

Millbrook Primary School: Self-Evaluation Form (SEF)

Academic Year: 2025-2026

Executive Headteacher: Mr Craig Hamilton **Head of School:** Mrs Jespy Pereira Barker

SEF Date: January 2026

1. Curriculum

Judgement: Expected

At Millbrook Primary School, the curriculum is ambitious, inclusive, and coherently sequenced to ensure pupils develop secure knowledge and skills over time. Curriculum design reflects careful consideration of progression within and across subjects, enabling pupils to build cumulatively on prior learning and make meaningful connections that deepen understanding and support long-term retention.

The curriculum is broad and balanced, meeting statutory requirements and extending beyond them to provide rich experiences that develop pupils academically, socially, and culturally. Leaders ensure that subject content is purposeful and clearly identified, with progression mapped to avoid repetition and to build complexity as pupils move through the school.

Curriculum implementation supports pupils to develop confidence, resilience, and independence. Teaching approaches encourage curiosity, active engagement, and positive learning behaviours, enabling pupils to apply their learning across a range of contexts. The curriculum supports pupils' preparation for the next stage of education and life in modern Britain.

Inclusion is a clear strength. The curriculum is ambitious for all pupils, including those with SEND, disadvantaged pupils, pupils with English as an additional language, and those with high prior attainment. Adaptations are planned deliberately so that pupils can access the same curriculum content, with appropriate scaffolding and support that does not reduce expectations.

Leaders actively promote pupils' cultural capital through planned enrichment, visits, visitors, and meaningful links with the local community. These experiences broaden pupils' understanding of the world and help them develop respect for diversity, culture, and shared values.

Curriculum development is collaborative and reflective. Leaders, subject leaders, and staff regularly review curriculum impact using assessment information, pupil voice, and monitoring evidence. This ensures the curriculum remains relevant, responsive, and continually improving.

Through this curriculum, pupils leave Millbrook as:

- Effective contributors who communicate confidently and work collaboratively
- Confident individuals with resilience and a positive sense of self
- Successful learners who apply knowledge and skills effectively
- Responsible citizens who value diversity and understand their role in society

Strengths:

- The curriculum is ambitious, broad, balanced, and coherently sequenced across all subjects.
- High expectations for all pupils are embedded, including those with SEND and disadvantaged pupils.
- Curriculum design supports confidence, independence, and resilience.

- Cultural capital and community engagement are thoughtfully planned and purposeful.
- Ongoing curriculum review ensures responsiveness and continuous improvement.

Areas for Development:

- Further refine instructional clarity to strengthen lesson exposition.
- Embed Assessment for Learning more consistently across subjects.
- Increase adaptive teaching strategies to ensure challenge for all pupils.
- Strengthen the EYFS environment to support continued improvement.

Next Steps:

- Provide targeted CPD on instructional clarity and lesson structure.
- Strengthen AfL strategies to support responsive teaching.
- Embed adaptive teaching and differentiated questioning consistently.
- Implement a clear action plan to secure ECERS Gold accreditation in EYFS.

2. Developing Teaching

Judgement: Expected

Teaching at Millbrook Primary School is Expected and improving, underpinned by accurate self-evaluation and a strong commitment to professional learning. Leaders have a clear understanding of teaching quality across subjects and phases, informed by regular monitoring, including lesson observations, work scrutiny, and pupil voice.

Induction and support for newly appointed staff, including Early Career Teachers, are well structured. Staff benefit from mentoring, coaching, and subject-specific training aligned to curriculum priorities. Professional development reflects inspection feedback and school improvement priorities, particularly in reading, phonics, mathematics, and adaptive teaching.

Leaders have prioritised strengthening formative assessment and adaptive teaching. Training on questioning, addressing misconceptions, and responsive instruction is beginning to improve consistency in classroom practice. In mathematics, NCETM-led CPD has strengthened teachers' subject knowledge, fluency, and confidence, particularly through the reteaching of core number concepts.

Teaching is inclusive and increasingly responsive. Adaptations for pupils with SEND and disadvantaged pupils are improving, with pupils able to explain how support helps them access learning. Structured approaches, such as CPA in mathematics and targeted reading interventions, support access to the full curriculum.

Professional development is well aligned to whole-school priorities and individual need. Coaching, modelling, and external expertise support a growing professional learning culture. Leaders recognise that consistency remains a priority and are working to secure more uniformly strong teaching across the school.

Strengths:

- Leaders have an accurate understanding of teaching quality, informed by robust monitoring.
- ECTs and new staff receive structured and supportive induction and CPD.
- Phonics and reading implementation is consistent and effective.
- CPD is responsive to inspection feedback and school priorities.
- SEND adaptations are improving and increasingly effective.

- Mathematics teaching benefits from NCETM-led training.
- Targeted reading interventions support pupils at risk of falling behind.

Areas for Development:

- Teaching quality remains variable due to staffing changes.
- Early-career teachers need continued support in adaptive teaching.
- Number fluency requires greater consistency across year groups.

Next Steps:

- Target CPD on instructional clarity and modelling.
- Strengthen AfL to enable real-time teaching adjustments.
- Embed high-quality questioning across subjects.
- Secure consistent number fluency through coaching and modelling.
- Provide ongoing support and monitoring for new staff.
- Sustain and refine SEND adaptations.

3. Leadership and Governance

Judgement: Expected

Leadership and governance at Millbrook Primary School are developing securely, with leaders demonstrating a clear commitment to improvement and accountability. Since the last inspection, leaders have focused on stabilising provision, strengthening curriculum leadership, and building staff capacity.

Leaders prioritise pupils' best interests and promote a culture of reflection and improvement. Monitoring systems are in place and increasingly effective in identifying strengths and areas for development. Communication between leaders and staff is improving, supporting clearer implementation of school priorities.

Governance is supportive and increasingly informed. Governors understand their statutory responsibilities and work closely with leaders to support staff well-being, challenge performance, and monitor school improvement priorities. Leaders recognise the need to further strengthen governors' strategic challenge and oversight.

Leadership ambition is evident, particularly in improving outcomes for disadvantaged pupils and those with SEND. Capacity building remains a focus to ensure leadership at all levels consistently drives high standards.

Strengths:

- Leaders set high expectations and foster positive relationships.
- Curriculum leadership has strengthened, particularly in core subjects.
- CPD is closely aligned to school priorities.
- Staff well-being and workload are actively considered.
- Governors are committed and increasingly informed.

Areas for Development:

- Monitoring and feedback systems require greater consistency and timeliness.
- Middle leaders need clearer feedback to strengthen implementation.
- Governance challenge needs to become more consistently robust.

Next Steps:

- Strengthen monitoring and follow-up processes.
- Improve leadership communication and feedback.
- Develop governors' challenge through training and structured review.

4. Behaviour and Attitudes**Judgement: Expected**

Behaviour and attitudes at Millbrook Primary School are Expected, with a calm, orderly, and respectful learning environment. A restorative behaviour approach is embedded and supported by clear expectations and strong school values.

Pupils demonstrate positive attitudes to learning and show respect for others. Behaviour policies are applied consistently, and pupils understand expectations and consequences. Inclusive support ensures pupils with additional needs are well supported.

Leaders promote a culture of kindness and responsibility. Bullying and harassment are not tolerated and are addressed promptly and effectively. Pupils feel safe and supported.

Strengths:

- Restorative behaviour systems support positive relationships.
- Clear values underpin behaviour expectations.
- Consistent behaviour policy application.
- Positive learning attitudes are evident.
- Inclusive behavioural support is effective.
- Strong pupil leadership opportunities.
- Robust safeguarding systems support behaviour.

Areas for Development:

- Further embed consistent high expectations across all classes.
- Continue evaluating behaviour interventions.
- Promote greater pupil independence and self-regulation.

5. Attendance**Judgement: Expected**

Attendance is monitored closely and managed strategically. Leaders understand attendance patterns and use data effectively to identify pupils at risk of persistent absence. Systems meet statutory requirements and are consistently applied.

While attendance remains slightly below national averages, leaders are proactive in addressing barriers. Pastoral support and strong partnerships with families and external agencies support improvement. Leaders recognise that persistent absence remains a priority area.

Strengths:

- Clear systems for monitoring and follow-up.
- Accurate attendance registers.
- Strong communication with families.

- Detailed attendance analysis.
- Effective pastoral support.
- Partnerships with external agencies.

Areas for Development:

- Persistent absence remains above national levels.
- Monitoring of part-time timetables requires tightening.
- Alternative provision attendance needs closer oversight.

Next Steps:

- Strengthen targeted interventions.
- Review and time-limit part-time timetables.
- Improve oversight of alternative provision.
- Promote a stronger attendance culture.

6. Personal Development

Judgement: Expected

Personal development is a strong feature of school life. Pupils benefit from a well-sequenced PSHE and RSE curriculum aligned with statutory guidance. Character education, leadership opportunities, and enrichment are inclusive and impactful.

Pastoral support is robust and responsive. Pupils feel safe, listened to, and supported. Community partnerships enhance pupils' experiences and cultural capital.

Strengths:

- Broad and inclusive personal development curriculum.
- Strong understanding of British values.
- Wide enrichment and leadership opportunities.
- Effective character education.
- Strong community partnerships.

Areas for Development:

- Careers education requires greater consistency.
- Not all vulnerable pupils access the full wider offer.

Next Steps:

- Map careers education more precisely.
- Track participation in enrichment more closely.
- Strengthen pupil voice in evaluating provision.

7. Inclusion

Judgement: Expected

Inclusion is developing securely. SEND provision has strengthened, with clearer systems and increasing capacity. Interventions are in place and beginning to show impact, though consistency remains an area for development.

Leaders are committed to inclusive practice and improving outcomes for SEND and disadvantaged pupils.

Strengths:

- SEND Learning Plans are embedded.
- EHCP provision has expanded.
- Range of targeted interventions in place.
- Inclusive classroom strategies support engagement.
- Staff confidence is improving.

Areas for Development:

- Early identification systems need refinement.
- Consistency in Learning Plan implementation.
- Monitoring of intervention impact requires strengthening.
- SEND outcomes remain below expectations.

Next Steps:

- Improve consistency through CPD and coaching.
- Strengthen early identification processes.
- Use SEND data to inform teaching more precisely.
- Strengthen parental communication and trust.

8. Achievement

Judgement: Expected

Achievement is improving, with clear strengths in EYFS and KS1. Phonics and GPS outcomes are strong. However, KS2 outcomes, particularly combined measures and disadvantaged pupils' attainment, remain below national averages.

Leaders are focused on improving curriculum alignment, teaching consistency, and targeted intervention.

Strengths:

- Strong EYFS starting points.
- Improving phonics outcomes.
- Improved KS1 attainment.
- Strong KS2 GPS outcomes.
- Early identification of pupils needing support.

Areas for Development:

- KS2 combined outcomes remain low.
- Disadvantaged pupils' attainment gaps persist.
- Writing outcomes lack consistency.
- Mathematical fluency in upper KS2 requires strengthening.

Next Steps:

- Refine teaching sequences in core subjects.

- Strengthen disadvantaged pupil strategies.
- Improve writing moderation and intervention.
- Embed arithmetic fluency teaching.

9. Early Years

Judgement: Expected

Early Years provision is a clear strength. Staff deliver an ambitious, well-sequenced curriculum that meets statutory requirements. Teaching is consistently strong, and children are well prepared for Year One.

Strengths:

- Strong early reading and phonics.
- High staff expectations.
- Well-sequenced curriculum.
- Strong foundational skills.
- Effective outdoor learning.
- Strong parental relationships.

Areas for Development:

- Further strengthen home learning partnerships.

Next Steps:

- Expand parent workshops.
- Embed formative assessment further.
- Strengthen transition into KS1.

10. Safeguarding

Judgement: Met

Safeguarding is effective. A strong culture ensures pupils' safety and well-being. Policies align with statutory guidance, and staff are well trained and vigilant.

Strengths:

- Embedded safeguarding culture.
- Fully compliant policies.
- Regular staff training.
- Strong governor oversight.

Areas for Development:

- None identified.

Next Steps:

- Maintain regular audits and reviews.
- Keep CPD responsive to emerging risks.
- Continue DSL supervision.