

School Review Summary Report 2025-26

SEND Review – St James CE Primary	Date: 20.5.26	Review Team: Ruth Ash, Bex Wilson
Number on roll – 192	SEN Support – 31% (60)	EHCP – 5.7% (11)
CWCF/PCWCF – 0	EAL – 5.7% (11)	PP – 20.8% (40) PP/SEND – 12.5% (24)
Reintegration timetable – 3 pupils Rec – 4 days, Y1 – 15 hrs, Y2 – 10 hrs	Flexi timetable – 2 EHE - 2	Accessing AP - 0
Suspensions – 0 SEND suspensions: EHCP suspensions: PP suspensions: SEND/PP suspensions:	Attendance – 95.1% SEND attendance: 91.5% EHCP attendance: 94.3% Non-Send: 96.9% PP attendance: 93.3% Non PP: PA figure: 9.6	
Based on the EEF recommendations	Evidence / Strengths	Considerations for development
Recommendation 1: Create a positive and supportive environment for all pupils, without exception: <i>promote positive relationships, active</i>	- On the morning of the review, the school had 5 members of staff absent. - Relational practice is evident throughout the school. Adults know the children well and clearly want the best for them. - Families and children are welcomed warmly on the gate by leaders.	Reflect on the clarity of the school's vision. Inclusive practice is clearly at the core of everything leaders do. However, without clarity over your vision, pedagogy and routines, it will continue to be a challenge to provide consistency for your pupils and staff.

<i>engagement, and wellbeing for all pupils;</i> • <i>ensure all pupils can access the best possible teaching; and</i> • <i>adopt a positive and proactive approach to behaviour</i>	• Quality interactions were seen throughout the morning, including at break time, when adults were engaging with pupils at play. • The SENDCO is driving inclusive practice across the school and is a strong source of support, guidance and expertise for staff and parents. • Pupils enjoy coming to school and feel safe and happy when they are there. • Parents report that their children are happy to attend and that the school make good accommodations to support individual needs. • The Governor responsible for SEND knows the school well and is well informed of challenges and successes within SEND.	
Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs: • <i>Using the graduated approach of 'assess, plan, do, review'.</i> • <i>Ensuring assessment is regular and purposeful.</i>	• The SENDCO has implemented effective processes, particularly with the introduction of Insight, ensuring a robust consistency to the graduated approach. • ISPs are a live document, which all staff, including LSAs, have access to and can contribute to. • There has been a strong CPD offer for staff, targeting the areas of need within their cohort of pupils e.g Mulberry Bush de-escalation training. • SENDCO accesses a number of external agencies to come into school and support/deliver training eg. Mulberry Bush, C&I, MHST, SSO and Bio Team. • Parents also have a robust offer of support, through the SENDCO and various information sessions.	

Recommendation 3: Ensure all pupils have access to high quality teaching. (SEND, PP, CWCF/PCWCF): <i>Flexible use of; flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology and scaffolding.</i>	- Leaders are developing 'The St James Way' with teachers, to clarify what the universal offer is and embed consistency between classes. - Morning routines when pupils enter school are well embedded, with a calm consistency to the start of the morning. Those pupils who require adaptations, such as soft starts, are accommodated for, despite the impact on staffing and resources. - The learning walk showed a focus on strong foundations, particularly in EYFS and KS1, with adults explicitly teaching letter formation and correcting errors. - Year 2 was particularly strong. All pupils were accessing the learning and there was evidence of explicit modelling from the teacher. A small group of pupils at the front were being supported by an LSA, who was supporting a pupil to 'have a go', which he did!	- As leaders, consider which key consistencies you want in every classroom, in terms of environment, routines and pedagogy. Reflect on which classes have the strongest offer and why. The more rigour around embedding routines and consistency, the more you mitigate the effect of unforeseen changes, such as staff absence. - At the end of break, children and staff did not seem clear about the expectations of going back to class. A number of Year 1 pupils ran back into class, unsupervised. This not only heightened the pupils with additional needs but meant that the maths lesson for all pupils started in an unstructured way. - There were a number of pupils out of class, both in small groups with LSAs or individuals/pairs of pupils (leaders explained that these were for a variety of reasons). Reflect on why these pupils aren't in class, whether planned by teachers or absconding, and consider what those pupils may be communicating. Again, consider focusing on the classes where pupils remain in class and access the whole class learning and share that best practice with other teachers e.g through gallery lessons etc.
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Recommendation 4: Complement high-quality, adapted teaching with carefully selected small-group and one-to-one interventions, where necessary.	• There is robust tracking of interventions through Insight. LSAs are able to upload pictures and make notes, so that interventions remain consistent between different adults. • There are a number of interventions across the school and the SENDCO has a clear rationale for why they run and which pupils access them.	
Recommendation 5: Work effectively with teaching assistants (TAs) ensuring they: • <i>Have a positive impact on pupils with SEND/PP,</i> • <i>Supplement, not replace, the teaching of the classroom teacher.</i>	• LSAs have weekly meetings with the SENDCO, allowing their CPD offer to mirror that of the teaching staff. • Every LSA has their own laptop, giving them access to Insight and CPOMS whenever needed. • SENDCO is strategic about deployment of LSAs, focusing on their strengths and supporting their development.	• Consider the deployment of LSAs in some year groups, where they were being used to teach the most vulnerable pupils out of class.
How do you track and ensure equal access to enrichment provision?	• Leaders use Insight to track enrichment opportunities and engagement of all pupils. • Staff know pupils and families well, enabling them to quickly identify potential barriers to engagement and find a solution eg SLT dropping pupils home after Young Voices.	• Leaders reflected that they want to look more closely at their after-school offer and ensure they are offering extra-curricular opportunities that their pupils want.
How do you track and monitor progress for pupils with SEND?	• Insight is used to track pupil's progress, both at a whole school assessment level but also progress against EHCP and ISP outcomes and progress within interventions.	

School review and commitment (following the feedback)

Date:

1. Consider the clarity with which you articulate and lead on vision, pedagogy and routines within school. Once this is decided as leaders, this will enable you to drive them relentlessly across all aspects of school.
2. Continue to develop and embed the universal offer within each class.
3. Start to consider and plan how you will meet the needs of the most vulnerable pupils in Year 1 next year, who are currently unable to access some aspects of Reception teaching.