have exposure to a wide experience beyond their local community through, for example, sporting events, a range of visits and use of outdoor education centres.

British Value	Statement	Evidence	Impact
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	We pay explicit attention to respect as part of our RE, PHSE, and SMSC curriculum. Respect is discussed, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.	Records of PSHE Sessions Collective Worship overview RE curriculum RE planning and workbooks. Learning Walks for behaviour and behaviour for learning Class rules	Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
Democracy	Children see democracy when discussing respect and fairness and as an essential component of successful team working.	The establishment of a new School Council and eco council each year models the democratic process and there are many roles elected in this way e.g. anti-bullying ambassadors.	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.

		RE planning and work books. Learning Walks for behaviour and behaviour for learning	
Rule of Law	Children are clear on school rules and expectations. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Through PSHE children meet the local PCSO who visits to talk to them.	Class Rules School Rules/Learning Behaviours School Values PSHE/Citizenship lessons on the role of law and parliament School Council meetings, Collective Worship. RE planning and work books. Learning Walks for behaviour and behaviour for learning	Children are able to articulate how and why we need to behave in school and demonstrate they understand.
Individual Liberty	Learning emphasises the right to have our own thoughts and to justify our views. Children are strongly encouraged to develop independence in learning and to think for themselves.	Children are able to show independence in learning and to think for themselves.	Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.

Evidence Overview

Evidence to support Self Evaluation	L & M	T, L & A	PD, B & W	Overall Performance
School Plan	✓	✓	✓	✓
Budget	✓			
CPD Records	✓	✓	✓	
Governor Minutes	✓	✓	✓	✓
Data				✓
LA NoVs	✓	✓		✓
Monitoring File		✓		
Curriculum Overview	✓	✓		
Pupils' Work		✓		✓
Performance Management Documents	✓			
Incident Monitoring			✓	
Attendance Reports			✓	
Parent Survey	✓	✓	✓	✓
Pupil Voice	✓	✓	✓	✓
Subject Leader Reports	✓	✓		✓
SEN School Based Review	✓	✓	✓	✓
Safeguarding Records and Evidence	✓		✓	