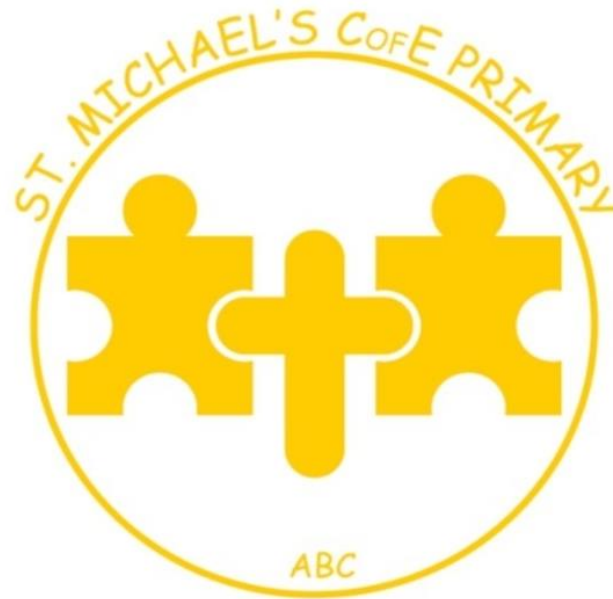


**Rossington St Michael's C of E Primary School**

# **Developing Excellence Plan**



**2024-2025**

*All are welcome, All are accepted, All are loved, All achieve.*

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# **School performance 2023/24**

## Rossington St Michael's C of E Primary School

### Headline Data Summary (2024):

<b>EYFS</b>	<b>Good Level of Development</b>		<b>Year 1</b>	<b>Phonics Check</b>	
	<b>School</b>	<b>National</b>		<b>School</b>	<b>National</b>
	64%	68%		91%	80%

<b>Key Stage 1</b>	<b>Working at the Expected Standard</b>		<b>Working at Greater Depth within the Expected Standard</b>	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>Reading</b>	70%	71%	12%	19%
<b>Writing</b>	63%	62%	7%	8%
<b>Mathematics</b>	84%	71%	14%	16%
<b>R, W &amp; M</b>	58%	57%	7%	6%

<b>Y4 MTC</b>	<b>School</b>	<b>National</b>
<b>% full marks</b>	71%	34%
<b>Average score</b>	23	20

<b>Key Stage 2</b>	<b>Working at the Expected Standard</b>		<b>Working at Greater Depth within the Expected Standard</b>		<b>Average Scaled Score</b>	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>Reading</b>	92%	74%	37%	28%	107	105
<b>Writing</b>	83%	72%	20%	12%		
<b>Mathematics</b>	85%	73%	30%	23%	106	104
<b>GPS</b>	80%	72%	38%	31%	106	105
<b>R, W &amp; M</b>	77%	61%	12%	7%		

## Whole School Issues for Action Arising from Outcomes 2024

### EYFS:

- ✚ Early Years Foundation Stage (EYFS) lead to oversee and improve the quality of early years education.
- ✚ Accelerate the progress for all children in all areas, so that outcomes for good levels of development is higher than baseline
- ✚ Increase % boys achieving GLD
- ✚ Accelerate attainment in Writing
- ✚ Further support those children monitoring for SEN with any emerging issues
- ✚ Continue to embed RWI programme to increase capabilities in handwriting to improve writing outcomes
- ✚ Establish clear, high expectations for all students and staff, emphasising the importance of achieving national standards or higher.
- ✚ Review and revise the curriculum to ensure it is comprehensive and meets the needs of all students, with a focus on weaker areas like writing, maths, speaking, and fine motor skills.
- ✚ Establish targeted interventions to support students in weak areas, using data to monitor progress and adjust strategies as needed.
- ✚ Continue to promote and build upon the strengths in self-regulation and gross motor skills, integrating these skills into other areas of learning.
- ✚ Incorporate self-regulation and gross motor skills into activities and lessons related to writing, maths, speaking, and fine motor skills to create a holistic learning experience.

### KS1:

- ✚ Accelerate the progress for all children in all areas, so that outcomes are above national
- ✚ Ensure the provision for SEN pupils is quality and ensures rapid progress is made
- ✚ Increase % pupils achieving GDS so that outcomes are above national
- ✚ Accelerate attainment, particularly in Reading and Writing
- ✚ Increase attainment of boys in Writing and Maths, and girls in Reading
- ✚ Rapidly increase attainment outcomes for PP children
- ✚ Review the KS1 curriculum to ensure it meets the needs of all students and adjust it to address the issues in reading and writing

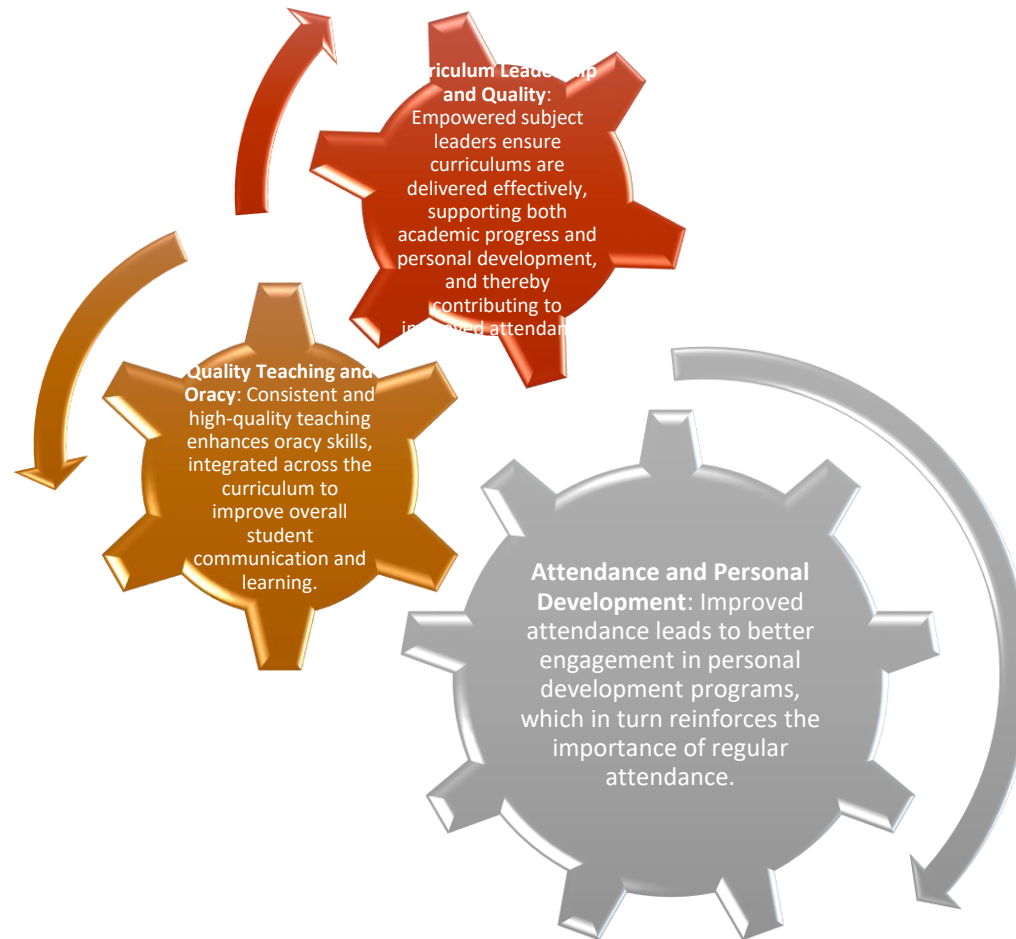
### KS2:

- ✚ Continue to improve attainment for all children in all areas, so that attainment outcomes remain higher than national
- ✚ Ensure KS2 provision results in accelerated progress from KS1 to KS2
- ✚ Rapid progress required for disadvantaged pupils, including SEND

# **Developing Excellence Plan 2024/25**

Priority	Rationale and Integrated Main Actions
1. <b>Improve Overall School Attendance and Reduce Persistent Absenteeism</b>	<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Attendance is fundamental to student success. By addressing absenteeism, especially among vulnerable pupils, we ensure that all students have access to consistent learning opportunities.</li> <li>• <b>Strategies:</b> <ul style="list-style-type: none"> <li>○ <b>Personal Development and PSHE Curriculum (Priority 2):</b> Further develop a robust PSHE curriculum that emphasises the importance of attendance, punctuality, and the benefits of consistent school participation.</li> <li>○ <b>Parental Engagement:</b> Strengthen communication with parents to emphasise the importance of regular attendance and provide support for families facing challenges with a new Senior Attendance Champion and updated policy.</li> <li>○ <b>Targeted Support:</b> Identify vulnerable pupils and provide tailored support, such as mentoring and counselling, to address barriers to attendance.</li> </ul> </li> </ul>
2. <b>Improve the Quality of Personal Development and PSHE Curriculum</b>	<ul style="list-style-type: none"> <li>• <b>Rationale:</b> A strong PSHE curriculum fosters positive behaviour and attitudes, which are essential for a productive learning environment and overall student success.</li> <li>• <b>Strategies:</b> <ul style="list-style-type: none"> <li>○ <b>Behaviour and Attitudes (Priority 2):</b> Implement programs within the PSHE curriculum that promote positive behavior, resilience, social skills and mental health.</li> <li>○ <b>Oracy Development (Priority 4):</b> Integrate oracy skills into the PSHE and wider curriculum to help students articulate their thoughts and feelings, leading to improved self-expression and confidence.</li> <li>○ <b>Attendance and Engagement:</b> Use PSHE lessons to discuss importance of attendance and links to personal &amp; academic growth.</li> </ul> </li> </ul>
3. <b>Improve the Consistency and Quality of Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• <b>Rationale:</b> High-quality teaching and a well-implemented curriculum are crucial for student attainment and progress.</li> <li>• <b>Strategies:</b> <ul style="list-style-type: none"> <li>○ <b>Professional Development:</b> Provide continuous professional development for teachers to ensure consistent and effective teaching practices across the school.</li> <li>○ <b>Curriculum Implementation (Priority 3):</b> Ensure that the curriculum is delivered consistently, with a focus on engaging and effective teaching methods.</li> <li>○ <b>Subject Leader Empowerment (Priority 5):</b> Equip subject leaders with the skills and tools to monitor and support the quality of teaching, ensuring that all teachers are aligned with the school's intent.</li> </ul> </li> </ul>
4. <b>Strengthen Implementation and Impact through Oracy Development</b>	<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Oracy skills are fundamental for effective communication, learning and personal development.</li> <li>• <b>Strategies:</b> <ul style="list-style-type: none"> <li>○ <b>Cross-Curricular Integration (Priority 4):</b> Incorporate oracy into all subjects to enhance students' speaking and listening skills, which are vital for their overall academic performance and personal development.</li> <li>○ <b>Teacher Training:</b> Provide training for teachers on how to effectively integrate oracy into their lessons.</li> <li>○ <b>Student Engagement:</b> Create opportunities for students to practice oracy skills through presentations, group discussions and debates.</li> </ul> </li> </ul>

<p>5. <b>Equip Subject Leaders to Monitor and Enhance Curriculum Quality</b></p>	<ul style="list-style-type: none"> <li>• <b>Rationale:</b> Effective leadership and monitoring ensure that the curriculum is having the desired impact on student learning and development.</li> <li>• <b>Strategies:</b> <ul style="list-style-type: none"> <li>○ <b>Leadership Training (Priority 5):</b> Provide training for subject leaders to develop their skills in evaluating the curriculum's intent, implementation, and impact.</li> <li>○ <b>Data-Driven Decision Making:</b> Use data from assessments and observations to inform curriculum adjustments and improvements.</li> <li>○ <b>Collaborative Practices:</b> Encourage collaboration among subject leaders to share best practices and ensure consistency across the curriculum.</li> </ul> </li> </ul>
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## Priority 1: To improve overall school attendance, and reduce vulnerable pupils' persistent absenteeism

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>School</b></p> <p>Too many of our vulnerable pupils are persistently absent (by vulnerable students we mean those students who are low starters, have a Special Educational Need or Disability, or are disadvantaged, including those who are in care).</p> <p><b>Teachers</b></p> <p>Staff generally do not always prioritise vulnerable pupils' attendance as highly as they need to or could do if we are going to improve our vulnerable students' attendance rates.</p> <p><b>Pupils behaviours</b></p> <p>Vulnerable pupils and their families do not value school attendance as highly as their peers. When they are absent, vulnerable pupils do not take always get the time to catch up on the most important missed learning.</p> <p><b>Impact on attainment and progress</b></p> <p>Vulnerable students' attainment at KS2 is significantly lower than expected; their attainment at the expected standard is significantly lower than other groups.</p>	<p><b>Active ingredient 1</b></p> <p>Make attendance a higher priority in pupils', parents' and teachers' minds:</p> <p>Introduce a Senior Attendance Champion and incorporate national changes in to school policy.</p> <p>Analyse our PA data for vulnerable pupils to identify more precisely the barriers to attending school.</p> <p>Ongoing education of parents and pupils around the importance of attendance and the impact that it has – info sessions for targeted parents, letters home and assemblies. Link absence to number of lessons lost.</p> <p>Create attendance specific postcards home and agree thresholds and logistics for sending.</p> <p><b>Active ingredient 2</b></p> <p>Visit vulnerable pupils at home with PA where appropriate (support from DSAT EWO for this).</p> <p>Continue to develop the role of the DSAT EWO and prioritise strategic meetings between leadership and EWO, acting on advice.</p> <p>Design protocol for visiting vulnerable pupils at home, with an emphasis upon high attendance and overcoming the barriers to high attendance.</p>	<p><b>Training</b></p> <p>September training day session/ staff meeting on the importance of attendance for vulnerable students.</p> <p>September training day session on how the "return-to-school" protocol works, followed by similar form group sessions and assemblies for students.</p> <p><b>Monitoring activities.</b></p> <p>Where attendance is well below national, leadership prepare a termly qualitative and quantitative survey of vulnerable students' attendance and reports to SLT, Local School Board and DSAT central team including the EWO and CEO.</p> <p>September training day session on how the "return-to-school" protocol works, followed by similar form group sessions and assemblies for pupils.</p> <p>Senior leaders track the attendance of vulnerable pupils regularly (at least half termly).</p> <p>Monitor severely absent pupils.</p>	<p><b>Short term</b></p> <p><b>FIDELITY</b></p> <ul style="list-style-type: none"> <li>-First day calling is 100% efficient.</li> <li>-Staff work with SLT proactivity and independently intervene when vulnerable pupils' attendance dips below 96%</li> <li>-Vulnerable pupil's parents proactively contact school to discuss attendance issues with SLT.</li> <li>-Most vulnerable pupils actively catch up with learning when returning to school.</li> </ul> <p><b>REACH</b></p> <ul style="list-style-type: none"> <li>-Most vulnerable pupils are aware, when asked, of the negative impact of absence on their academic attainment.</li> <li>-All staff are focused on improving attendance.</li> </ul> <p><b>Medium term:</b></p> <p><b>REACH</b></p> <ul style="list-style-type: none"> <li>-All vulnerable students proactively improving their attendance and catch up with work on returning to school.</li> </ul> <p><b>Long term:</b></p> <p><b>REACH</b></p> <ul style="list-style-type: none"> <li>• Relevant school staff automatically prioritise vulnerable students' attendance.</li> </ul> <p><b>ACCEPTABILITY</b></p> <p>Student absenteeism places no extra burden whatsoever upon teachers. Improved quality of teaching: modelling and explanations.</p>	<p><b>SHORT TERM (first term):</b></p> <p>Vulnerable students' attendance improves.</p> <p><b>MEDIUM TERM (second term):</b></p> <p>Vulnerable pupils' attendance generally in-line with all pupils' attendance.</p> <p><b>LONG TERM (third term):</b></p> <p>Vulnerable students' attendance in-line with all students' attendance in all aspects.</p>

**Priority 2: To improve the quality of Personal Development across school, further developing the PSHE curriculum so that implementation impacts upon children's strong behaviour and attitudes.**

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>School</b></p> <p>Too many of our pupils do not respect others as well as they could or respect difference as much as they could</p> <p><b>Teachers</b></p> <p>There is some variation and lack of consistency in the deliver of the PSHE curriculum. In some lessons, there are not clear enough rules about how children should debate and listen respectfully to the views of others.</p> <p>Planning is not as precise as it could be in relation to breaking down the teaching of Healthy Minds and Protected Characteristics.</p> <p><b>Pupil behaviours</b></p> <p>Talk is used in PSHE lessons but is not always as precise or as focused as it could be. Children are not always speaking in full sentences or presenting a strong enough understanding of the protected characteristics. For some children in school, the ability to self-regulate and manage their mental health is still an area that some children need to develop.</p>	<p><b>Active ingredient 1</b></p> <p>Introduce 'No Outsiders' scheme as a supplement to PSHE curriculum and to support Collective Worship.</p> <p><b>Active ingredient 2</b></p> <p>Improve the quality of oracy and talk within the implementation of the PHSE curriculum.</p> <ul style="list-style-type: none"> <li>Develop the school rules for talking and listening, linked to priority 1 (oracy).</li> <li>Coaching for staff to know how to manage sensitive issues in group discussions and conversations.</li> <li>Prioritise PSHE first quality teaching</li> </ul> <p><b>Active ingredient 3</b></p> <p>Introduce the My Happy Mind programme.</p>	<p><b>Training</b></p> <p>Staff training on how to deliver both No Outsiders and My Happy Mind.</p> <p>Whole school staff training on use of paired talk and oracy strategies. Develop a St Michael's approach for talk and debate.</p> <p><b>Monitoring activities.</b></p> <p>Regular SLT drop-ins and monitoring of teaching and learning (at least half-termly). Ask: why this and why now? How well do pupils talk about Protected Characteristics? How is oracy being developed in PSHE lessons?</p> <p>Regular pupil interviews (at least half termly) to monitor impact of My Happy Mind and No Outsiders.</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All staff engage in training.</p> <p><b>REACH</b> -All staff are focused on improving their knowledge of how to promote protected characteristics -All staff have high expectations of children and model good talking behaviours</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> - Staff more confidently deliver the My Happy Mind programme and No Outsiders -Children, in pupil interviews, have an increased awareness of protected characteristics and recognise how the brain can impact on behaviour.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b> -Staff are promoting protected characteristics in all areas of the curriculum -Teachers and children use in their conversations the knowledge and terminology from the My Happy Mind programme. This in turn is habitulises behaviour and more children are self-regulating as a result.</p>	<p><b>SHORT TERM (first term):</b></p> <p>Staff confidently new changes to the curriculum for PD.</p> <p><b>MEDIUM TERM (second term):</b></p> <p>Pupils remember the taught curriculum and can demonstrate and talk about their learning, linked to Protected Characteristics and healthy mental health.</p> <p>Staff are more confidently using more strategies within their lessons to promote oracy and listening skills.</p> <p><b>LONG TERM (third term):</b></p> <p>Children have an age-appropriate understanding of protected characteristics and show respect for different protected characteristics.</p> <p>Children are more prepared for life in Modern Britain.</p> <p>Children know to keep healthier in terms of their mental health.</p> <p>There is a reduction in behaviour incidents linked to derogatory language and also crisis behaviours linked to children not being able to self-regulate.</p> <p>Children more readily debate issues in a more considered way.</p>

**Priority 3: To improve the consistency and quality of the teaching and learning, so that the curriculum implementation leads to the *impact* on attainment and progress intended for all pupils including vulnerable pupils.**

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>IMPACT:</b> Too many of our pupils, including vulnerable pupils and pupils with SEND, do not yet achieve as well as they should in aspects of the planned curriculum.</p> <p><b>TEACHING:</b> There are some inconsistencies with the quality of scaffolds provided for some pupils with SEND. Adaptations for pupils with SEND are in place but could be improved across the curriculum to narrow gaps further.</p> <p><b>PUPILS:</b> Not all pupils with SEND are achieving as well as they might, and there are still gaps in knowledge across the curriculum and/or barriers faced by pupils which are not narrowing as quickly as they could do.</p>	<p>Continue to develop the quality of education with consistency, ensuring that <b><i>SEND IS THE GOLDEN THREAD:</i></b></p> <p><b>Active ingredient</b></p> <ul style="list-style-type: none"> <li>- Ongoing support to continue to develop staff's skill in adapting teaching, including adapting teaching in the following ways: <b><i>SEND as the golden thread.</i></b></li> <li>- Continue to develop support staff's expertise in scaffolding learning.</li> <li>- Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils)</li> <li>- Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into precise, manageable steps.</li> <li>- Train staff to understand how to adapt teaching using Faded Scaffolding techniques.</li> <li>- Ensure that adaptations across the wider curriculum are in place and embedded.</li> <li>- Five a day practices and scaffolding pyramid are embedded (see vulnerable pupils charter)</li> </ul>	<p><b>Training:</b></p> <p>INSET day 4<sup>th</sup> November (DSAT wide)</p> <p>School based training focused on aspects of the DSAT vulnerable charter.</p> <p>Development days for phonics leads in their own settings, (Phonics DSAT lead, Holly Wain), including focusing on tuition and narrowing gaps.</p> <p>Ongoing support and challenge for maths leads from K Staniforth throughout the year, DSAT Maths School Improvement Advisor, to support the development of T+L including adapting teaching and breaking learning into small steps.</p> <p>SEND reviews for schools (externally provided and through A. Adair, CEO).</p> <p>Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils.</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All staff engage in training.</p> <p><b>REACH</b> -All staff are focused on adapting provision to meet the needs of pupils, including scaffolding learning. Essential for some and good for all principles are understood.</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> -Staff more confidently adapt teaching where needed in most subjects. - EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b> • Staff confidently and consistently adapt teaching where needed across the curriculum. - All TAs know when to step back and watch a pupil before moving to scaffolding learning. - EEF 5-a-day plate is embedded daily practice in nearly all classrooms. <b>SEND is the <i>golden thread.</i></b></p>	<p><b>SHORT TERM (first term):</b> Gaps in attainment begin to be narrowed for pupils and groups.</p> <p><b>MEDIUM TERM (second term):</b> Gaps continue to be narrowed for pupils and groups.</p> <p><b>LONG TERM (third term):</b> Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed.</p> <p>Attainment and progress at the end of KS2 improves for all pupils including SEND and PP by the end of the academic year.</p>

## Priority 4: To strengthen implementation and impact through the development of the quality of oracy.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>IMPACT:</b> Too many of our pupils, including, but not limited to, vulnerable pupils and pupils with SEND, do not have a strong enough grasp of language. Too many of our pupils are not achieving as well as they should: oral language interventions average on impact an additional 6 month's progress over a year.</p> <p><b>TEACHING:</b> Classroom talk takes place across the curriculum, although it is not always consistently well managed, structured and scaffolded to have the desired impact.</p> <p><b>PUPILS:</b> Not all pupils remember well enough the taught curriculum because they do not have enough meaningful opportunities to learn to talk and talk to learn.</p>	<p>Continue to strengthen the implementation and impact of the curriculum by further developing the quality of oracy and talk:</p> <p><b>Active ingredient</b></p> <p>Improve the quality of oracy and talk across the curriculum, therefore increasing the quality of practise, ensuring learning is generative and knowledge is committed to memory.</p> <p>Ensure stem sentences are used consistently well.</p> <p>Ensure that pupil talk is structured, with precise objectives and areas for discussion linked to learning.</p> <p>Develop school 'habits' linked to paired talk, and introduce 'think, pair, share', remembering that children need thinking time and a signal to start talking. Ensure that children:</p> <ul style="list-style-type: none"> <li>- Look at the speaker (eye contact/ face them).</li> <li>- Let the speaker finish their sentence.</li> <li>- Respect the views of others.</li> <li>- Invite each person to have their say.</li> <li>- Be prepared to change your mind.</li> <li>- Signals/ habits for starting and stopping.</li> <li>- Time limited.</li> <li>- Teachers tuning in (AFL)</li> </ul> <p>In EYFS, adults engage in meaningful interactions with children: leaders check that they are implementing the principles</p>	<p><b>Training:</b></p> <p>INSET day 4<sup>th</sup> November (DSAT wide) (talk and oracy focus sessions, including maths talk training).</p> <p>School based training focused on aspects paired talk.</p> <p>EYFS training (DSAT conference 4/11 and FS conference Spring term) continues to focus on developing adult interactions.</p> <p>T+L reviews/ FS reviews for schools focused on the quality of oracy (A. Adair, CEO).</p> <p>Pupil pursuit monitoring termly (SLT) focused on how well a curriculum for oracy is impacting upon vulnerable pupils.</p> <p>Maths Hub training (maths talk).</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All staff engage in training.</p> <p><b>REACH</b> - A school wide system for using paired talk and Think Pair Share is adopted.</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> - Staff more confidently plan opportunities to develop oracy in line with the new curriculum approach. - In lessons, children's engagement is improved as paired talk becomes more consistently used.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b> - Staff confidently and consistently use paired talk and Think Pair Share and plan in line with the oracy curriculum. - In EYFS, interactions are strong, and language is developed well.</p>	<p><b>SHORT TERM (first term):</b> Gaps in attainment begin to be narrowed for pupils and groups and children remember more as they engage in generative learning through talk strategies.</p> <p><b>MEDIUM TERM (second term):</b> Gaps continue to be narrowed for pupils and groups. Talk is used consistently across all year groups.</p> <p><b>LONG TERM (third term):</b> Improved implementation of the planned curriculum leads to greater impact as children practise through talk: learn to talk and talk to learn. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed.</p> <p>Maths lessons include quality talk opportunities (TOLD approach), and as a result of this children gain a deeper understanding of methods, facts and reasoning. Gaps in maths attainment are narrowed and the % children working at GDS is increased.</p>

	<p>of DSAT training that has been undertaken.</p> <p>In maths lessons, implement the TOLD strategy of paired talk:</p> <ul style="list-style-type: none"><li>- <b>T</b>ake part.</li><li>- <b>O</b>pportunities to work on shared problems and tasks and discuss strategies (how did you...? why does this...?)</li><li>- <b>L</b>inks – make links between responses, for example, “Can you tell me more about...?”, “Can you give me an example to illustrate your point here?”, or “Who can build on what has been said here?”</li><li>- <b>D</b>ebate. Prompting pupils to debate whether key statements are true or not or providing worked examples to encourage pupils to compare and contrast multiple approaches and strategies.</li></ul>			
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**Priority 5: To equip subject leaders to check the quality of intent and implementation of the curriculum, ensuring that children know more, remember more and do more.**

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><b>IMPACT:</b> Too many of our pupils, including vulnerable pupils and pupils with SEND, do not yet achieve as well as they should in aspects of the planned curriculum.</p> <p><b>TEACHING:</b> Although the quality of education is good, not all lessons are excellent and more could be done to improve the quality of implementation so that impact is outstanding.</p> <p><b>PUPILS:</b> Not all pupils are achieving as well as they might, and there are still gaps in knowledge across the curriculum and/or barriers faced by some pupils. For impact to be outstanding across all elements of the curriculum and for all children and groups to know more, remember more and do more, leaders need to check the quality of implementation with precision and skill, thereby empowering staff to make improvements to implementation which will drive standards and improve attainment.</p>	<p>Continue to develop subject leaders, supporting them to check the quality of implementation in their subject and to give precise, timely feedback and support to staff.</p> <p><b>Active ingredient</b></p> <ul style="list-style-type: none"> <li>- Ongoing training for all subject leads, focusing on developing their expertise and sharpness when monitoring implementation.</li> <li>- A timetabled, structured approach to monitoring is implemented throughout school.</li> <li>- Coaching is in place for all subject leaders, supported by SLT and/or DSAT subject specialists.</li> <li>- Hubs focus on monitoring strategies and good practice is shared.</li> <li>- Subject knowledge is developed further, so that leaders know with precision what to check for and where improvements can be made. DSAT MFL and computing hubs are the focus for specific CPD.</li> <li>- DSAT offer of subject leader training is taken up by schools and supports improvements to the quality of leadership at all levels.</li> </ul>	<p><b>Training:</b></p> <p>Regular leadership drop-ins and monitoring of teaching and learning (at least half-termly). Ask: why this and why now? What is the data telling us and why is it like this? How well do pupils use talk to deepen knowledge? SLT to coach and train subject leaders so that they understand how to monitor the quality of implementation.</p> <p>Trust wide subject leader training, focusing on monitoring the implementation and impact of provision (staff meetings and INSETs led by AA, INSET 4/11/24).</p> <p>Hub training, including subject knowledge development for MfL and computing.</p>	<p><b>Short term (term 1)</b></p> <p><b>FIDELITY</b> All subject leads engage in training and coaching.</p> <p><b>REACH</b> -All subject leads, including those new to role, deepen their understanding of how to carry out monitoring activities with precision.</p> <p><b>Medium term: (by the end of term 2)</b></p> <p><b>REACH</b> -Staff more confidently monitor their subjects and give timely feedback to staff. - Staff take on board the advice and support from subject leads and adapt implementation where needed in response to this.</p> <p><b>Long term: by the third term</b></p> <p><b>REACH</b> • The work of subject leads in monitoring their subject areas has a deep and meaningful impact on the quality of implementation. This results in more children knowing and remembering key knowledge. .</p>	<p><b>SHORT TERM (first term):</b></p> <p>Implementation of the curriculum improves because of feedback from subject leads. Gaps in attainment begin to be narrowed for pupils and groups.</p> <p><b>MEDIUM TERM (second term):</b></p> <p>Gaps continue to be narrowed for pupils and groups and children know more and remember more of the taught curriculum as a result of improved implementation.</p> <p><b>LONG TERM (third term):</b></p> <p>Improved implementation of the planned curriculum leads to greater impact. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed.</p> <p>Attainment and progress at the end of KS2 improves for all pupils including SEND and PP by the end of the academic year.</p> <p>Leaders know standards in their subject well and understand how to check quality of implementation, which they do regularly. They are clear about next steps needed to improve provision further in the next academic year.</p>

# **Staff tasks towards DEP implementation**

### **Jenny Birks**

- Perform responsibilities as Headteacher
- Provide strategic direction and leadership to ensure the school's vision and goals are achieved.
- Manage appraisals and performance for Teachers
- Organise and lead INSET days and staff training CPD. Promote professional development and support for teachers and staff to maintain high-quality teaching standards.
- Monitor:
  - o Teaching and learning
  - o Planning and assessment
  - o Targeted support
- Continue to work alongside Trust and Local School Board to develop roles and to improve the effectiveness of their monitoring of DEP priorities
- Foster a positive, inclusive school culture that promotes respect, well-being, and a strong sense of community.
- Develop leadership of Assistant Headteachers and further develop subject leaders
- Continue to improve communication with parents, including regular opportunities to engage with school
- Lead Safeguarding
- Lead Teaching and Learning across school and track children's progress
- Ensure website is inviting, informative, current and compliant

### **Matt Walker**

- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.
- Lead SEND across school.
- Become Senior Attendance Champion; monitor attendance, implement strategies, work closely with parents and ensure policy is implemented
- Support JCB with leadership tasks and driving school excellence
- Support JCB in leading Teaching and Learning
- Support JCB in managing behaviour and expectations
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Lead PSHE effectively across the school
- Deputise as Safeguarding Lead when necessary

### **Steve McArdle**

- Teach effectively in Y6
- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.
- Support JCB with leadership tasks and driving school excellence
- Support JCB in managing behaviour and expectations
- Ensure KS2 outcomes remain above national
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Science, Assessment and School Council effectively across the school

### **Helen Price**

- Teach effectively in Y2
- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.



- Lead KS1, ensure curriculums are having an impact and teaching remains strong
- Ensure KS1 outcomes are improved and are in line / above national
- Support JCB with leadership tasks and driving school excellence
- Support JCB in managing behaviour and expectations
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y2 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Phonics effectively and coach reading teachers. Lead weekly meetings to maintain quality. Ensure phonics is well-resourced and organised.

#### **Emma Potts**

- Teach effectively in FS2
- Work alongside Hope, Abi and TA's to ensure standards are high in EYFS and language acquisition is strong
- Develop outside provision to be as strong as inside, with plenty of learning opportunities for children to apply what they've learnt inside
- Lead EYFS; Oversee the delivery of the EYFS curriculum, train and support staff to ensure high-quality provision, monitor and assess children's progress and development.
- Ensure EYFS outcomes are improved and are in line / above national
- Coordinate assessment including carrying out Reception Baseline assessment procedures and phonics assessments
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Act as team leader for AL and HH

#### **Abi Leaney**

- Teach effectively in FS1
- Create a safe, engaging, and nurturing learning environment. Plan and facilitate play-based learning activities that promote social, emotional, and cognitive development.
- Regularly update parents on their child's progress and development.
- Work alongside Emma and TA's to ensure standards are high in Nursery and language acquisition is strong
- Develop outside provision to be as strong as inside, including plenty of learning opportunities for children to apply what they've learnt inside
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning

#### **Hope Hawksworth**

- Teach effectively in FS2
- Work alongside Emma and TA's to ensure standards are high in EYFS and language acquisition is strong
- Develop outside provision to be as strong as inside with Emma, including plenty of learning opportunities for children to apply what they've learnt inside
- Ensure EYFS outcomes are improved and are in line / above national
- Carry out Reception Baseline assessment procedures
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning

#### **Helen Ludbrook**

- Teach effectively in Y1
- Lead Computing across school
- Monitor planning and standards in own subject area, including coverage of long- term planning
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

**Charlotte Maddison**

- Teach effectively in Y1
- Lead History across school
- Monitor planning and standards in own subject area, including coverage of long- term planning
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

**Danny Hart**

- Teach effectively in Y2
- Lead PE across school
- Coach PE to raise standards in all classes and ensure high levels of engagement across school
- Monitor planning and standards in PE
- Plan Sports day and organise competitions with local schools
- Write Sports Premium report
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics and KS1 outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

**Nick Sell**

- Teach effectively in Y3
- Lead Maths across school
- Monitor planning and standards in own subject area, including coverage of long- term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Work alongside Maths DSAT lead and Maths Specialist to ensure mastery in Maths
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

**Alex Grant**

- Teach effectively in Y3
- Lead Geography across school
- Monitor planning and standards in own subject area, including coverage of long- term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Deploy TA's effectively and with organisation, to ensure no learning time or opportunities are lost

**Liz McClellan**

- Teach effectively in Y4
- Lead English effectively across the school
- Lead Art and Design effectively across the school
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Monitor planning and standards in own subject area, including coverage of long- term planning.

**Olivia Winterbottom**

- Teach effectively in Y4
- Perform responsibilities as Pupil Premium Lead, including monitoring Pupil Premium pupils
- Ensure provision for vulnerable PP pupils is high-quality. Explore opportunities for improving their access to wider experiences. Work with families to raise take up of PP.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

**Heather Stanfield**

- Teach effectively in Y5
- Lead RE effectively across the school. Drive Christian vision and values in school improvement. Organise Collective Worship.
- Lead the Worship Council and create opportunities for wider impact
- Act as Mentor for Sophie, alongside JCB as induction tutor
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Monitor planning and standards in own subject area, including coverage of long-term planning

**Sophie Strawbridge**

- Teach effectively in Y5
- Engage with and seek advice from Heather as mentor and JCB as induction tutor
- Teach the intended curriculums effectively and engage students in learning. Establish a positive and organized classroom environment.
- Engage in CPD and coaching in order to further develop Teaching and Learning
- Continuously reflect on teaching practices and seek feedback for improvement.
- Attend ECT training and actively engage in training materials and tasks weekly

**Paula Hewit**

- Teach effectively in Y6
- Ensure KS2 outcomes remain above national
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead MFL effectively across the school
- Monitor planning and standards in own subject area, including coverage of long-term planning

**Mark Porter**

- Teach Music effectively across KS2
- Share practice with others to ensure high-quality teaching of Music is delivered
- Organise and lead choir and orchestra. Seek opportunities for competitions, engagement with community and wider experiences.
- Lead Music effectively across the school
- Monitor planning and standards in own subject area, including coverage of long-term planning

**SEF 2024/25**

# DSAT

Diocese Sheffield Academy Trust

## Rossington St Michael's CE Primary School

*"All are Welcome, All are Accepted, All are Loved and All Achieve".*

### The DSAT Improvement Mission:

- To create and sustain challenging, stimulating, nurturing and exciting learning experiences where **all** children achieve well and are keen to learn.
- To deliver excellent teaching and learning for all pupils every day.
- To offer an inclusive framework for education that opens for our children "life in all its fullness".

## School Self-Evaluation Summary Report 2024/25

<b>School:</b>	Rossington St Michael's CE Primary School
<b>Headteacher</b>	Jenny Birks
<b>Ofsted grade at last inspection:</b>	Good
<b>Date of inspection:</b>	September 2021
<b>Self-evaluation judgements 2023/24:</b>	
Quality of education	Inadequate/ Requires Improvement/ <b>Good</b> /Outstanding
Behaviour and attitudes	Inadequate/ Requires Improvement/ <b>Good</b> /Outstanding
Personal Development	Inadequate/ Requires Improvement/ <b>Good</b> /Outstanding
Leadership and Management	Inadequate/ Requires Improvement/ <b>Good</b> /Outstanding
<b>The context of our school</b>	
<p><i>Rossington St Michael's CE Primary School was last inspected in September 2021 when it was judged as Good. Rossington St Michael's CE Primary School became an academy in the Diocese Sheffield Academy Trust in June 2017(sponsored). From very low starting points in 2016 (19% RWM combined) before sponsorship, outcomes for the school in 2022, 2023 and 2024 were above national.</i></p> <p><i>The school is a larger than average-sized primary school. The proportion of pupils known to be eligible for Free School Meals is average and the proportion of pupils that come from minority ethnic backgrounds is below average. Almost all pupils speak English as their first language. The number of pupils with disabilities and/or special educational needs (SEN) and supported at school action is well above average at 20%.</i></p>	

# Quality of Education

## The quality of education is good because:

- Outcomes are improving year on year, with 2024 outcomes significantly above national at KS2.
- Teachers have excellent subject knowledge, and this is developing year on year. We have a thirst to know and understand more about how children learn and remember more.
- Standards are high and the large majority of pupils perform well against national. This means that children are well prepared for the next stage of their education.
- Pupils with SEN need make good progress and we have high expectations that all children can achieve mastery of the curriculum.
- The curriculum is designed so that, over time, our pupils revisit learning and build on their understanding.

Reading is prioritised, and we know that fluency in reading opens up the curriculum for our pupils.

### Headline Data Summary (2024):

EYFS	Good Level of Development		Year 1	Phonics Check	
	School	National		School	National
	64%	68%		91%	80%

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	School	National	School	National
Reading	70%	71%	12%	19%
Writing	63%	62%	7%	8%
Mathematics	84%	71%	14%	16%
R, W & M	58%	57%	7%	6%

Y4 MTC	School	National
% full marks	71%	34%
Average score	23	20

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	School	National	School	National	School	National
Reading	92%	74%	37%	28%	107	105
Writing	83%	72%	20%	12%		
Mathematics	85%	73%	30%	23%	106	104
GPS	80%	72%	38%	31%	106	105
R, W & M	77%	61%	12%	7%		

## **Curriculum Intent:**

Our ambition at Rossington St Michael's CE Primary School is to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make a positive contribution to their community and the wider society now and in the future. In our school there is a strong focus on developing children's moral, spiritual, social, cultural and relational understanding. The building blocks of our curriculum ensure that children are well equipped with the knowledge, skills and wealth of language to prepare them for life in modern Britain, overcoming the contextual barriers to social mobility. Their sense of responsibility as current and future citizens is at the heart of all our teaching and learning. Children are taught to be respectful of other, to be courageous in their learning and to keep themselves and others safe.

St Michael's CE Primary School provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. All pupils regardless of their starting points are encouraged to expand their skills and knowledge through rich, broad curriculum opportunities.

St Michael's CE Primary School's focus on curriculum development is carefully sequenced to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We are a reflective school and continually strive to improve our teaching and learning in the light of current research, including research into the science of memory. Our teachers focus on teaching simply: revisiting and reviewing, teaching in small steps, practising and applying and assessing regularly. High quality, tiered questioning threads through our whole curriculum. Reading and vocabulary development are the key drivers in our curriculum, as we believe these are both vital tools which enable all children to access a broad curriculum and develop the cultural capital needed to thrive and be successful.

In English, we seek to inspire children to become fluent, confident readers whose love for literature will thread through into their adult lives. We strive through our language rich curriculum to empower children to interact with peers and adults in a confident, articulate way in order to prepare them for the next stage in their educational journey. By developing children's rich vocabulary, we aim to support our learners to flourish, create, innovate and achieve in a variety of ways, including the written form.

Our high-quality maths curriculum intends to engage all learners to enable them to develop the knowledge and skills required to succeed in life. St Michael's endeavours to encourage a mastery approach to support learners to become ambitious, resilient and fluent mathematicians. All aspects of maths: fluency; reasoning and problem solving will be covered in a spiral curriculum which is designed to embed long-term understanding, through regular revisiting of prior learning. Teachers and parents will work together to develop a positive mathematical mind-set.

## **Curriculum Implementation:**

### **Maths Curriculum Implementation**

To ensure effective delivery of St Michael's maths curriculum intent, the following approaches have been adopted:

- Across school we follow the White Rose Scheme to provide the opportunity for children to revisit prior learning. Teachers can then help children to build on this learning to help develop long term memory and conceptual understanding.
- To provide a curriculum which meets the needs of all pupils, learning is scaffolded through a concrete, pictorial and abstract process to enable pupils to be active participants in lessons.
- As fluency is the foundation of mathematical understanding, learning is revisited regularly through our spiral curriculum. We use TT Rockstars, Reflex Maths and Frax Maths to supplement discrete maths lessons and to encourage a desire in pupils to learn eagerly and take ownership of

their individual fluency targets. All of these systems can be accessed at home and we encourage parents to engage in this aspect of their child's learning.

- St Michael's has a calculation policy which embeds a consistent whole-school approach to teaching mental and written calculation methods for all four operations.
- Reasoning is a core aspect of the majority of maths lessons. St Michael's operates a safe, shame-free classroom culture that encourages all children to test theories, have a go and evaluate answers. As such, teacher focus is on process and effort rather than answers.

#### English Curriculum Implementation:

To ensure effective delivery of St Michael's English curriculum intent, the following approaches have been adopted:

- Every teacher is an advocate for reading, and we strive to inspire children to become 'hooked on books'.
- Reading and books are at the centre of our whole curriculum: reading drives and inspires our topics, visits, cross curricular opportunities and our writing. We use 'reading-into-writing' strategies in every year group and have carefully sequenced progression across the genres in our reading and writing curriculum. We follow the Pathway for Writing and Pathway for Reading schemes.
- Every term, each class studies a core text which inspire the topic covered. We ensure texts are age appropriate and sufficiently challenging.
- We combine discreet teaching of reading, including teaching specific comprehension skills, with opportunities for children to practice reading and develop reading fluency and stamina.
- All staff are highly trained to deliver our spelling programme daily. Children who are still learning to crack the phonic code practise their reading using only decodable books.
- Teachers plan opportunities for children to develop their confidence when talking, including planning rich opportunities for vocabulary development, drama and debate.

#### The full and balanced curriculum:

To ensure all pupils access consistency, progression and coverage of the National Curriculum, we plan topics which weave throughout all subject areas, ensuring that learning is relevant, inspiring, progressive and builds on pupils' skills and knowledge. Our curriculum is knowledge-led but also promotes mastery of skills. Learners develop detailed knowledge and skills across the curriculum and, as a result, achievement is improving. Our curriculum coverage includes age-appropriate teaching of Relationship and Sex Education, and in RE we use enquiry-based learning to stimulate debate across a carefully sequenced progression of lessons exploring 'Understanding Christianity'. Science and technology are key areas of learning that are promoted throughout each year group, as we are keen to ensure pupils are equipped with the skills they need to prepare them for work in the future. Our full, broad curriculum offer equips our children with the knowledge and cultural capital they need to succeed in life.

#### Assessment and feedback:

To ensure pupils achieve well, the school feedbacks regularly both orally and when marking. There is an expectation that pupils will respond to marking and feedback quickly within lessons, so as to maximise progress and create opportunities for embedded learning. We combine formative assessment with high quality summative assessment, ensuring that children are well prepared for testing as we believe this prepares them for education in later years, including helping them prepare for success in secondary school. Teachers use question level analysis to plan well for next steps. Assessment at our school helps pupils to embed knowledge and use it fluently.



# Behaviour and Attitudes

## Behaviour and attitudes are good because:

- Pupils display a thirst for knowledge and love of learning with attitudes of learning at a high standard.
- Pupil's behaviour is excellent and they are highly committed to learning.
- Pupils know how to study effectively and are developing strong evaluative skills.
- A positive climate for learning is maintained through the skilled and consistent behaviour management of staff.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high-profile anti bullying strategies including anti-bullying week.
- Pupils' exemplary conduct and behaviour reflect the school's efforts to promote high standards.
- Pupils learn to be respectful and courageous at all times. They trust adults in school and as a result safety and safeguarding is excellent.
- Pupils respect each other and learn to value our uniqueness and difference.
- Where pupils have significant SEMH need, they are well cared for and treated with dignity and respect. Staff are highly skilled and trained to support them with their anxieties, and, as a result of the care given, they continue to access first quality teaching at all times and succeed.

# Personal Development

## Personal development is good because:

- The school caters very well for pupils' personal development and mental health, providing wellbeing support at a very high standard for those pupils who most need it, including for disadvantaged pupils.
- All staff focus on developing children's character, including promoting resilience, confidence, courage and independence.
- Children are encouraged to participate in active lifestyles and to keep themselves healthy. Sport's funding is used well to encourage participation in sport throughout the school day and after school.
- The school promotes **British Values** and **Protected Characteristics** throughout the curriculum. We know that children grasp complex concepts when they are taught something by showing what it isn't. Therefore, we explicitly teach about Protected Characteristics through the lens of our curriculum, for example when teaching about WW2 in History, we show what happens to society when the protected characteristic of faith and religion is removed (the Holocaust).
- British Values thread throughout our provision and approach:

### Democracy:

Each year the children decide upon their class rules and the rights and responsibilities associated with these. Each class creates their own 'class charter', which they then all sign and agree to. Class charters are read out in assembly for the whole school to hear about and respect. Pupil voice is high on our agenda as a school and children have many opportunities for their voices to be heard. We have a School Council and the pupils are able to feedback regularly to their House Leader. In addition, all children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.

Democracy is explained in assembly and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed.

**The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken. Visits from authorities such as the Police; Fire Service; Ambulance staff etc. help to reinforce this message. In Y6 pupils visit annually the police education programme (Crucial Crew), where such values are reinforced and explained.

**Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.

**Mutual Respect:**

Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. When a child does something well their achievement is celebrated in a weekly 'Celebration Assembly', with parents and family invited. Part of our school ethos revolves around core values including respect and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy and the RSE curriculum. Additional support is given to individual children to help develop self-esteem and the concept of respect.

**Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We have visits from local clergy as well as church members. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings. We use assemblies to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, *from* other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the Locally Agreed syllabus for RE and use 'Understanding Christianity' units to enhance our teaching, and we are implementing the RSE curriculum from September 2020.

## Leadership and Management

**Leadership and management are good because:**

- Leadership and management are strong and have developed an ambitious and inclusive vision for the school.
- Leaders ensure that the curriculum is progressive throughout school and that all pupils have access to a broad, full curriculum. They check curriculum content and coverage regularly to ensure knowledge and skills are built upon as each child journeys through school.
- Leaders have due concern for teachers' workloads and ensure that appropriate, high quality teaching resources are available to enable teachers to work efficiently and smartly. This includes using high quality assessment tools which use technology to undertake question level analysis and accurately ascertain individual pupil's learning needs.

- There is a strong focus on developing teachers rather than on simply engaging in performance management: leaders recruit according to learning agility and work alongside staff to develop teaching. It its drive for excellence, leadership promotes the school's pedagogy at all times: the teach simply model.
- There is a refusal to accept that children should receive anything less than very good provision. Rigorous self-evaluation at all levels ensures that any weaknesses are rapidly identified, and proactive systems and procedures put in place to ensure that achievement is accelerated.
- Subject leaders are knowledgeable of standards in their subject areas and of strengths and areas for development.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision.
- Leadership is ambitious, tightly focused and resilient: it does not allow complacency to set in.
- The Academy Trust and the Local School Board are well informed and are proactive in ensuring standards are raised. They directly contribute to the improving provision.

# **IDSR May 2024**

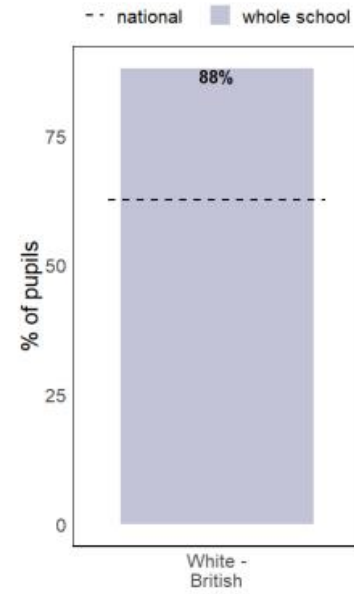
## School characteristics

	2021	2022	2023
School number on roll	Above average 331	Above average 348	Above average 345
School % FSM	Close to average 17	Close to average 20	Close to average 20
School % SEND support	Above average 15	Well above average 19	Well above average 23
School % EHC plan	Close to average 1.8	Well below average 0.9	Close to average 2
School % EAL	Below average 3	Below average 4	Below average 6
School % stability	Close to average 80	Below average 78	Below average 77
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Below average	Below average	Below average

- The proportion of pupils eligible for FSM (12%) in last year's year 2 is low compared to other year groups.

## Ethnicity

Groups that represent 5% or more of the overall cohort



## SEND characteristics

Type of resourced provision: No resourced provision

Capacity: 0

Type of SEN provision:

Number of pupils with SEND who are also FSM and/or CLA: 26

### SEND support (75)

SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	1	1	2	0	4
Moderate Learning Difficulty	0	0	0	3	3	3	6	15
Social, Emotional and Mental Health	4	2	4	6	6	8	9	39
Speech, Language and Communication Needs	4	1	0	1	1	2	0	9
Hearing Impairment	1	0	0	1	0	1	1	4
Physical Disability	1	0	0	0	1	0	0	2
Autistic Spectrum Disorder	0	0	0	1	0	1	0	2
<b>Year group totals</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>13</b>	<b>12</b>	<b>17</b>	<b>16</b>	<b>75</b>

### EHC plan (7)

SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	1	0	0	1
Social, Emotional and Mental Health	0	1	1	0	1	1	0	4
Physical Disability	0	1	1	0	0	0	0	2
<b>Year group totals</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>7</b>

## Staffing

- The proportion of education support staff relative to teaching staff was in the highest 20% in 2022.
- Per pupil spending was in the lowest 20% of similar schools in 2021/22 for: Educational consultancy.
- *There is nothing to highlight for teachers with at least one period of sickness absence in 2021/22 or 2020/21.*
- *There is nothing to highlight for days lost to teacher absence (6 days) in 2021/22.*
- At the time of the November 2022 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2020, 2019.

## Absence

	Absence		Persistent absentees	
	2021/22	2022/23	2021/22	2022/23
School %	7.7	7.8	27.4	25.0
Comparison to all schools	Highest 20%	Highest 20%	Highest 20%	Highest 20%
Comparison to schools with a similar level of deprivation	Highest 20%	Highest 20%	Highest 20%	Highest 20%

## Suspensions & permanent exclusions

### Whole school

	Pupils with 1 or more suspensions			Pupils with 2 or more suspensions		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
School %	0.3	0.0	0.3	0.3	0.0	0.3
Comparison to all schools	-	-	-	-	-	-

- The 1 pupil in the whole school with 1 or more suspensions in 2021/22 was suspended on 2 or more occasions but fewer than 10.
- Of the 2 suspensions in the whole school in 2021/22, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (1), **persistent disruptive behaviour** (1).
- There were no permanent exclusions in the whole school in 2021/22. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.



## Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Phonics Y1 expected standard %	38	Sig above national and 88th percentile	92	79	—	—
Writing KS1 expected standard %	38	Sig above national and 93rd percentile	79	60	—	—
Mathematics KS1 expected standard %	38	Sig above national and 96th percentile	89	70	—	—
Multiplication tables check	53	Sig above national and 82nd percentile	22	20	—	No data

### ► Non-significant data

- Of the 38 year 1 pupils, 3 did not meet the **phonics expected standard**. There were 4 pupil(s) that were screened for phonics in year 2 in 2023; 3 of those met the expected standard.