

## Key messages

### Curriculum: Refer to Subject Leaders Deep dive

Leaders are confident in many aspects of the curriculum delivery across the school. In Reading and Writing, there is evidence to show that roughly 85%+ of pupils make expected progress over the course of the year.

Average % of pupils meeting ARE in:	ALL	PP	SEND	SUMMER BORN	BOYS	GIRLS
Reading	71%	67%	38%	70%	72%	68%
Writing	68%	61%	33%	65%	64%	72%
Maths	74%	71%	42%	71%	75%	74%

The curriculum offer we feel is broad, ambitious and meets the needs of all learners.

Pupil Premium and SEND children perform well compared to national comparisons.

Year 2 are the identified cohort whose attainment is below other cohorts: this was evident from the lower Phonics % in Year 1. There are interventions in place to raise their attainment (tutoring, phonics groups- refer to PPMs).

PPMs help teachers identify those pupils who are not making progress (especially PP/SEND) and we plan for interventions and support to raise their attainment. The Pupil Provision map is regularly updated.

There are strong links between subjects, communication with stakeholders (notably parents), links beyond the community and opportunities for enrichment (refer to audit: 10/11 subject leads felt that these were a strengths).

However, assessment and evidence of curriculum impact scored less well. Refer to Leadership.

### Actions

- We have identified some INSET training for Computing, DT and Art.
- Developing a Curriculum and Assessment lead to co-ordinate improvements.
- Regular leadership audits to ensure monitoring, and agreed actions for improvement are systematic.
- Identified support for key children/cohorts needs to be reviewed after the next cycle of assessments.

### Behaviour: Refer to parents and pupil surveys

There is evidence from Governing Body learning walks, lesson observations and the reduction in school exclusions, that behaviour continues to improve. The pupil survey shows that high % of pupils agree 'MOST children behave well' in lessons (95%) and around school (93%). Parents stated that behaviour was generally good (graded 4.14/5.0).

There has been improvement to the school environments with a playground project, supporting better playtimes.

The computing lead has identified some key training around e-safety.

Attendance is currently 93.3% which is below pre-Covid attendance (NAT 93.7%). Persistent absenteeism (10% absence or more) at our school is 17.48%- (NAT 19.2%).

### Actions

- To continue to monitor those poor attending families, offering support and challenge.
- To complete the pupil surveys with feedback from KS1 and FS in some capacity.
- To analyse the responses and take action to key areas of development.

### Personal development: Refer to parents and pupil surveys

Parent/pupil surveys recognise there are positive behaviour practices at our school. 93% of children were happy in school, with parents grading it 4.61/5.0. 93% of children feel safe in school, graded 4.48/5.0 by parents.

We have a host of visitors who have enhanced the curriculum and pastoral engagement. Road Safety awareness, mini-police supported by the PCSO, Pete the Poet (equality awareness), library service/author (Book Week), Crimestoppers, linked to a Tacchi Morris performance as well as host of school trips (local library, Police HQ).

Playground leaders have run clubs for KS1 and KS2 pupils to provide sporting opportunities.

Pupils are engaging and welcoming (as noted by the GB visits) and help support through a range of opportunities- mini-police, surveys, school council fund-raising opportunities, active engagement in whole school focus weeks.

Monitoring (lesson observations, GB walks) shows that pupils are attentive in lessons and active in their learning.

Pupils are taught safe practices online regularly in assemblies, Safer Internet day and the Jigsaw/RSE programme. Safeguarding is a regular meeting agenda item and we have completed our 175 audit with no current actions.

## Actions

- To develop further the role of the school council to involve the whole school.
- To book an NSPCC visit for 2023.
- More whole school focus weeks- Arts Week, STEM etc.

### Leadership: Refer to parents and pupil surveys

Over the last year and a half, we have had a rolling programme of support for each subject lead. Groups meet 1-2 times a half term, looking at auditing the priorities for each subject. We have started to review the outcomes of this work. In the summer term, a consultant (Steve Johns) will review the progress made with leaders.

Our subject review shows there are strong leaders across the school, many of whom are experienced. In these subjects, provision is generally much more established. Newer lead roles have identified ways in which the school can better support their practice, to make the monitoring of their subject more systematic.

Communication is better since last inspection through: active social media (FB/Instagram), active Youtube site, new-ish website, ParentMail, key phase newsletters and more regular newsletters. This was in response to a parent survey. A variety of Parent surveys show that there are regular mechanisms to gauge parental views.

In the Spring term, we led an INSET around supporting and improving mental wellbeing of the staff with a number of key actions for the short and long term: e.g. TA meetings reinstated, social events.

The GB undertakes regular learning walks and there are subject link reports shared at GB meetings regularly (eg English, Maths, SEND, Safeguarding, PP). The GB hold the school to account (as evidenced in minutes) and provide support for the hard working school team.

The key areas for development are:

- Formalising how teacher assessments record their formative assessments in some foundation subjects.
- Measuring the progress and impact of the curriculum delivery is not signposted clearly in some subjects.
- There are some subject leads who may benefit from 'buddy'-ing with other leaders for support.
- Monitoring in some subjects is regular and systematic. Some are not as regular, and need to be.

## Actions

- Leaders in Curriculum and Assessments need to be appointed to offer a more systematic curriculum/assessment offer. The monitoring/assessment overview needs refining to include every subject within an annual cycle.
- Key Leaders have identified what support is required.
- In the short term, we could have a lesson every unit to consolidate/test learning with an end-of-unit 'quiz'.
- There will be termly work moderation sessions, beyond core subjects.
- The computing lead will provide a training sessions on e-safety in light of the parent survey.
- The GB to continue to provide challenge/support to the leadership team- leaders to feedback at GB meetings.

### EYFS: Refer to parents and pupil surveys

Teachers ensure that the early year's environment is well organised and managed to provide an enticing, enriching and vibrant provision for the children.

Teachers in the early years introduce and rigorously follow Read, Write Inc.

Staff use accurate assessment information to plan the next steps for children. Parents are also included, and some contribute through the school's preferred online reporting (Tapestry).

Baseline information is used effectively to set early goals for all pupils, and outcomes in 2022 were in line national expectations (71% GLD).

The FS leaders have worked hard to ensure all leaders across the school have a secure understanding of where NC subjects fit in with the EYFS curriculum framework.

## Actions

- Identifying and developing motor development from start.
- Identifying through gap in speech and language.
- Curriculum development- deepening staffs understanding of the big picture.