	FRANK BARNES SCHOOL FOR DEAF CHILDREN SCHOOL SELF EVALUATION ACADEMIC YEAR 2021-22

Updated: September 2022

Context	- Community special school for Deaf children aged 2-11. - Pupils from 18 London Local Authorities, travelling in each day - Bilingual education philosophy (British Sign Language and English) - Co-located with Kings Cross Academy (2-form entry mainstream school) - Numbers on roll: 37 - School numbers increased slightly in 2020-21 to 37 62% girls: 38% boys. - Pupils eligible for FSM: 51% (highest national percentile). - Pupils from ethnic minority groups: 84% (highest national percentile). - Disadvantaged / Pupil Premium pupils: 43% - Increasing number of pupils with medical needs: 16% - All pupils are EAL (BSL first language), with 64% of parents EAL, and 32% have BSL at home (deaf families) - The school has a Healthy School Award (to October 2020, now due for renewal) - The school was awarded a Music Mark Award in July 2021 - Attendance data: 2020-21: 88%; persistent absences: 42% - Fixed term exclusions: 0 72% of pupils have an Additional Education Need in addition to their Deafness, predominantly Language and Communication needs

Previous inspection (March 2017)

Grade: Outstanding

Areas to improve	Progress
• To appoint a permanent senior leadership team that is supported with ongoing mentoring and training to allow the current high standards to be maintained.	• A permanent leadership team is established, with current senior leaders in their roles since 2016. Leaders have received professional development, training and coaching to maintain and improve standards of school leadership. The previous Deputy Head resigned in December 2021, and the Key Stage Team leader was promoted to Deputy Head in January 2022. The SENCO is now part of the SMT, and a long standing teacher has been promoted to Team Leader. The LT/ SMT is robust and has received mentoring and support from a leadership coach (pre-Covid).
• To ensure further opportunities for collaboration with the co-located mainstream school (KCA) are sought to allow pupils and staff to work together to raise the aspirations of pupils who are deaf.	• Both schools continue to collaborate on joint learning initiatives to raise outcomes for deaf and hearing pupils. The impact of Covid 19 has mean a clear separation between both schools since March 2020, but collaboration opportunities have started resuming since April 2022.
School improvement priorities 2022/2023	• **Quality of education**: *To develop teaching staff curriculum knowledge in the foundation subject, with clear attainment statements *To raise pupils' outcomes in literacy through the use of effective guided reading and questioning techniques, visual phonics and shape coding. *To develop fluency in pupils' BSL skills with a focus on improving facial expression, aspect and manner in their BSL grammar. • **Behaviour and attitudes**: *To review behaviour management policy and practice and establish consistent behavioural/reward system across the school • **Personal development**: *To ensure that pupils know their own learning targets/objectives. *Ensure that pupils have clear aspirations for the future. • **Leadership and management**: *To continue to build on and improve on parental engagement and collaboration; *To carry out a peer review with a special school; continue to forge community links and partnerships with local and national community.

	* To further develop leaders' skills and knowledge in supporting staff mental health and wellbeing.
	*Liase with governors and stakeholders to agree a plan that sets the direction of the school
	• **Quality of education in Early Years**:
	*To embed the new Early Years Framework (Early Adopters).
	• **Overall effectiveness**:
	*To continue to maintain high standards of school leadership and management, and ensure pupils continue to achieve targets and raise outcomes.

QUALITY OF EDUCATION – Outstanding	
Strengths	**Intent:**
	• The school's bilingual practice (BSL and English) is central to the curriculum delivery and teaching approach and is the defining characteristic of our philosophy and policy.
	• The school has developed a creative cross-curricular themed curriculum for a number of years, which has been designed for teachers to use flexibly to plan their lessons to meet the needs of their pupils. Teachers use the Creative (NC) and a personalised learning curriculum to plan cross-curricular activities in order to make meaningful links between subjects and consolidate learning.
	• The curriculum has been reviewed by senior leaders in collaboration with class teachers to ensure that it is fit for purpose, i.e. that it meets the varying needs of pupils across the school, while ensuring that is broad, balanced and meaningful, and designed to ensure that pupils are taught the knowledge and skills required for future learning.
	• A new BSL curriculum has been has been implemented to develop pupils' knowledge, skills and understanding of their first language to support their learning of English.
	Implementation:
	Quality of teaching and learning
	• The majority of teachers were judged as good or outstanding by leaders and the school's LA professional partner. In the previous year, 100% of teachers either met or partially met the expectations of the Teacher Standards. In the last year, one teacher has not met all their targets and this has been robustly managed with a support from senior leaders to improve and has since made improvements. Teachers have continued to develop resources and reverted to online teaching during lockdown (Spring 2020) and during school closure (e.g. during rail strikes) to ensure all pupils' learning needs were met.

- Staff have high expectations for pupils' achievements. Pupil outcomes are amended and raised between annual EHCP reviews/pupil progress meetings if progress is being made rapidly, and recorded in the pupils' Provision Maps.
- Lesson observations, planning and book scrutiny demonstrates that the majority of teachers have secure subject knowledge and understanding of the varying learning needs of pupils.
- Pupils are engaged and included in lessons through use of appropriate learning resources, differentiated activities and effective deployment of support staff.
- Pupils' workbook scrutiny ensures coverage, differentiation and application of their learning.
- Teachers make increasing use of technology through the use of Interactive Whiteboards, iPads, and laptops across the curriculum to support and enhance pupils' learning, e.g. using green screen filming to make topics more "alive" through role play and demonstrating their knowledge and understanding in BSL; pupils are taught to maximise their IT skills using iPads and online learning platforms.
- Pupils are exposed to native BSL users and Deaf role models to develop their language skills in BSL which supports their learning.
- Teachers use a structured approach to the teaching of English as a second language through the use of school's Literacy Toolkit, which helps them to bridge between BSL and English using colour-coding for teaching word classes and scaffolding for writing. Pupils have developed more confidence in independent writing to raise outcomes in writing. Visual Phonics resources have been updated to support pupils' phonological awareness and development, and shape-coding has been used as a tool to develop pupils' skills and understanding of English grammar.
- Teachers devise personalised learning programmes for some pupils with additional/complex SEN in close collaboration with supporting professionals to maximise the learning potential for each child. These programmes are delivered by 1:1 teaching assistants to ensure they make progress.
- The second lockdown in Spring 2020 has seen staff utilising their skills make excellent use of resources developed during the first lockdown and continue to develop and provide a wealth of BSL stories, High Frequency Words, FB TV, FB News, Fun Facts, Science/Art /Maths videos, etc. (165 videos were made).

Assessment
- Senior Leaders have embedded robust assessment systems to ensure that pupil performance data is analysed termly and annually through EHCP reviews and termly through Pupil Progress meetings
- Assessment procedures are underpinned by using Classroom Monitor attainment/assessment 'band' statements, baseline assessments and pupil trackers for core subjects which enable teachers to track individual pupil progress and plan lessons to ensure gaps are narrowed.
- Teachers monitor and assess pupil progress formatively and summatively through use of National Curriculum performance descriptions and adapted P-scales into 'bands' for pupils in Year 1 upwards.

- Standardised BSL productive and receptive assessments carried out by the Deaf Instructor are used to determine the pupils' BSL levels and are used to set targets for language development in BSL. The analysis of assessment data also identify strengths and areas for development across the whole school.
- Termly collation of pupil attainment data on spreadsheets allows for more in-depth analysis of pupil progress. Attainment data is then inputted into an Excel spreadsheet to analyse data and identify trends over time.
- Teachers, the SENCO, Deaf Instructor, SALT, PT and OT meet termly to review pupil progress and identify barriers to learning so that pupils' needs are quickly identified and targeted interventions are put in place. The information is fed into pupil Provision Maps which are updated each term.

Impact:

- **EYFS**: pupil attainment is variable, depending on individual need and ability, but all pupils make progress working towards the ELGs.

- **EYFS**: Children's progress was assessed individually – progress is variable due to different starting points, language, learning, and other needs. Some children have made good progress the 7 areas of learning, and others have made less than good progress is some of the 7 areas of learning. (see data report)

- **Phonics screening check**: This test is not appropriate for our current cohort. Pupils in Year 1 are not working at the level expected to pass the Phonics Screening Test. Pupils have limited phonological skills impacted by listening, lipreading and EAL, but the school's Visual Phonics Programme continues to support this development.

In 2021-2022:

End of EYFS data: 1 pupil in Reception – Emerging in 4 out 7 areas of learning; Expected in 3 out of 7 areas of learning

End-of-Key Stage 1 and 2 data was reported in 2 different categories against different descriptors in the core subjects:

- Pupils working at the expected standard of the National Curriculum Assessments – Use Teacher Assessment (TA) frameworks.
- Pupils working below the standard of the National Curriculum Assessments and engaged in subject-specific study – Use Pre-Key Stage standards.

Below is end-of -Key Stage 1 and Key Stage 2 pupil data:

End of KS1 (Year 2)
*Expected Standards (ES)

	English Reading	**English Writing**	**Mathematics**	**Science**
Pupil A (Pre-KS standards)	1	1	1	Not Met the ES
Pupil B (Pre-KS standards)	3	3	4	Not Met the ES
Pupil C (TA Frameworks).	Working towards the ES	Working towards the ES	Working towards the ES	Not Met the ES
Pupil D (TA Frameworks).	Working towards the ES	Working towards the ES	Working towards the ES	Met the ES
Pupil E (TA Frameworks).	Working towards the ES	Working towards the ES	Working towards the ES	Met the ES

End of KS2 (Year 6)
*Expected Standards (ES)

	English Reading	**English Writing**	**Mathematics**	**Science**
Pupil F (TA Frameworks).	6	Working towards the ES	6	Met the ES

	Pupil G (TA Frameworks).	6	Working towards the ES	6	Not Met the ES	
	Pupil H (Pre-Key Stage standards)	2	3	3	Not Met the ES	

Actions from previous year (2020-21):	**Impact of actions:**
To raise outcomes in reading, with particular focus on reading for meaning through effective questioning in all subjects.	Regular staff training throughout the year on Bloom's Taxonomy has been effective, with staff reflecting on the kinds of questions they ask to ensure pupils read for meaning, including the development of staff skills in translating between English and BSL and make progress.

Areas for development	- To continue to raise outcomes in reading and raise attainment. - To continue to develop staff skills in translating between English and BSL, to ensure pupils develop high standards of reading and writing skills. - To complete the assessment/attainment statements for Foundation subjects. - To update the RSE/PSHE curriculum and ensure implementation - To ensure pupils in KS1 and 2 not working at NC expectations, follow the Engagement Model.
Next steps	- Develop teaching staff knowledge in foundation subject knowledge trough CPD INSET training. - Continue to maximise and embed the use of iPads and online learning platform to support and encourage parent engagement in reading with their children. - Ensure all staff have a secure understanding of our curriculum statement demonstrating intent, implementation and impact - Implement the Engagement Model for specific pupils.

BEHAVIOUR AND ATTITUDES – Outstanding

Strengths	- Pupils' behaviour is excellent overall and impressive improvements are made with children with challenging behaviour. The behaviour policy details strategies to support and reinforce positive and effective behaviour management e.g. behaviour plans are developed for pupils with episodes of challenging behaviour, and external support is provided when requested, e.g. Deaf CAMHS) - All behaviour incidents are recorded on Arbor, and appropriate action is taken to address any incidents in line with the school's behaviour policy to ensure reinforcement of positive behaviour. - Differences are celebrated, valued and nurtured through the PSHE/Citizenship/Deaf Studies curriculum and whole school assembly programme, covering a wide range of themes and topics. - The school adopts "Golden Rules" for positive behaviour and rewards children with "Golden Time" each week. A house point system is in place for children to earn points as a reward, and gives children an incentive to achieve well in both in their work and behaviour. - The school celebrates pupils' good work and behaviour in assemblies once a week, with a "good work" certificate assembly at the end of each half term. House Captains count reward tokens weekly and announce winning house for good work and behaviour. The winning house at the end of year is rewarded with a trip. - Bullying, harassment or discriminatory behaviour is not tolerated and dealt with quickly and effectively. - Attendance has been lower than our school target, largely attributed to sickness including pupils with medical needs, Covid-19 and some authorised absences. . - Pupils enjoy coming to school and feel safe, as evidenced in the annual pupil surveys. Pupils are motivated, confident and show pride in their work/performance. - Visitors' feedback and feedback from the School's Professional Partner always comment on the positive relationships between staff and pupils which demonstrate mutual respect that is evident in pupils feeling safe and confident.

Actions from previous year:	Impact of actions:
To review and update the behaviour policy and behaviour management strategies across the school to incorporate good practice from the Emotions Coaching training	Staff have reflected on behaviour management and recognise the need for an individualised approach for specific pupils.

Areas for development	To review and update the behaviour policy, considering impact of Golden Time and replace with a system that is more meaningful for pupils and takes into account the needs of pupils with additional SEN.
Next steps	Consider a reward system that builds up reward rather than removes it.(positive reinforcement) Implement social and emotional development assessment tracker using the Emotions curriculum

PERSONAL DEVELOPMENT – Outstanding	
Strengths	• The school's vision and ethos includes ensuring that all pupils develop a positive Deaf identity, supported by role models in the Deaf staff, and the Deaf Studies Curriculum. • Pupils have opportunities to meet Deaf peers and adults through annual BSL celebration and recognition days and events (e.g. Deaf Festival Week) to develop a sense of belonging and community. • The school has achieved an enhanced Healthy School Accreditation in recognition of the school's promotion of healthy eating, exercise and curriculum (due to be renewed in 2022). The school also provides a Learning Mentor through the Deaf Instructor to support the emotional needs of pupils. • Pupils have recovered well from the pandemic and re-adjusted to school and learning. There are appears to be minimal adverse impact on pupil wellbeing as a result of Covid-19. • Extra-curricular provision e.g. educational visits, artists workshops, school journeys, involvement in performance events e.g. Christmas Show production and workshops, Camden Choir Festival, Camden bi-annual music festival are important events in the school calendar which impacts positively on pupils' SMSC development. • Over the last year we have set up lunchtime clubs including a running, bike and scooter club to promote pupils' physical development and a News Club to promote pupils' literacy, editing and publishing skills. • The school promotes equality, inclusion and diversity through the PSHE/Citizenship curriculum and school ethos. Pupils are expected to be respectful and tolerant of others and celebrate differences. Pupils and staff engage in open and honest dialogue to promote this. • The RSE policy was updated in readiness for September 2021. The curriculum is shared with parents and delivered to pupils in Year 5 and 6. • Pupils are encouraged to celebrate their unique qualities - they are supported to become resilient and independent as far as possible through setting high expectations. • Pupil voice is a strength across the school as we ask for pupils' views, e.g. voting for class names, Christmas show titles, etc. • Pupils' engagement in School Council training and participation in Camden schools' annual debates, health questionnaires and assemblies encourages pupils to express their views on a range of issues. • A robust secondary transfer system is in place to support pupils and parents prepare for transition to secondary school, e.g. visits are arranged, parent meeting are held, pupils are prepared in advance. • Inclusive values are included in the Assembly programme, and through delivery of the curriculum, i.e. being honest, law-abiding, tolerant and accepting of others.

	• Pupils have age-appropriate understanding of how to keep themselves safe e.g. Assemblies focus on health, safety and wellbeing, and pupils receive weekly PSHE sessions using the Emotions Curriculum to support their personal, social and emotional development. • Online safety is included in the Computing curriculum and staff receive annual refresher training. The Headteacher includes a "Safer Internet Day" topic in the school assembly programme every year. • The Home School Communication Project continued to support targeted families through online Family Sign sessions via Chromebooks tablets that were loaned to families for the remote sessions.

Actions from previous year:	Impact of actions:
To work closely with parents, carers and supporting professionals to improve communication between pupils and their families.	Home School Communication Project supported targeted families to develop communication skills in BSL. Positive feedback from parents in the HSCP on their communication skills in BSL.

Areas for development	• Continue to develop the School Council to ensure pupil voice is included to contribute towards school development/improvement. • Invite parents to observe their children in class prior to EHCP review meetings. • Staff to increase pupils' awareness of their own learning targets and areas for improvement. • Ensure that pupils have clear aspirations for the future and share these in EHCP annual reviews.
Next steps	• Share learning targets with pupils so they know what they need to do to improve. • Pupils to talk about their aspirations beyond primary school with a focus on careers and career progression.

LEADERSHIP AND MANAGEMENT – Outstanding

Strengths	*Senior Leadership* • The Leadership and Senior Management Team have a clear vision that is communicated and understood throughout the school and school community. This is demonstrated through visitors' mornings and through all the marketing materials, website, brochure, fliers, and events. Staff are reminded annually of the school's shared Vision and Values document, and have opportunities to review and contribute to annual school improvement planning. • The Headteacher, Deputy Headteacher, Business Manager, Assistant Business Mananger, Key Stage Team Leader and the SENCO constitute the Senior Management Team. Of these, the Headteacher, Business Manager and Assistant Business Manager and previous Deputy Head and Team Leader were in post for 5 years. The SENCO joined the SMT 2021, and the Key Stage Team leader was promoted to Deputy Headteacher in January 2022. The strength and stability of the team has ensured ongoing consistency and high standards in school leadership and management.

Staff CPD

- Staff CPD is robust and relevant/appropriate to the needs of the pupils and staff.
- Teacher and Support Staff appraisals are effective with constructive feedback given with areas for development which are addressed through CPD and training.
- An updated/revised proforma has been developed for teachers including a self-assessment template to reflect on their performance against the Teacher Standards and impact on pupil progress and achievement.
- One teacher is completing their TOD training (2nd year); another teacher has started TOD training (1st year) in September 2022; one teacher gained QTS in July 2022 and is starting the ECF in September 2022.

Staff wellbeing

- Annual staff surveys are carried out to gauge staff views on school performance, pupil performance, staff training and wellbeing, with staff wellbeing team planning actions from feedback, e.g. termly end-of-term staff socials, actively reducing teacher workload, staff wellbeing team in place.
- Mental health first aid training for leaders and teaching staff has been provided to promote and support mental health awareness and wellbeing, especially as a result of the Covid-19 pandemic.

Safeguarding

- All staff have annual safeguarding training and safeguarding is included on the agenda of the Governors' Curriculum Committee meetings each term. As a result, staff and governors are confident and familiar in safeguarding practice and procedures..
- All staff confirm they have read and understood Part 1 of the statutory Keeping Children Safe in Education document annually.
- New staff and volunteers are briefed on safeguarding procedures as part of their induction programme.
- The school completes Camden's Safeguarding audit/checklist annually and the SCR is checked termly and monitored by the Governor with responsibility for Safeguarding.
- Accurate safeguarding records are kept on file (via secure online MyConcern software) and all incidents are followed up in line with the school's safeguarding policy and procedures.
- The Headteacher, Business Manager & Lead Safeguarding Governor have all completed Safer Recruitment training to ensure that robust and rigorous recruitment procedures are followed. The Headteacher attends Camden DSL forum meetings once a term.

Business administration and finance:

- Robust systems are in place for financial management, including BACS online payments and cashless system.
- Administration systems are becoming increasingly paperless and filed electronically.
- HR processes are robust following policy guidelines and requirements for safe recruitment of staff.
- No GDPR breaches and annual training provided to staff, including induction for new staff and refresher training for all staff.

Policies and SIP

- Policies are reviewed and updated by senior staff and ratified by governors through rolling programme each term.
- The School Improvement Plan is reviewed termly for progress and development and shared with governors.

Parents

- An annual contract with the Royal Association of the Deaf (RAD) for a deaf Family Liaison Officer to lead parent partnership initiatives was established in September 2016, e.g. to run a Parenting course for parents of Deaf children and run the Family Home-School Communication Project. This has enabled families to develop their communication skills in BSL to support their children's learning at home. During the pandemic/lockdown, sessions were held online via Zoom with new Chromebooks purchased to loan to each family.
- Online platforms "Seesaw"" has been successfully implemented for parents to access their child's learning at school, in which they can view photographs, videos or written work via the apps, and communicate directly with their child's classsteacher. The system has improved parental engagement.
- A regular programme of Deaf events is established to encourage parents to be involved in the Deaf community, including an annual Family Discovery Day for families of deaf children across London hosted at the British Library (latest event was held in September 2022 after a 2 year postponement due to Covid-19). An average of 8-10 families from FBS attend the event. This is an opportunity for Deaf children and their families to engage in fun social activities on a weekend, and make new friendships within the Deaf community.

Governors

- The Governing Body works in partnership with the Headteacher, and supports the work of the school through delegated responsibilities and committees to ensure that statutory obligations are fulfilled and achievements/areas for development are fed back to the full Governing Body.

	• A programme for governors to regularly visit the school in both an advisory and supportive role is established, e.g. Governor visits and learning walks.

Actions from previous year:	**Impact of actions:**
Continue to maintain high standards of leadership and management. Maintain and increase pupil roll through effective marketing and collaboration with London-wide Local Authorities and SEN departments, TOD/SALTs, etc.	Pupil roll has remained stable over the last few years, and sometimes over-subscribed. Performance appraisals are robust to ensure high standards of teaching and learning.

Areas for development	Ensure the school website is continually updated. Collaborate with other deaf schools to share ideas towards an effective marketing strategy Carry out a peer review with another special school (challenge partner) Continue to ensure staff mental health and wellbeing is a priority.
Next steps	Contact Swiss Cottage or CCfL to arrange a Peer Review Develop an effective marketing strategy to further promote the school

QUALITY OF EDUCATION IN EARLY YEARS – Outstanding

Strengths	• Positive deaf role models that are bilingual in BSL and English- essential for early language and communication development • Learning environment is stimulating and facilitates independent learning both indoors and outdoors • Weekly trips support experiential learning, vital for language development and learning. • CPD and training is designed to improve practice in the EYFS • All staff carry out observations of pupil development and document this in electronic pupil portfolios

Actions from previous year:	**Impact of actions:**
• To maintain high standards of teaching and learning through effective planning, collaboration, observations and tracking progress. • Implement the new Early Years Adopter framework in the EYFS	• Revised assessment tracking system implemented for the EYFS – streamlined and user-friendly, reducing workload, e.g. no longer recording observations. • Reception baseline assessments carried out.

	• Use new Reception baseline assessment as a benchmark for attainment and progress.	
Areas for development	• To embed the Early Adopters Framework.	
Next steps	• Regular mentoring, training and support for new teachers in the EYFS. • Ensure ongoing collaboration with supporting professionals to meet varying needs of pupils.	

OVERALL EFFECTIVENESS – Outstanding		
Strengths	• Leadership and management is outstanding – School leaders are proactive, reflective and evaluative with high expectations for learning, progress and achievement. • School leaders' judgements have been validated as consistent and secure. Teachers' curriculum knowledge and strategies for teaching Deaf children, including those with additional education needs, is excellent. Assessment systems have improved to include a holistic approach to track and monitor pupil progress by producing robust data to identify strengths and areas for development. • Staff have high expectations of pupils' behaviour, learning and achievements. Pupils are challenged and supported effectively through differentiated planning, activities and outcomes. • Safeguarding is effective - procedures and all incidents are followed up promptly and staff receive training annually. • The school collaborates with its partner school (Kings Cross Academy) to establish joint learning opportunities to develop mutual understanding between deaf and hearing communities. • Camden's Scorecard for the school demonstrates low risk in nearly all areas across the board.	
Actions from previous year:		**Impact of actions:**
To ensure a safe return to school during the pandemic with a focus on pupil and staff emotional and wellbeing. Embed curriculum and assessment systems Sustain high standards of IT use across the school.		Pupils and staff have developed resilience in the face of the pandemic and impact on mental and emotional health and learning has been minimal. Curriculum grid is robust and fit for purpose. IT use and skills are highly developed to support learning and progress.
Areas for development	Continue to develop and strengthen the partnership and collaboration with KCA. Validate school effectiveness through a peer review and school Professional Partner feedback	

Next steps	Re-visit the colocation agreement, vision and strategy for both schools Arrange a peer review with a special school.

EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report:	March, 2017
Quality of education:	Teaching and learning policy Work and planning scrutiny Pupil progress meeting records School Improvement Plan Camden Professional Partner reports Pupil progress report Reading , Writing, Maths assessment data Lesson observation records Staff performance appraisals OT/PT/SALT reports
Behaviour and attitudes:	Behaviour policy MyConcern/Arbor behaviour logs House point reward system Pupil surveys Feedback from visitors Assembly policy and programme Attendance policy Case studies Safeguarding and CP policy
Personal development:	Healthy School Award Equality Diversity and Inclusion Policy Assembly themes/topics Emotions curriculum and PSHE/citizenship curriculum PE/Sports grant initiatives Deaf studies curriculum SEN policy/support

Leadership and management:	Performance Management/Appraisals CPD and training programme Staff, parent and pupil surveys Pupil progress reports LT/SMT meeting minutes Mentoring and support for NQTs, School Direct trainees School's Vision and Value document School policies Headteacher reports to governors Governors meeting minutes Safeguarding audits
Quality of education in early years:	Pupil attainment trackers and portfolios Observation records of pupils' learning and development EYFS policy and handbook 6 week and 6 month reviews EYFS training records
Overall effectiveness:	Visitor feedback Pupil attainment data reports Governors meeting records
Ofsted inspection report:	March 2017