



PARKDALE PRIMARY SCHOOL

Learning to Love . Loving to Learn

School Self Evaluation Document 2021/22

School name:	Parkdale Primary
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Telephone	0115 911 0066
Twitter / Facebook:	@parkdalecarlton Parkdale Primary Community
Number on roll:	420
Local Authority:	Nottinghamshire
Last inspection:	July 2014
Overall grading at last inspection:	Good

SUMMARY JUDGMENTS

Key aspect	Judgement
Overall effectiveness	Outstanding
Quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Quality of Early Years education	Outstanding

Transform Trust MAT Data from School Census January 2021

Pupil Premium  Percentage of pupils eligible for Pupil Premium	17.38% Your School	22.15% National Avg.	50th Percentile
FSM  Percentage of pupils who are currently eligible for Free School Meals	16.19% Your School	17.7% National Avg.	64th Percentile
EAL  Percentage of pupils with English as an Additional Language	23.1% Your School	21.3% National Avg.	77th Percentile
Service Child  Percentage of pupils registered as a service child	0% Your School	1% National Avg.	1 p.p Below Average
In Care  Percentage of pupils registered as in care	0% Your School	0.8% National Avg.	0.8 p.p Below Average
SEN  Percentage of pupils with Special Educational Needs	9.52% Your School	14.55% National Avg.	23rd Percentile

Characteristics of the school: (local context)	<p>Parkdale Primary is a two form entry 4-11 school with a planned admission number of 420. The school is popular and is typically full to capacity with a substantial waiting list for admissions to all year groups. It is situated on the edge of the City of Nottingham, but is a Nottinghamshire County school. Increasingly large numbers of pupils (currently approximately 1/3 of the roll) reside in Nottingham City and are 'out of catchment'. The school converted to Academy status in July 2018 and became part of the Transform Trust. Pupils in the school are organised into 14 classes, two per year group from Reception to Year 6.</p> <p>From September 2021, the school will operate a Foundation One, planned capacity 39, for the first time.</p>
Vision of the school: (culture and ethos)	<p>The driving force behind all that happens at Parkdale is the shared aim of every child enjoying access to a stimulating and engaging education, developing both academically and socially and leaving us as life long, independent learners, who are prepared to play a positive role in society.</p> <p>Parkdale has a culture of high aspiration and expectation for each and every child, which enables our children to acquire knowledge, understanding and develop learning throughout the school. We are a school that strives to work in partnership with parents and families. We are open and transparent and we share information. We strive to create a learning community that extends beyond the perimeter of our site. We do everything we can to support families for the benefit of their children.</p> <p>We aim to fully develop any interests or talents that our children have, through the provision of a broad curriculum which values all subjects, the Arts and Sports. We will aim to provide as many enrichment activities and activity clubs for pupils as we can.</p>

	<p>We recognise that bullying can happen in any setting and have a zero tolerance approach to this. We have a clear Anti-Bullying Policy and a 'Charter' to which all staff and pupils sign up. Targets of bullying will be listened to and the behaviour of the bully will be addressed.</p> <p>The school has a 'values-led' approach to the curriculum. Alongside development of the shared Transform Trust values and 'British Values', the school has, following consultation with stakeholders, redesigned the curriculum to be driven by three core value sets: Environmental, Peace and Social Justice, Identity and Belonging.</p>
<p>Timeline of significance: Significant events in schools chronology (i.e. senior appointments)</p>	<p>September 2013: Appointment of current Head July 2014: OfSTED inspection July 2018: Academy conversion September 2019: SLT re-structure following secondment of Deputy within the Trust</p>
<p>Attainment on entry:</p>	<p>Typically well below expectation. The school does not have Nursery provision; children are admitted into Reception from a large number of private settings. Baseline data for the past 5 years has been no higher than 20% at age-related expectation in the prime areas. The school has repeatedly moderated this against other settings. The school's Speech & Language Therapist also conducts early assessments and typically finds an overall delay in language acquisition and a disproportionate number of children behind with this and/or with a communication concern. A significant number of children arrive in school with Special Needs which have not been identified or addressed in a previous setting.</p>
<p>Previous Ofsted recommendations and progress made since the last inspection:</p>	<p style="text-align: center;">Inspection dates 7–8 May 2014</p> <p>Overall effectiveness - This inspection: Good 2 Achievement of pupils Good 2 Quality of teaching Good 2 Behaviour and safety of pupils Good 2 Leadership and Management Good 2</p> <ul style="list-style-type: none"> • <i>Not enough teaching is yet Outstanding</i> – QA 2020-21 (Summer Standards Form) evaluates Teaching and Learning to be Outstanding in 8/14 classes, with the others all Good. • <i>Pupils are using their personal targets more in some classes and not all pupils are using their targets across all of the subjects taught</i> – • <i>The marking of pupils' work is not of a consistently high standard. Pupils are rarely given the opportunity to respond to teachers' feedback and improve their work according to the suggestions made</i> – marking Policy re-written as a set of 'non-negotiables', to include regular opportunities to respond to feedback, written and verbal. Evidence shows high level of pupil response at an age-appropriate level, including editing and revision of work throughout the curriculum. Pupils often work in immediate adult-led interventions to act on feedback. • <i>School needs to: direct the additional Pupil premium funding more effectively in order to successfully narrow the achievement gap between pupils</i> – Funding is used to employ a Pastoral Lead to address historically low attendance amongst PP children and to deal

	<p><i>with their wellbeing issues. There is a Pupil premium Advocate, who works directly on and supervises group and individual interventions. Funding is used to provide 1-1 tuition after-school and support involvement in extra-curricular opportunities. Gaps at KS1 remain, although the low number of pupils limit the significance of this (eg 7 in 2019). The majority of these pupils are ‘multiple-factor’ children; EAL, Summer Born, SEND. At KS2, progress for Disadvantaged pupils typically exceeds that for non-Disadvantaged and the gap is narrowed. There remains an attainment gap, especially at the higher levels although, again, low numbers (eg 4 in 2019) limit the significance.</i></p>
<p>Commentary on how the school meets the needs of all pupils including:</p> <ul style="list-style-type: none"> • Most Able • Disadvantaged • SEND and/or disadvantaged 	<p>Most Able: The percentages of pupils achieving the higher levels in individual subjects are typically higher than LA and national averages, often significantly so, at both KS1 and KS2. The percentages of combined (RWM) higher levels at both Key Stages is typically around or slightly above LA and National average. This remains an area to develop. Pupils in the higher prior attainment groups make good, positive progress from KS1 to KS2</p> <p>Disadvantaged – FSM6 pupils with no other barrier to learning (eg EAL or SEND) achieve broadly in line, often ahead of, non-Disadvantaged. Progress for all FSM6 is good, typically positive and greater than for non-Disadvantaged.</p> <p>SEND – Pupils with SEND make good progress. The school is thoroughly inclusive and ‘goes the extra mile’ to meet a variety of needs. Typically, pupils with SEND show positive progress from KS1 to KS2, often higher than non-SEND. Provision for children identified with SEND is personalised and levels of support, particularly from highly skilled TAs, are high.</p> <p>EAL – the school operates a programme of screening, monitoring and intervention, overseen by a Communication Lead. Provision is personalised and focused. The school buys into a package of weekly support from a Speech and Language Therapist. Typically, pupils with EAL make good progress and achieve comparably to other groups.</p>

QUALITY OF EDUCATION

The quality of education is:	Outstanding
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Curriculum	Intent	
The School's curriculum intent is strong. Teachers have a firm and common understanding of the curriculum intent	<ul style="list-style-type: none"> Senior Leaders have worked collaboratively to devise a vision of a values-based curriculum. This vision has been shared and further developed with teaching & support staff Consultation with parents, staff and Governors has been conducted to ascertain levels of support for a values-led curriculum. The curriculum is reviewed and evaluated termly for effectiveness and coverage. 	
Leaders adopt or construct a curriculum that is ambitious...This is either the National Curriculum or one of comparable breadth & ambition.	<ul style="list-style-type: none"> A new curriculum has been designed which links values, cultural capital, skills & knowledge at least to the level of the National Curriculum. National Curriculum statements still form the basis for assessment and delivery of this curriculum, but have been supplemented. Progression matrices for each theme and subject support ambition for outcomes. 	
The curriculum is coherently planned & sequenced...	<ul style="list-style-type: none"> The curriculum uses progressive ladders of skills, knowledge and attitudes and aims to build on prior learning. Matrices show the expected progression and sequencing. Subject leaders monitor this effectively. 	
Pupils study the full curriculum	<ul style="list-style-type: none"> There is no narrowing of the curriculum. Pupils from Reception to year 6 study the full curriculum. 'Foundation' subjects are fully delivered. Pupils receive at least the full entitlement of P.E, Music, R.E and Arts The two enrichment programmes (50 Things and T.E.D) ensure additional cultural capital and breadth of experience 	
The curriculum is adapted and developed to meet the needs of pupils with SEND...	<ul style="list-style-type: none"> The values-led curriculum is designed to meet the needs of pupils with SEND. Lessons are differentiated, adapted and support is in place for pupils who need it. A significant number of children in the school display needs in the area of SEMH. The curriculum is strongly focused around this. 	
Implementation		
The school's implementation of the curriculum is consistently strong	<ul style="list-style-type: none"> Observation, work scrutiny and the school's data show that children learn well and make good progress. Children are able to demonstrate the intended values. Children are well prepared for transition to Secondary school. Typically they are at or above expectation, show outstanding learning behaviours and character. 	
Teachers have good subject knowledge	<ul style="list-style-type: none"> Observation and analysis of planning shows that teachers have good knowledge and strong pedagogy. Systems are in place for teachers to research and learn and address any areas of perceived weakness. All teachers undertake independent and collaborative research and CPD. Support is available from Senior Leaders, Subject Leaders and the Trust. 	
Work given to pupils over time consistently matches the aims... is sequenced coherently... towards sufficient	<ul style="list-style-type: none"> The new curriculum maps show clear progression and building of skills and knowledge. Book analysis across the school shows clear progression and building of skills & knowledge. 	

<p>knowledge & skills for future learning & employment</p>	<ul style="list-style-type: none"> • A strong focus on communication and number skills supports future learning & employment • Learning values & behaviours are strong as evidenced in observation and pupil voice.
<p>Teachers present subject matter clearly, check understanding...</p>	<ul style="list-style-type: none"> • All observations highlight clear delivery. • Assessment for learning is ongoing and an integral part of all lessons. • Pre-learning and booster interventions are used effectively. • Lessons are seen to be re-shaped to meet pupil needs • Misconceptions are seen to be challenged and corrected.
<p>Reading is prioritised</p>	<ul style="list-style-type: none"> • From low baselines on entry, children typically acquire secure phonics understanding. Y1 screening test results are typically above National Average. • Considerable staff development has taken place around the teaching of Reading since one year of negative KS1-KS2 progress. • Reading is assessed regularly in terms of age related expectations and reading ages are tracked • Effective interventions are in place for pupils who fall behind expectations and the impact of these is carefully recorded. • Reading strategies are explicitly taught throughout the school • All classes read high quality texts and have prominent reading displays and reading areas • The school has invested in a significant, fully functioning Library
<p>... sharp focus on younger children's phonics & language</p>	<ul style="list-style-type: none"> • From low baselines on entry, pupils in Reception make outstanding progress in language, spoken & written • The Early Years team, supported by a bought-in Speech & Language Therapist, are experts in language development and have won a national award for this and a further accreditation of excellence (Challenge Partners)
<p>Teachers create an environment that allows pupils to focus on learning</p>	<ul style="list-style-type: none"> • Disruption to lessons is extremely rare • Observations show a purposeful atmosphere with pupils on task at all times • The environment celebrates achievements, models excellence and progress and supports learning with working walls.
<p>Impact</p>	
<p>The impact of the taught curriculum is strong Pupils achieve consistently highly</p>	<ul style="list-style-type: none"> • Pupils achieve highly – end of Key Stage 2 data is consistently above national averages on most or all measures • Low prior attainers and pupils with SEND make good progress • Pupils with complex and profound SEND and/or delay make good progress from their starting points, including in development of life-skills • The great majority of attainment indicators for sizable groups, including Disadvantaged and EAL, over the last 3 years are above National Averages. • Disadvantaged pupils at KS2 consistently achieve higher than national averages. Progress for Disadvantaged Pupils is typically higher than for non Disadvantaged. • In-school gaps between Disadvantaged and Other pupils exist and fluctuate, but are consistently smaller than national averages. • Significant ethnic groups consistently achieve well – above national averages for their group and for all pupils. • White-British pupils consistently achieve higher than national averages for their group and for all pupils. • Pupils with low prior attainment achieve in line with or slightly above national averages. • Boys typically achieve above national averages, for boys and for all pupils, but there is an attainment gap with girls in-school..

	<p>Pupils' work across the curriculum is of good quality</p>	<ul style="list-style-type: none"> • Pupils work is of a consistently high quality. Presentation and quantity are strong. • Pupil pride in their work is evident • Standards of writing in other subjects is high.
	<p>Pupils are ready for the next stage of their education</p>	<ul style="list-style-type: none"> • The large majority of pupils meet or exceed age related expectations in Reading, Writing and Maths • Pupils demonstrate good learning values and engagement • Local secondary schools have high attainment outcomes and former pupils contribute significantly to this. Significant numbers go on to higher education.
<p>Reading across the curriculum:</p>	<p>Reading is prioritised and high profile across the school. Assessment outcomes have traditionally been high and remain so. A dip in KS1-KS2 progress in 2017 led to a re-appraisal of the place of reading in the school, with greater emphasis on interventions and strategic teaching and modelling, especially in key Stage Two. Progress since this point has been strongly positive.</p> <p>Each class is expected to be sharing a high quality text, beyond the level that the children could access independently. Shared reading is adopted consistently, with adults modelling and guiding. Significant investment has been made in updating adult' skills in developing children's reading, with a whole-school approach based on the Reading Shed 'VIPERS'.</p> <p>All pupils have access at school and at home to Reading Shed.</p> <p>The new curriculum (Sept 2019) involves a high quality, challenging core-text and children read for information.</p> <p>Pupils are tracked rigorously for reading-age and book-band progression.</p>	
<p>Developing fluency, confidence and enjoyment:</p>	<p>A number of initiatives are in place to support reading at home and the pleasure of reading. A dedicated sub-section of the Literacy Team have direct responsibility for this. Each class teacher tracks and monitors home reading and displays/awards celebrate this. A number of events celebrate and encourage reading for enjoyment, for example in 2018 a day on which children wore pyjamas for 'bedtime' reading at school</p> <p>The school has a fully-functioning lending-library, which is well used by children and families.</p>	
<p>Phonics and early communication:</p>	<p>In Early Years and Key Stage 1, phonics teaching is rigorous and effective, with Y1 Phonics Screening outcomes typically at or above National averages. A significant number of pupils new to English make good progress and, if they do not pass the Screening test at Year 1, typically are secure within two years of admission.</p> <p>Communication is prioritised. Significant numbers of pupils enter with language delay and the school has identified this as a key area of work. A Speech and Language Therapist works in school one day per week, screening and intervening. The school won the <i>Communication Trust Shine a Light Award as Primary Setting of the Year</i> in 2017 for its work in this area and is accredited with an 'Area of Excellence' by Challenge Partners, largely for this. Progress in this area is rigorously tracked and is outstanding.</p>	
<p>Developing language and vocabulary:</p>	<p>The Speech and language Therapist runs interventions, such as narrative groups and focussed groups for pupils with delay and/or EAL following screening. Staff are trained (by the SLT) in assessment of and development of vocabulary.</p> <p>The <i>Word Aware</i> vocabulary building approach was adopted in Reception for 2018-19 and is being rolled-out into KS1 and KS2 in 2019-20</p>	

What are we doing for our lowest 20% readers (below ARE):	Pupils below ARE in Reading are identified and closely tracked. In Key Stage 1, the <i>Better Readers</i> 10-week programme is used effectively. Throughout the school, pupils who are below ARE in Reading received Teaching Assistant-led intervention and focussed teaching in lessons. Pupils who do not pass the Y1 Phonics Screening Test continue to be closely tracked and intervention groups are put in place.
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	2018	2019	2020*	2021*
GLD	75	73	76	68
Phonics	81	83	80	83
KS1 Reading	76	73	78	83
KS1 Writing	65	73	70	82
KS1 Maths	68	71	70	78
KS1 Combined	54	66	70	78
KS2 Reading	82	84	88	88
KS2 Writing	77	88	83	80
KS2 Maths	84	93	88	87
KS2 Combined	71	83	83	77
KS2 GPS	78	90	88	84

<p>Cultural Capital: <i>‘The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ Ofsted 2019</i></p>	<p>Cultural capital is having assets that give us social mobility. These assets are both tangible and intangible, as with skills and music taste; but importantly, they are not related to income, net worth, or any financial measure. Cultural capital falls into three categories: institutionalized (education or specialized knowledge), embodied (personality, speech, skills), and objectified (clothes or other belongings). Given these varied elements, cultural capital is difficult to measure objectively. Parkdale School aims to develop cultural capital through its values-led curriculum and development of the core values: collaboration, resilience, exploration, compassion, physical, moral and mental strength, enjoyment, creativity, innovation, equality and pride. These values form the core of Assemblies, behaviour management, rewards, celebrations and the curriculum. The Arts are highly valued – skills are taught in a co-ordinated, progressive way and achievements are celebrated. Singing and Music are a strength – the school has Music mark accreditation and provides specialist music teaching, with all pupils learning an instrument in Years 5 and 6. There is an active choir, who participate in numerous events locally and regionally. All year groups put on Assemblies and/or productions, so children are encouraged to talk to an audience and to act. Children learn about one another’s cultures and religions in RE, Assemblies and in generally classroom life. Children participate in traditional cultural events such as Remembrance Day, Easter Bonnet Parade, Christmas Service and Nativity. Local culture, geography and history is taught and celebrated in the curriculum, alongside global perspectives. Enrichment is a strength: pupils participate in a Trust-Wide programme of activities (<i>TED</i>) as well as a school-based one (<i>50 Things To Do before You Leave Parkdale</i>). These are specifically designed to develop cultural capital by means of experiences, many of which reinforce local identity and pride. The quality of PE is high, delivered by specialist coaches as well as teachers. Sporting activities proliferate: all pupils can access a range of clubs and the school fields highly competitive, often highly successful, teams in a number of sports from local/Trust up to regional and national level. There is a culture of mass participation, alongside nurturing of excellence. Pupils frequently engage in charitable events – local and national – often heling to organise activities via School Council and/or Transform Parliament.</p>
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Character and resilience:	<p>The School/Trust values are central to the daily life of the school and can be seen in the behaviour and attitude of the children. Visitors to the school typically note the good behaviour, manners and friendliness of the children. Older children are supportive of younger ones. Bullying and/or discrimination incidents are extremely rare. Attendance is high.</p> <p>Children show age-appropriate levels of resilience and those who find this difficult are well supported by the Pastoral Team.</p> <p>Children can talk about character and resilience and give examples of how it is demonstrated. The children’s work and behaviour typically embodies a sense of pride and positive character.</p>
Sources of evidence specific to curriculum implementation and impact of curriculum:	<p>Notts CC School Performance Handbook EYFS, EYFS Summary Dashboard</p> <p>Notts CC School Performance Handbook KS1, KS1 Summary Dashboard</p> <p>Notts CC School Performance handbook KS2, KS2 Summary Dashboard</p> <p>Notts CC School Performance Handbook Phonics</p> <p>DfE ‘Compare Schools Service’: Historic Data pre conversion ; current data, post conversion</p> <p>DfE Analyse School performance (ASP)</p> <p>School Tracking systems – ‘in-year’ data; reading age/book band tracking</p> <p>Class pages on school website (evidence of curriculum & enrichment)</p> <p>Speech & Language tracking data</p> <p>School’s curriculum maps and long term overviews</p>
Next Steps: To further secure Outstanding the following issues need to be addressed:	<ul style="list-style-type: none"> • To continue to raise the number of pupils achieving the higher levels by the end of KS2 • To address some performance gaps between boys and girls across the school, particularly in Literacy • To continue to develop the new curriculum, ensuring progression and acquisition of key skills/knowledge

BEHAVIOUR AND ATTITUDE

The behaviour and attitude is:	Outstanding	
The behaviour and safety of pupils are:	<p>Pupils behave with consistently high levels of respect for others</p>	<ul style="list-style-type: none"> • Prejudice based incidents are extremely rare. Where they do occur, they tend to be down to age-related misunderstanding are swiftly dealt with • Instances of bullying are extremely rare • Pupils interact with adults in a respectful and warm way which is frequently noted by visitors • Pupils show high levels of respect to visitors and this is frequently noted. • Positive pupil behaviour when off-site is regularly commented upon • Pupils are keen to support charities and worthy causes and do so frequently • Pupils show respect for one another’s beliefs and engage in celebrations of differing faiths. • School and Trust values are embedded and well known to children • Fundamental British Values are embedded and children can be seen to demonstrate them

	<p>Pupils consistently have highly positive attitudes and commitment</p> <ul style="list-style-type: none"> • Pupils show an enthusiasm for learning when observed in class. • Since the last inspection, a great deal of work on pupil independence has results in less passivity in lessons. • Pupils typically complete homework to a very high standard • Many pupils engage with additional learning through the various platforms offered for home use • Pupils in Key Stage 2 have high levels of engagement with additional tuition and boosters – many come in early or stay late voluntarily • Pupils understand and demonstrate the school value of resilience. Where pupils find this difficult, the Pastoral team offers support. • A number of pupils do extra jobs in school which require great commitment– School Council, Children’s parliament, Sports Leaders etc
	<p>Pupils feel safe, behave consistently well...</p> <ul style="list-style-type: none"> • A clear behaviour system uses detentions as sanctions – these are recorded and rare – typically fewer than 2% of pupils receive a detention in any given year. • Exclusions are rare. There have been two fixed term exclusions in five years. • Pupils report that they feel safe (Pupil questionnaire, School Council)
Sources of evidence specific to behaviour and attitudes:	<p>Attendance data and reports Behaviour logs (Detentions) Exclusion data Stakeholder survey outcomes Ethos and Values Statement School Council agendas and minutes</p>
Attendance and punctuality:	<p>Pupils have high attendance</p> <ul style="list-style-type: none"> • Attendance for the whole school is consistently above 96%. For 2018-19, this was 97% • For 2019 -20, with Covid X-coding, attendance remained at 97%. • For 2020-21, with Covid x-coding, attendance was 98.6% • Persistent absentees are well below National Average • Many children achieve 100% attendance in a year typically 30%+) • Attendance is closely tracked. Swift action is taken to address low attendance and the causes of it. • A number of systems reward good attendance
Exclusion data and effective re-integration:	<p>Exclusions are <u>extremely</u> rare. In the past five years, there have been 3 fixed term exclusions for 3 different pupils. All were successfully re-integrated and none of the 3 were excluded again subsequently.</p>
Next Steps: To further secure Outstanding the following issues need to be addressed:	<ul style="list-style-type: none"> • To improve Attendance for a small number of Persistent Absentees • To address the issue of punctuality for a small number of children who are regularly late

PERSONAL DEVELOPMENT

<p>Personal development is:</p>	<p>Outstanding</p> <p>The curriculum extends beyond the academic... including their spiritual, moral, social and cultural development</p> <p>The school consistently goes the 'extra mile...'</p> <p>The school's wider work supports pupils to develop character</p> <p>The school ensures participation in extra-curricular activities is high</p> <p>The way the school goes about developing character is exemplary and worthy of sharing...</p>	<ul style="list-style-type: none"> • The curriculum has been re-written specifically to support personal development of a set of values and attitudes. • A wide range of extra-curricular sporting and cultural activities supports pupils development – this include residential visits • All pupils undertake the Transform Enrichment Diploma' and additionally a programme of key traditional childhood activities, '50 Things To Do Before You Leave...' • A wide range of additional cultural experiences is offered, including trips and visits to local sites of cultural importance • Pupils are explicitly taught about their locality and cultural heritage • The curriculum includes provision for mental wellbeing, most recently expanded to include regular yoga and mindfulness • The school has a specialist Pastoral Team to deal with pupil wellbeing and social issues. • The range of activities on offer has expanded significantly - a wide range of sports is now supplemented by Music, Art, Drama, Cooking, Crafts, Science etc • Involvement in clubs is tracked and monitored. Almost all pupils access at least one extra-curricular activity • Disadvantage pupils are prioritised for involvement in activities and many are subsidised for them. • Pupils participate in a wide range of competitions and cultural events, frequently achieving at a high level. • The school recognises and celebrates achievements out of school. • The school actively promotes a healthy lifestyle – it offers the full entitlement of PE, clubs, a 'mile a day' etc
	<p>School provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens....</p>	<ul style="list-style-type: none"> • Pupils participate in the life of the wider community with events, visits and community action projects • The curriculum re-design features opportunities to engage in positive community action • The curriculum re-design focusses on being a responsible Global Citizen • The school actively encourages involvement in democracy with a highly effective elected School Council, participation in a Children' Parliament, Class discussion times etc • Regular charity fund-raisers, often organised by the children, support a range of causes from homelessness, refugees, the air ambulance, Children in need etc. • Visits and visitors ensure pupils meet a wide cross section of society – the elderly, disabled, blind etc • Pupils in Upper Key Stage Two undertake programmes of leadership, drug awareness, have been involved in workshops relating to knife crime etc • The school has strong links with the local Church and Mosques with regular visits to and from both. Similarities and common values are the feature of much RE and assemblies.

British Values	The School prepares pupils for life in modern Britain...	<ul style="list-style-type: none"> • British values are embedded and prominent. Children can explain and demonstrate them. • Assemblies promote the fundamental British Values alongside school and Trust ones • The curriculum is being re-designed around values
Equality	...by promoting equality of opportunity & diversity	<ul style="list-style-type: none"> • Equality and diversity feature prominently in the school's values and are celebrated and encouraged • The curriculum re-design focuses strongly on equality & diversity • Opportunity is equal for all. Girls sport is particularly strong. Involvement in school life by BME pupils is strong. • Prejudice based incidents are extremely rare
Relationship health and sex education:	<p>Pupils in all year groups participate in a programme of Relationship, Health and Sex Education. Parents are kept well informed with yearly updates on the content for their child's year group. This involves a chance to attend a meeting. There is the option for parents/carers to opt out of the Sex Education element, which is taken up by a significant number.</p> <p>The school is working with others in the Trust, as part of a working group, to develop a co-ordinated approach to the new statutory curriculum from September 2020.</p> <p>Statutory content has been delivered successfully since Summer 2021, adopting the SCARF programme. Year 6 continue to have the option for Sex Education.</p>	
Character education:	<p>The school curriculum is built around values and character. Assemblies are of a broadly Christian character, but make reference to similarities and shared values in other religions and belief systems. A local Reverend delivers a weekly assembly and a local Mosque representative does likewise. The school and Trust values around character are well embedded and demonstrated by pupils.</p>	
Children's mental health:	<p>The school is dedicated to the promotion of children's mental health.</p> <p>The Pastoral Team provides a suite of interventions and programmes to identify and support children with, or at risk of developing, poor mental health.</p> <p>The broad and balanced curriculum provides numerous opportunities for self-expression and to voice opinions. Expectations of pupils are high, but not unrealistic.</p> <p>A comprehensive programme of enrichment is designed to support a healthy, 'traditional' childhood experience.</p> <p>All teaching and support staff are trained to deliver a programme of Yoga and Mindfulness and this is part of daily life.</p> <p>Pupils are trained as Wellbeing Champions to support peers.</p> <p>Pupils are screened termly, using the internationally recognised Leuven Scales – outcomes demonstrate high levels of wellbeing and engagement, typically 98%+ at Expected or above.</p>	
Pupil Voice:	<p>There is a highly active School Council, with elected representatives from Years 2 to 6 and older pupils to represent Reception and Year 1. All classes have a system of message boards and weekly meetings to air views and opinions and to send these on to School Council if appropriate.</p> <p>The school is represented on Transform Children's Parliament by two elected Reps from Year 6.</p> <p>There is an annual survey of pupil feedback and any concerns arising from this are considered. There is follow-up for any pupil giving any negative responses. All are investigated and addressed.</p>	

<p>Preparation for next stage of learning/career guidance:</p>	<p>Transition is well organised, with children spending at least 2 half-days with their 'new' teacher in advance of each new school year.</p> <p>Pupils in Year 2 are well prepared for the transition into Key Stage 2 and show a good level of confidence and independence.</p> <p>The school engages with local Secondaries for Transition events to Year 6, starting with visits in year 5. Additional Transition visits are organised for pupils who it is felt will need them. Staff meet with Secondary colleagues to discuss cohorts and individuals, particularly where the pupils may have additional needs. Local Secondaries report back that pupils typically are well prepared and settle in well.</p> <p>The school's values-led approach aims to develop the personal and social skills and attitudes that will transfer to secondary school and adult life.</p>
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<p>Next Steps: To further secure Outstanding the following issues need to be addressed:</p>	<ul style="list-style-type: none"> • The school must continue to embed the enriched programmes, 'TED' and '50 Things...', tailoring these to meet local needs
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LEADERSHIP AND MANAGEMENT

<p>Leadership and management is:</p>	<p>Outstanding</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="357 949 644 1361"> <p>Leaders have a clear and ambitious vision...</p> </td> <td data-bbox="660 949 1546 1361"> <ul style="list-style-type: none"> • Senior Leaders have worked to develop a school vision, based on an agreed value-set. • This vision has been shared and consulted on with other staff and stakeholders. • Teaching and Learning expectations are high and clearly defined in a set of agreed non-negotiables • Inclusion remains at the heart of the vision and the reputation of the school for inclusive practice remains strong locally. </td> </tr> </table>		<p>Leaders have a clear and ambitious vision...</p>	<ul style="list-style-type: none"> • Senior Leaders have worked to develop a school vision, based on an agreed value-set. • This vision has been shared and consulted on with other staff and stakeholders. • Teaching and Learning expectations are high and clearly defined in a set of agreed non-negotiables • Inclusion remains at the heart of the vision and the reputation of the school for inclusive practice remains strong locally.
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<p>Governance:</p>	<p>Governors understand their role and carry this out effectively... Governors ensure the school fulfils its statutory duties...</p>	<ul style="list-style-type: none"> • Governors are well established and have a broad skill-set, which is audited. • Governors hold the Headteacher to account by means of regular visits, data captures and reports. The Headteacher is subject to rigorous and challenging Performance Management • Governors work collaboratively with other governing bodies in the Trust – eg on Performance Management • Governors know their statutory duties – The Equality Policy is reviewed annually, there is an Equality Action Plan and Equality Scheme in place. Governors understand and are trained in Safeguarding, Prevent, CSE etc • Resources are well managed – Governors receive regular financial accounts and have supported the Headteacher in progress towards a sustainable budget. • Governors regularly visit and monitor aspects of Teaching and Learning related to the SIP, as well as Safeguarding, Health & Safety etc
<p>Impact of external support (including Transform):</p>	<p>Leadership and staff engage strongly with Trust support. The school is held to account through termly, supportive Pupil Progress and Standards meetings at which targets and points for development are agreed.</p> <p>The CPD offer is taken up strongly. All staff access networks around subjects and phase/year group. Pedagogy and good practice is shared, resulting in a greater proportion of Outstanding teaching and learning.</p> <p>The Trust associates support the school in a variety of initiatives including most recently: the embedding of digital learning, which is now at a highly advanced stage; structuring of Maths lessons; long term planning of Literacy units; effective grouping of children (in Maths).</p> <p>The Deputy Heads work closely with Associates and the school’s Teaching and Learning Lead spends a day a week collaborating with Trust colleagues, bringing action-research led new initiatives back into school.</p>	
<p>Safeguarding – identify:</p>	<p>The school has a culture of Safeguarding...</p>	<ul style="list-style-type: none"> • Staff training and induction ensures all are aware of Safeguarding, e-safety, CSE, FGM, Prevent • There is a clear reporting system for concerns, including those about staff. • Records are complete and secure for all pupils who may be at risk • All visits and activities are risk assessed online or in-house. • A designated Pastoral Lead works with families to support the early identification of possible risk. • There is a clear reporting system for bullying concerns, known to children and families • There is a system of self-referral to the Pastoral Team and a ‘Worry Box’. • Monitoring of attendance is effective at identifying children at risk of becoming Missing in Education. • Children have strong relationships with staff and a voice in the running of the school

<p>Safeguarding – help:</p>	<p>The school has a culture of Safeguarding...</p>	<ul style="list-style-type: none"> • There is a clear reporting system for concerns, including those about staff. • There is a system of self-referral to the Pastoral Team and a ‘Worry Box’. • A designated Pastoral Lead works with families to support the early identification of possible risk. • The Pastoral Team offer a range of formal and informal interventions and programmes to support with behaviour and wellbeing. • There is a clear anti bullying strategy, known to children and families
<p>Safeguarding – manage:</p>	<p>The school has a culture of Safeguarding...</p>	<ul style="list-style-type: none"> • All statutory records and checks are in place. • The Single Central Record is up to date and checked monthly • All DBS checks are renewed on a 3 year cycle. All checks for eligibility to teach and work with children are complete. • All visitors are ID checked and asked to sign a declaration of understanding of Safeguarding basics. All wear badges, the significance of which is known to children. • The site is secure and regularly checked • Staff training and induction ensures all are aware of Safeguarding, e-safety, CSE, FGM, Prevent • Key staff have RPI training • Key staff and Governors have Safer Recruitment training • The Headteacher is the Designated Person for Safeguarding. 3 further staff (Deputy, SENCo, Pastoral Lead) are fully trained in this and have the role written into their job descriptions • There is a clear reporting system for concerns, including those about staff. • Records are complete and secure for all pupils who may be at risk • All visits and activities are risk assessed online • A designated Pastoral Lead works with families to support the early identification of possible risk. • There is a clear anti bullying strategy, known to children and families • There is a system of self-referral to the Pastoral Team and a ‘Worry Box’. • Monitoring of attendance is effective at identifying children at risk of becoming Missing in Education. • Equality and tolerance are core values with the intention of reducing the risk of discrimination, bullying or radicalisation. • Children have strong relationships with staff and a voice in the running of the school • Safeguarding updates and information sharing are a part of weekly briefings

<p>Workload and Wellbeing: <i>*Include your school staff survey results</i></p>	<p>Leaders ensure that highly effective & meaningful engagement takes place, issues are identified & dealt with</p>	<ul style="list-style-type: none"> • An annual staff survey is conducted by the Trust. Outcomes are analysed and acted on at a school level. • Leaders have engaged with a Trust-wide management programme, FED, and use the principles of this to engage others. • Leaders have worked on marking guidance and expectations to reduce teacher workload, whilst maintaining quality of feedback to pupils. • Leaders have listened to staff concerns about planning and have reduced the expectation of written short and medium term planning • Leaders are aware of staff wellbeing and have introduced a variety of new initiatives relating to this, including facilitation of mindfulness, yoga, improved staffroom environment • Formative assessment procedures, implemented with Assessment Without Levels, have been reviewed to reduce ineffectual workload
<p>Parental and local community engagement: <i>*Include your parent survey results</i></p>	<p>Leaders ensure that highly effective & meaningful engagement takes place, issues are identified & dealt with</p>	<ul style="list-style-type: none"> • Leaders engage with stakeholders – there is an open door policy, consultation with parents is high. Parent attendance at events and meetings is high. • Communication with stakeholders through written and social media means is at a high level.
<p>Continuous professional development:</p>	<p>Leaders ensure that teachers receive focussed and highly effective professional development. Leaders focus on improving teachers' subject, pedagogical and content knowledge...</p>	<ul style="list-style-type: none"> • All staff complete professional development reviews in which CPD needs are identified • All staff have access to the programmes and networks run by the Trust and the local authority. • Staff engage in a structured programme of pedagogical research and dissemination of new knowledge and skills to colleagues. • The resources of the Trust are effectively deployed to support teachers and middle leaders in addressing gaps in their skill or knowledge-base. • Training is matched to the needs of the School Improvement Plan as well as to the individual needs of teachers. • Subject and Phase Leaders are accountable for standards in their area – they conduct a programme of quality assurance, monitoring, reporting, improvement planning and budget setting.
<p>Sources of evidence specific to leadership and management:</p>	<p>Website: School Vision Statement, Curriculum pages, Class pages, Safeguarding Policy, Single Central Record, Training records, Induction records, Safeguarding documents for visitors, Health & Safety Survey, Trust Safeguarding Audit Curriculum Development Consultation Outcomes, Curriculum Plans, School Improvement Plans, Subject/Phase Leader Quality Assurance Outcomes Governors minutes</p>	

	Teacher's Weekly Planning, Marking & Feedback Policy, Transform Trust Staff Survey Outcomes, Stakeholder Surveys	
Next Steps: To further secure Outstanding the following issues need to be addressed:	<ul style="list-style-type: none"> To further develop the capacity of the Senior Leadership Team, particularly such that Assistant Heads play a greater role in maintaining and developing standards To further develop Governor presence and involvement in monitoring of standards To identify and develop potential new middle leadership for succession planning. 	
Anonymized performance management information:	<p>Teaching and Support Staff have annual Performance Management with objectives set around school improvement priorities and personal professional development.</p> <p>For 2018-19, 2 members of teaching staff were deemed not to have met agreed objectives, so that pay progression was not forthcoming. No teachers were deemed not to meet the relevant Teacher Standards.</p> <p>For 2019-20 and 2021-21 all teachers met relevant Standards and, in each year two members of staff did not progress to the Upper Pay Scale, having not demonstrated meeting the standards for that.</p> <p>All Teaching and Pastoral Support Staff undergo annual performance management.</p>	
EARLY YEARS		
The effectiveness of provision for pupils in Early Years is:	Outstanding	
The achievement and attainment of pupils in EYFS is:	Outstanding	
Reading:	<p>The school's approach to early reading and the teaching of synthetic phonics is systematic & effective...</p> <p>Staff are knowledgeable about how to teach synthetic phonics...</p> <p>Staff read to children in a way that engages them</p> <p>Children use their phonics to read accurately</p>	<p>An effective Phonics teaching programme (Phonics Bug) is used, alongside other high quality resources. Staff are well trained in the delivery of Phonics.</p> <p>Pupil acquisition of synthetic phonics is closely monitored and interventions planned accordingly.</p> <p>Pupils typically go on to achieve higher than national average in Y1 Phonics Screening.</p> <p>Observation of phonics lessons shows that they are systematic and well planned.</p> <p>Children read books at an appropriate level of their phonic understanding.</p> <p>Staff provide opportunities for parents to learn how to help their children read through workshops, drop-ins and literature.</p> <p>Themes are exciting and engaging. Staff are creative in making reading relevant and real</p> <p>From low starting points, children achieve well, broadly in line with national average and typically going on to exceed by Year 1.</p>

Standards of Attainment:	Most children achieve Early Learning Goals	From well-below average baseline data, the percentage of pupils achieving GLD is typically around or above national average.
	Children develop their vocabulary and understanding of language	The school tracks and maintains detailed data in this regard. From low starting points, children make good, accelerated progress.
Commentary: EYFS	Leaders adopt a curriculum that is ambitious...	The curriculum is engaging and tailored to children's needs and interests.
	The curriculum provides no limits or barriers...	The same process for curriculum development as for other phases of the school is adopted. The curriculum is values-led and focusses strongly on cultural capital.
	The curriculum is inclusive and values-driven. Staff show high ambition for all pupils.	Data shows that pupils from all backgrounds achieve good progress from starting points.
	The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for the rest of their schooling	Pupils typically go on to exceed national expectations by KS1 or KS2, making good progress from their Early Years starting points.
	Over time, children achieve consistently highly	Whilst GLD is typically around or slightly above national average, pupils make strong progress from low starting points.
	For some children with high levels of SEND, their curriculum is designed to be ambitious and meet their needs.	A number of pupils with complex special needs and developmental delay have a personalised, tailored curriculum. A nurture facility is available, with the intent of integration into the class environment as much as possible
	Children are highly motivated and eager to join in. They cooperate well...keep trying hard.	Observation of pupils shows high levels of independence and cooperation.
	Children show good levels of resilience and understand what this means.	Attendance is typically over 96%
	The sharp focus on ensuring that children acquire a wide vocabulary	Staff are strongly focussed on speech and communication. The setting has won a national award in this respect recently.
Implementation		
Children have the opportunity for meaningful learning	Adult led lessons are meaningful and purposeful.	
	Child-led activities are well planned, well supported and promote new learning and consolidation.	
	The curriculum is broad and engaging	

	across the intended curriculum	
	Staff are knowledgeable about the teaching of mathematics and ensure that children have sufficient practice to gain fluency.	Staff access a variety of training and pedagogical research relating to Maths. Adult led activities are purposeful and there are opportunities in the environment to support new learning and embedding of fluency. An area of the free-flow space is dedicated to number and the activities on offer change regularly.
	Staff create an environment that supports an ambitious, coherently planned curriculum	Following considerable recent redevelopment, the environment is engaging and stimulating. Staff focus on creating a 'communication friendly, text rich environment'. The outdoor provision is attractive and appealing, offering purposeful, supported activities from which to choose. The environment encourages independence and resilience.
	Teaching is designed to help children remember long term... and to integrate new knowledge...This is well checked...	Teaching is progressive and builds on prior learning. Children are able to demonstrate recall of previously learnt skills and knowledge and apply this independently in their own activities. Assessment is rigorous and staff have a clear understanding of individual children's progress and needs. Assessment is unobtrusive and does not impact negatively on staff or children.
	Staff give clear messages about why it is important to eat, drink, rest, exercise...	Health and personal development forms a core part of the curriculum. Children are active and engage fully in PE lessons with a specialist coach. Baseline fitness data shows that children are above average in this respect.
	Leaders provide effective support for less experienced or skilled staff	A strong, specialist team has been developed. Two Teaching Assistants have been supported in acquiring EYQTS A Speech & language Therapist supports staff weekly New staff working with the pupils with most complex needs have been well supported in setting up provision, by bringing in support from the Trust.
	Impact	
	Children demonstrate positive attitudes...	Behaviour is Outstanding. Pupils show independence and care for one another. Attendance is typically above 96%. Children are aware of the school values and can demonstrate them. Incidents of disruption or negative behaviour towards others are rare. Children enjoy yoga and other mindfulness activities.
	Children have the necessary foundations for the rest of their schooling	From low starting points, cohorts typically go on to exceed national averages by KS1 and KS2. Behaviour remains Outstanding throughout the school, testament to the foundations laid in Early Years.
Next Steps:	To further secure Outstanding the following issues need to be addressed:	
To further secure	<ul style="list-style-type: none"> • <i>To embed the re-designed curriculum and further refine it as necessary</i> • <i>To raise the profile of Mathematics in the setting and further develop displays and resources</i> 	

Outstanding the following issues need to be addressed:	<i>To develop practice such that a greater proportion of children achieve Exceeding statements for ELGs</i>
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