SELF EVALUATION FORM 2018 - 19

Context of the school

Cherry Trees Community School is situated in South Staffordshire in the large village of Wombourne. It is within a few miles of Wolverhampton, Dudley, Stourbridge and Bridgnorth. In September 2017 we became part of the Endeavour MAT together with Wightwick Hall School, with whom we were previously federated, and to which the majority of our pupils usually move on to for their secondary education.

The school provides education for children aged 2-11years with a wide range of special needs, autism, challenging needs, learning disabilities and those whose needs cannot be met in a mainstream school.

Each pupil has an Education Health Care Plan. Individual 'MAP's' – [My Aspirational Plan] ensures that pupil's personal educational needs are identified and met.

As well as all pupils having access to the National Curriculum, they may benefit from other curriculums and approaches offered in school. These include developing interaction skills, speech and language skills and using approaches such as multisensory. The development of communication skills is a priority at Cherry Trees. Outside agencies and professionals are consulted on a regular basis and school staff are all involved in continued professional development to ensure they are up to date with new initiatives.

Facilities at Cherry Trees include 6 classrooms, one of which is a purpose made 'nurture' room, an outside play and learning area for Early Years pupils, together with a second room indoors which has been developed for structured play. There is also a swimming pool, multisensory room, food technology room, interaction room and a small ICT suite. Outside there are two playgrounds and playing field with a small woodland area.

Over the past year a dedicated 'forest school' area has been created, and two members of staff are now qualified to run forest school, which is being included in the curriculum.

The school has its own minibus with tailgate lift which enables all pupils to access facilities and practise transition skills in the local community and travel to activities in the wider environment.

September 2018- 47 pupils Boys – 79% Girls – 21%

Pupil Need:- ASD 54% (boys=75%, girls=25%), SLD 25% (boys=50%, girls=50%), MLD 7% (boys= 100%), BESD 13% (boys=100%)

Pupil Premium:- 18 pupils= 40% of school population (FSM 11, LAC 5, Forces 2] Boys 78% girls 22%

Pupil Achievement – good or better	Evidence
Pupil progress and learning • All children are taught in small groups with a high proportion of 1:1 work. • Pupils who are able to are involved in assessing their own progress. • The quality of learning across the school is good or better. • Pupil's individual targets are set termly in their MAPs [My Aspirational Plan] • B Squared data for each pupil is up-dated termly. • Each pupil's B Squared data will be updated to the new system of progression steps.	Planning folder A1 B Squared data base
Pupil skills development and attainment • Pupils develop and apply skills well, including literacy and numeracy. • Average percentage of targets achieved or bettered in 17-18 were as follows: numeracy was 83% overall which is broken down as number – 87% geometry – 87% measures – 74% In literacy the overall average was 80% broken down as Reading – 78% Writing 87% S & L 74%. Pupil Premium children achieved an average of 79% in literacy, and an average of 88% in numeracy In writing, geometry and measures the pupil premium children achieved better results than the non- pupil premium children. • At the end of KS2, four of the seven pupils achieved 100% of their literacy targets, and four of the seven achieved 100% of their numeracy targets. • End of KS1 results – one pupil achieved the scaled score for both English and maths. Another pupil completed the maths paper and narrowly missed meeting the criteria. Six pupils could not access the tests. • Phonics Y1 test – Five pupils were eligible for the test, one pupil correctly identified 63% of the sounds. A second pupil correctly identified 30% of the sounds, three pupils could not access the test. • Phonics Y2 test – Eight pupils eligible for the test, two pupils correctly identified 95% of the sounds meaning they met the criteria. Six pupils could not access the test.	A2 A2 A3 A4 A4
Closing Gaps • Although the majority of pupils are working below the national averages, they are making good progress towards their individual targets across all subjects over time • One KS1 pupil achieved the expected level for KS1 English and Maths, another pupil narrowly missed the scaled score for Maths • Staff are aware of the need to monitor specific groups eg FSM, LAC • Pupil premium children's results for 17-18 were better than other pupils in the following areas :- writing 91% [others 83%]- Geometry 91% [others 83%]- Measures 91% [others 58%] • Interventions in place in specific areas for pupils who are	A5 A4

Underachieving. • Strategies are in place to ensure Pupil Premium has impact on learning by identifying and meeting specific needs.	A1 A6
-**What we need to do:** • Ensure that the progress made by Year 1 pupils in the phonics testing is extended through following the Read Write Inc programme and results at the end of the Year 2 tests reflect this progress. • Ensure that progress is monitored regularly against targets in order that areas of under performance are highlighted and effective strategies are put into place swiftly. Especially the progress of non pupil premium pupils in measures. • Improve on the good progress made by Pupil premium and LAC pupils in achievement of their literacy and numeracy targets • Continue to look at best practice of other settings. • Explore further training opportunities to meet changing cohort. • Lesson observation cycle for numeracy, science and ICT to continue and include subject leaders. • Raise progress of all pupils in all areas of literacy and numeracy to 85% or better.	
Review July 19 • Pupils who had completed the Phonics test at Y1 improved their scores at Y2 one pupil exceeded the expected score and a second pupil was only one point of this score. • Measures results of non PP pupils • LAC and pupil premium pupils progress • Staff working with sensory pupils visited sensory classes at Two Rivers to develop their skills working with theses pupils. • Numeracy observations completed. •	

	Evidence
Behaviour – good or better	
Behaviour, attitude and engagement in lessons • Pupils behave well and are considerate to each other. • Pupils engage well in lessons and respond very well to the wide range of reward systems which are in place. • Pupils understand that consequences are necessary and take part in the writing of rules and consequences • Behaviour, Discipline and Anti Bullying Policies in place. • All staff PROACT-SCIP UK trained and receive annual refresher. • A member of staff is now a qualified PROACT-SCIP trainer.	Classroom observation B1 B2 B3 B4

- Individual Positive Behaviour Support Plans in place for some pupils which are developed with parents/carers, then approved and signed by them.
- Staff highly trained in a range of different teaching approaches which are used to enhance pupil engagement. See CPD Record
- All staff attended mental health training to increase their awareness of how to identify problems and where to get help and support.
- Raising pupil confidence and self esteem is a priority which has been
- further enhanced by the nurture project and more recently forest school. 8 Members of staff completed Nurture Training and two members of staff have completed level 3 Forest School Leader training.
- Boxall profiles completed for new pupils as appropriate to assess the benefits of nurture
- Pupils encourage to ask for a break if they need it.
- Staff liaise with and take advice from other professionals to devise strategies for effective behaviour management – e.g. – E.P. – CAMHS – Behaviour Nurse.
- Teachers liaise with parents to provide resources and guidance for behaviour management issues at home if requested.

Bullying
- Incidents of bullying are rare, pupils are made aware of the different kinds of bullying and the importance of prevention. This also forms part of the work on British Values and covered in assemblies.
- Any issues of bullying are taken seriously and dealt with immediately. Parents are included in the process of addressing such issues.
- A log book is used by staff to record any bullying or racial issues.
- High staff ratio at undirected times like playtimes means that close monitoring can help prevent such issues from developing.

Safety and Mutual Support
- Pupils are happy to come to school and feel safe in the school environment.
- In the results of the Parents survey 2018 100% of parents said they strongly agreed or agreed that their child feels safe in school, is happy to come to school and is well looked after in school. This was also reflected in OFSTED's parental questionnaire.
- A rigorous system of risk assessment is followed to ensure that activities are managed safely.

Attendance and Punctuality
- Parents and pupils are made aware of the importance of good attendance and punctuality. The Attendance Policy is available on our website, or parents can request a hard copy.
- Systems are in place to follow up pupils who are absent. Parents receive a letter once attendance drops below 95%, and then a second letter if attendance drops below 90%. The Home School Agreement
- and Attendance Policy clearly states what is expected in relation to

Side references:

PBSP folder

B5

B6
B7

Displays
Assemblies

Log book in office

B8

B9

B10

B11

B12

B13

	Classroom displays
• attendance. • A system of rewards is in place at the end of each term to celebrate good attendance and also improved attendance. • A chart showing pupil attendance is displayed in each class to demonstrate to pupils its importance.	

What we need to do:	
• Ensure that attendance continues to be high profile both with parents and pupils. • Monitor and assess using the Boxall Profile the effect of attending the nurture group has on pupils who demonstrate challenging behaviours. • Expand nurture to include more pupils with challenging behaviours. • Develop forest school in order that the majority of the children are able to access it. • Investigate further CPD to meet the needs of pupils with challenging behaviours, including mindfulness and play therapy. • Request and take advice from other professionals. • Be aware of research and further training relating to the mental health of pupils and act on findings.	
Review July 2019 • Pupils attendance displayed in classes • Half termly letters now sent to parents who's children's attendance is below expectations. • Boxall Profile re-assessments show improvements in the behaviours of those pupils highlighted. • Non pupil premium pupils now accessing nurture according to need. • Forest School opportunities rolled out to the wider school community. • Play therapist employed to work with pupils with attachment/behaviour issues • Lego therapy training booked for all staff Autumn 2019	

Teaching – Good or Better

	Observation folder TL1
• The quality of teaching by all teachers including 2 unqualified teachers has been good to outstanding. • Raising achievement in basic skills and communication is a priority throughout the school. Basic skills quality mark achieved for the 5th time. • Data is updated termly and compared with termly predictions. Targets	

- updated on MAP's - Last SIP report ..... - Implementation of the Read Write Inc phonics system for all pupils at KS2 and some at KS1 has had a positive effect on the reading and spelling skills of pupils. - Individual literacy and numeracy targets are developed across other areas of the curriculum. - The wide range of abilities in each class is met by careful differentiation and efficient use of TA's working with small groups or 1:1. **Assessment and Feedback** - Teachers are encouraged to deepen students understanding with more probing questioning techniques if appropriate. - Feedback is given to pupils during or at the end of lessons, pupils are encouraged to comment on their own progress if appropriate. See Marking Policy. - Work is marked with pupils when possible using the 'two stars and a wish' principle, which may be adapted to meet individual needs.	TL2 TL3 Reading results separated Teachers Planning Observation Pupil workbooks
What we need to do:	
- Ensure through regular monitoring of lessons that teaching standards continue to be good or better. - All teachers to complete the transfer of July 18 data to the new B Squared progression steps data. - Develop pupil's awareness of their own targets and how they can improve if appropriate. - Continue to develop the use of Read Write Inc to improve pupil literacy skills with regular re-assessments of progress. - Improved literacy skills to be transferred across the curriculum. - Research the suitability and cost of purchasing the Numicon maths scheme in school together with whole staff training.	
Review July 19 - Lessons observed have been good or better. - All pupil data transferred to new B Squared steps and enrichment steps - Pupils following Read Write Inc. have made expected progress - Improved literacy skills are starting to be transferred across other areas of the curriculum for some pupils - Numicon has been trialled in one class. Member of staff who has completed training will deliver staff training in September. Resources purchased for each class to begin to implement	

Leadership – good or better	
Impact on outcomes • SLT communicates well with all staff which results in a shared vision for always striving for improvement. • The school improvement plan sets out challenges which will help to continue to establish the school as an outstanding provider.	LM1
Impact on teaching and learning • CPD endeavours to give staff the opportunities to meet the ever changing and complex needs of pupils. • Staff encouraged to visit other settings to develop their own skills and confidence.	CPD record LM2
Self evaluation, expectations and ambitions • 20/20 reviews of core subjects give co-ordinators the opportunity to evaluate their subject and identify strengths/weaknesses. • Performance management meetings allow staff to discuss their personal aspirations and also their plans for the subjects they co-ordinate, or responsibilities they hold. • The setting of SMART performance management targets for teachers and teaching assistants ensures the school improvement plan is shared and purposeful.	LM3 LM4 Performance management files
Safeguarding • The school keeps up to date with the frequently changing safeguarding policy. • All staff receive regular safeguarding training at the appropriate levels. • All staff are given a copy of the Section 1 of 'Keeping Children Safe in • Education' whenever it is updated, and sign to confirm their receipt. All agency staff also have to read and sign confirmation of this. • SD has termly meetings with the trustee [DC] responsible for safeguarding who also speaks to other members of staff and pupils during these visits.	LM5 LM6 staff training LM7 LM8
What we need to do:	
• Continue to offer relevant staff training to meet pupil needs • Endeavour to meet the CPD requirements of staff to meet their personal aspirations. • Through the recently purchased 'Flick Learning' staff are guided to compulsory online safeguarding training they must complete with given time restraints. This facility also gives them an opportunity to complete many other aspects of training in their own time to develop their own skills and understanding. • Implement strategies to address any weaknesses highlighted in 20/20 evaluations. • Keep up-to-date with the safeguarding guidelines.	

• Continue termly safeguarding meetings with DC and share findings with all trustees.	
Review July 19 • Whole school and individual training completed by staff [See staff training record] • Most staff have completed the compulsory online training through 'Flick Learning'. Several staff have voluntarily completed other units which will develop their individual skills and understanding. • All staff including supply staff have read and signed their understanding and acceptance of the guidance in 'Keeping Children Safe in Education and the school Code of Conduct. • Termly safeguarding meetings have taken place with the Safeguarding Governor and notes have been recorded.	

SMSC – outstanding	
• SMSC runs through all areas of the curriculum and the school day. • Promoting British Values is embedded in the school curriculum. • School has achieved the Bronze Award this year for becoming a UNICEF Rights Respecting School by helping children to understand their value and rights. • Pupils are involved in experiences which cover a wide variety of religions through formal lessons, visits and assemblies. • Pupils are encouraged to understand their own feelings but also the feelings of others. • School Development Groups promote respect for others and each other. • 'Friendship Tree' promotes respect, understanding and caring for each other. • School 'House' system encourages working together and helping each other across the age ranges. • Four coffee mornings each year encourages pupils, parents, relatives and friends to come together and interact within the school environment. • Workshops for parents have taken place, and a room has been made • available on a regular basis for parents to get together at 'drop in' coffee mornings.	Assembly file Displays Assemblies Circle time School displays Displays LM7 feedback
What we need to do:	
• Continue to make pupils aware of British Values through lessons and assemblies. • Continue to provide the opportunities as above which develop respect and caring across the school. • Work towards obtaining the Silver Award for UNICEF Rights Respecting Schools in 2020 • Produce a programme of workshops for parents to attend over the year.	

• Continue to offer 'drop in' coffee mornings for parents and carers.	
Review July 2019 • British value elements displayed around school and highlighted in some lessons and assemblies. • UNICEF Rights displayed and referred to in lessons throughout the school. • Some progress has been made towards gaining the Silver Rights Award by September 2020. • Programme of workshops have taken place with positive feedback. • Parents have requested Drop In Parent Support Coffee Mornings from September where a member of staff will be present to advice parents and offer support. These are planned to begin in the new term.	

Early Years – Outstanding	
• EYFS external assessment February confirmed that standards had been maintained.	TL5
• Early Years Room has been developed as a second teaching and learning area.	
• Further equipment has been bought and donated for the outside learning area	
• 20/20 for Early Years has been completed.	LM3
• Staff have visited other early years settings for inspiration and advice	
• Staff have attended EYFS training and cluster meetings.	LM4
What we need to do:	
• Update 20/20 if appropriate • Staff to familiarise themselves with the new EYFS Guidance due out Autumn and act on any changes if necessary, • Develop a new EYFS Policy • Staff continue to visit other settings and attend relevant meetings and training. •	
Review July 19 • Staff have a good understanding of the new Guidance. • EYFS Policy reviewed • Staff visited another special school setting with a focus on the use of PECS. Staff from this school also spent time in Cherry Trees	