



Three Legged Cross First and Nursery School

Self-Evaluation Summary 2023-24

	Information	
Context	Age range: 2-9 years Number on roll: 106 in 6 classes including nursery, 90 school age children YR, Y1, Y2, Y3 and Y4, (nursery increases throughout the year). Disadvantaged: 30% with poor local transport links SEND: 23% Responsible Body: Heath Academy Trust, converter academy National Support School with headteacher NLE and CEO of Heath Academy Trust	
Areas on school development plan	<ol style="list-style-type: none"> To use assessment to reflect on and adapt the curriculum so that pupils know and remember the curriculum's essential knowledge and vocabulary. To develop the role and expertise of subject leaders to ensure that the curriculum helps pupils learn important content well. To further improve school attendance/ behaviour and culture 	
Progress made on previous inspection action points	<p><u>Previous inspection</u> February 2023</p> <p><i>In some subjects, teachers do not use assessment to reflect on and adapt the curriculum sufficiently well. This means, sometimes, pupils cannot build on prior learning. Leaders need to ensure teachers use assessment to reflect on and adapt the curriculum so that pupils know and remember the curriculum's essential knowledge and vocabulary.</i></p> <p><i>In some subjects, the role of the subject leader is less well developed. Some subject leaders do not have the knowledge and skills required to ensure staff deliver the curriculum well. Leaders need to develop the role and expertise of subject leaders to ensure that the curriculum helps pupils learn important content well.</i></p> <p>Our current focus is to further refine the curriculum to ensure essential knowledge is explicit; staff members are equipped to deliver the key learning within a manageable, progressive framework</p>	
Quality of education	Strengths	Next Steps
	Our curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils, the knowledge and cultural capital they need to succeed in life The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge	To continue to refine the curriculum so key learning is explicit.
Behaviour and attitudes	Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly	Continue to support and challenge families when attendance is less than good. To embed understanding of consent and respectful behaviour.

	effective action to support them to succeed in their education.	
Personal development	Our school consistently promotes the extensive personal development of pupils. Pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	To ensure any adaptations to our curriculum suit the needs of our pupils
Leadership and management	Our school has a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. We focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, build and improve over time.	We are further refining the curriculum to ensure essential knowledge is explicit; staff members are equipped to deliver the key learning within a manageable, progressive framework
Early Years	here is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.	To focus on increasing children's vocabulary and extending the use of challenging vocabulary
Overall Effectiveness	Safeguarding is effective. Our school aims of <i>learning, perseverance</i> and <i>manners</i> strongly underpin the spiritual, moral, social and cultural development of all pupils. Our school meets the different needs of our learners, including disadvantaged and SEND, through the constantly improving, coherently and cumulative planned sequenced curriculum.	