



# Annual Self-evaluation & School Development Plan: September 2020

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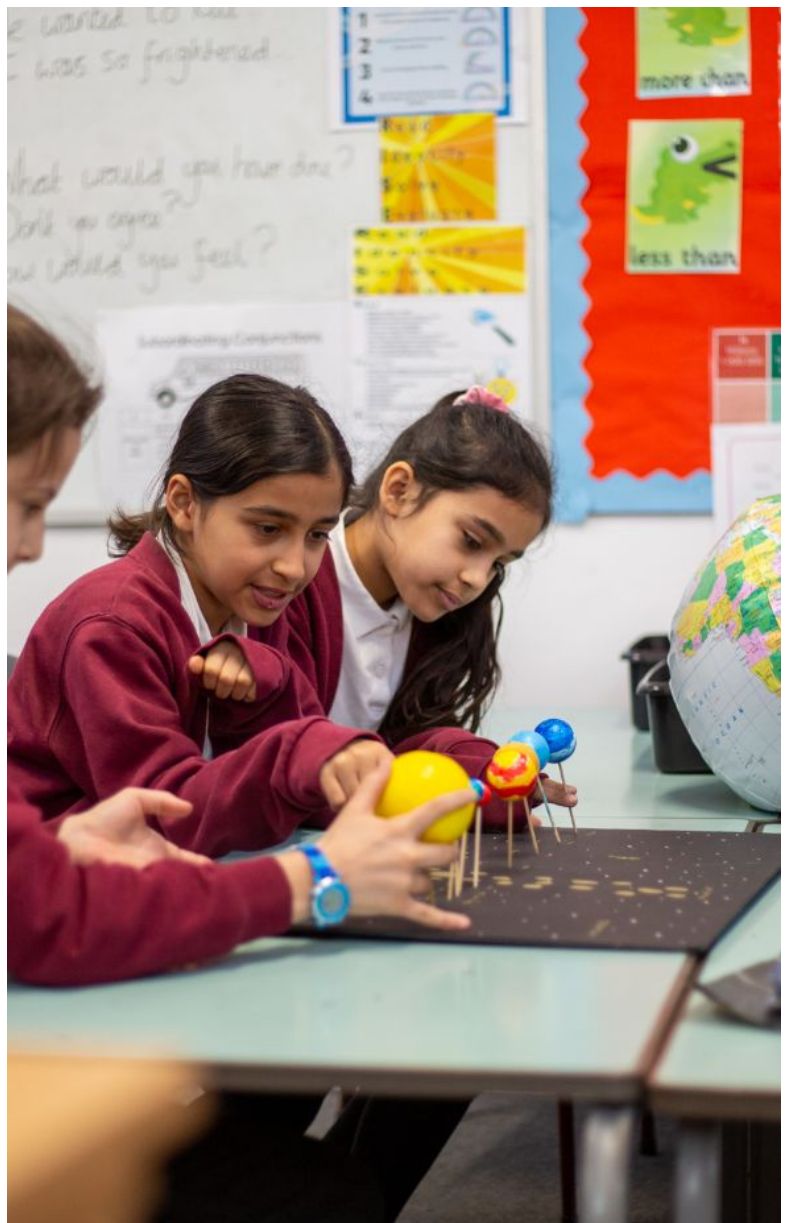
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## **I. Introduction and key priorities 2019-2020**

The previous academic year has been one of the most unusual in my career and presented an array of unprecedented challenges. The impact of the coronavirus pandemic has been considerable, not least with the closure and partial re-opening of the school over the last half of the year. Nevertheless, not all has been doom and gloom - there has been a great deal to celebrate!

The year began with the excitement of another rugby world cup, this time in Japan and we made some excellent links to Tokyo that we will continue to develop in our curriculum. We celebrated our 10th annual international tag rugby competition again with visiting teams from Wales and Italy. We also had a successful short inspection in the first week of the new OfSTED framework that confirmed the many strengths of the school. A further major achievement was the London Mayor's School for Success award: we are one of the very few schools that have won this award for four years running. It recognises the consistently strong achievement of the children at Chase Bridge who have barriers to learning and reflects the excellent provision we have in place for those pupils. We have also further developed inter-generational links through a shared music project with a local care home, which culminated in a joint performance in the Royal Albert Hall. This too has enormous potential to become an embedded part of our extended curriculum.

Both teachers and the children in year 6 found it frustrating that they weren't able to demonstrate (even 'show off!') what they had learnt at the end of their primary school years because of the government's cancellation of the SATs. Nevertheless, we know that historically our results for the past four years have been of a very high standard: the children's achievement has been better than that nationally in all aspects and better than local Richmond and Kingston averages across the whole school.

A further frustration is that we have not been able to follow through on our whole school priorities as we intended. The impact of the pandemic has meant that we have needed to rapidly re-think our focus and develop new skills: the introduction of our on-line learning and home-school links are testament to this and are proving to be an exciting development: something that will be of permanent benefit to our teaching, learning and relationship with families.

To summarise: this has been an unusual year with factors beyond our control, nevertheless, there have been many successes and it has not limited our ambition. We are ambitious for all our children and want them to make the best possible progress whatever their background or learning needs. The annual self-evaluation report is an opportunity for us to take stock: consider what has been achieved and what we can do next to make Chase Bridge an even better place for our children to thrive.

The whole school community is involved in the annual review, but the process is led by the senior staff who are responsible for leading a specific team, area or aspect of school life. Each team has a linked governor that monitors how the strategic objectives are being addressed and they report on progress to the governing body.



The report begins with an update on progress on key issues from the previous inspection. This is followed by a summary of performance matched against the OfSTED inspection framework including an overview of the progress made against last year's priorities. Finally, the key points are summarised and priorities for the future development are identified.

Andrew King

September 2020

## 2. Summary evaluation

This evaluation takes into account outcomes from Ofsted's inspection; commentary on progress with last year's priorities; parents' comments from surveys and other feedback.

Chase Bridge was inspected by Ofsted at the beginning of the academic year in September 2019. This was a 'light touch' short inspection - one of the first in the country using Ofsted's new inspection criteria. The inspection model is radically different and did not make an overall judgement: it's purpose was to confirm that we were delivering, at the very least, a good quality of education. Nevertheless, the resulting report made note of many excellent aspects of our practice.

We were pleased with the outcome as it endorsed our own self-evaluation. It confirmed that our key priorities for improvement, at that time, were correct and noted how we were continuing to strengthen progression across the whole curriculum. The final report was highly complimentary about Chase Bridge and the staff. I have highlighted some of the comments made by the inspection team that are typical and of particular note:

- 'Leaders and staff have high expectations of every pupil.'
- 'All adults support pupils to achieve well.'
- 'Pupils behave well in lessons and around the school.'
- 'The atmosphere is calm and friendly.'
- 'The school has an inclusive and respectful ethos'
- 'Staff manage pupil's behaviour effectively and make sure all pupils focus on their learning'
- 'Teaching builds carefully on pupils' prior knowledge and enables them to remember important information.'
- 'Pupils study an ambitious range of subjects.'
- 'The wider curriculum is a strength of the school.'
- 'Leaders have built a strong team culture.'
- 'Governors and leaders communicate well with parents and carers.'
- 'Parents told us that they were very happy with the school's work.'
- 'Leaders make sure that pupils learn how to keep themselves safe' and 'arrangements for safeguarding are effective.'

Inspectors noted two aspects that needed improvement which are typical of many Ofsted reports published at that time. Both of these are already being addressed through our school priorities and action plans:

- Leaders should strengthen subject plans so that they all focus sharply on making sure that pupils are taught the right content and in the right order. In particular, plans should identify precisely when teaching should introduce and revisit important vocabulary and concepts so that pupils understand and can use subject-specific words accurately.
- In cross-subject activities, when teachers select books and texts for pupils to read, subject leaders should ensure that these texts help pupils to learn subject content.

**Parents' survey and views:** Our usual survey did not take place because of the disruption caused by the pandemic. However, parents' views were considered through the 113 responses to Parent Ofsted's online questionnaire, on-going feedback over the period of closure and comments returned from end of year reports. The inspection report said 'parents told us that they were very happy with the school's work'. The survey outcomes are shared in the appendices to this document. Feedback over the period of closure was consistently positive. Typical remarks were:

- 'The school has done an incredible job during this lockdown. Thank you to the teachers for staying connected with the kids';
- 'The school has been incredible during these tough times' and
- 'Our children have been provided with excellent work through really effective platforms, been supported and encouraged by their teachers through online comments, emails and phone calls. Your assemblies have been a lovely way to bring the school community together in a positive and caring way'.

**Overall effectiveness, self-evaluation and progress against priorities:** There are significant strengths across all aspects of the school's work, not least the consistently strong academic performance over the past four years in reading, writing, grammar, spelling, punctuation and mathematics. The London Mayor's Schools for Success award again demonstrated what good progress we make for pupils that have barriers to learning.

The new inspection framework takes a different approach. Ofsted is looking for strong progression in children's learning across all aspects of the curriculum and that all pupils should be able to access and benefit from the curriculum. This is the cornerstone of the most significant judgement related to the 'quality of education' and an aspect where we could make improvements.

The **key priorities for development for the period 2019-2020** were:

1. **Applying knowledge** to reason and work independently across the curriculum
2. Improve provision in **science**
3. Further develop the **subject leadership** role

Progress was made with last year's priorities but not to the extent we would have wished because of the pandemic and school closure. Nevertheless, there were some important steps forward in our practice.

The Maths Team and Deputy developed a whole school approach to maths reasoning called RISE (Read, Identify, Solve, Evaluate) and led staff meetings on how to develop children's problem solving skills. Year group leaders observed their teams teaching maths using RISE. Sessions were led on strategies for improving pupil engagement in lessons, this was particularly in the context of writing opportunities in lessons.

The profile of science in the curriculum has been improved. Each junior class has a 'science ambassador' and two supporters who champion science across the school. They meet and carry out experiments in their classes to inspire other children. Phase assemblies have mainly concentrated on science and been partially led by the ambassadors. We have begun an audit of resources to identify any gaps. There is work to do on maximising the use of our outdoor spaces in the science curriculum. Each year group now has a member of staff who has a specific responsibility for development of this curriculum aspect to assist the science subject leader.

Subject leaders used the autumn term to begin to consider the 'intent' of their subject across the school. They evaluated the steps taken in their action plans; this informed how they continued to develop, monitor and evaluate their subject during the spring term. Mind-maps have been introduced across the school as a way to evaluate the impact of our thematic curriculum, and this was trialled for science. The long term curriculum map has been populated by subject leaders, and finalised by the curriculum leader to reflect the new themes we intend to integrate across the school. Subject leaders were reaching the point where we were about to implement plans for evaluating 'impact' on the children's learning across the whole curriculum but this couldn't be taken forward due to school closure.

**The quality of education:** Overall this continues to be good. There are considerable strengths in reading, writing and mathematics and clear improvements in the teaching of problem solving in mathematics. The report

notes that our children study an ambitious range of subjects and that the wider curriculum is a strength of the school. It also says we are ambitious for our pupils and have high expectations of all our children.

The revision of the long term curriculum map and policy have nearly been completed that outlines the 'intent' of the whole curriculum.

Subject leaders have started to get a better idea of how their area of responsibility is being taught across the school - the 'implementation'.

We have started to put in place a strategy to enable subject leaders to get an understanding of the children's learning in every subject (the 'impact') through reviewing a mixture of the teachers' own self-evaluations, discussions with pupils, book scrutiny/reviews, discussion of the pupils' thematic 'mind-maps' as well as any other assessments that might be made in a subject. This process will allow all subject leaders to evaluate the impact of the curriculum on the pupils' learning as well as give a good sense of the strengths in our provision as well as what can be done to improve the subject provision and impact. Unfortunately this was curtailed because of the constraints of the school's closure.

**Behaviour and attitudes:** The report notes the considerable strengths and we interpret this as being outstanding and reflects our own self-evaluation. The report says that 'pupils behave well in lessons and around the school.' 'The atmosphere is calm and friendly.' 'The school has an inclusive and respectful ethos'.

**Personal development:** This aspect is currently good but rapidly moving towards outstanding. Our curriculum extends well beyond the academic. The inspection report notes that children develop warm and respectful relationships and they support each other in work and play. It also says 'Leaders make sure that pupils learn how to keep themselves safe. In personal, social, health and economic education, pupils learn about online safety. This has a particularly strong focus in Years 5 and 6 to support pupils when they move to secondary school. Pupils told us that they feel safe around the school and in the playground.' The inspection report also noted that 'arrangements for safeguarding are effective'.

The reason why this is not yet outstanding is that we need to review and update progression in our PSHE programme throughout the school, particularly in RSE (Relationship and Sex Education). This will involve consulting parents and will be implemented from September 2021.



**Leadership and management:** This aspect is good and rapidly moving to outstanding. The report notes the high expectations, the strong staff culture and many other strong aspects of leadership. The next step is to ensure all subject leaders take responsibility for knowing and understanding their areas of responsibility and the impact on the quality of education for all pupils. The OfSTED team noted:

- ‘Leaders and staff have high expectations of every pupil.’
- ‘Leaders have built a strong team culture.’
- ‘Governors and leaders communicate well with parents and carers.’
- ‘Leaders make reading a high priority.’

**Evaluating the quality of early years education in schools:** The inspection report makes little mention of the EYFS except in relation to reading. Inspectors commented ‘the youngest children and pupils use their phonics knowledge to read accurately and confidently.’ We continue to evaluate our provision in this phase as outstanding.



### 3. Conclusions and new priorities 2020-2021

In spite of the challenges, Chase Bridge has had another very successful year. Circumstances meant that we needed to swiftly change our priorities. This has resulted in staff finding creative solutions to many practical problems and enhancing our provision in unexpected ways. This has been most obviously the case with the significant strides in our on-line provision, which has been hugely successful and popular with children and families.

The context in which we operate continues to be 'new territory'. Although last year's priorities were not completed in the way in which we would have wished, the agenda has changed significantly nationally and we have new challenges which means we need a new set of priorities.

Our top priority must be to focus on practical measures that will help to limit the risk of infection and keep the school open - this is critical for the community but also the children's wellbeing and academic progress. It is also clear that some children have fallen behind because of the period of school closure. We need to identify those children and ensure that they are supported to make excellent progress. Although we have made remarkable strides with our on-line provision linking home and school, this needs to be developed further and made more robust because of the risk of further school closure. Work on curriculum development is unfinished and to add to that we need to review it to ensure that the diversity in it represents modern British values whilst also meeting the statutory demands of the National Curriculum. A further priority for us is to continue to develop systems for managing professional development. Last year we started to develop coaching strategies for staff, which was very positive, and this now needs further development and linking to the management of performance. These key priorities will be fully developed in team leaders' action plans:

1. **Open** for learning
2. Managing professional **development and performance**
3. **Progress** for all: ensuring no child is left behind in their learning
4. **Curriculum** development and diversity
5. **On-line learning**: linking home & school
6. Team specific priorities

This section expands upon and describes more fully the scope of each priority. It outlines in broad terms what we collectively hope to achieve through all sections of the community working together on the shared priorities.

Staff interpret the whole school priorities for their areas of responsibility by focusing on key outcomes. These are then translated into more detailed action plans – working documents – that are shared with colleagues and linked governors.

1. **Open for learning:** We will put in place systems and protocols to help keep the school open: risk assessments linked to covid will be in place, shared with staff, monitored and updated in-line with government guidance; logistical matters, such as arrangements for the start and end of the day, will be planned to minimise the risk of infection; contingency plans will be developed for what we need to do if an infection is reported and plans created to address what we do if we need to close part or all of the school. Communications within the school and to the school community will be further developed.
2. **Managing professional development and performance:** Our systems for supporting the professional development of all staff will be improved. Performance management, feedback and support, CPD, grading and progression through pay scales will be better and more coherently linked. Our coaching approach will be further developed and there will be greater consistency in the application of these processes. Senior Leaders will develop their own monitoring and coaching skills and meet regularly to ensure a greater consistency in their approach to managing staff performance.
3. **Progress for all** - ensuring no child is left behind in their learning: We are in the process of evaluating the impact of school closure and reopening on children's learning. The focus of this priority is to take stock of levels of achievement and potential gaps in learning and then put in place programmes of work, such as that in our Pride provision, that will enable all pupils to make excellent progress. Particular attention will be given to those groups of pupils where we know there can be barriers to learning, specifically those eligible for the Pupil Premium, those with a learning difficulty and other disadvantaged pupils. The government grant for 'catch-up' programmes will be used effectively and support identified pupils who may have been affected by school closure and fallen behind in their learning.
4. **Curriculum development and diversity:** this year we will continue with our work to ensure that curriculum maps will be in place for all Foundation Subjects. These will take account, where relevant, the

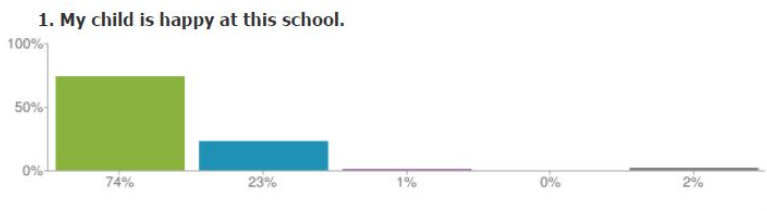
themes we want to integrate across the school – Japan; outdoor learning; food; secondary transition; rugby and Thames Arcadia. These will outline a clear progression of knowledge and skills through the school. Each subject will have clear intent and will be implemented to ensure excellent outcomes across the whole curriculum for all pupils. Impact on pupils' learning will be evaluated for all Foundation Subjects in a variety of ways including, pupil voice, book scrutiny and mind maps. The whole curriculum will be reviewed to consider whether its representation of social and cultural diversity is appropriate and adequately reflects modern British values. We will also update the PSHE curriculum including the teaching of Relationships and Sex Education.



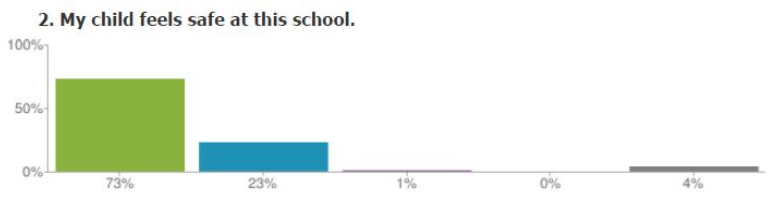
5. **On-line learning** - linking home and school: The focus of this priority is to further enhance learning through utilising our on-line platforms - Seesaw and Tapestry - to provide meaningful and purposeful home-learning opportunities. We will continue to strengthen our links between home and school by promoting greater family engagement on-line, and monitor this carefully to make sure that all children and families have good access to these resources. We will also ensure that our remote learning provision is in a state of preparedness in the event of a partial or full school closure (linking to the first priority) through a clear contingency plan. In school, we will develop the use of Google for Education and the integrated apps, linking them clearly to our computing curriculum. We will provide training for staff, pupils and parents to ensure that they are able to use these tools successfully.
6. **Team specific priorities:** All teams will contribute towards achieving the whole school priorities, however there may be in addition some priorities that are more team specific.

Appendices: Ofsted Parent View survey data

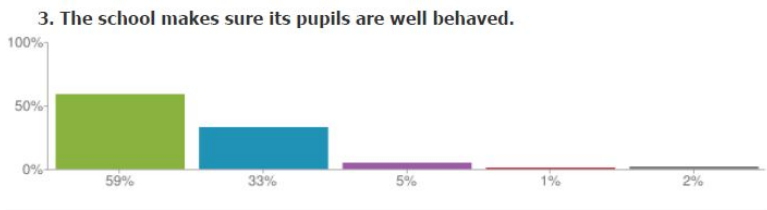
Parent View data collated responses for the year 2019-2020 by Ofsted.



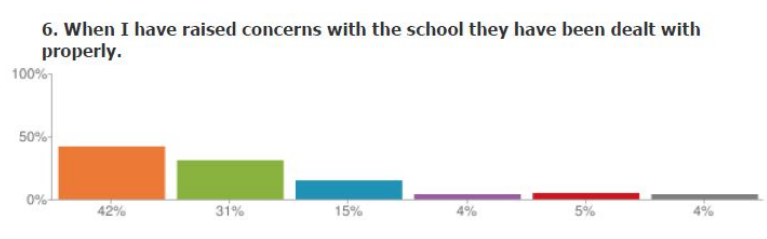
Figures based on 111 responses up to 18-09-2019



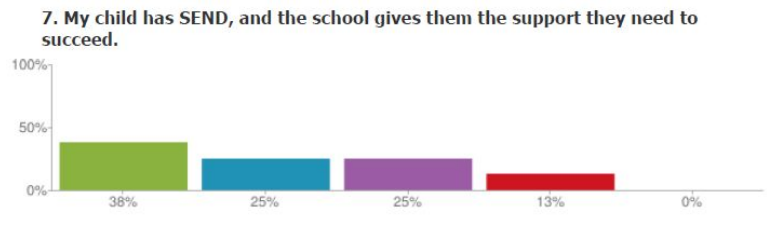
Figures based on 111 responses up to 18-09-2019



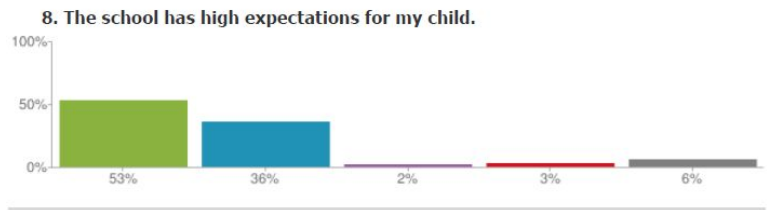
Figures based on 111 responses up to 18-09-2019



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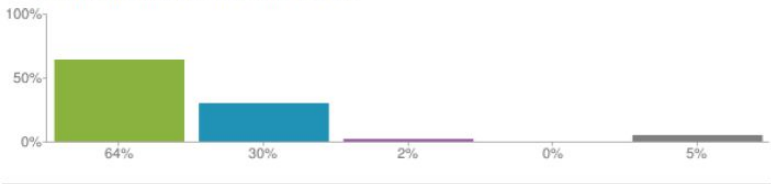
Figures based on fewer than 10 responses up to 18-09-2019



Figures based on 111 responses up to 18-09-2019

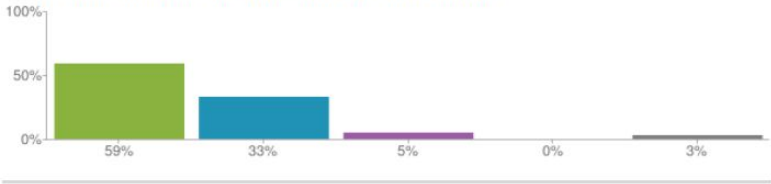


9. My child does well at this school.



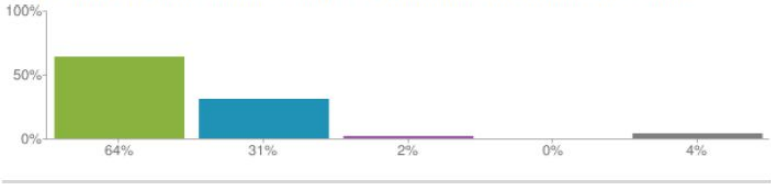
Figures based on 111 responses up to 18-09-2019

10. The school lets me know how my child is doing.



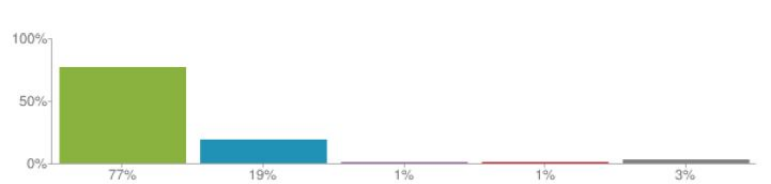
Figures based on 111 responses up to 18-09-2019

11. There is a good range of subjects available to my child at this school.



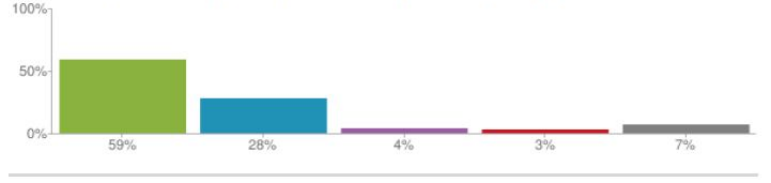
Figures based on 111 responses up to 18-09-2019

12. My child can take part in clubs and activities at this school.



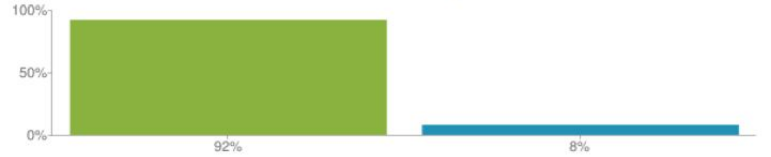
Figures based on 111 responses up to 18-09-2019

13. The school supports my child's wider personal development.



Figures based on 111 responses up to 18-09-2019

14. I would recommend this school to another parent



Key to results

Yes

No





