

Hampton Hargate Primary School



School Self Evaluation 2021-2022

Version date: Friday, 25 November 2022

Hampton Hargate Primary School
Hargate Way
Hampton Hargate
Peterborough
PE7 8BZ

Tel: (01733) 296780

Email: office@hampton-hargate.peterborough.sch.uk

Headteacher – Andy Lyons

Deputy Headteacher – Sarah Moss

Assistant Headteacher – Amanda Christophi

EYFS Lead – Beki Arora

KS1 Lead – Roxanne Wilding

LKS2 Lead – Julie Wilmot

UKS2 Lead – Duncan Milner

EYFS/KS1 SENDCo – Emma Porter

KS2 SENDCo – Amanda Christophi

DSL – Andy Lyons / Amanda Christophi

DDSL – Emma Porter / Roxanne Wilding

Contents:

	Page No.
Introduction and contextual information	2
Current information, improvement priorities and vision	3
Quality of education	4
Behaviour and attitudes	7
Personal development	10
Leadership and management	13
Effectiveness of the Early Years provision	16
Overall effectiveness	21
Spiritual, moral, social and cultural development	22
Provision, awards and successes	23

Introductions and contextual information

Hampton Hargate Primary School is a three-form entry primary school located in the township of Hampton, to the south of Peterborough. The school opened in 2000 with 60 pupils and has rapidly grown to its current roll of 630 pupils. There are three classes in each year group. The school reached its capacity as a full three form entry school with pupils aged 4 – 11 in Sept 2014.

In spring 2018 we achieved an Academy order from DfE. We had an application complete to apply to run a new Free School with a proposed start date of Sept 2020 to enable our school and the new Free School to create a MAT. We had worked successfully with the New School Network and advisor and had an approved, completed application ready for submission. We didn't enact the academy order as the Free School was cancelled at very late notice and the land developer sold to commercial developer rather than residential. We considered the benefits in terms of the children and our school to continue with the conversion to academy status but our view was that it would be detrimental to our pupils and school community with little or no benefit.

Contextual information about the school

The pupils who attend Hampton Hargate Primary School are drawn from a mixed catchment area within the local community. Social deprivation indicator is 0.15 compared to 0.21 nationally (See details in table below)

The current Headteacher took up his post in September 2008 and has seen the school through a period of expansion including a major building project which was completed in September 2011 and the growth from 2 form to 3 form. The school has an effective senior leadership team consisting of the Headteacher, Deputy and Assistant Headteachers and four KS team leaders (EYFS, KS1, LKS2, UKS2).

• Number of pupils on roll	631
• Percentage Ever6 FSM	18.4%
• Percentage of pupils who have English as an additional language (EAL)	28.3%
• Children with SEND	12.5%
• Percentage of pupils who have special educational needs (SEN) and/or a disability (exc. EHCPs)	10.3%
• Percentage of SEND pupils who have EHCPs	2.2%
• Number and percentage of LAC (adopted) and PLAC (Post Looked After)	0.8% (6 pupils) 0.3% (2 LA) 0.6% (4 PLA)
• Minority ethnic groups	54.8%
▪ Indian	7.9%
▪ White European	7.7%
▪ Black African	5.8%
▪ Pakistani	4.5%
▪ White Eastern European	2.2%
▪ Any other White Background	2.6%
• Deprivation indicator compared to national percentages	0.15
• School attendance figures school year 2018 – 2019	96.5%
• School attendance figures school year 2019 – 20 th March 2020 (prior to lockdown)	95.8%
• School attendance figures school year Sept 2020 to Dec 17 th 2020	96.0%
• School attendance figures school year 2020 – 2021	95.7%
• School attendance figures school year 2021 – 2022	93.4%
• Proportion of pupils who have attended our school continuously. Mobility factors.	84.0%

Table updated 18th Nov 2022

Our Attendance Lead liaises regularly with the LA Attendance Officer to follow up any specific attendance issues and this has had positive impact on attendance.

Local Partnerships

Our school is part of a (immediate) local cluster of 7 schools. We work together to support and share good practice, consider opportunities for joint CPD or CPD through Teaching School. We facilitate school visits across the cluster which involves subject leader meetings/visits as well as lesson visits/observations of teaching styles.

Staffing

Staffing within our school remains quite constant. Staff generally stay for a long time as they explore middle leader opportunities. Some teaching staff have started as NQTs and progressed to SLT and then moved to Headship or teach abroad. We attract high numbers and good calibre applications for teaching and TA staff.

The Headteacher is a National Leader of Education (March 2016) and works with school identified by the DfE and Teaching School Council who are eligible for School Improvement Support both in and out of Peterborough. He also carries out Pupil Premium Reviews.

Teaching School Status

Hampton Hargate Primary School achieved Teaching Status and National Support School in March 2016. We are now part of the Teaching School Hub.

Governance

Our school has a strong, proactive and challenging Governing Body with significant strengths and experiences. These include:

- linked governors to subject areas which includes regular meetings to discuss priorities, objectives and impact
- experienced members
- strong representation of parent governors
- fully involved in the development of the school aims and ethos
- determination to challenge and explore what senior leaders present and share

The governing body is a strength. They are also actively involved with whole school priorities, subject leader meetings, discussions and views of pupils and attend presentations from subject leaders across the school.

Fixed term suspensions

2017 – 18	Autumn 2017: 0	Spring 2018: 0	Summer 2018: 0	Full school year 2017 – 18: 0
2018 – 19	Autumn 2018: 4 (1 pupil)	Spring 2019: 2 (2 pupils)	Summer 2019: 4 (4 pupils)	Full school year 2018 – 19: 10 (5 pupils)
2019 – 20	Autumn 2019: 0	Spring 2020: 1 (1 pupil)	Summer 2020: 0	Full school year 2019 – 20: 1 (1 pupil)
2020 - 21	Autumn 2020: 4 (1 pupil)	Spring 2021: 1 (1 pupil)	Summer 2021: 7 (5 pupils)	Full school year 2020 – 21: 12 (5 pupils)
2021-22	Autumn 2021: 4 (3 pupils)	Spring 2022: 0	Summer 2022: 0	Full school year 2021 – 22: 4 (3 children)
2022-23	Autumn 2022: 1 (1 pupil)	Spring 2023:	Summer 2023:	

Updated 21st Nov 2022

Permanent exclusions

School year 2017 – 2018: 0

School year 2018 – 2019: 1 permanent exclusion in summer 2019. (First since school opened in 2000)

School year 2019 – 2020: 0

School year 2020 – 2021: 0

School year 2021 – 2022: 0

School year 2022 – 2023: 0

Year Group information

	Boys	Girls	SEND	EHCP	EAL	FSM
YR	37	52	18	6	27	10
Y1	56	34	11	0	18	11
Y2	47	42	8	1	31	20
Y3	48	42	11	3	29	21
Y4	55	35	10	3	26	16
Y5	39	53	12	0	28	18
Y6	50	40	9	1	19	20
total	332 (52.6%)	298 (47.3%)	79 (12.5%)	14 (2.2%)	178 (28.3%)	116 (18.4%)

Updated 9th Nov 2022

Current school improvement priorities (areas of development)

- Continue to focus high quality teaching on closing gaps for FSM pupils compared to our Non FSM pupils in school in addition to them achieving as well or better than FSM Nationally and all pupils Nationally
- Ensure all staff are setting appropriate, challenging targets to enable SEND children to make their expected progress therefore raising standards.
- To further ensure that key vocabulary is a focus across school and taught across the curriculum areas
- To ensure that writing outcomes for all year groups (esp focus on Yr2 & Yr6) achieve at least expected standard
- To further develop and extend our Greater Depth Writing opportunities across school
- Covid has impacted writing standards across school. Therefore, we will develop the stamina of children when writing at length across the curriculum through outstanding and high-quality teaching and learning opportunities.
- To further develop and extend our Greater Depth Reading opportunities across school
- Build (and reform) further links with local schools for moderation.
- Continue the collaborative in-house moderation and challenge to provide/ensure support and guidance for all staff
- *Mental health and wellbeing (pupils and staff) – providing opportunities both within and in addition to the curriculum offer to support mental health and wellbeing, to enable pupils to maintain engagement in learning and receive opportunities for support as required*

The vision headlines for our school

- At Hampton Hargate Primary School we are committed to the academic, personal, social and emotional development of all of our pupils.
- We create an engaging environment where successful and inspiring teaching, enthusiastic learning, tolerance and mutual respect towards others is valued above all else.

Quality of education	Self evaluation grade:	1
-----------------------------	-------------------------------	----------

Key strengths:	Secure this further:
<ul style="list-style-type: none"> • Strong, experienced senior leaders • Phonics KS1 consistently above Nat. • Attainment outcomes remain high and above average in all areas – EYFS, Y1 Phonics, end of KS1 EXS+ and end of KS2 EXS+ • Quality of teaching and learning including outcomes across school. • Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge. • Subject leadership (Including SLEs through Teaching School Hub). • Subject leaders attending local network meetings to share and gain good practice. • SEND identification of and provision is robust • Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support. • Nurture provision - enhanced by Family Support worker • Enrichment opportunities to extend and widen our curriculum offer. • ECT provision is robust and supportive 	<ul style="list-style-type: none"> • Further develop the support and CPD in place for new subject leaders or new to role to ensure equipped with skills, knowledge and expectations to lead effectively. • Embed the consistent approach to reading across the school including high profile and importance of reading as part of the curriculum. • Challenging but realistic target setting for SEND pupils based on their starting points and the individual's identified need. Not allowing SEND to be used as a justification for lower outcomes. • Continue to develop and extend opportunities for GD writing to further improve progress across school to ensure outcomes at end KS2 demonstrate above average progress • Ensure that all subject leaders have opportunity to develop skills, CPD and to shadow experienced leaders within school and other schools appropriate.

Statement from Grade Descriptor [Good]	Evidence		
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.	Completed a full curriculum review. Subject leaders, class teachers and SLT and included the needs and interests of our school's pupils and their starting points. Subject leaders lead pupil discussions to obtain pupil interests which fed into the curriculum review. All our pupil groups (inc SEND, EAL and disadvantaged pupils) are provided with same expectations and opportunities to ensure they succeed across their curriculum. We do not allow learning needs to be a barrier or excuse for low expectations or less than ambitious challenge. Researched a variety of curriculum schemes, maps etc and adopted elements which would benefit our school. This draft was developed and expanded further with all teachers and subject leaders who ensured matching with National Curriculum coverage as well as enhancing the 'irresistible' learning opportunities and experiences for our pupils. This is also based on their starting points, prior learning and experiences. Prior to the new SIF we had always aimed to provide a rich, broad curriculum which engaged pupils and offered a wide range of learning experiences and opportunities. The curriculum review provided opportunity to further enhance our offer.	9 12 13 15 29 30 31 37	
The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.	Following covid, SLT worked with subject leaders and team leaders to review that curriculum offer and ensure that what was being delivered/provided, met need, reflected broad curriculum (and not just maths and English). When families were unable to access online, we provided hard copy work to ensure engagement was maintained. When lockdowns were removed and children returned to school, SLT again worked with subject leaders and team leaders to make amendments to curriculum planning to broad and balanced coverage in addition to subject/learning which had fallen behind or where gaps in learning had been identified. This was evidenced in changes to the curriculum overview documents which are provided online to parents to illustrate changes to the 2 year cycle. These changes were indicated in red. Our whole school curriculum is constantly reviewed and developed to meet needs and learning styles/interests of all pupils. These changes come about from team meetings, progress meetings, SLT, pupil discussions etc. Mental health and wellbeing has had an even greater focus since covid and continues to do so as priority for school.	9 42 51 52 55 56	
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	All subject leaders reviewed the knowledge and skills progression for all subjects from Reception to Year 6. Subject leaders worked with Team Leaders to ensure that knowledge and skills are taught effectively through all topic areas for all pupil groups. There are now clear subject curriculum maps for all subject areas. Discussions held at staff mtgs and SLT reflected in minutes. Opportunities to explore and prepare for next steps in education and 'real life' are incorporated and planned for effectively across the curriculum. Opportunities include, visits from and working with local businesses in school; Careers Week to inspire all groups of learners on employment and opportunities and options for the future, parent & community talking about their career development and how they achieved this, including reinforcing the importance of reading, writing, maths skills as well as broader curriculum knowledge.	9 10 12 13 15 17 20 21 22	23 24 25 29 30 31 37
Pupils study the full curriculum; it is not narrowed. A broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.	<i>In addition to the two sections above....</i>	6 9 10 11 12 13 15 17 20 21	22 23 24 25 26 29 30 31 37
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	SEND children have individual coordinated plan which clearly demonstrates how the curriculum will be tailored to meet their needs, the potential barrier they may encounter and how skills they need to develop to access and succeed across the curriculum. SENDCos work closely with all stakeholders to ensure effective communication, resources available and all outside agencies are working together to support the child.		

<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Challenge and differentiation are identified in all aspects of planning and is evident and monitored termly in book scrutiny, lesson observations, pupil discussions. We have a consistent approach to delivering sequenced curriculum starting with whole school curriculum maps, medium term planning, weekly planning and, where appropriate, individual leaning/lesson plans. Some pupil groups including SEND may have more individualised planning.</p>	<p>12 33 13 34 15 35 16 46 17</p>
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>	<p>Evidence in planning, pupil books, teacher discussions, classroom environment. Opportunities to attend and participate in CPD and school INSET. Support provided from all subject leaders to all staff including new staff/NQTs to ensure all are confident and clear delivering the curriculum. Use of subject strengths of individuals to support and model and share good practice across the school. Opportunities for all teachers to work together with planning, delivering the curriculum. This includes opportunities to work with other schools for teachers and subject leads to explore and observe outstanding teaching and learning opportunities. Through our Teaching School, SLEs (inc. our own SLE staff) lead and support through network meetings, visits, collaboration and current changes and initiatives within their subject area.</p>	<p>13 36 15 41 16 42 18 43 27 44 29 45 30 32</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupil understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond adapt teaching as necessary without unnecessarily elaborate or individualised approaches</p>	<p>All teachers have clear learning intentions and outcomes within their planning and learning expectation which is shared with pupils consistently across the school and evidenced in books, classroom environment and pupil discussions. A variety of assessment for learning opportunities are used across the school to monitor pupil learning and understanding and address misconceptions as they arise. Marking offers next steps for pupils and identifies areas to inform teacher planning and future learning. All adults provide timely interventions to address pupil's needs. Teachers are confident in addressing misconceptions both in lessons and adapting future planning/.</p>	<p>8 32 13 33 15 36 16 41 18 42 21 43 27 44 29 45 30</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>We have designed the Curriculum to enable each subject to be a continuation of skills and knowledge to ensure that the 'sticky knowledge' is revisited, extended and developed year on year. Teacher assessment and more formal assessment is used to identify gaps and inform planning.</p>	<p>9 42 51 52 55 56</p>
<p>Any remote education is well integrated within course(s) of study and is well designed to support the wider implementation of the school's curriculum.</p>	<p>Covid Ofsted Support Visit carried out November 2020</p>	<p>9 42 51 52 55 56</p>
<p>Teachers and leaders use assessment well. For example, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Assessment for learning - is used effectively within lessons to identify children who need further support or challenge to be secure in the area of learning. Marking further identifies gaps or misconceptions which feeds into next planning and teaching. This may also identify children who form a focus group as part of their next steps. Teachers use formal & informal methods of assessment to identify next steps for all pupils. We do not rely solely on written, formal assessments to inform and identify pupil learning. Formal assessment across school is only carried out termly but reviewed when necessary by teachers and team leaders to ensure that all pupils are making appropriate progress.</p>	<p>16 17 18 39 40</p>
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Teachers create a positive, nurturing and supportive environment where pupils thrive and develop their love of learning and resilience. Resources are available for pupils. We operate an 'open door' policy which allows and encourages parents to work with the school and class teachers to address worries, issues difficulties immediately. We offer 1:1 and small group work for pupils identified by school or parent to support their emotional well-being. We create safe spaces within the classroom and throughout the school to support and provide emotional support to enable to reintegrate back into a classroom environment. The child is always at the centre of everything we do in school to ensure that their learning and emotional needs are met. Our teaching does not rely solely on any tailored scheme or text book. This allows teacher, subject leaders and support staff to draw out the most appropriate and effective elements and resources to best fit the needs of the lesson and the pupil/s. Our curriculum progression mapping of all subjects for skills & knowledge form the basis of all planning to build upon prior learning and develop skills for future learning and next steps.</p>	<p>12 13 15 19 27 32 35 40 46</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<p>Reading has always been a high profile priority and element of our curriculum from Rec to Year 6. Prior to children starting our school we engage with pre school settings and with parents to outline the expectations and vision for reading. We have a consistent approach to the teaching of reading from Rec to Yr6. Key reading skills are introduced in Rec and further developed throughout the school. Timely interventions, including our ECaR teacher, ensure that pupils who at risk of falling behind or starting at a lower starting point, are identified and give access to appropriate support and opportunities. We foster a love of reading through a variety of events and opportunities including the Book Bus, Bedtime Stories, Reading Buddies, Roald Dahl days, book related 'Wow' days. We work closely with parents to monitor the frequency of reading at home. Across the curriculum, reading skills are developed further through research, texts, online resources, visits to the library, visits from authors into school. Over the last 2 yrs there has been significant CPD for all teaching and TAs on the teaching of reading across school. Senior School Improvement Advisors carried out 1.5day Deep Dive in Reading (July 2022) across whole school which included reading observations, phonic observations, interviews with pupils, staff and subject leaders. Also an in depth whole school analysis of progression documents and all reading policy/documentation inc info for parents.</p>	<p>20 21 22 23 24 25 28 29 30 32 48</p>

<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>All staff (teachers and TA) have received significant CPD on teaching of reading and introduction of key skills over the last 2 years to enable all pupils to access texts at their level. This is taught across all subjects. Reading interventions and support are in place from Rec to Year 6 including ECaR, Reading Buddies, Better Reading Support Partners (BRSP). The impact of reading progress for pupils then enables them to access other curriculum areas and build confidence and self-esteem. In some cases, this also improves pupil attendance.</p> <p>We use a variety of strategies to assess gaps in reading and provide a clear programme to develop and move forward pupils' leaning. The reading scheme supports and reinforces the teaching of the phonics curriculum and also provides a richer reading experience.</p>	<p>20 21 22 23 24 25 27</p> <p>28 29 30 32 39 40 42</p>
<p>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>Phonics is given a high priority prior to the children starting our school in Rec. This is to ensure parents have opportunities to understand and be able to support phonics teaching at home. Phonics meetings are held at the autumn term for Rec parents where the expectations are set on how phonics will be taught. Parent Lesson Visits enable parents to see this in action with their child and work with the teachers/TAs to support their children further. This is monitored continuously to support and identify children who need further intervention to succeed in phonics.</p> <p>Sept 2021, school decision to adopt DfE approved SSP programme (Systematic, Synthetic Phonics) – Little Wandle. This was to further improve and develop a consistent approach to the teaching of phonics from day 1. Phonics was already a strength of our school, but we wanted to explore and further enhance the provision. This involved CPD for all staff teaching phonics. An audit of existing provision led to investment in further fully decodable books to support the teaching and learning, and for children to take books home which were phonic stage appropriate. Info on website.</p>	<p>4 22 24 25</p>
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>Reading and phonics CPD instils the importance of clear pronunciation and pure sounds when teaching phonics and spellings. Teachers teach standard English through the curriculum. Leaders address any inaccuracies and stress the importance of this across the curriculum.</p>	<p>4 22 24 25</p>
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that the pupils produce</p>	<p>Our whole school monitoring process provides overview of evidence to support good progress for pupils. This includes lesson observations, lesson visits, book scrutiny, use of learning walks, pupil voice, in house/LA moderation opportunities. Subject leaders gather evidence of pupil work, learning and progress.</p> <p>Data at end of all Key Stages illustrates that children achieve well, including those pupils with SEND and other needs, make at least good progress based on their needs and starting points.</p>	<p>35 36 40 44 53 54</p>
<p>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p>	<p>Our curriculum allows children to develop a broad range of knowledge and skills ready for transition between classes, key stages and transition into KS3. Subject leaders are able to demonstrate this through a range of examples including book scrutiny, pupil discussion. Class teachers/TAs/Team Leaders/SLT/Govs constantly review the impact of all Teaching & Learning including intervention work to ensure all pupils receive the support and challenge needed.</p> <p>Target setting is reviewed (at least) termly to ensure pupils are on track to make at least good progress based upon their individual starting points.</p>	<p>*(1 2 3 4 5)</p>
<p>Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.</p>	<p>We have clear transition procedures and expectations in place to ensure children make continuous progress.</p> <p>Teachers identify starting points for all pupils and build upon prior skills and knowledge to ensure that progress is made year on year and from key stage to key stage.</p> <p>Our data at end of all Key Stages illustrates that pupils with SEND and other needs, make at least good progress based on their needs and starting points due to the tailored support and intervention provided.</p>	<p>26 40 **(1 2 3 4 5 6)</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>As outlined above, reading has been a priority in our school and the links across the curriculum means that a variety of opportunities enable pupils to read regularly including Bedtime Stories, Reading Buddies, Paired Reading, various reading challenges across the school year.</p> <p>We immerse our pupils in a reading culture where all staff model, share and guide children through the reading skills.</p> <p>Maths standards remain high across the school. Our ECC maths intervention teacher provides focused support for identified pupils but also provides CPD for all staff and works with children across the school to provide timely support.</p>	<p>2 8 12 20 21 22 23 24 25</p>
<p>The school meets all the criteria for a good quality of education securely and consistently. The quality of education provided is exceptional.</p>		
<p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p>	<p>Teacher planning includes clear rationale for intent and implication at long, medium and short term planning stages. Subject leaders have a clear and confident understanding of their intent, implementation and the measuring of the impact for their subject.</p> <p>Lesson observations, work scrutiny, learning walks all evidence this across the school.</p>	<p>12 13 15 16 17 32 46</p>

<p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Planning audit, book scrutiny, work moderation, pupil discussions, regular termly learning walks – all demonstrate the whole school curriculum intent. Our school vision for when pupils leave our school focusses on key skills and knowledge they require for the next stage of their learning journey. This is replicated across all year groups and subjects in school. This promotes positive attitudes, resilience and scaffolding so that all children are completely ready for the next stage in their learning. We reinforce and develop all the skills needed for the children to succeed which are above and beyond the expected skills and knowledge. Planning in teams. Real life experiences and contexts are incorporated across the curriculum whenever possible. Our Careers Week allows further focussed opportunity for pupils to explore & aspire to a career pathway and highlights importance and need of a broad range of subject knowledge.</p>	<p>10 13 32 47</p>
<p>Pupils' work across the curriculum is consistently of a high quality.</p>	<p>Lesson observations, work scrutiny, learning walks all evidence this across the school. Subject leaders maintain a Folder of Evidence of Assessment and a Subject Portfolio to support and evidence this in addition to the work in pupil books and displays.</p>	<p>13 15 32</p>
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<p>Our school's data at EYFS, KS1 and end KS2 evidences high outcomes consistently. SEND and disadvantaged children, based upon their learning need and starting point, make at least good progress over time. They have challenging targets set and their need is not seen as an excuse for under achieving. Evidence includes hard and soft data and outlines the wide range of provision and intervention which is in place for the pupils. Our Provision Maps identify the work in place for the individual or group of pupils across the school. All staff are accountable for outcomes of all pupils and we constantly review provision to ensure that the best learning opportunities are provided for all pupils.</p>	<p>6 11 12 13 15 16 17</p>

***normally also include 1,2,3,4,5 & 6*

Behaviour and attitudes	Self evaluation grade:	1
Key strengths:	Secure this further:	
<ul style="list-style-type: none"> • Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy. • Opportunities to celebrate positive behaviour, work, progress etc. • Individualised approaches for children based upon their need and also flexibility to ensure all needs are met. • Relationships and close working with parents at all levels between home and school. • Nurture work has highly positive impact on behaviour – use of internal resources and external agencies to enable all pupils to succeed in structure and unstructured time. All in partnership with home and parents. • Pre-covid - overall attendance is above national and clear systems are in place to support individual pupils and families. Attendance lead works closely with SENCOs, safeguarding lead, PP lead etc to ensure no gaps and all info is shared appropriately. • Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. • High quality relationships between peer to peer and children to adults across school. This comes about through curriculum planning, opportunities to build upon resilience and wellbeing in addition to 'pupil voice' opportunities inc School Council. We pride ourselves on building on positive relationships. 	<ul style="list-style-type: none"> • Ensure that all pupil groups remain above national attendance and procedures are in place for pupils at risk of low attendance. • Continue with embedding the use of emotion coaching and awareness of individual needs to manage behaviour effectively across the school and recognising individual needs when addressing behaviour and attitudes, for example, those with attachment needs inc LAC. • To embed STEPS behaviour support strategy for specific, identified children to positively impact and support them in school • As we move through covid and address the impact on children's education and schooling - to continue to work and support parents and children, and to maintain engagement and resilience. 	

Statement from Grade Descriptor [Good]	Evidence	
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<ul style="list-style-type: none"> • Pupil questionnaire responses. <ul style="list-style-type: none"> • 97.2% (96.1%) of pupils say children behave well in their class • 99.6% (99.0%) of pupils say they know what happens when a pupil misbehaves • 99.0% (99.0%) of pupils say they know the school rules and consequences <i>(Figures in brackets are from previous questionnaire in 2018)</i> • Parent questionnaire response (Nov 2018). • 99.2% of parents say the school makes sure pupils are well behaved • 99.5% of parents say their child feels safe in school • 99.7% of parents say their child is well looked after in school • 100% of parents say that the school is well led and managed • Ofsted report May 2015: <p><i>Pupils conduct themselves very well and have excellent attitudes to learning. They are polite and courteous, showing exemplary behaviour around the school. – Ofsted May 2015</i></p> <p><i>The behaviour of pupils is outstanding in lessons, at break times and around the school. Pupils show respect and courtesy to one another, and also to adults. They are very proud of their school. - Ofsted May 2015</i></p> • Behaviour Policy • Staff trained in STEPS whole school approach which forms part of the Behaviour Policy • Behaviour Mark award - in process 2019 and continued 2020/2021 • Quick slip – staff survey • Anti-Bullying week • Good To Be Green • Learning Walks • E-safety • Sessions with 'Mindful Minis' • Protected Characteristic Reporting • E-safety & Online Conduct – Keeping safe online • Pupil & Parent E-safety survey • House point system • Star of the Week reward system • 'Time In' consequence & reflection support • Lesson observations/visits • Preschool transitions into school • Robust transition procedures in place to support pupils coming into EYFS, in-school year to year transitions, and KS2 to KS3 transition. • Pupil Passports – individual strategies for supporting pupil behavior day to day. • Provide CPD to support and manage pupil behaviour in lessons and lunchtimes. Attachment training and emotion training for all staff inc. middays. 	<p>1 3 4 6 10 19 21 34 37 38 44</p>

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	Clear procedures in place which include open-door policy for parents to contact school. Immediate response and investigation to any concern or problem raised. This may involve mtgs with pupils, parents, staff etc to resolve issue. Incidents recorded on Behaviour Module as required and monitored. Protected Characteristic Reporting forms submitted to the LA. Anti-Bullying week across school. Consistent approach across the school. Clear expectations with parents Home School Agreement	1 4 10 21 37 44	3 6 19 34 38 46
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	Comic Strip conversation – whole school training Emotion coach training – for all staff. Refer to Case Studies. Coordinated plans and Early Help processes to support pupils and parents. Incredible Years parent support group (was Webster Stratton). Evidence based parent support group for targeted families with children who struggle with behaviour and/or learning. 'Knit & Natter' spin off parent support group. Family Support Worker. Chatter Box to support children's social skills and attitudes to peers in and out of classroom. Sunshine Club – lunchtime group to support behaviour and interaction with peers. Targeted use of Pupil Premium support for children displaying behaviour difficulties in the classroom. Examples include: <ul style="list-style-type: none"> • 1:1 targeted support for identified pupils (when needed and specific part of a day) to enable them, to develop social skills and succeed within the classroom and school environment. • Nurture support for 1:1 or small groups from Rec to Yr6 to enable and promote self-esteem, confidence building and positive behavior strategies. 	7 8 9 18 47	
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	Pupil questionnaire. Lesson observations. Evidence in books and book scrutiny work. Pupil discussions Parent response forms on end of year reports. Proud Parent responses at Parent Eve (stickers). <i>Pupils conduct themselves very well and have excellent attitudes to learning. They are polite and courteous, showing exemplary behaviour around the school. – Ofsted May 2015</i> Pupil Questionnaire: 99.0% of pupils say they enjoy school 96.0% of pupils say their lessons are challenging	1 20 30 31 36	
Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	Good attendance above Nat for all pupil groups Low number of regular pupil 'lates' School Attendance Lead monitors attendance and punctuality across school. LA Attendance Officer including Late Gating visits Clear guidance on expectations of attendance and punctuality for parents which are reinforced at Welcome Mtgs, New Intake Mtgs. Parents invited in to school to address attendance issues. Attendance leaflet for parents Attendance awards weekly Perfect attendance awards	7 8 9 18 47	
Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. (see statutory guidance on school exclusion).	Deployment of TAs to support within school. 1 Key TA to support immediate intervention needs. Early Help and identification processes ensure that fixed term exclusions are minimal (see table on page 3). We use a number of protective strategies to support pupils at risk of exclusion including: Sunshine Club at lunchtime, Social Stories, Structure playtime groups, teacher knowledge of individual pupils and relationships with parents. Fixed term suspension and internal seclusion processes in line with policy. Work with parents/family to limit incident or risk of exclusion. Tracked & monitored to support pupil and all recorded on Behaviour Module on Integriss for instant access to reports for SLT.	10 14 34 37 40 48 49	
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	Pupil questionnaire responses. Parent questionnaire response (Nov 2018). Ofsted report May 2015 Behaviour Policy Behavior Mark in process 2019 Quick slip – staff survey New PSHE scheme introduced across school. Parent Info mtg on new PSHE. Anti-Bullying week MyConcern online Safeguarding. Safeguarding training for all staff and governors (and volunteers) Whole school behaviour expectations poster. Good To Be Green Learning Walks E-safety & Online Conduct – Keeping safe online inc. NSPCC sessions with pupils and parents. Police talk with Yr 5 & 6 on keeping safe in community inc. knife crime. Protected Characteristic Reporting. Links with feeder secondary school through the joint Family Support Worker and other key staff including our SENDCos and Year 6 staff relating to transition. Yr6 pupils participate in Yr6 Safety Challenge. Bikeability opportunity from Yr3 & 4 Healthy Eating Award and Healthy Schools Award.	1 3 10 14 20 21 31 39	

The school meets all the criteria for good in behaviour and attitudes securely and consistently .		
Behaviour and attitudes are exceptional .		
In addition, the following apply:		
Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	Peer to peer lunchtime monitors for lunchtimes. Work completed on Peer Mediators and we intend to continue using this and developing post Covid restrictions School Council International Languages Week Language of the term. Buddy Groups Reading Buddy Groups Use of assemblies and pupil class assemblies Visits to our school Visits out of school in the community Circle time Minimal number of incidents relating to bullying, protected characteristics, etc. Behaviour at break and lunchtimes is excellent and pupils know the systems to follow for support if needed. Pupils help and support each other.	3 46 48 50 51
Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.	Evidence in books Homework evidence Attendance at booster groups and after school events. Pupil responses and questionnaire. Excellent behaviour and engagement in lessons and around school. Pupil books. High response to opps to represent school eg Cresset Dance, Lego Challenge, ECO Warriors, Choir at events Sporting events, school choirs, charity events.	14 20 30 31 40 43
Pupils behave consistently well, demonstrating high levels of self control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.	Lesson obs. Behaviour logs Pupil responses and questionnaires Team meeting discussions SLT mtgs. TA, midday mtgs. Behaviour Panel (LA) for support and guidance Early identification of needs within school. Parent mtgs with outside agencies. Parent support including Baine & Dahl 1:1. Use of Family Support Worker to support children in school incl lesson time and to support parents with strategies at home. Excellent SENDCos who support throughout all processes across school including parents and external agencies. Families and pupils receive immediate and instant guidance and support including signposting to further support as needed. Advanced SENDCo award for both of our SENDCos.	1 30 31 34 38 39 44 42 46

Personal development	Self evaluation grade:	1
-----------------------------	-------------------------------	----------

Key strengths:	Secure this further:
<ul style="list-style-type: none"> • SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school. • Pastoral provision ensures effective transitions are in place to give happy, safe, secure and successful start to our school. This links in with our Early Help procedures. • Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. • Both SENDCOs are fully trained as Emotional Health & Wellbeing Leads. • Nurture work has highly positive impact on personal development and resilience – use of internal resources and external agencies to enable all pupils to succeed in structure and unstructured time. All in partnership with home and parents through 'open-door' approach. • Pupils leave KS2 as Secondary Ready due to variety of support and transition arrangements we have made with link schools including additional opportunities to visit. • In-house year group to year group transition arrangements are robust and enable children to settle and succeed quickly 	<ul style="list-style-type: none"> • Healthy Schools Award submitted – Autumn 2021 • Further develop mental health & wellbeing across school and ensure mental health & wellbeing leaders have access to appropriate training • Explore options for professional counselling therapies to further support identified children and families.

Statement from Grade Descriptor [Good]	Evidence
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	<p>Our curriculum incorporates the interests of the pupils and this can be used as a starting point. It is adapted to meet the needs of individual cohorts.</p> <p>Curriculum Days, 'Wow' days, visits out and visitors in to school, Roald Dahl days, Languages Week, Airport Day, Science Week, World Book week, Buddy Afternoon, Class Swap sessions, Lego Challenge.</p> <p>Our SMSC work is a high priority across the school and is documented on page 22. This clearly evidence how we extend the curriculum provision beyond the minimum.</p>
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	<p>We instill a desire for pupils to achieve their potential, set themselves challenging but realistic targets, learn to overcome difficulties and barrier to learning and life. We have and use a range of Nurture Provision strategies to further develop and support identified pupils and parents/families who need support. Our curriculum is designed to build and develop prior learning which develops and prepares for next stages.</p> <p>Opportunities for pupils to develop their strength of character include: roles and responsibilities across school – school ambassadors, school council, monitors for variety of roles in classroom and across school, giving out awards and helping in assemblies, initiating their own events, clubs and competitions. There are opportunities to perform to a wider community audience including Cresset Dance, Lego Tournament, sporting festivals and competitions, musical events and productions.</p> <p>Within our curriculum we promote a positive attitude to winning and losing both within and outside the school environment. Children are encouraged to support each other, opponents, be gracious in a loss. We acknowledge and celebrate the 'taking part' in events and being proud of their achievements.</p> <p>Safeguarding – our pupils are confident and secure within school should they need to make a disclosure or seek guidance/support from an adult.</p>
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.	<p>Pastoral provision is in place prior to children joining our school. We work with pre-school settings and parents to support clear and smooth transition. This also applies to children leaving our school and moving to another school or to their secondary school.</p> <p>We have worked hard to ensure an 'open door' policy which has helped create strong and positive relationships with parents who now feel confident and empowered to approach us. The Early Help process enables us to work closely with other settings where there are siblings, but also with outside agencies which again supports the child and the family (inc housing, mental health, community pediatricians).</p> <p>Our Nurture Provision is whole school and has been hugely significant in working with and supporting pupil need. This includes Chatter Box, Parenting Workshops and Young Carers. We have changed our staffing structure/plan to enable a TA to lead on pastoral care and work with identified children. Working with our Family Support Worker, they recognise and develop a network of other pastoral leads within the local schools. They regularly come together and share good practice and important information. Events are run throughout the longer holidays to ensure parents are able to make contact and reach out for support if/when necessary. This has been hugely beneficial to the parent, their child and also to our school. Our FSW works across our school and the main feeder secondary school which again supports further communication, transition and links with siblings.</p> <p>Both of our SENDCOs are part of the Attachment Aware project in Peterborough to become a recognised Attachment Aware school. We also have trained staff on Emotion Coaching which helps children to self-regulate through recognizing and managing their own emotions.</p> <p>Our Science, PE and PSHE curricular encourage and educate pupils on the importance of developing a healthy lifestyle. We have whole school events such as Bikeability, Bike it Crew, Walk to School Week, Assemblies, Hampton Run.</p> <p>We have worked with our school caterers to ensure that they meet the requirements of Healthy Schools and menu choices are provided to parents and pupils.</p>

	<p>We have achieved the Healthy School Award and are currently working towards resubmission.</p> <p>Our PSHE and Science curriculum ensure that all pupils have a secure understanding of what makes and how to develop healthy relationships at an age appropriate level.</p> <p>We work closely with the NSPCC to provide assemblies, training, parent workshops, pupil workshops to further develop an understanding linked to the safeguarding aspects of healthy relationships.</p> <p>2 members of staff are trained ELSA (Emotional Literacy Support Assistance). Time is provided out of class twice a week to work with children across the school to develop their emotional literacy.</p>	
<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>In addition to opportunities through the curriculum, we offer a range of additional extra-curricular clubs and opportunities.</p> <p>Child initiated learning which builds upon interests and strengths provided by our curriculum.</p> <p>Teachers have a detailed knowledge of the children, their strengths and interests and use effective assessment knowledge to extend and develop these talents further.</p> <p>We provide opportunities to celebrate achievements from out of school. The school engages with events and festivals within the wider community to allow pupils to participate and achieve in further opportunities.</p> <p>We celebrate and recognise religious events and celebrations and encourage parents to work with our pupils to add value to a wide range of cultures.</p>	<p>1</p> <p>2</p> <p>24</p> <p>25</p> <p>26</p>
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Our curriculum intent is designed to equip children with the knowledge and skills to succeed and develop resilience. We provide challenges across the curriculum, rec to Yr6, in majority of lessons, to encourage children to learn from their mistakes, take a risk and know that this is how they can learn.</p> <p>PSHE, assemblies, circle time etc allow children the opportunities to have a voice in the classroom and across the school. The School Council plays an active role in this and they meet with governors to inform them of their intentions for the year.</p> <p>Opportunities include: School Council representative; understanding the process and running of Parliamentary proceedings and law using the Loan Box and reenactment of House of Commons.</p> <p>Through our opportunities provided, pupils learn to develop respect for others and their beliefs, feelings and faiths from around the world. This provides opportunities for discussion, challenge and inspiration.</p>	<p>1</p> <p>5</p> <p>27</p> <p>28</p> <p>29</p> <p>32</p>
<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	<p>Our RE and PSHE curriculum ensure that children are exposed to a broad range of experiences which celebrate a range of cultures and religions within our community.</p> <p>A variety of opportunities are provided to pupils to enable them to listen to, respond to and extend their knowledge and understanding of views and beliefs. Visitors into class lessons and assemblies; forming class rules and acceptable behavior and expectations. Our number of incidents of poor behavior, racial incidents and discrimination against protected characteristics are rare. When an incident does occur, we have clear procedures in place to rectify and support as well as monitor going forward. Our curriculum allows opportunities to work with the police and PCSOs to educate with current issues (eg. Knife crime)</p>	<p>1</p> <p>2</p> <p>17</p> <p>18</p> <p>26</p> <p>27</p> <p>29</p> <p>31</p> <p>33</p>
<p>The school meets all the criteria for good in personal development securely and consistently.</p> <p>Personal development is exceptional.</p> <p>In addition, the following apply:</p>		
<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>Nurture, SEND, curricular and extra-curricular opportunities, along with working with parents and outside agencies allows us to extend the personal development of pupils.</p> <p>Close working with parents including parenting workshops, pastoral care such as Early Starter, Chatterbox, Art Therapy, Bereavement Councilors, Bardardo's Support, Family Action</p> <p>We offer targeted support for pupils and families.</p> <p>Pupils are involved in outside additional opportunities with include: Maths challenge; 1st Lego League (working with engineers); musical events; celebration events; events, Airport Day, Sports Week, sporting events including Swimming Gala, Athletics, playing at Peterborough United, wide range of musical instrument lessons; Forest School, Careers Week, Arts Week developing early art skills.</p> <p>The school provides opportunities and support for individual pupils to be involved charity fundraising inc. ICU at Peterborough Hospital, Diabetes awareness, Anna's Hope charity.</p> <p>We provide additional transition opportunities for pupils with specific additional needs (each transition point). We provide a smoother transition for the pupils and parents to ensure that they feel confident, safe and prepared. Transitions year to year entail meetings with the new and previous years teachers, notes and handover information, a coordinated plan meeting with the new and previous year teacher. This is as a minimum, if more is required it might be that the children have some taster sessions with their new teacher and TA in the new classroom which is in addition to the taster day. When children with SEND are starting the school or leaving there is a thorough handover between SENCOS and we would join transition meetings to meet with the parents and discuss needs with outside agencies. Sometimes children will be on an EHA which would also be handed over via a transition meeting. Teachers, old and new are also included in this process.</p>	<p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>14</p> <p>24</p> <p>25</p> <p>34</p>

<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>	<p>All extra-curricular clubs are well attended. We provide and encourage additional external providers who give further clubs including weekend and holiday groups. In addition to this, our disadvantaged pupils have benefitted from enrichment opportunities including working with artists, authors, trips out, visitors in, local business opportunities (including making pizzas!), science workshop provided by Cambridge University, poetry workshops, junk orchestra, Powerdown fortnight. School website provides links, videos and support for parents to support agencies and networks outside the school environment.</p>	<p>12 24 25 42</p>	
<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>	<p>Linked to school's curriculum and themes which are planned across the year and also take pupil interests into account.</p>	<p>1 2 3 5 6 20 21</p>	<p>22 23 24 26 28 29 36</p>
<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>	<p>We provide a wide range of rich opportunities for the pupils to experience and contribute to as part of school life within the classroom and across the school. This includes assemblies, class assemblies, school council. Children have range of opportunities for responsibility role within classroom and across school such as – register monitors, buddies, librarians, peer mediators, ambassadors. Buddy system encourages older pupils to provide support and friendship which enables pupils to develop confidence and friendship as they move through the school.</p>	<p>1 2 3 5 6 20 21 22 23 24</p>	<p>26 27 28 29 36 41 43 44 45</p>

Leadership and management	Self evaluation grade:	1
----------------------------------	-------------------------------	----------

Key strengths:	Secure this further:
<ul style="list-style-type: none"> • An inclusive culture is promoted across the whole school to enable all pupils to access the curriculum. • Children at risk of seclusion, exclusion or generally falling behind in their learning, are offered a variety of support strategies and opportunities to ensure best opportunities are provided. • As above, work with parents to support them to support their children. • Family Support worker is part of network group (which she formed) with other FSW across local area. This provides highly effective communication and support networks as well as CPD which feeds into whole school and Early Help provision. • Safeguarding procedures and systems are embedded across school. • Cohesive unit between Headteacher, Deputy Head and Assistant Head. • Governance – strong, proactive and challenging governing body. Actively involved with all aspects of school life inc regular subject visits/meetings and own CPD. 	<ul style="list-style-type: none"> • Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills. • Group our Subject Leaders to support and challenge each other and to share good practice enabling consistency of expectation and accountability.

Statement from Grade Descriptor [Good]	Evidence	
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	<p>Vision statement agreed and shared by all. Work with pupils to develop a child friendly vision statement.</p> <p>Perf management</p> <p>Staff mtgs</p> <p>Curriculum policies</p> <p>Strong SLT</p> <p>Team meetings</p> <p>High expectations of pupils</p> <p>High expectations of staff.</p> <p>Challenging Target setting expectations across school including through teacher performance management objectives.</p> <p>Constant monitoring and sharing of good practice through lesson obs, book scrutiny, learning walks, peer observations,</p> <p>Staff Governor representation</p> <p>Governors presence in school.</p> <p>Link govs for all subjects.</p> <p>Several staff SLEs.</p> <p>Attendance at Network Meetings.</p> <p>Working with other schools through Teaching School Hub, NLE, school cluster mtgs. Used to share good practice and moderation to quality assure.</p> <p>Strong links with LA and use of SIA support and challenge.</p> <p>Working with external agencies, moderators, advisors to monitor and support school self-evaluation and develop good practice.</p> <p>Adapted provision to make accessible for ALL pupils when working remotely.</p> <p>During lockdowns the school continued to follow the planned curriculum map. Provision was maintained as planned which allowed for a smoother and rapid return to school. Staff including SENDCos, FSW, PP lead carried out doorstep visits for well being checks and engagement.</p> <p>Ofsted Supportive Covid Visit – November 2020.</p>	<p>1</p> <p>3</p> <p>5</p> <p>7</p> <p>8</p> <p>15</p> <p>16</p> <p>21</p> <p>26</p> <p>33</p>
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote learning.	<p>Identified and specific CPD opportunities.</p> <p>Links with other schools and subject leaders.</p> <p>Internal sharing of good practice and expertise amongst our staff to demonstrate and promote pedagogical thinking.</p> <p>Subject leaders attending Network Meetings and some are SLEs working and sharing with others.</p> <p>Whole teaching staff opportunities to discuss, agree and plan a whole school consistent approach to all subjects to ensure high expectations, challenge and engaging learning opportunities and appropriate assessment.</p> <p>A clear, detailed and structured CPD plan for all NQTs (NQT+1) through our Teaching School work, Local Authority and opportunities from other sources.</p> <p>Planned and prioritised use of INSET and staff mtg time to focus and deliver on teachers' subject knowledge, skills, expectations and pedagogy.</p> <p>Constantly looking at new opportunities, new developments and research into best practice to ensure that our delivery is current, forward thinking and targeted at our pupils' needs.</p> <p>Computing Lead presented training for staff on platform use for lockdowns as needed.</p> <p>Teams supported within teams during lockdown to ensure effective and consistent use.</p>	<p>4</p> <p>32</p> <p>35</p> <p>36</p> <p>37</p> <p>39</p> <p>43</p>
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.	<p>Curriculum map illustrates coverage of programmes of study and key skills to be taught from YR to Yr6, building upon and developing the skills taught.</p> <p>Subject leaders create their SDP with resources identified to address actions for improvement.</p> <p>Clear curriculum overviews for each year group are clearly structured ensuring pupils build and develop the skills over time, building and extending upon prior knowledge, skills, interests and experiences.</p> <p>Time is made available and prioritised for all subject leaders to ensure that they can monitor and develop their subject effectively. Opportunities to attend events and CPD are made</p>	<p>5</p> <p>13</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>27</p> <p>44</p>

	available, as is the leading of staff meetings and working with other schools/subject leaders. A wide variety of strategies and interventions are made available to pupils and parents to address poor attendance, disruptive behaviour and risk of exclusion. Family Support worker provides an additional link with parents and outside agencies to ensure clear communication between home and school as well as signposting to further external support.		
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.	Prospectus Website – open and regular access to the website by the wider community. Links with Church, local Parish Council, Sports Association etc. This works both ways by supporting the local community and the school. Website – mental health and wellbeing. A section is provided and updated on the website to support families with mental health and wellbeing. We have Mental Health leads in place in school. Many staff have completed NPQ Lv2 in Mental Health & Wellbeing for Children. Pupil behaviour Feedback from visits within the community Secondary school links including transition opportunities for those joining and leaving our school. A strong PTA provides further community opportunities to make use of and develop community links. Reading buddies attend school. (Post Covid we anticipate this returning to +5 adults) Our Careers Week included parents and local business to share and promote and inspire a range of opportunities for the future including high levels of ambition.	45 46 47 48 49	
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	Strong team approach across the whole school. Whole school and smaller team work. Staff know who to go to for support and guidance. Leaders 'look out' for colleagues in a caring, nurturing environment. Senior Leaders are aware of the importance of staff well-being. Meetings happen for a purpose. Work load is monitored and effective systems in place to provide appropriate release and additional release time to address priorities within school. Governors monitor staff absences and wellbeing at Governor meetings and act appropriate as necessary. Their presence in school makes them available for staff to contact if needed. Well Being Governor to provide layer of support as well as challenge to SLT and feedback appropriately at FGB mtgs. Our Teaching School Hub has provided opportunities for training on mental health and well-being. Free access to Phone line counselling support which signposts to further support as necessary. Each team share workload and plan together.	4 7 8 50 51	
Leaders protect staff from bullying and harassment.	Whistleblowing policy. Annual refresher training on Safeguarding also includes reference to Whistle blowing and the procedures. Team Leaders and SLT work to ensure staff wellbeing and any concerns relating to staff are highlighted and addressed accordingly. Staff work closely to provide support relating to parental difficulties and ensure that they are supported and equipped to address appropriately. SLT may join and/or lead any meetings. Our supportive working practice ensures staff have clear opportunities and strategies to share concerns and raise questions which are resolved together. Policies made available on MyConcern as well as hard copy.	15 18 50 51 52	
Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Regular training available for new and experienced Gov to ensure up to date information and awareness of expectations as well as holding the school to account including Safeguarding and Safer Recruitment. Link governor meetings. Headteacher reports. Gov visit reports Subject leader presentations. Lesson visits and learning walks. Staffing is a standing item on FGB agendas. Govs input into the SEF and SDP in their own page as well as whole overview. Awareness and understanding of key priorities, relevant spending and the budget as a whole. Link Finance governor meets with SBM/HT to discuss budget implications and requirements.	1 9 25 26 27 42 52 53 54	
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.	Policies and duties are updated and reviewed on a rolling programme or sooner if needed. All gobs contribute and question/hold to account/challenge relevant staff. Annual Prevent & Safeguarding training for gobs. Safeguarding link gov who also meets regularly with relevant member of staff. Safeguarding Audit by Local Authority carried out June 2021 with very positive and successful outcome.	25 26 27 52 53 54	
The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.	Annual safeguarding training for all staff and gobs and volunteers. Regular updates as required throughout the year. DSL and DDSL staff identified and attend all training. DSL AND DDSL lead ITT awareness training session through the Teaching School. Needs are identified before transition into EYFS and those to KS3. Early identification processes are clearly established to ensure that children in need are identified and supported through the early help process or referrals through Children's Social Care where required. The link with our Family Support Worker helps provide a clear support package for families. CPIN regular attendance at mtgs. Esafety awareness work with all pupils throughout the curriculum and ESafety information	12 13 48 52 53 54 55	

	<p>evenings with NSPCC made available for parents. NSPCC assemblies further support the classroom work and include workshops for pupils, especially in UKS2. PSHE curriculum includes clear focus on keeping safe, making choices, working together etc. SRE meetings with parents to ensure clarity and understanding of expectations and content. All SLT, relevant key members of staff and some governors have received Safer Recruitment training and this is reviewed. Clear recruitment process in place to ensure all checks and procedures are adhered to. All interview panels have at least one person who has completed the S R training. Single central record is maintained and monitored by SBM and link governor. Safeguarding Audit by Local Authority carried out June 2021 with very positive and successful outcome.</p>	
The school meets all the criteria for good in leadership and management securely and consistently .		
Leadership and management are exceptional .		
Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.	<p>Clear Performance Management cycle and expectations of high standards and outcomes across school. Key targets identified at SLT and distributed accordingly with all staff. CPD identified based on need and priorities. This is distributed accordingly to ensure impact and consistency for all staff. Whole school CPD is also identified here as well as individual. Whole school curriculum review used to enable all subject leaders to review the skills, knowledge and progression for each subject area over the school. Subject leaders have received external advisor reviews to challenge and further develop their accountability. This also fed into whole school review as requested by Governors to help the continuing process of monitoring standards across the school. In addition to the above, book scrutiny, lesson observations, learning walks, pupil discussions, etc all feed into the monitoring of our curriculum provision and success.</p>	<p>2 3 22 23 24 34 39 44</p>
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.	<p>Addressed above. Turn over of staff is low and those who do leave, mostly leave for promotion or relocation reasons.</p>	<p>2 3 22 23 24 34 39 44</p>
Staff consistently report high levels of support for well-being issues.	<p>If staff are identified as needing additional support, a clear plan, including working with outside agencies, is put in place and regularly monitored to support the individual and the school. Outcomes of staff questionnaire relating to support for wellbeing are very positive and reflect the school's supportive and caring nature.</p>	<p>50</p>

Effectiveness of Early Years provision	Self evaluation grade:	1
---	-------------------------------	----------

Key strengths:	Secure this further:
<ul style="list-style-type: none"> Transition meetings with preschool settings, parents to ensure that children are 'school ready' and provisions are in place for a smooth start Parent workshops are used to share expertise and expectations across the curriculum Creative curriculum opportunities linked to child-initiated needs Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration. Outcomes at end of EYFS consistently above National data Quality of teaching, learning & provision 	<ul style="list-style-type: none"> Ensuring quality of curriculum Transition from EYFS to Year 1 inc emotional resilience of pupils as they move into KS1 Monitor the attendance of pupils in Reception to ensure that this doesn't have negative impact on whole school attendance data. Extend the 'how to support children' at home idea across all years.

Statement from Grade Descriptor [Good]	Evidence	
Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	<p>Exciting, hands on, practical activities to ignite imagination and curiosity – awe and wonder (Cultural capital)</p> <p>New vocabulary introduced every week linked to topics as 'wow' words which are referred to throughout the topic. Opportunities are planned and provided to enable pupils to further develop their language skills.</p> <p>Strong team approach. Regular meetings which includes TAs to ensure all have the same learning ambitions and ethos when delivering the curriculum.</p> <p>High expectations in terms of behaviour and learning in line with whole school policy. All adults work with parents and children to provide further support including signposting to Family Support Worker as appropriate.</p> <p>Staff are excellent role models (cultural capital) modelling effective speaking & listening skills, manners, respect and tolerance.</p> <p>Pupil premium support provided from day 1 both within the classroom and further opportunities in small groups as required.</p> <p>Tapestry system introduced Sept 2019 to provide more effective way to record and monitor pupil progress, coverage and personal development. This also provides effective method of communication between parents and school.</p> <p>Completed a full curriculum review which included the needs and interests of our pupils and their starting points. All our pupil groups (inc SEND, EAL, MAGT and disadvantaged pupils) are provided with same expectations and opportunities to ensure they succeed across their curriculum. We do not allow learning needs to be a barrier or excuse for low expectations or less than ambitious challenge.</p> <p>Early Years leader visited and met with several other EYFS leads to investigate and explore curriculum and learning opportunities.</p>	<p>2, 3 11, 27, 28</p> <p>4 5 6 7 8</p> <p>3, 6 16, 20</p> <p>11</p>
The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	<p>Long term planning provides broad and balanced curriculum and builds upon child-initiated learning.</p> <p>Observations feed into planning to allow children to make good progress and highlight any further support which may be required.</p> <p>Ongoing assessments allow staff to build on knowledge and plan challenging next steps which provides the opportunities to develop basic skills which impact on future learning.</p> <p>We focus on prime areas early in the first term that help to support learning as the year progresses. This instils good behaviours, skills and expectations to ensure that the children achieve and make at least good progress both academically and emotionally.</p> <p>Opportunities to explore and prepare for next steps in education and 'real life' are incorporated and planned for effectively across the curriculum. Opportunities include, visits from the emergency services, public servants and carers to inspire and engage pupils. These opportunities provide engaging learning opportunities which give a purpose to the importance of reading, writing and maths skills.</p>	<p>11</p> <p>6</p> <p>35 36</p> <p>11</p> <p>18</p> <p>4</p>
There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.	<p>New vocabulary introduced every week linked to topics as 'wow' words which are referred to throughout the topic. Opportunities are planned and provided to enable pupils to further develop their language skills.</p> <p>Phonics is given a high priority prior to the children starting our school in Rec. This is to ensure parents have opportunities to understand and be able to support phonics teaching at home. Phonics meetings are held at the autumn term for Rec parents where the expectations are set on how phonics will be taught. Parent Lesson Visits enable parents to see this in action with their child and work with the teachers/TAs to support their children further. This is monitored continuously to support and identify children who need further intervention to succeed in phonics. All staff have the same high expectations of phonics development. Pupils are ability grouped to provide appropriately pitched support and challenge to ensure all make good progress.</p> <p>EYFS work closely with Year 1 to ensure a smooth transition of teaching for all subject areas, especially phonics teaching, so that the children can work through the phonic phases at their own pace.</p> <p>Our Reading outcomes are above National.</p>	<p>20 21 22 29 34 35</p> <p>23</p>

<p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</p>	<p>Reading has always been a high-profile priority and element of our curriculum from Rec to Year 6. Prior to children starting our school we engage with pre-school settings and with parents to outline the expectations and vision for reading. We have a consistent approach to the teaching of reading from Rec to Yr6. Key reading skills are introduced in Rec and further developed throughout the school. Timely interventions, ensure that pupils who at risk of falling behind or starting at a lower starting point, are identified and given access to appropriate support and opportunities. We foster a love of reading through a variety of events and opportunities including the Book Bus, Bedtime Stories, Reading Buddies, Roald Dahl days, book related 'Wow' days. We work closely with parents to monitor the frequency of reading at home. This is further celebrated within Reception through positive rewards, praise and recognition of hard work. Across the curriculum, reading skills are developed further through research, texts, online resources, visits to the library, visits from authors into school. New reading books that are phonic based. Phonic approach to teaching children to read builds the foundation for all children which is developed further as they move into KS1. Additional support is identified and put in place for children who require alternative approaches to learning to read. Follow letters and sounds scheme. A fast pace to the delivery of phonics exposes children to all the sounds they need to apply to their reading and writing. Differentiated planning to meet all the needs of the children for all pupil groups. Data – 82% ELG reading and writing</p>	<p>25 26 27 28 34 47 48</p>
<p>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.</p>	<p>SEND children have individualised coordinated plan which allows the curriculum to be tailored to meet their needs, the potential barrier they may encounter and how skills they need to develop to access and succeed across the curriculum. MAGT are identified across the year/s and receive opportunities to develop and succeed in all subjects. SENDCos work closely with all stakeholders to ensure effective communication, resources available and all outside agencies are working together to support the child. The EYFS rich curriculum and environment provides opportunities for children to develop and experience a creative and broad learning experience.</p>	<p>13</p>
<p>Children benefit from meaningful learning across the curriculum.</p>	<p>Hands on, real life experiences planned as much as possible – buying ingredients from shop then making pancakes; writing letters to Santa and actually posting them. Living eggs. Visits from police, fire fighters, ambulance service. Reading book bus. Autumn walk, walking around Hampton comparing locations etc, visiting local church.</p>	<p>2 3 11 18 27 30</p>
<p>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</p>	<p>Experienced EY team that support each other and continually develop their own personal development thorough CPD (including phonics training) as well as working with and visits to other schools. This allows the sharing of good practice. Team leader shares knowledge and expertise as well as providing clear direction and expectations. These are monitored through lesson observations, learning walks, book scrutiny and evidence in Tapestry. This enables regular monitoring. New reading books that are phonic based supports the learning within the classroom and provides appropriate challenge and reinforcement in home reading. Weekly team meeting to share good practise and discuss needs of the children and interests. Children work in differentiated phonic groups to meet their needs and aid progression. Phonic knowledge is linked to reading books (stages). This ensures that the pupils are reading appropriate, decodable texts to extend their own understanding and learning.</p>	<p>5 7 29</p>
<p>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p>	<p>Staff work with children in small groups, sometimes pairs and individually. This allows information to be presented clearly to the children at the level they are working at. Discussion is promoted and encouraged throughout the day inside the classrooms and in the outdoor area. All adults question the children effectively to check their understanding and to then support any misconceptions they have. This is evident in lesson observations carried out by the team leader and members of the SLT. When children complete adult led pieces of work they are given instant feedback as to how they could improve on their work next time or what their next step would be. During guided reading session members of the team reinforce the reading skills the children need to use when reading. Discussion is encouraged about the text the children are reading and misconceptions e.g phonic sounds are addressed to help the children read more fluently during their next session. There is a strong team approach this allows members of staff to constantly reflect on their teaching practices and methods and adapt them where necessary to the needs and abilities of the children. Staff value the contribution that each member of the team makes to the running of the unit. This is apparent during weekly meetings involving the whole team where all members of staff offer their opinion about what is working well and what we could improve on in the future. Tapestry allows staff to inform parents as to what the children are currently learning. It also allows staff to inform parents about any areas their child needs extra support with or what their next step is. Through questioning and discussions, we are continually assessing our children. These observations allow us to tailor our teaching and learning to the children's individual needs. We are able to place them in small groups so we can support them with any misconceptions they have. We have 6 differentiated phonics groups which means we are able to very effectively support and challenge the children. Regular discussions at team meetings means we are able to move the children when they receive further support or challenge. Phonic assessments are completed every half term which gives us detailed information about the progress the children are making. These systems are well established and</p>	<p>7 32 5 3 6 16 20 32 46 29 35</p>

	<p>are not onerous on staff. We use this information to identify any misconceptions the children have and we plan how to best support them going forward.</p> <p>Number assessments – every term</p> <p>Daily number time – continually assessing children through questioning</p> <p>Excellent use of questioning in lessons</p> <p>Time spent playing and working with the children building on their prior knowledge</p>	
Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	<p>Adults promote a love of books through their own enjoyment and enthusiasm. Reading is a high priority and time spent reading stories is valued and appreciated.</p> <p>Stories are read to the children at least once a day.</p> <p>Literacy work is based on texts that are exciting and relevant to the age of the children</p> <p>Texts are also used in PSHE and numeracy teaching</p> <p>As adults read to the children they are continually discussing and explaining the meaning of new words. Any misconceptions about words and their meaning is addressed.</p> <p>First hand practical life experiences that help to develop vocab</p> <p>New vocabulary that is linked to the weeks theme is introduced each week. These words are used during the adult led activities and are referred to several times.</p> <p>Children encouraged to bring story books in from home to share at story time. This encourages their love of books.</p> <p>Grandparents and parents are invited into read for events like– World Book Day.</p>	43
Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.	<p>The EYFS team leader works closely with the Numbers Count teacher and Numeracy Coordinator in relation to early maths. With their support all adults in the reception unit feel confident in teaching maths to the children.</p> <p>Daily maths sessions have been introduced and have had a positive impact on the children's learning and progress. The children are supported in small groups and the adults challenge and support the children's needs effectively. Alongside the daily maths sessions regular numeracy sessions take place that are linked to weekly topics. Each class has maths area and there is a maths area outside</p> <p>There is constant practise of basic skills and the children are encouraged to apply skills regularly in their play and daily maths time</p> <p>Continuous provision challenge cards encourage all children to apply their maths skills to fun and age appropriate tasks.</p> <p>Regular CPD keeps staff's knowledge up to date and brings in fresh ideas and new approaches to teaching early mathematics</p> <p>Maths assessments are carried out every term and these feed into the planning for the following term.</p>	4 36 37 40 41
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.	<p>Weekly team meetings allow staff to continually reflect on the progress the children are making.</p> <p>All staff contribute to discussions about children's next steps and how they can be best supported and challenged at termly Pupil Progress meetings, KS meetings and whole staff mtgs.</p> <p>Team leader's high expectations for all children permeates the whole team and staff rise to the challenge</p> <p>Detailed and thorough long-term planning makes sure coverage is in place. Medium term planning ensures a coherently planned and sequenced curriculum. Activities are planned to build on prior knowledge.</p> <p>Opportunities are planned to ensure that the more able children are challenged and their needs are being met.</p> <p>All members of the team constantly reflect on the best use of resources to support the children's needs. Where necessary resources are made so they can be tailor for the children's needs. Brought resources are continually reviewed and replenished to make sure they promote learning as best they can</p>	5 11
The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pg 8/9 of framework EYFS for PSED) Leaders and staff are particularly attentive to the youngest children's needs.	<p>Our staggered start allows us to best support the children when they start school. The response we get from parents is always really positive and because of it we are able to best support the children and their needs when they start school.</p> <p>A close working relationship with our main feeder pre-schools allows us to offer extra settling in/transition sessions for those children who need it.</p> <p>PSHE lessons support and promote the children's emotional learning and character development as we help and support them to come to terms with their behaviour, feelings and emotions.</p> <p>Circle time sessions promote and encourage children to reflect on their feelings</p> <p>Feelings monsters encourages and allows the children to show their feelings when they are struggling to find the right words to use</p> <p>Good relationship with parents, encourage them to tell us things so we can support their child</p> <p>All EYFS staff have good understanding of young children, their needs and how best to support them</p> <p>Whole school CPD has improved staff's knowledge and understanding in this area</p> <p>Staff support the children throughout the whole not just their time in the classroom.</p>	23 47 39
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.	<p>Children are continually encouraged to drink during the day. Water is readily available to them this is especially the case in warmer weather. The importance of eating healthy snacks and lunch time discussions take place on a regular week. Support is given to children who find it difficult to eat during the lunch and alternative arrangements are made to support them. Children participate in the whole school sports week which promotes the importance of exercise and a healthy lifestyle. Healthy eating topic is linked to the superheroes topic and is reinforced through continuous provision and simple homework tasks.</p> <p>PSHE lessons.</p>	

	<p>During outdoor play and PE lessons children are encouraged to take risks and to challenge themselves in a safe and supportive environment. Excellent staff knowledge and close working relations in the unit helps members of staff to support all the children and the level they are working at. Children have secure and trusting relationships with staff so they feel confident to challenge themselves and take risks. They also know if they don't feel able to their choice will also be valued.</p> <p>Positive behaviour choices are reinforced through good to be green chart, house points, mini merits. Excellent role model (staff) show children how to talk to each other, work with each other.</p>	39
Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	<p>Tapestry provides parents with a wealth of information about the progress their child is making.</p> <p>Before the children started school parents were invited to a school readiness meeting which provided them with ways they could support their child before they started school. In September we hold a welcome meeting for parents which provides them with information about how we teach phonics, reading and writing as well as giving them information about topics throughout the year and the day to day running of the Reception unit.</p> <p>In October parents were invited into school to watch a phonic lesson visit. There were shown how we teach phonics in school and they were shown strategies they could use at home with their child. They were also given the chance to chat to members of the Reception team about phonics and how to best support their child.</p> <p>Reading meeting is held when the children have settled into school. It provides parents with additional support as to how to help their child moving forward with their reading. A variety of strategies are discussed and parents are given the opportunity to watch videos of the ECAR teacher, teaching a child to read. These videos are also available to parents on the school website.</p> <p>Reading displays in the Reception classroom/cloakrooms provide information for parents.</p> <p>Wealth of information in reading record diary for parents to help support their child with their reading.</p> <p>Parents evenings.</p> <p>Curriculum evening</p> <p>End of year expectation sheets handed out at parents evening in spring term (ideas how to support children at home)</p> <p>List of websites parents can use to help support their child's learning at home</p> <p>Meetings with parents whose children are not at expected level in spring term</p> <p>Open door policy – parents are always able to talk to us about any concerns they have about their child's progress</p>	47
		20 21
		48
		25
		49
Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.	<p>New vocabulary introduced each week linked to topics</p> <p>Long term planning documents make sure coverage of knowledge and skills in all seven areas of learning</p> <p>Cross curricular links are made wherever possible</p> <p>Excellent phonic teaching which influences reading ability</p> <p>Phonic assessments feed into reading book bands and are reassessed every half term</p> <p>Children are constantly encouraged to question things they don't understand, vocabulary in stories they are reading or are listening to</p> <p>1:1 reading and guided reading session practitioners constantly explained new vocabulary to the children.</p>	4
		7
Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.	<p>Data tracking demonstrates progress over time as well as identify those requiring support or further challenge/intervention.</p> <p>Transition day – excellent links and relationship from pre-school to Reception (as well as Rec to Yr1). Thorough information gathering and procedures to ensure all key information to support pupils is shared amongst key staff. Additional transition mtgs take place for SEND pupils involving parents and the child's new teachers.</p> <p>School readiness mtg and Open Evening – allowing communication between parents and school both prior to starting at HH and the move from EYFS to KS1.</p> <p>Meeting with year 1 teachers to ensure smooth and effective transition into KS1.</p> <p>Summer term curriculum to help children prepared for year 1</p> <p>Encouraging independence throughout Reception year so children have the skills they need when they move into year one.</p> <p>Consistency throughout the school in terms of behaviour expectations, rules, reward systems and attendance.</p>	12
		13
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	<p>Monitoring of ongoing evidence demonstrates progress over time as well as identifying those requiring support or further challenge/intervention.</p> <p>Fine motor control – small group for those children who are struggling, priority given to those children who need extra support holding a pencil and forming letters</p> <p>Nurture groups for children struggling with personal and social skills</p> <p>Sunshine club to support children who need support and struggle with lack of structure.</p> <p>Small group work, target readers and interventions in phonics, letter formation and numeracy to allow children to achieve and succeed</p> <p>New PE whole school scheme which will enhance and ensure a consistent approach to teaching and ensure progression of key skills across EYFS and into KS1.</p> <p>Buddy groups – all pupils across school are allocated a Buddy Group which enables each pupil to have a 'buddy' and familiar face from each year group in school.</p>	12
		13
		15
		17
		22
		24
		35
		36
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage	<p>Story time and books shared to highlight and demonstrate a love of reading and ensure high profile of reading from day 1 in school.</p>	

of development. Children develop their vocabulary and understanding of language across the seven areas of learning.	Book bus to further support the love of reading and encourage all children and parents to visit the library and use and enjoy books. Bringing in stories from home, show and tell to support speaking and listening skills and opportunities. New vocabulary introduced each week linked to topics. Adults act as good role models sharing a love of stories and books. Children are given opportunities to sing throughout the week. Repeated reading of key stories and much-loved books. Re-reading text several times during week when text is part of week's theme or topic Language / vocabulary always explained and reinforced whether it is adult initiated or child initiated in all areas of learning.	
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.	Lesson observations illustrate high levels of consistent engagement and through pupil discussion a positive approach to their learning. Awe and wonder – chicks, book bus, real life experiences – buying ingredients, making pancakes, making Easter nests, writing letters to Santa and receiving a reply, topics are relevant and relatable to children's own experience – birthdays, bonfire night, Christmas, animals / pets Show and tell using Tapestry – visual to engage children PSHE scheme – whole school approach which builds resilience and develop social skills inc speaking & listening opps. Staff are good role models encouraging children to take risks, build up resilience and perseverance Tapestry (assessment recording system) used to provide opportunities and evidence so that children can take pride in their achievements and share this with their peers.	2 3 7 27 30 32 39 45 46
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	Feelings monsters used to enable children to develop skills for self-regulation and identifying their emotions. PSHE scheme – whole school approach which builds resilience and develop social skills inc speaking & listening opps. PSHE scheme and circle time Good to be green behaviour chart ensures a consistent approach to behaviour, both positive and negative. Working closely with parents as outlined above.	44 39
The school meets all the criteria for good in the effectiveness of early years securely and consistently .		
The quality of early years education provided is exceptional .		
In addition, the following apply:		
The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.	Exciting, hands-on, real life opportunities to allow pupils to be involved and engaged with their learning. Teacher planning includes clear rationale for intent and implication at long, medium and short term planning stages. Subject leaders have a clear and confident understanding of their intent, implementation and the measuring of the impact for their subject. Lesson observations, work scrutiny, learning walks all evidence this across the school. Reception staff team are strong and experienced in their area. They have a track record of going above and beyond with use of external agencies and advice to remove and break down barriers (eg Tripod, Speech & Language). We have made variations of provision including use of part-time timetables which have been adapted and increased as a child progresses and becomes more confident and able to cope with school. Parental engagement and opportunities are encouraged prior to a child starting school through a positive team effort including pre-school settings, SEND, class teachers, SENCo, Family Support worker etc.	2 3 11 18 27 30 7 5
Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.	Evidence in Tapestry. Lesson observation and classroom visits illustrate excellent levels of engagement, enthusiasm, resilience. Children are keen to show and share their learning experiences confidently and positively with all adults. Pupils work together in a variety of settings and opportunities showing positive engagement and mutual respect and tolerance of others.	7

Overall effectiveness	Self evaluation grade:	1
------------------------------	-------------------------------	----------

Key strengths:	Secure this further:
<ul style="list-style-type: none"> • SLT & Management • All members of staff have high expectations of pupil achievement • Staff work hard to effectively remove barriers to learning at an early stage which is pre-empted action • School takes attainment on entry levels which are not above National, yet standards in Yr6 are above National. • Phonics KS1 consistently above Nat. • Attainment outcomes remain high for 2019 and above/well above average in all areas – EYFS, Y1 Phonics, end of KS1 EXS+ and end of KS2 EXS+ • Curriculum review and breadth and depth of coverage across school which allows for progression of skills and knowledge. • SEND identification of and provision is robust • Staff are confident to meet needs of SEND pupils and make effective use of SENDCo support. • Nurture provision - enhanced by Family Support worker • Quality of teaching and learning including outcomes across school. • Enrichment opportunities to extend and widen our curriculum offer. • Clear and consistent approaches to behaviour management to ensure expectations and standards are high across the school and in line with school policy. • Relationships and close working with parents at all levels between home and school. • Overall attendance is above national and clear systems are in place to support individual pupils and families. Attendance lead works closely with SENCOs, safeguarding lead, PP lead etc to ensure no gaps and all info is shared appropriately. • Excellent use of pupil support buddy systems both inside and outside the classroom which empowers children and creates wider and safer friendships groups. • SMSC work – incorporated across the curriculum; recognised and promoted at class and whole school. • Pastoral provision ensures effective transitions are in place to give happy, safe, secure and successful start to our school. This links in with our Early Help procedures. • Pupils leave KS2 as Secondary Ready due to variety of support and transition arrangements we have made with link schools including additional opportunities to visit. • Safeguarding procedures & systems are embedded across school. • Transition meetings with preschool settings, parents to ensure that children are 'school ready' & provisions are in place for smooth start • Tapestry – clear, consistent approach to assessment and recording, and sharing communications with parents which helps engagement and collaboration. • Outcomes at end of EYFS consistently above National data • Quality of teaching, learning & provision within EYFS 	<ul style="list-style-type: none"> • Greater depth writing – high expectations and challenge to provide opportunities to develop writing skills further • Curriculum review – further develop the provision, skills and knowledge across the school to ensure a broad and balanced curriculum with a clear focus on skills progression, knowledge and vocabulary enrichment • SEND – ensure that expectations across the school are appropriate, challenging, meet needs of all pupils to ensure appropriate progression • Reading – whole school approach to the consistent approach to the teaching of reading • Support and CPD in place for new subject leaders or new to role to ensure equipped with skills, knowledge and expectations to lead effectively. • Ensure that all pupil groups remain above national attendance and procedures in place for pupils at risk of attendance. • Further develop and continue to develop and strengthen subject leadership • Further develop the assessment, recording and reporting opportunities of foundation subjects to ensure teaching builds on prior learning and further develops the key skills.

Statement from Grade Descriptor [Good]	Evidence
The quality of education is at least good.	<p>SEF documentation and supporting evidence indicates that the judgement is at least good</p> <p>We have robust safeguarding procedures in place; a structure which enables at least one SPOC to be on site at any one time. Recording/monitoring system (MyConcern) means that all SPOCs have immediate access and awareness of all concerns/incidents and can respond immediately. Early interventions and work with parents to establish an Early Help process supports children and families with any need.</p> <p>Parent and pupil responses in questionnaires judge safeguarding in our school to be highly secure and effective. 99.7% of pupils say they feel safe in school. 99.5% of parents say that their child feels safe in school and 99.7% say that their child is well looked after.</p>
All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.	
Safeguarding is effective.	
The quality of education is outstanding.	
All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically, this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.	
Safeguarding is effective.	

SMSC and Provision at Hampton Hargate Primary School includes: (next review this section INSET Jan 2023)

- Diwali day. Costumes, cultures, dancing.
- Cultural topics within the curriculum: Diwali, Chinese New Year, Remembrance Day, Christmas, Easter.
- Buddy days-working across the school in partnership.
- Singing assemblies- spiritual and cultural songs.
- National and International links with other schools
- India and Bollywood days. Dancing, food tasting, Rangoli patterns, dressed in traditional clothes, work about important people.
- Bikelt project and the Big Pedal
- Year 4 Residential to Stibbington
- Theatre productions for PSHCE.
- CROPS visits and assemblies.
- Y6 teaching maths to Y2.
- LEGO Club.
- Reception visit to local church.
- Local vicar attends and delivers assemblies through the year.
- Performance and musical opportunities.
- Sporting activity opportunities.
- Visits from Police, Fire Service and Ambulance.
- Fire safety assembly.
- Year 4/6 residential.
- Choir events and carol singing at local events.
- School council meetings and involvement in interviews and with visitors.
- Lunchtime Sunshine Club.
- Kinetic theatre productions.
- Mathemagicians Club for Y1 and Y2
- Trips and visits. Harry Potter studio, Hunstanton, farm, Hamerton Zoo, Duxford
- Reception- living chick project
- Reception children – scooter bike training
- Wow Days – eg Anglo Saxons
- Social Skills groups / Sunshine Lunchtime Club
- Dr Bike-it
- School Council – promoting pupil voice & democracy
- Drumming workshops with instructional sessions and follow up concerts.
- Space Day (Y1 and Y2)
- Reading Book Bus visit.
- Parliament Day

Whole School

- Arts Award
- ICT Mark
- Eco Schools Award
- Inclusion Charter Mark
- Healthy Schools Award
- Christmas performances.
- Class assemblies.
- Whole school assemblies with a focused theme.
- SEAL themes across the school.
- Dedicated nurture groups
- Science Week
- Y2 Magical Maths Club
- Healthy Eating sessions
- Parent 'Welcome Meetings' Autumn term
- International Languages Week
- Family Support Worker & parenting groups
- Reading and Phonics evening for parents.
- Reading activities- paired reading with different year groups
- Anti-bullying and friendship themes.
- Friendship Week
- Winter Wonderland
- PowerDown fortnight.
- Mathemagician's Day. Working in groups problem solving together.
- RE and PSHCE curriculum.
- Cross curricular links and stories across the world linked to the curriculum
- Various sporting events and activities through the school and year.
- Harvest Festival
- Children in Need and charity days (inc Macmillan Cake sale Cancer support, Samaritan's Purse, Jeans for Genes) through the school year to raise awareness and collect.
- The value or and reasons for school rules and rules and laws in wider community
- Poets and Author visits.
- Artist week across the whole school. (Ellie Sandall)
- Emotion Displays in every classroom. 'How are you feeling today?'
- BIKEIT Crew -bike puncture repairing
- BIKEIT Award
- Making choices and empowering pupils
- Work and projects linked to national events.
- World Book Day and whole school book events.
- Modern Foreign Languages – French & Spanish
- U Rock dance workshops and presentation.
- Eco-warriors and achieving the Eco Flag.
- Music lessons and instrument tuition.
- Sports week and sporting visits.
- Competitive sporting events and inter school competitions/Sports Days/Sport Skills events at Hampton College
- Yamaha music assemblies.
- NSPCC assemblies and workshops.
- Language of the half term and languages week.
- Excellence in Sustainable Travel
- Behaviour weeks.
- Family support worker and nurture groups.
- Summer fete with local community.
- Achievement award assemblies.
- Community Charity Walk (Macmillan) around Hampton
- Respect for all regardless of differences
- Macmillan Coffee Mornings
- Airport Day
- MAG&T science and art sessions
- Art curriculum and events
- Christmas Fete
- Language of the term
- Themed lunches.
- Fairtrade Fortnight.
- Careers Week.
- Bikeability.
- Y6 Summer Party.
- Safety Challenge for Y6 at local fire station.
- Language Buddies.
- Y6 responsibilities- Librarians, Ambassadors, Buddy Afternoons.
- Safety Challenge
- Swimming Gala
- Football team
- Bedtime stories.

Provision at Hampton Hargate Primary School includes:

- Dedicated nurture groups
- Early Starters
- Chatterbox
- Webster Stratton
- Incredible Years
- Sensory Circuits
- Sunshine Club (lunchtime club for identified pupils)
- Break time interventions to encourage positive play and interaction
- School Nurse
- Family Support Worker
- Workshop for parents of children with needs
- strong links with the local secondary schools, especially Hampton College and Hampton Gardens
- strong links with local primary schools (e.g. joint moderation, book scrutiny, SLT interviews/Ofsted prep)
- Links with regional schools as part of our Teaching School role and work
- ITT - training and support for trainee teachers
- new additional musical instrument provision (percussion, guitar, brass, strings and woodwind)
- ECC (Every Child Counts – maths intervention); 1stClass@Number (TA directed maths support); ECaR (Every Child A Reader – Reading initiative); BRSP Reading intervention; Reading Buddies
- MFL Year 3 – 5 French provision

Successes include:

- Teaching School status
- National Support School status
- STEM Ambassadors Award
- Community Cohesion
- Remembrance Day event – centenary event end of World War I.
- Arts Mark Silver
- Arts Award Centre
- ICT Mark
- Primary Science Mark
- EAL Gold Quality Mark
- Forest School Award
- Sports Mark
- Every Child Counts (ECC) Maths school
- Headteacher - NLE
- Stephen Lawrence Award
- Inclusion Charter Mark
- EEF Project School
- Excellence in Sustainable Travel Gold Award
- Healthy Schools Award
- Eco Schools Award and Eco Flag
- Fairactive Award
- Governor Mark
- Peterborough Film Awards
- Advanced SENCo award (both SENCOs)
- National Lego Tournament finalists
- Peterborough Swimming Gala winners
- Festival Of Learning Sporting Events