



Meadow View Primary School

Self-Evaluation Form (SEF)

March 2019



Context

- **Meadow View Primary School is a slightly smaller than average sized primary school with an admission number of 40. The school is situated on the outskirts of Rotherham centre which is predominantly low cost rented houses and social housing. There are some private housing in our catchment, but many of these families chose to send their children to neighbouring schools. There are six primary schools, two special schools and a secondary school in the immediate area; this forms the Winterhill Learning Community.**

As a result:

We work closely with the Learning Community on school improvement issues.

We have increased the number of Parent Open days, have leaflet dropped in the local area and as a result we are increasing in popularity in the local community due to parental views. We also have children moved to our school mid-year due to the increasing parental views in the area. We are also starting to attract more of the catchment children who may have chosen to send their children out of catchment and have also attracted some out of catchment children.

- **The percentage of children qualifying for pupil premium is higher than average (almost double National at 42.7%).**

As a result we:

Appointed an Inclusion leader to lead the Inclusion team comprising of a Parent Support Advisor, Attendance Officer and EAL support assistant who are funded through Pupil Premium, to ensure the needs of these children are met including:

- *Attendance and punctuality*
- *Progress*
- *More able*
- *Social and emotional issues*
- *Parenting support / education courses*
- *Behaviour support and links with parents*
- *Safeguarding / LAC*

- **The percentage of children with SEN support is higher than average (27% compared with National of 12.2%). We currently have 5 children who have an Education Health and Care Plan (and currently in the process for 4 further EHCPs).**

As a result we:

Have ensured that we have a highly skilled SENCO to ensure that the needs of our children are being met. Through her dedicated, robust and skilled approach she has been recognised by the local Teaching School and is a designated SLE, Specialist Leader of Education for SEN.

We buy in the highest level of SEN support from Learning Support Services for a specialist SEN teacher in the Local Authority and working together we ensure that:

- *Our teachers have the resources and training needed to plan and teach the range of SEN in our school.*
- *Provide quality training to ensure that our Teaching Assistants support children in class effectively.*
- *Ensure that Teaching Assistants are sent on the right training to ensure that our children have access to the right intervention needed.*
- *Our SENCo is involved in all Pupil Progress Meetings to ensure that SEN children are making the required progress and where progress may not be in line with expectation, the provision map is updated immediately to meet needs of individual children and groups.*
- *SENCo is up to date with current legislation and leads the Learning Community SENCo group to support the Learning Community.*
- *Our SEND local offer is very strong and we are attracting many children out of catchment due to our inclusive ethos (3 of our EHCPs are from children out of catchment requesting Meadow View for provision).*
- *We are one of only 2 schools in Rotherham to be awarded the Project Ability Award for 2nd consecutive years. This award is in recognition for our strong links with Special Schools and for eliminating prejudice between the schools. The Special Schools recognise our commitment to all children through our ethos and high expectation for all.*

- **The school's deprivation indicator shows that we are in the highest 20% when compared to other schools.**

As a result we:

Meadow View Primary School serves an area of poor socio-economic background. Latest information presented in the Index of Multiple Deprivation IMD, shows our community suffers high levels of deprivation in relation to unemployment and is identified as an area of high incidents of drug related behaviour and criminal activity. A number of children come from large families, in overcrowded housing, where sometimes, the parents /carers experience difficulty providing for their needs. This, coupled with poor health and low aspirations of families, hinders the success of some of our pupils. We serve an area of Rotherham where adults generally have low levels of educational achievement. Consequently, some parents have low expectations of themselves and their children. Unfortunately this often means children are not supported at home; sometimes because their parents are lacking the necessary skills. Although many parents are positive about school and feel very welcome, their direct involvement in their children's education is often limited. Some parents have limited aspirations for their children or for themselves. As a result, we offer a range of family and adult learning programmes to support adult education and how parents can support their child's learning. We also fund a Parent Support Advisor from Pupil Premium who has made a significant impact towards the attendance and parenting of many of our families. We also part fund the Inclusion Leader to be out of class to ensure that the high level of support needed for our families is there immediately.

- **The percentage of children who are EAL are inline National at 22.1%. Almost all of the EAL children do not live in our school catchment and want a catchment school so this affects the mobility of children. Stability is lower than national.**

The central area of Rotherham was in crisis due to high levels of migration into the area mainly from Eastern European countries. As a result children were being placed, out of catchment, in our school and therefore we are serving a more diverse area, a significant number of which have very low levels of literacy. Since the opening of the new town centre primary school in 2016, this has stabilised with EAL now inline with National. However, many of our EAL children remain out of catchment and new EAL admissions are due to town centre schools now at capacity again. The pupils speak 12 different home languages and an increasing number of children have little or no English. 98% of pupils fall in the 30% SOA, our school is located in an area of high disadvantage with 32.1% SEN provision children and 46% eligible for FSM (IDSR 2017). Our attendance target is 96% for 2016-17. The attendance target for 2015-16 of 94.5% was exceeded by 1.1%. In 2014-15 we were awarded the most improved school in Rotherham. The number of children supported with SEN, or with a statement of SEN is higher than the LA and national average. The leadership of SEN is strong, having SLE status, underperformance is rapidly identified as we aim to be proactive. Within our staffing structure we employ an Eastern European Teaching Assistant to support communication and learning with children and parents – this is invaluable to support children and to aid the communication with parents.

Aims and Vision

Our aim is to create a learning community that is safe, inclusive and enriching for all. A place that is child centred and provides its pupils with a wealth of different and enjoyable experiences. Children will develop a pride in their work and achieve their full potential. Every child will have their talents and successes recognised and celebrated.

Meadow View Primary School takes an inclusive approach to developing children's attitudes and attributes, which are at the heart of what we do. We believe that by working together with parents and carers, we can nurture children to be; happy, independent, self-motivated, confident, flexible, respectful and positive.

We will build on these to develop the skills they need for life, such as creativity, communication, teamwork, problem solving and using ICT confidently in order to be able to; *Enjoy, Achieve, Succeed*. Using these skills we aim to understand our local, national and global community more and contribute to its development to ensure we are making a difference for the better and prepared for a positive and successful future.

School Status

Meadow View Primary School is part of the Winterhill Learning Community comprising 5 other primary schools, 1 comprehensive school and 2 special schools. The learning community of schools work collaboratively together on several aspects of school improvement. These include, Literacy, Mathematics, Y2, Y6, EYFS and School Business Managers. The Head teachers are paired to provide robust peer analysis of each school and compare this to Learning Community data to look for areas of strength and Learning Community areas of development. As a result, we feel that we have strong assessment procedures through collaborative working and robust moderation. The 6 primary schools within the Learning Community are paired to enable strong collaboration. We have used these links to support a local primary school to improve their teaching profile in Upper Key Stage 2.

The school and the governing body are committed to achieving the ROSIS (Rotherham School Improvement Service) Mission:

- All students making at least good progress;
- No underperforming cohorts;
- All teachers delivering at least good learning;
- All schools moving to at least the next level of successful performance.

Awards

- ❖ We are the first school in Yorkshire and first outside of Liverpool to be awarded the National Wellbeing Award for wellbeing of staff. We are currently working Rotherham MBC to develop the regional award.
- ❖ We were the first school in Rotherham to be awarded GOLD for Parent and Child Voice Charter and have been instrumental in its development and are now part of the development group to strengthen the voice of parents and children further.
- ❖ We are proud to have been awarded Quality in Action for our EYFS provision, February 2014.
- ❖ We were re-awarded Basic Skills Quality Mark for the third time in July 2017.
- ❖ We are a Gold Arts Mark School.
- ❖ We have Project Ability Award for the second consecutive year (only 2 schools have achieved this)

Effectiveness of Leadership and Management

Local Authority monitoring visits and Learning Community peer reviews, together with the parental feedback provides evidence that the leadership is having significant impact on driving school improvement. The school is led by a Head Teacher who has a relentless and clear ambition for the school to continuously improve. Leaders at all levels are ambitious for the school; the capacity for continuing and maintaining improvements is robust. Leadership is outward looking and we have formed strong partnerships which have supported our drive and improvement.

Leadership and Management are good:

- Standards at the end of Foundation Stage have improved, strong progress over the two years is outstanding.
- The low Phonics scores in 2013 were rapidly addressed and the 2014 phonics scores were in line with National for children who were with us for F2 and Y1. This has remained high in 2015, 2016 and 2017 and above National in 2018.
- Progress at the end of Key Stage 2 has consistently been average or better.
- The quality of teaching and learning has improved; all teachers who have been with us for more than 12 months are consistently good. New teachers are supported well to ensure that they quickly meet the expectation of consistently good through peer support, coaching and high expectations.
- The use of data has been significantly improved; including use of gap analysis, and pupil progress meetings.
- The introduction and embedding of Achievement for All methodologies across the school.
- Restructuring of middle leaders and senior leaders.
- Focussed continuing professional development for staff on a needs basis, including the introduction of focussed coaching and use of new technology. All staff have opportunities for CPD internally and externally including Senior Leaders; NQTs on NQT programme; RQTS attend the Teaching Schools RQT programme; Middle leaders have accessed NPQML, Assistant Heads have competed NPQSL which one currently doing NPQH and Head Teacher has completed Primary Executive Headship to develop system leadership. Both the Assistant Heads are SLEs and the Head Teacher is an Associate Head Teacher for the Local Authority with responsibility for strengthening Health and Wellbeing across the city and supporting with school improvement.
- Jenni Logan, SLE is also leading Foundation Leaders Training for ROSIS, Mastery Maths in EYFS ROSIS and Deepening Maths Learning for NCETM for South Yorkshire.
- Introduction of individual, ambitious targets for all children which are monitored through pupil progress meetings and securely linked to appraisal. Staff at different stages of the pay scale have different targets and expectations with relentless focus on improved outcomes for children.
- Review of curriculum and co-ordination responsibilities; leaders at all levels are involved in monitoring provision for all children.
- Assessment procedures following the removal of levels is well embedded and strengthens progress as well as teaching and learning.
- Focussed monitoring of all areas of teaching and learning and provision.
- Strong and robust Governing Body, with established committees and four sub-groups focused on four areas of School Development Plan linked to Ofsted areas.
- Skills audit undertaken and reviewed annually of Governing Body and strengthened using analysis of audit.
- Improvement in attendance.
- Rigorous Appraisal Process linking to school improvement plan – accountability for all.
- Strategic Governance with Governor days and Learning Walks to provide evidence

All staff are part of a Curriculum Team to lead an area throughout school including NQTs and Teaching Assistants; action plans are written and RAG rated and provided to Governors who hold the school to account. As a result the quality of teaching and learning and the achievement of all pupils has improved; Governors know the school well. One Assistant Head has undertaken NPQH and passed well and the other Assistant Head has undertaken NPQSL. They are both SLEs, one for EYFS, Phonics and Curriculum and the other SENCo and Inclusion. Our Head Teacher delivers on School Direct, NPQSL and NPQH. The Head Teacher is an Associate Head for the Local Authority.

Governors hold the school to account through regular visits to the school, targeted questioning, analysis of data and through the appraisal process. Governors ensure the budget is targeted appropriately to maximise value for money and improve outcomes for children. Staff and other resources are well deployed. The Head Teacher and Chair of Governors have participated in the Local Authority development which has supported the leadership of the school to develop a 360 review of the Chair and scrutinise our policy and practice. The Chair and Vice Chair attended training by the local Teaching School for Effective Chairing. Training is a strength of our governors. The Head Teacher's report provides a clear and transparent view of the school with provides governors with the opportunity to think of

questions in advance. The attendance of governors at all meetings is excellent (see website).

All statutory policies are in place and reviewed regularly. There is a safeguarding team which meets regularly and includes the Inclusion Leader, Head Teacher and Parent Support Advisor. Safeguarding is paramount; all statutory responsibilities are carried out. SMSC is a strength of the school. Teachers plan carefully to exploit opportunities to further pupils' knowledge and understanding of the world around them and cultures that differ from their own. Multiculturalism and SMSC is a golden thread throughout school from F1 to Y6 and children are well prepared for life in modern Britain. The impact is that children enjoy new experiences in exploring all aspects of the wider world. Pupils are able to take responsibility for their own learning and often choose how to present information to demonstrate their learning. The learning environment supports children to reflect on their work and experiences. By far the majority of children support each other academically and socially. Visitors comment on the behaviour of children which is exemplary on excursions out of school. Children welcome visitors into school. Through the curriculum children are increasingly able to understand their historical heritage and how this has shaped their future. Children are confident with the use of new technology to support their learning. The engagement of children in external clubs and activities in the community is celebrated and shared in assemblies.

A programme of coaching is developed from all observation judgements. The Assistant Head Teacher (Teaching and Learning) delivers a programme for teachers and support staff in school to ensure continuous improvement in teaching and learning and that CPD needs are met. Teachers receive quality feedback and targets are set and monitored. Individuals are coached according to need, CPD is provided either whole school, phases or individually. There is a desire by all teachers to be outstanding.

All stakeholders are kept informed through the school's website, text messaging service and newsletter. Parents/carers are kept up to date through bi-annual parent consultations with progress information and through structured conversations in line with Achievement for All principles. Achievement for All strategies have been extended from the initial Y1 and Y5 to include all year groups and Foundation Stage children to ensure the needs of all are met and parent's views and concerns are taken into account. Targets are set following structured conversations. Home visits are carried out where necessary and support is offered to bereaved children and families as appropriate.

Admissions arrangements and transition arrangements are well managed; nursery admissions are twice per year, September and January (however, we will do a April start if ratios and numbers permit) to ensure that the youngest children get a good start. Parents can opt out of this, however by far the majority are supportive and want their children to access nursery as soon as they are three years of age. As part of transition and entry into nursery (and if children are new into F2), home visits are organised, parent/carer meetings are held and children and their parents/carers can engage in Stay and Play sessions.

For the past few years, the local secondary school have taken the Y6 children for the last 2 weeks in the school year. This has enabled the school effective transition for years F1-Y5. All children spend quality time with their new teachers, in their new classes, for the final 2 weeks. This reduces anxiety for children over the long summer break and enables teachers to 'get to know', start learning promptly in September and set strategic learning for over the summer break. This enables learning to start immediately in September. Parents and teachers have commented very highly and progress in Autumn term is stronger than in previous years.

Strengths	Next Steps
<ul style="list-style-type: none"> • Leadership is devolved to all levels and capacity for middle leaders is good. • Leaders at all levels are committed to school improvement and improved outcomes for all children. • Rich and varied curriculum which is pupil led, interesting and engaging. Use of new technology to meet the needs of all children and engage them in learning. • Safeguarding is key strength of the school. • Rigorous monitoring. Leaders have an accurate view of the school's position and areas for improvement. • Parents/carers are kept well informed through the newsletter and web 	<ul style="list-style-type: none"> • Continue reports to Governors and visits for Governors into school. • Ensure CPD needs of the SLT are addressed where necessary. • To ensure that the dip at KS2 reading is reversed to match the previous upward

site/blog. They are encouraged to comment and contribute.

- Partnerships with other schools provide opportunities for middle and senior leadership development.
- Constant and continuous drive by all leaders to improve the school and outcomes for all children.
- Developing a wider role of support where appropriate across the L A.
- Impact of Head teacher and other Senior Leaders on teaching over the past two years.
- Governing Body involvement, questioning and holding to account has improved rapidly over the past two years.

trend. Pursue excellence at all levels to ensure attainment at EYFS and KS1 meets national.

- Further develop pre-teaching strategies to reduce intervention
- Further develop transition for new arrivals especially those new to English.

Overall judgement for Leadership and Management – Good

Quality of Teaching, Learning and Assessment

Quality of teaching is good. We carefully monitor Teacher performance and Teaching Assistant performance, using a model based on Andy Griffiths FACE (Feedback, Autonomy, Challenge and Engagement). We use a wide range of evidence to ensure that our judgement is accurate and takes account of the wider professional role. We observe lessons, scrutinise books, talk to children, conduct regular learning walks, monitor planning and triangulate this with data and trackers. We hold evidence trails which involve the SLT and the appropriate members of the MLT or subject leaders; so leaders are accurately aware of where school strengths are and areas to develop. We also rotate including other members of the teaching team as part of their CPD. These evidence trails inform our whole school CPD programme. There has been a marked improvement in the quality of teaching over the past two years. Teachers demonstrate high expectations to extend previous knowledge, skills and understanding of all pupils in lessons and over time. We encourage our teachers to *'Teach like a Pirate'*, demonstrating their passion and enthusiasm for their job; using their rapport with the children to promote excellent outcomes for children; encouraging them to ask questions and analyse their own planning and strategies for learning to transform and improve the quality of their lessons. Teachers employ a range of effective teaching strategies to successfully engage, enthuse and motivate pupils in their learning, including:

- Creating an immersive environment to engage and stimulate children.
- Choosing termly topics that are of interest to the children but provide rigorous coverage of the National Curriculum with a breadth to meet the needs of children.
- Using forest school to present learning in a more creative way.
- Focused use of data through accurate assessment for learning and planning which is reactive on a daily basis to the needs of the children.
- Use of targeted teaching through differentiation (including knowledge harvest).
- Use of help desks and learning walls.
- Independent learning is promoted through teaching strategies.
- Use of new technology including iPads
- Ensuring effective use of their Teaching Assistant following intense CPD and bespoke staff meetings.
- Focussed differentiated questioning to secure understanding and embed learning.
- Achievement for all strategies are used to target identified children in partnership with parents/carers.
- Skilled teacher intervention without interrupting independent learning.
- Effectively planned maths carousels to address misconceptions before next lesson or to pre a topic to a lower attaining group.
- Pre-teaching of texts to enable lower attaining pupils to access the main class work.

Rigorous monitoring of teaching includes carefully planned coaching and CPD. Teachers receive clear feedback with short, medium and long term targets and each teacher and Teaching Assistant has a Teacher Improvement Plan (TIP) to move them onto the next level and encourage reflective self-evaluation. **92%** of teaching is good or better throughout the school and this is evidence through a triangulation of monitoring. Newly qualified teachers make good progress as a result of rigorous and focussed support and training. As a result pupils are making at least good progress across reading, writing and maths. Pupil Premium children make progress in line with all children as do the majority of SEN pupils. All pupils make at least good progress from starting points and over time.

Two members of staff are SLEs for EYFS, phonics and Inclusion and can be deployed across the Local Authority to

support other schools. The Head Teacher has successfully completed Executive Headship training to develop system leadership and has been part of a successful Local Authority project to ensure better outcomes and expectations in KS1 for schools which have mobility and Roma barriers. This year our Head Teacher is a Local Authority Associate Head Teacher providing support and training on areas where we have shown success.

Coaching alongside targeted CPD, has been very successful moving teachers from RI to regularly at least good teaching and learning. Members of the SLT and MLT are regularly asked to support teachers within the local Authority and the school regularly has visits from other schools in the authority who want to extend and develop their practise. The Head Teacher also contributes to the School Direct, RQT, NPQSL and NPQH modules. Teaching Assistants make a positive contribution to the quality of teaching and learning, they attend staff meeting each week in addition to focused CPD; monitoring is part of lesson observations, they receive feedback and targets. Where applicable, Teaching Assistants has at least one of their performance management targets linked to the progress of vulnerable children including Pupil Premium children.

Every effort is made to ensure that children leave each phase of learning ready for the next. In 2018 the percentage of children who achieved a good level of development (GLD) in Foundation stage exceeded national data by 8%. In Y1, 76% of children passed their phonics test. We had 5 new children to this data and for children who were with us throughout F2 and Y1 we exceeded national by 4.2%. In Y2, attainment is also rising and we exceeded National in Reading 3%, Writing 5% and Maths 7%. Children entering mid Key Stage are still our challenge and we consistently work to remove this barrier. We also have a rising trend in KS2 from 2013 to 2015 which has been compromised by the 2016 Reading Test (see achievement section).

The introduction of Talk for Writing and Big Write have ensured that children are engaged in writing and want to write. The streamlined consistent approach towards editing and improving writing has impacted on the quality of writing and teacher high expectations of handwriting are also largely evident. Teaching of writing is consistently at least good with a high percentage (80%) regularly outstanding; this is reflected in progress and outcomes of each cohort. The learning environment supports T4W ensuring pupils can be independent.

Regular reading, comprehension activities and promotion of home reading have impacted on progress (see achievement) of all pupils. A Project Based Learning curricular approach to learning ensures that key skills in reading, writing, communication and mathematics are embedded into learning to ensure that children make at least good progress. Teachers build in the application of Basic Skills into all lessons across the curriculum.

Children's interests are solicited in EYFS in partnership with parents. Year one provision has been changed to ensure it links with both Foundation Stage and Key Stage 1 practice; this has had a positive impact on engagement, learning and outcomes. In other year groups projects are introduced in a variety of ways supported by the class twitter feeds and website to ensure engagement and interest. We have developed Project Based Learning through Immersive Learning, which allows pupils across KS1 and KS2 to direct their learning by creating questions, which will guide their learning across their project. External visits and visitors to the school are arranged as well as practical activities within school to ensure a balance of different approaches to learning. Children say they enjoy coming to school and learning; they are keen to engage in the topics. In maths, teachers are working with the new curriculum; there is an emphasis on developing children's reasoning skills and staff are accessing a large amount of mastery CPD ensuring that children gain a deeper level of understanding of the number system and concepts being taught.

Teachers assess pupils' progress using a range of formative and summative strategies and provide them with frequent, detailed and accurate feedback to ensure they understand how to improve their work. The school's marking policy is consistently followed to ensure that feedback is immediate and constructive. Children are given opportunities to act on marking immediately following verbal feedback; this shows visible signs of improvement in learning. Progress is good/outstanding (see achievement section)

The Project Based Learning curriculum ensures children are enthusiastic about learning and have a real purpose to learning. Projects are well planned and linked to children's interests. At the beginning of the Project, children know that they will be exhibiting their learning to parents and children in school. Each key phase share exhibitions in our Exhibition room. Children's different learning styles are well thought out and there is an excellent balance between teacher talk and children work so that teachers never stop teaching but children do all of the work to move their

learning forward. Classrooms provide learning environments which include help desks to ensure children are self-sufficient and take responsibility for their learning. Praise and rewards have a positive impact on learning e.g. sharing good work at assemblies and recognition in line with the school's Behaviour Policy. Homework is allied to on-going class work with a flexible menu approach for children to choose from. Parents have commented that their children have enthusiasm for the tasks set and teachers have noted that homework being brought into school is of a much better quality. Also following a recent survey with parents, we have devised a the '50 Things a child should do at Meadow View' in line with the '50 Things' from the National Trust. Parents are keen to develop this in partnership to ensure that children have access to a broad and balanced learning experience at home and school. We reflect on our practice and our January 2019 INSET is evidence of how we have been innovative and adapted the timetable to meet children's needs incorporating strategies to develop children's mental health. We have recently developed a forest schools Learning area for all year groups to use. KS1 and FS teach a significant quantity of their learning in this area with KS2 increasing.

Strengths	Next Steps
<ul style="list-style-type: none"> • Project Based Learning in Immersive environment, stimulating all senses. • Rigorous assessment for learning. • Pupils are enthusiastic and engaged in learning. • Knowledgeable and able staff deliver good and outstanding lessons. • Supportive and engaging learning environments. • Forest School used to enhance learning • AHTs and Co-ordinators use a range of evidence including work scrutiny, data and lesson observations to make judgements and direct CPD to be most effective on an individual basis. • Staff members supporting across the Local Authority and Teaching School. • Variety and richness of CPD. • Willingness/culture/ethos of staff to be self-reflective and to improve. • Teaching has improved considerably over the past two years. • Appraisal is a cyclical process focussed on school improvement and outcomes for children. • Engagement in Home Learning Menu 	<ul style="list-style-type: none"> • Further develop reciprocal and pre-reciprocal reading to ensure that attainment standards at the end of KS2 meet or exceed National. • Further develop the use of TIPS to ensure Teachers and TAs are improving. • Further develop higher order questioning to be included on planning and extend children's thinking. • Reflect on new timetable approach.

Overall Judgement for Quality of Teaching, Learning and Assessment– Good

Personal Development, Behaviour and Welfare

Behaviour is at least good, pupils are polite and respectful of others, the progress and achievements of children shows that behaviour for learning has improved significantly since the last inspection. The majority of parents agree that there is a good standard of behaviour at the school and that lessons are not disrupted. Parents say that their children are happy at the school and overwhelming say that their children feel safe. There is a clear and well-understood behaviour policy with a focus on behaviour for learning. We are currently working with our School Council and Parent Council to further refine this policy to adapt to the increasingly good behaviour to incorporate a stronger emphasis on learning behaviours. Data shows that pupils are making at least good progress.

Visitors say that the whole ethos of our school is strong. The Parent and Child Voice assessors commented that there is a 'love' of children and a child centred ethos which is as strong as she has ever seen. This is a result of a significant amount of work on PSHE, SMSC and Inclusion; we have

- Inclusion Leader is a SLE for SEND and Inclusion.
- Huge focus on anti-bullying with the Anti-bullying Officer Ann Foxley-Johnson and the NSPCC. We have taken part in the Power Project and developed from this Meadow View Mates by targeted children who need support to build self-esteem or support in this area. Whole school focus on this continued throughout the year to reinforce and develop a deeper level of understanding for children.
- Workshops on the impact of words and Random act of kindness have supported the PSHE curriculum delivered by all staff.
- Dedicated weeks focusing on Diversity and Kindness.
- Development of Restorative Practice philosophy and strategies to understand more about why children act and behaviour in the way that they do rather than focus on the behaviour they display.

- Developed work with Tim Pinto, leading E-Safety Officer to update policy and review procedures. We now have E-Safety updates on newsletters to work together with parents to keep children safe on the internet.
- Significant work on the outdoor environment.
- 'Making Y6 special'.
- Dojo points and House Captains who are voted following election speeches and voting in booths for all children.
- A huge focus on the curriculum and making it more relevant and interesting for children, with the introduction of Project Based Learning with a 'wow factor' to start each theme, and pupils having more input into the choice of themes.
- A huge focus on the quality of teaching to ensure high expectations, appropriate pace and challenge and that learning is 'fun', engaging and children want to learn.
- Working in partnership with local Special Schools and have been awarded Project Ability Award for the second consecutive year.
- Governor lead for Safeguarding.
- Most improved school attendance award for Rotherham for year 2013/2014, increasing our attendance by 2%. This has continued with an upward trend each year. Last academic year 2017/2018 we were the only primary school in our Learning Community to have a % increase on attendance over the year.

However, we do still have a very small minority of pupils with Social, Emotional and Mental Health difficulties, who are on the SEN register and are being monitored closely. They receive (or have received) support for behaviour and this is well managed by the staff in school, through our consistent approach and high expectations. Behaviour Support highly commend the school on our inclusive approach and skilled staff and children who have failed in other settings have come to Meadow View and succeeded. We have further developed staffs understanding of why children behave as they do through brokering support from Positive Regard Teaching School and SEMH school Springwell. Through the link we are developing a Restorative Practice approach to behaviour procedures. Staff have received training to support these children using Theraplay, Lego Therapy and Drawing Therapy.

Our Project Based Learning means that children are immersed in learning and immersed in their environment. Skills, knowledge and understanding are taught through these topics. Children are engaged in learning, they discuss this in terms of acquisition of knowledge and understanding rather than activities; this is mirrored in all lessons. Increasingly children can discuss how these skills will help them in future years. Children have opportunities to work in whole classes, independently, and in groups. Learning behaviours are strong; this has a strong impact on progress in all lessons (see achievement). This has been created because of good teaching including self-differentiation, learning walls, help desk and peer moderation.

The work of the Inclusion Co-ordinator and skills of all staff have ensured that there is a very positive learning climate in school. Small groups with particular needs are supported very well in conjunction with parents/carers.

Pupils have positive attitudes towards learning enabling teachers to teach and pupils to learn. A very small minority of pupils have recognised behaviour difficulties. Children feel safe from bullying and other forms of discrimination. They are articulate and not afraid to challenge, however they are also encouraged to develop a sense of respect for others. Pupil feedback supports this view; almost all children say they like school, saying lessons are fun and that their teacher expects them to work hard. Children say they like to learn new things in school. Pupils value the school demonstrated by their high level of engagement in the School Council, participation in community events and extra-curricular activities.

The school is confident, through discussions with pupils, that they feel safe. Other evidence includes;

- The number of parental complaints has reduced.
- The number of behavioural incidents has reduced.
- The number of exclusions has reduced.
- 2019 Parental questionnaires show that 85% of parents feel that their child is safe at school. Of the minority who do not, behaviour of a very small number of children causes some concern. 99.7% of parents believe that school provides a supportive environment.
- Pupil questionnaires show that almost all children feel safe at school; almost all agree that behaviour is good; **all** children surveyed agree that adults care about them and **all** children know that adults are interested in their views.

The impact shown above is evidence of the huge amount of work the whole school has done on improving behaviour, the environment and raising expectations.

Safeguarding policies are clear and known by all staff; they are consistently applied. The Inclusion Leader is the Designated Safeguarding Person and the Head Teacher supports this role with the Parent Support Advisor.

Safeguarding practice is well embedded in the ethos of the school with all staff understanding their role and responsibilities. Links with outside agencies are good; the Inclusion Co-ordinator is Lead Professional for Early Help collaboration. Needs of families are identified early through the Inclusion Team.

E-safety, Anti-bullying weeks and focus on safeguarding ensure that children understand how to keep themselves safe on the internet and in everyday situations. Annual reports to parents include comments on attitudes to bullying and ability to stay safe on the internet. Children learn to swim in Year 4, Stranger Danger and NSPCC workshops for Y5 and Y6 provide children with further opportunities to keep themselves safe. Risk assessments are carried out as a matter of course. Governors are involved in Health and Safety monitoring.

There are very few fixed term and no permanent exclusions, and no incidents of bullying this year, children are aware of what constitutes bullying. Behaviour is monitored closely and should a child appear a specific number of times on the lunchtime sheets then the Inclusion Leader places the child on internal report which the child shows daily to a member of the Leadership Team. Pupil Premium children are not over represented in any behaviour incidents logged. Where Pupil Premium children have additional social needs (inside or outside of school) these are linked to the Inclusion Co-ordinator to ensure that outside agencies can support where necessary. Inappropriate behaviour by any pupil is dealt with in line with the school's Behaviour Policy which was created by all stakeholders and is reviewed regularly. Minor misdemeanours are dealt with through the lunchtime detention system; the number of these has reduced and major incidents are extremely rare.

Lunchtimes are productive; use of National Lottery grant to install, manage and train staff to use the Scrap Store Play Pod which engages children in creative play. The EAL teaching assistant also supports lunchtime to support integration of Roma pupils who live out of catchment to play positively with peers. Children identified through the lunchtime sheets as having ongoing difficulties to positively play with others are placed in a lunch club Nuture group for a minimum of 6 weeks to work on their personal and social development to improve and modify their behaviour. Children are consulted on ways of improving lunchtime and other aspects of school life through pupil voice in school and class council sessions.

There is an extensive extra-curricular menu available to children from EYFS to Y6. Different activities are on offer throughout the year, run by a mixture of teachers/support staff and outside providers.

The teaching and learning environment has been improved with our link with EOS Teaching Schools by immersing children in their Project.

SMSC and British Values – see section at the end

Attendance

Pupils and families have reacted well to strategies to promote good attendance; we were the most improved school in Rotherham for 2013/14 and improved our attendance by 2.3% from 92.69% to 94.98%. This continued in 2014/2015 and a further rise to 95.6% for 2015/16. Persistent absence continues to be a focus, but evidence shows that we can improve children who are PA one year to eradicating them the following year. If children fall into PA they tend to be a new in year arrivals. Our target for 2017/18 year was set at 96.0% and we achieved 95.5% (increase of 0.1% from 2017 and the only school in our Learning Community to have an increase. 2018/19 target has remained at 96% as the authority is confident that we can achieve this.

Strengths	Next Steps
<ul style="list-style-type: none"> • Positive and valued ethos across the whole school high commended by visitors • Links with outside agencies to support families • All stakeholders understand rewards and sanctions systems for behaviour 	<ul style="list-style-type: none"> • Continue to involve all stakeholders in safeguarding (including E-safety) • Further develop staff's understanding of Restorative Practice. • Implement SOL to improve attendance and punctuality actions to improve percentage further. • Work with outside agencies to eradicate persistent absence.

<p>management.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular activities • Attendance is improving • Progress of groups is strong 	<ul style="list-style-type: none"> • Engage with parents/carers regarding educating children about attitudes regarding sexual orientation and CSE.
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Overall Judgement for Personal Development, Behaviour and Welfare – Good

Outcomes for Pupils

Achievement is good because across almost all year groups in a wide range of subjects, including in English and maths, current pupils make consistently good progress, developing secure knowledge, understanding and skills, considering their different starting points. In a wide range of subjects, the progress of disadvantaged pupils and pupils who have SEN exceeds that of all children.

We use data rigorously to allow all staff to monitor progress against aspirational targets, plan next steps in quality first teaching and interventions which are reviewed regularly. Gap analyses and provision maps are created to close any gaps and accelerate progress in reading, writing and maths. Data forms the basis of accountability through pupil progress meetings and robust appraisal of all teaching and non-teaching staff. Identified gaps are also targeted through structured conversations with parents as part of our Achievement for All work. We have also introduced mini-structured conversations for all pupils, 3 times per year. We assess against NC objectives and measure whether children are at age related expectations against steps of progress for each year group. Teachers have had intensive training on using new assessment procedures and following moderation with the Learning Community we know this is a strength of our skilled teachers.

Foundation Stage

On entry to school in F1 the typical age band for baseline should be beginning 30-50 months, and for F0 the typical age band should be 22-36 developing, however this is not the case at Meadow View. For the past two years standards on entry have been well below or significantly below.

For the F2 cohorts starting September 2013-2015 standards were below in that typically around 5% of children are at this level in Reading, 11% in Writing and 5% numeracy. The weakest area that F2 enter in Speaking and 2% enter at typical development. The 2016 F2 cohort was slightly stronger with 27% typical in reading, 38% writing, 35% number but a similar pattern for speaking with 5% at typical. 2017 baselines are similar to 2016 in reading, maths and speaking but lower in writing - 27%. Standards when children leave F2, have exceeded National for the past three consecutive years. 2018 figures show GLD of 79% against a national figure of 71%.

This is due to the huge focus on getting children ready to learn more quickly in F2 with home visits and stay and play in July to prepare F2s for starting school. We have also strengthened links with other providers and ensure that the quality in our own F1 is the best it can be. Our Foundation Stage leader is an SLE for Foundation Stage and ensures that staff are equipped with the right resources, training and environment to accelerate progress. We have also invested highly in Speaking and Listening, with teachers trained on Talk Boost, play clever, talking tables and support staff trained with 'I Can' strategies. From April 2015, we have bought in a specialist Speech and Language Therapist one day per fortnight to target F1s and F2s. This is showing great impact on CLL data at the end of EYFS.

Phonics

Phonics data for all children exceeds National by 2%. *85% (National 83%) (ASP shows 82% but they have included a new girl who started Phonics week)

We have invested in a programme seen in London where Phonics is consistently exceeding National. This strategy works for our EAL children if we have long enough with them. Pupil Premium achieved 88% which significantly exceed National.

Key Stage 1

End of Key Stage 1 data for 2018 shows that in reading 71%, writing 56% and maths 71% achieved National Expectations against National figures of 75%, 70% and 76% respectively. Pupil Premium children exceeded National in reading 75% and maths 88% but writing was slightly below at 62.5%. Analysing the pupil premium 3 of these children have SEN relating to Fine Motor Skills which does not affect their reading or maths but it affects their writing, especially the ability to have similarly sized ascenders and descenders. This year Learning Support have provided more strategies to support these children. This is similar to the whole group with a number being identified as having issues with FMS affecting their writing and not being consistent with writing expectations.

During our Local Authority moderation by the Local Authority in June 2016 and November 2018, this showed that reading and mathematics were seen as a great strength of the school. Writing composition was strong but moderators found that the maturity of language and life experiences was affecting the move to the next level and children writing at Greater Depth. This has been an area of development we have focused more closely this year, through immersive learning and Project Based Learning and more targeted teaching and raised expectations. As a result we achieved 32.4% at GD in reading, 21% at writing and 26% maths – all exceeding National, however expected levels fell short of National. Mobility in KS1 continues to be the main barrier with 10 new children into KS1. We are also attracting more complex SEN children who have learning as a need. To address this, the SENCo has been placed to support KS2 to give these children extra support.

End of Key Stage 2 data

Up to 2015 we had a 4 year raising profile. This is due to dedicated, robust and effective leadership to ensure that historical teaching and progress issues have been eradicated and replaced by good quality teaching, effective policy and practice and a determined drive to be consistent in raising attainment and progress. We have triangulated Pupil Progress Meetings, Performance Management and quality CPD. The new tests in 2016 caused a challenge for us in 2016 particularly in reading, together with the complex issues of mobility, especially relating to children with SEN. 2018 data shows reading 53%, writing 73%, maths 43% and SPAG 47%. 1 child did not sit the 2017 tests due to high level SEN needs, 4 children did sit the test at parents request, although school felt that they were working well below the level, 2 of which needing specialist secondary provision. This cohort had very high SEN needs almost half of the cohort. Internal data showing all minus SEN would have reflected in our data at 82%, 100%, 71% & 100% with 71% combined. National figures were Reading 75%, Writing 78% Maths 76%, spag 78% and combined 65%.

Pupil premium numbers in 2018 was significantly higher than normal with 20 out of the 30 being PP. The results of the PP children were reading 65%, writing 70%, maths 50%, spag 45% and combined 45%. All higher than our all children and closer to the National Average. Only 17 of the children were will us at KS1.

Progress for all was reading -1.07, writing +4.47, maths -1.22 and for disadvantaged reading -1.09, writing +4.96, maths -0.08. We had new children to the key stage who affected our data and 5 children in maths got a scaled score of 99 and 2 in reading.

Internal Data for Y3 to Y5

We have implemented a bespoke version of the Sheffield Assessment Tracker to monitor progress across school. Through intense training and immense CPD for teachers and support staff we feel that children have been base lined accurately and are currently making good or outstanding progress across the year groups.

Reading has a high priority throughout school. Guided reading is taught every day with teachers and support staff leading groups so children have Guided Reading twice weekly. Children who have been identified through Gap Analyse during Pupil Progress Meetings also read to an adult at least twice a week and are taught the principles of reading through a daily Phonics lesson. Basic skills are taught throughout the curriculum to ensure children use and apply literacy and numeracy skills. For Y6 children who need it we use Read, Write Inc Fresh Start as an intervention which is used in Y7 in the local secondary school and following collaborative work with the secondary, we have started in Y6.

In addition, quality independent reading books are provided for children to take home in EYFS and KS1 which link to Phonics and are levelled to match children's needs. The school's approach is that children need to learn to read and read to learn. We have also introduced KS1 Reading Challenge to raise the profile of reading at home.

Maths is also an area we have focused through the introduction of Focus Maths to develop mastery at all levels and rapid recall of mental maths strategies. Through partnership work with an NLE, we have introduced the morning

maths carousel where for the first 20 minutes of every morning, fun maths activities are completed to address the new assessment system, address misconceptions from previous days maths and revisit previous maths learning. Again, this is proving to be an asset to maths learning.

2018 Headlines

GLD – exceed 2018 National for all children, MVP children and PP children

Phonics – slightly below 2018 National (including new child) however, MVP children and PP all and PP MVP all exceed National!

KS1 – Pupil Premium children and All children – SEN exceed National in reading and maths . We exceed GD National in all areas. PP children exceed in reading and maths but slightly below in writing due to limiting judgement on writing for children with fine motor complexities.

KS2 – Exceed National for all children – SEN in Reading, Writing, GPS and combined. In this cohort, we had 13 SEN children (2 of which did not go on to mainstream), removing these we are above National in all subjects except Maths. Mobility has also been a barrier with this cohort – 13 starting within KS2 out of the 30.

KS2 Progress is strong with average scores in reading -1.07 and maths -1.22 and well above average progress in writing +4.47.

Strengths	Next Steps
<ul style="list-style-type: none"> • Expertise of staff, teaching is strong and this is triangulated through evidence trials to quality in books and strong planning. • Two member of staff are SLEs for EYFS and Inclusion and are supporting other schools throughout the LA to improve outcomes for children. • Key Stage 2 progress outcomes. • Pupil premium children are making good progress. • Use of data. • Achievement for All actions which are focussed on vulnerable children ensure they make good progress. 	<ul style="list-style-type: none"> • Continue to increase the number of children who achieve higher levels by identifying them early and providing effective intervention. • Ensure that the GD data in KS1 transfers to expected. • Continue to reverse the 2016, 2017 and 2018 dip in KS2 reading following the introduction of the new test and raised expectations to ensure we exceed National in all areas. • To develop greater confidence in Maths in Y6 to ensure that children achieve in tests as they work in class

Overall Judgement of Achievement – Good

Early Years Foundation Stage

Our AHT, who is also a teaching school SLE (Specialist Leader of Education) for Early Years; leads our Foundation Stage. This strong leadership provides all leaders with an accurate understanding of the strengths of our provision and our next steps in terms of children’s learning, staff development and environment. The Local Authority sign post schools to our environment as a model of best practice of which we are very proud. Our EYFS leader, through her role as SLE, supports both identified local authority schools and PVI settings to improve.

We feel that the Early Years Foundation Stage is strong because:

- The majority who join the school are at a level well below or significantly below what is typical for their age and make outstanding progress in order to narrow the gap.
- In 2018, children achieving a good level of development (GLD) in EYFS exceeded national attainment by 8%
- We provide a broad and balanced provision across the seven areas of learning that ignites imagination and enthusiasm for learning.
- We carefully monitor children’s progress and attainment and target gaps in order for them to make progress.
- We have a secure knowledge of early child development and therefore make the prime areas a central feature of our curriculum.
- The monitoring of all the staff in the provision is strong resulting in consistently good or outstanding teaching.
- We have high expectations of children and use accurate assessments together with this challenge to provide well planned learning opportunities.

- We routinely develop children's Characteristics of effective learning celebrating their growth mindset and learning journey.
- Learning is linked both to Project Based learning opportunities through Corner Stones a clear focus on the strong EYFS principles of learning through quality play and real life experiences and using children's own interests to explore deeper learning.
- Children are clearly motivated to learn and are interested in a broad range of activities.
- All children access forest school weekly on Muddy Mondays, Welly Wednesdays or Forest Fridays.
- We hold regular family learning events such as 'ready to read', 'fun with phonics' 'family art and craft days', themed activity days and 'family forest school'. Vulnerable families are targeted through these events and these events are always well supported and highly thought of by parents who value the opportunity to work with their child in school.
- PSED has a main focus within our unit, particularly in the Autumn term and therefore children learn to manage their own behaviour well and observations show that children care for each other and that they feel safe.
- Children gain an understanding of risk and safety through the real life experiences, forest school activities and staff modelling risky thinking and safe practice.
- We have a range of ethnicities and languages spoken in our Early Years and we celebrate these languages and ethnicities alongside other celebrations and different cultures to enable children to learn to respect and celebrate each other and to build their understanding of diversity.
- We have a strong ethos of Parents as Partners. Learning and child development are regularly shared with all parents and parents are routinely asked to contribute to learning journeys and share information about their children from home, through the learning at home boards, informal discussion and through home activity packs.
- Parents always have a clear idea of what their children are learning at school and what their next steps for learning are.
- We also have a strong focus on our learning community and practitioners meet termly to share good practice and moderate assessments and observations.
- We visit many local landmarks such as the post office, church, community room, children's centre and park to ensure children have a strong understanding of where they live and what is in their locality.

Foundation Stage Data

On entry to school into F1 the typical age band for baseline should be beginning 30-50, however this is not the case at Meadow View. For the past two years standards on entry have been below or well below. The on entry data for 2017: Making Relationship 66.7% below or well below; Self Care and Self Awareness 75%; Managing Feeling and Behaviours 83.3%; Listening and Attention 91.6%.
Reading 83.3%; Writing 100%; Number 75%, Shape, Space and Measure 92%, Being Imaginative 100%.

For the F2 cohort which started September 2017, standards were below typical. Around 27% of children were at the typical level in Reading, 27% in Writing and 35% numeracy. The weakest area that F2 enter in Speaking and 5% enter at typical development. Standards when children leave F2, are at 79% compared with a national figure of 71%. Mobility and stability is a huge barrier and children who enter mid-year. Accelerating progress of SEN also is a barrier and depending on the gender of the SEN and/or EAL group affects gender. Removing these groups shows that we do not have a gender gap.

We know our data is robust and strong, as the team within EYFS analyse the baseline data together and moderate regularly, this has been moderated by the Local Authority. In June 2016 we had external moderators who agreed with our assessments and judgements. In addition, our EYFS Leader is also a moderator for the Local Authority.

Targets for 2018 show that we should hit and exceed National figures. Our Foundation Stage leader is an SLE for Foundation Stage and has ensured that staff are equipped with the right resources, training and environment to accelerate progress. We are aware that the children's weaker areas are CLL and PD and therefore we have done a great deal of research and training developing these areas. To support this, we have been part of a local authority research group to find best practice. From this, we have implemented a more focused approach to teach CLL including talk boost, talking tables, 'I Can' strategies and play clever alongside our whole class teaching. We also buy in a specialist Speech and Language Therapist one day per fortnight to target F1s and F2s.

In respect of getting children ready to learn more quickly, in F1 and F2 we conduct home visits and pre-school visits for all children and we hold family stay and play sessions before they start. We use this opportunity to begin building relationships with the children and their families.

Strengths	Next Steps
<ul style="list-style-type: none"> • Leadership • Enabling Environment 	<ul style="list-style-type: none"> • To further develop strategies to engage hard to reach parents more, especially

- Children are highly motivated
- Progress and attainment is outstanding
- Clear focus on the prime areas
- Excellent knowledge of child development
- Tightly focussed adult led sessions
- Quality interactions in play situations
- Outside agency highly rate the effectiveness of our provision and the quality of staff

- those from different groups, in their child's learning
- To develop a mastery approach to Maths in EYFS

Overall Judgement of EYFS – 1 Outstanding

SMSC and British Values at Meadow View Primary School

The curriculum promotes pupils' spiritual, moral, social and cultural development well through assemblies and its international work with another school abroad. It is particularly strong in the opportunities that are provided for sports and performing arts. Through the wide range of opportunities we plan, we aim to improve pupils' capacity to participate fully in an enjoyable childhood as well as prepare them for their future lives in modern Britain.

Promoting Pupils' Spiritual Development

A wide range of opportunities has been created in the curriculum, through daily assemblies and through visits and visitors for pupils to reflect upon their own beliefs and build up their knowledge and understanding of their lives and those of others. Such opportunities effectively foster a sense of enjoyment and fascination in learning and pupils are often excited as they learn about themselves and the world around them.

Through the locally agreed syllabus for RE, Meadow View pupils engage in issues such as: Jesus as an inspiring leader, belonging to a church, Hindu gods and goddesses, Art, buildings and music for Christians and Hindus, Christian values, Christian and Hindu questions e.g. What is God like? What matters most in life? What happens when we die? The impact upon muslim children of the 5 pillars of Islam, how and why Christians live by the Bible and why there are now more than 50 mosques in Yorkshire. What will make Rotherham a more peaceful and respectful place?

We are proud of different religions at Meadow View and children will often share their own experience to help other deepen their learning.

Promoting Pupils' Moral Development

The school consistently promotes high expectations for good behaviour through the good behaviour policy and the rules which are effective in ensuring pupils know right from wrong. They understand that the school rules are similar to the law in terms of guiding positive behaviour and that their actions have consequences for others. Weekly assemblies provide moral development which pupils discuss in greater depth during circle time. Pupils enjoy discussing moral and ethical issues and will readily use their knowledge to explain their reasoning.

All children have a house team and at the end of Y5 children can put themselves forward to be considered for House Captain. During the pre-election process, potential House Captains promote themselves and prepare and deliver election speeches. We hold real votes, in voting booths for House Captains. Our House Captains are important and they lead house assemblies, are role models for the school and are valued.

Promoting Pupils' Social Development

Meadow View pupils develop a wide range of social skills which help them to work and socialise in various contexts. In lessons and less formal contexts they work effectively in partnerships and small teams, successfully utilising their enterprise skills either in response to curriculum tasks or to their own ideas. They are well motivated to work with pupils from a range of backgrounds e.g. such as ICT activities through the schools previous British Council project and through the connecting classrooms project with a Rotherham school with a contrasting context. Pupils are excited and proud to represent the school in a wide range of sports and arts competitions and festivals and enjoy meeting with pupils from other schools.

Pupils are extremely well-motivated to participate in national and local fund-raising initiatives and this is reflected in the amount of aid/support provided to charities both large and small. They are proud of their enterprise skills and enjoy planning and carrying out their own activities which are always successful. They understand that the school

promotes and values participation in such activity.

They understand that respect for the school's rules are like respect for the law of the land and that positive behaviour promoted at school must extend into wider social contexts.

Promoting Pupils' Cultural Development

Pupils know that they live in the United Kingdom made up of England (including Wales), Scotland and Northern Ireland. They were well motivated to learn about this heritage in assembly discussions about the recent independence referendum in Scotland. They were able to understand some of the potential implications of the United Kingdom becoming divided.

In preparation for life in modern Britain, pupils take part in twinning projects with pupils from other local settings. This helps Meadow View pupils understand and appreciate the range of different cultural heritages within their own town.

Pupils understand well the basic principles of democracy and that these are central to life in Britain. They elect their own school councillors and understand that the councillors' role is to represent their views. Through the Parent and Child Charter work they know that they have a right to a voice in matters which affect their lives and that their best interests have to be taken into account when decisions about them are being taken, in this they understand their right to equality of opportunity. They know that these principles ensure personal freedom in Britain but that not all countries have a democratic system.

Pupils are highly motivated to participate in a wide range of artistic, sporting and cultural opportunities. They respond very well to extra-curricular activities in a range of sports, games and dance clubs. They enjoy preparing for, and taking part in, competitive events against pupils from other schools. They are competitive but know how to respect the decisions of officials and respond appropriately to either victory or defeat. The pupils are very well supported by a range of adults who are committed to developing sports and performing arts, understanding the powerful role this work plays in local community life. The school benefits from strong support from parents/carers who appreciate the range of opportunities being provided.

Through their curriculum work and their assemblies, pupils show good motivation to learn about different faiths and cultures and understand the lives of people from diverse backgrounds.

British Values

We promote British Values through a range of different aspects we have strong School and Parent Council who have a voice that is listened to. Evidence of the work we have done to promote this enabled the school to be recognised for GOLD Charter for Parent and Child Voice and we are part of the development group to support Rotherham school with the charter.

Children are currently deciding on the School Behaviour Policy and making decisions which demonstrate their understanding of firm but fair rules, rewards and appropriate consequences for not following rules. During assemblies we have made references to this being inline with British Law to prepare them for adult life.

Our School House captains hold election pitches and are voted for by all children. When a child left we discussed by-elections and held an in school by-election.

During Circle Time, staff discuss a range of issues and children have an opportunity to argue, debate and defend their points of view. Personal opinion is valued and debates are strong. Should the issue arise of personal opinion being viewed as anti-social, staff are confident to challenge and discuss in Circle Time.

Weekly assemblies are held by the Assistant Headteacher which focus on a range of ethical, cultural and emotional issues. Teachers then follow up these assemblies in the next Circle Time to discuss in more depth and greater detail.

We use a wide range of resources to help pupils understand a range of faiths and cultures.

Overall Effectiveness

- Governors and staff wholeheartedly share the Head teacher’s firm commitment to continuous improvement and her ambition to achieve the best possible outcomes for children. Staff at all levels contribute very effectively to drive forward improvement initiatives. The Head teacher and other senior leaders challenge at all levels. The governing body holds the school to account well.
- Attainment, behaviour and safety, quality of teaching and leadership and management are at least good with outstanding elements.
- There is a support programme in place which is personalised according to need. Our practice reflects the highest expectations of staff and the highest aspirations for pupils.
- From low or very low starting points children make good progress so that they attain in line with or above national expectations by the end of Key Stage 2. We admit children into nursery as soon as they are three years of age rather than waiting until the following September, this means that children get additional time in nursery, thus getting them off to a good start.
- Attainment has improved since the last inspection and internal data shows that progress is outstanding, gaps are closing.
- The new curriculum has been embraced and is being taught through Project Based Learning in Immersive Environment throughout school, enabling children to practice and refine basic skills, coupled with exciting contexts to extend knowledge and understanding.
- Children have pride in our school they know their views are valued and feel safe.
- The strong leadership team and leadership at all levels share a drive and passion to ensure all children can be the best they can. Leaders at all levels have ensured that the school has continued to develop since its last inspection. Use of data and improvements in the quality of teaching and learning have positive impact on standards; teachers focus on ensuring that all children achieve.
- Marking and feedback have been reviewed extensively and systems are now well embedded. Children have opportunities to improve their work immediately and after consolidation and more detailed marking by the teacher.
- SMSC is good through the curriculum and the ethos of the school.
- Best practice in all areas of the school is shared in school, across the learning community and the local authority. The school is outward facing, playing a strong part within the Learning Community, Local Authority and beyond through the partnership we have development.
- Reading has a high priority across the school, all rooms have reading areas and books are valued by children and parents. We have an inspirational library and have a strong storytelling ethos and have authors visit school regularly to inspire children.

We promote British Values through a range of different aspects we have

- Strong School and Parent Council who have a voice that is listened to.
- GOLD Charter for Parent and Child Voice to evidence this further.
- Children are currently deciding on the School Behaviour Policy and making decisions which demonstrate their understanding of firm but fair rules, rewards and appropriate consequences for not following rules. During assemblies we have made references to this being in line with British Law to prepare them for adult life.
- Our School House captains hold election pitches and are voted for by all children. When a child left we discussed by-elections and held an in school by-election.
- During Circle Time, staff discuss a range of issues and children have an opportunity to argue, debate and defend their points of view. Personal opinion is valued and debates are strong. Should the issue arise of personal opinion being viewed as anti-social, staff are confident to challenge and discuss in Circle Time.
- Weekly assemblies are held by the Assistant Head teacher which focus on a range of ethical, cultural and emotional issues. Teachers then follow up these assemblies in the next Circle Time to discuss in more depth and greater detail.
- We use a wide range of resources to help pupils understand a range of faiths and cultures.

Strengths	Next Steps
<ul style="list-style-type: none"> • Partnerships that the school has developed to support continuous improvement. • Firm commitment from all stakeholders to continue to improve to enable children to achieve the highest levels. • All staff and governors have high aspirations for 	<ul style="list-style-type: none"> • Ensure new teachers receive appropriate coaching and CPD to continue to develop good or better practice. • Continue to develop effective reading strategies to achieve National Average at the end of KS2. • Further develop inclusion practice to support the

<p>the school</p> <ul style="list-style-type: none">• Teaching is consistently good and a high proportion is outstanding.• Good practice is shared and individualised support plans are developed.• Marking and feedback are well embedded and having a positive impact on standards.	<p>most vulnerable and mobile children.</p>
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Judgement for Overall Effectiveness – Good