



# **Self-Evaluation Summary 2019/20**

*Dream, Believe, Achieve*



# Meadow View Primary School

## Self-Evaluation Form (SEF) September 2019

Actions are impact from the previous inspection		
Most recent Ofsted inspection:	Date: 15 <sup>th</sup> July 2015	Grade: 2
<p style="text-align: center;">Further increase the progress pupils make and raise the standards they reach by:  <b>-developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils</b></p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Further development of Kagan Strategies to develop co-operative learning and peer to peer discussion for higher order thinking.</li> <li>• As a school we are continue to use Bloom's Taxonomy questioning strategies to develop higher order questioning by teachers during learning and to develop and deepen children's higher order thinking.</li> <li>• Mastery curriculum in EYFS and Mastery Maths and focused reasoning skills in KS1 and KS2.</li> <li>• Focused CPD for all staff for reasoning in maths at all levels.</li> </ul> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• Teachers are now more naturally using a range of questioning strategies to develop thinking.</li> <li>• Teachers have shared successes and this has enabled staff to trial different techniques.</li> <li>• Children have articulated that they feel more challenged in maths with the mastery approach.</li> <li>• Pupil Progress meetings have seen huge improvements in maths and staff attribute this to the mastery approach.</li> </ul> <p><b><u>Next Steps</u></b></p> <ul style="list-style-type: none"> <li>• Development of meta-cognition in the classroom</li> <li>• Further embed Kagan strategies.</li> <li>• Continue to develop questioning techniques.</li> <li>• Further develop Mastery Maths to enable deepen thinking opportunities.</li> </ul>	
<p style="text-align: center;"><b>-ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum.</b></p>	<p><b><u>Actions</u></b></p> <ul style="list-style-type: none"> <li>• Whole school approach to raising expectations of handwriting in all subject areas.</li> <li>• Fine Motor programs have been supported by LSS for individual children. Bespoke programs have been developed.</li> <li>• EYFS Dough Disco daily to support writing into KS1.</li> </ul> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• Quality of books have improved further.</li> <li>• Children's Fine Motor skills are continuing to develop apart from specific individuals.</li> <li>• Teaching of handwriting more explicit.</li> </ul> <p><b><u>Next Steps</u></b></p> <ul style="list-style-type: none"> <li>• Continue to support children with bespoke programs together with LSS who are still struggling.</li> </ul>	

## Context of the School

### School Status

Our school has evolved and changed since the 2015 inspection. As a school we have earned a strong and trusted reputation towards our inclusive approach to education. The Local Authority, Parent Forum and local community promotes our school and as such our cohorts have become more complex and numbers of high need SEN and SEMH children have increased, although this is not reflected in EHCP numbers, due to the school strength in this area. The impact of this is not always reflected in data or is measureable but what we are aware of, is that the school headline data which is on the IDSR, does not show the support that we provide children to achieve success on an individual level.

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 6 primary schools work well together 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.

We have an Academy Order in place (July 2018) to convert to JMAT (James Montgomery Academy Trust). The original conversion date was early 2019 but this keeps getting delayed due to our school being PFI funded. However, although we have not officially converted, our work with JMAT is enabling strong partnership work with our Head of School working with the School Improvement Lead to develop our curriculum and Business Manager working with the finance team. Our current date to convert is February 2020.

**Meadow View Primary School is a smaller than average sized primary school (231 compared to the average of 282) with an admission number of 40 (capacity 320). This has reduced further at that last school census – now 203. The school is situated on the outskirts of Rotherham centre which is predominantly low cost rented houses and social housing. There is some private housing in our catchment, but many of these families choose 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. However, even with this numbers are declining each year. This is common in all neighbouring schools too.*

**The percentage of children qualifying for pupil premium is higher than average (39.9% compared to National which stands 23%).**

#### **As a result:**

*Appointed an Inclusion leader to lead the Inclusion team comprising of a Parent Support Advisor, Attendance Officer and Inclusion Support Officer who are partly-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 (28.1% compared with National of 12.6%). We currently have 3 children who have an Education Health and Care Plan (and currently in the process for 6 further EHCPs).**

#### **As a result:**

*We ensure 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 (In the past 2 years, 3 EHCP children out of catchment requested Meadow View for provision).*
- *We are one of only 2 schools in Rotherham to be awarded the Project Ability Award for 2<sup>nd</sup> 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:**

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 signpost to 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 mental health of parents is also on the decline and more complex and we are supporting parents increasingly. We also have a thriving Community Café where we support parents with information in the local area, benefits, budgeting, social media to name a few. We also work closely with Early Help to support the families who need this support.

**The percentage of children who are EAL are inline National at 19.9%. 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 capacity of schools in 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 14 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 28.1% SEN provision children and 39.9% eligible for FSM (IDSR 2019). Our attendance target is 96%. Attendance increases yearly and last year, 2018-2019 although we were inline with this figure, we were the only school in a community to increase from the previous year. For the past 6 years we have employed 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. We can now access this member of staff through the trust that we are joining early 2020.

## 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 also hold the South Yorkshire 'Be Well At Work' award.
- ❖ We were the first school in Rotherham to be awarded GOLD for Parent and Child Voice Charter.
- ❖ We achieved 2 out of the 4 Rotherham 'You Believed in Me Awards' in 2019.
- ❖ We were re-awarded Basic Skills Quality Mark for the third time in July 2017.
- ❖ We were a Gold Arts Mark School and are this year working toward the new Arts Mark.
- ❖ We hold Bronze Schools Games Award.
- ❖ Bronze Anti-Bullying Award
- ❖ We are a 'Smoke Free' School.
- ❖ Healthy Schools Award June 2019
- ❖ We have a Mental Health First Aider June 2019
- ❖ We have Project Ability Award for the second consecutive year (only 2 schools have achieved this)

## Outcomes

Key Stage 2:

2019: Attainment in Reading and Maths and overall combined increased from 2018.

:Progress which is usually inline or better than average has had a downturn this year due to 7 complex children who did not achieve strong progress due to SEMH needs. 2 of the 7 were targeted for ARE and the other 5 were working below ARE. Their progress rates were extremely low ranging from -6 to -18 in reading, -7 to -19 in writing and -6 to -15 in maths. Early Help, in school support, working with parents and interventions were used but the test on the day, together with external barriers proved difficult for these children in this cohort. We do have challenging cohorts, but this group were more complex than other cohorts. 3 of these did not start at MVP.

Phonics:

16 out of 24 children passed the KS1 phonics tests 67%. Of the 8 who did not pass, 6 are on SEN register for Learning and impacts on their reading development. 2 new children started March and June who are new to English.

GLD:

In relation to all children we have slipped below National for the first year due to the complexities in the cohort. 4 children who have ASD and/or selective mutism could not get to GLD due to SEN affecting development. 1 child has a late August birthday who started significantly low but has made outstanding progress. She will catch this up in Y1.

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<b>Overall Effectiveness</b>		✓		
<ul style="list-style-type: none"> <li>• All judgements are good, and the school's capacity for sustained improvement is good.</li> <li>• The school's wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables children to thrive in a supportive, highly cohesive learning environment.</li> </ul>				

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<b>Quality of Education</b>		✓		
<ul style="list-style-type: none"> <li>• Our key drivers for education are 3 key skills we have identified as life limiting factors for our pupils. Progression in these key skills will enable the children to be successful citizens of the community: Social awareness, aspiration and wellness.</li> <li>• Aspiration is built on many levels, the aspiration to 'do well' within a lesson, the aspiration to push themselves to achieve a little bit more, the aspiration of achieving over a longer period of time: a week, a term and year and their primary education. Alongside this we build aspiration into topics across the year, starting with 'be the best you can be' developing dreams and aspirations of what they would like to be when they are older and developing the growth mindset that they can achieve anything. Aspiration, is built into all topics within the A/B plans.</li> <li>• We have an ambitious curriculum that is designed progressively through the key phases to give all pupils the knowledge and cultural capital they need to succeed in life.</li> <li>• We deliver a broad and balanced range of subjects ensuring coverage of the national curriculum to pupils and takes account of children's low starting points.</li> </ul>				

- We have carefully planned our curriculum into two year cycles for each key phase, ensuring that children meet the requirements of the national curriculum. Progressive core concepts have been identified to ensure that children build in depth schemas on which to hook their knowledge onto, hence supporting admission to long term memory and connectivity between lessons and previously taught topics.
- Class timetables are structured in a way that allows flexibility and creativity for teachers to explore topics and skills in depth.
- Teachers are able to craft sequences of lessons that progress and build on prior knowledge. The S planning approach scaffolds the learning journey through the small steps; encouraging children to make connections and providing coherence for learners. Learning is sequential and well-structured in blocks/sections of learning in all areas of the curriculum, however this is further developed in some areas of the curriculum than others.
- Leaders at all levels monitor the quality of teaching and learning in their subject teams, often alongside a member of the SLT.
- We ensure connectivity of learning through observations, professional discussions, book scrutinies, pupil voice, monitoring of planning, pupil progress meetings and reflections.
- We encourage teachers to 'Teach like a Pirate', demonstrating their passion and enthusiasm for the job; using their rapport with the children to promote excellent outcomes and encouraging them to ask questions and analyse their own planning and strategies for learning to transform and improve the quality of their lessons.
- Careful monitoring and identification of need by the SLT followed up with coaching, targeted CPD and TIPs, have been successful moving teachers from RI to consistently good or better.
- Reading is a priority in our curriculum with carefully planned progressive steps through a two week reading cycle, exploring vocabulary, context, characterisation and comprehension within texts. Alongside this there are regular reading opportunities such as ERIC time, teacher read core stories, and a promotion of home reading.
- Formative assessment is entwined throughout every lesson. Teachers check pupils' understanding, provide immediate feedback, and empower children to act upon this efficiently and effectively. Children who have a misunderstanding or have found an aspect challenging will quickly be identified and immediate intervention is put into place.
- Progress and attainment across school continues to be challenging with the high number of SEN children, complex SEMH children and mobility. Data for our MVP children (children who have been with us from F1/F2) is much stronger although those children with more than one vulnerability find attaining ARE a challenge.

#### Next Steps:

- Further developing the explicit teaching of identified vocabulary to build the cultural capital that children need to succeed.
  - Embedding the progressive reading scheme across all year groups and increasing the fluency of the lower attaining pupils, so that all children achieve the age-related expectations.
  - Greater focus on children who fall into more than one vulnerable group and how to focus/support removing more than one barrier for a child
  - Strengthening all subject areas to provide a consistent high level of sequential and well-structured
- Further development of our subject leaders to ensure that new leaders are as strong as established leaders.

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<b>Behaviour and Attitudes</b>		✓		
<ul style="list-style-type: none"> <li>• Social awareness is one of our key drivers and is central within our behaviour policy and school ethos. Children are taught how to interact with each other and adults in an appropriate way. They are taught how to manage new situations with social awareness and are encouraged to see the impact of their actions on those around them.</li> <li>• Behaviour is at least good, pupils are polite and respectful of others and the learning behaviour across school is good.</li> <li>• Many of our children have turbulent home lives and can often present with very complex emotions which can sometime lead to undesirable behaviours. These emotions and behaviours are dealt with well by all staff and these vulnerable children are supported emotionally each day by their teaching assistant to ensure they are ready to learn.</li> </ul>				

- 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 using restorative practice. We have sought view of the School Council and Parent Council to further refine the policy.
- Visitors say that the ethos of our school is welcoming, nurturing and develops the whole child. 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.
- The development of Restorative Practice philosophy and strategies enables staff to understand more about why children act and behave in the way that they do and rather than focus on the behaviour they display. Staff explore these behaviours and emotions with the children, teaching them how to manage their own emotions independently and encouraging them to learn from their mistakes.
- 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.
- Staff have received training to support SEMH children using Mindfulness, Art therapy, Theraplay, Circle of friends, Lego Therapy and Drawing Therapy.
- 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 frequently 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.
- 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. We have continued around the 96% for the last few years. 2018/19 was a challenging year for the whole of our Learning Community and we were the only school to have improved attendance 0.1%.
- 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 arrival.
- Developing Metacognition has been a focus over the past few years with developing higher order questioning, Kagan strategies, mastery approach, curriculum development to expand knowledge and focus on vocabulary development.
- We encourage children to have a growth mind-set and use 'The Pit' in classrooms together with a range of positive affirmations around school to develop positive learning behaviours.
- We have also restructured lunchtimes to ensure that we have optimum environment for children at lunchtime to reduce stress and anxiety and to succeed in their behaviour.

Next steps:

- To support parents through workshops and leaflets to understand behaviour of their children more and how mental health impacts on behaviour
- To support parents on understanding more about Esafety at home
- Review the PSHE/Anti-Bullying policy in line with curriculum changes.
- Work towards the Rotherham Anti-Bullying Gold Award

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<b>Personal Development</b>		✓		

- Personal development is represented by one of our key drivers: wellness and is at the heart of everything we do.
- Anti-bullying is high priority and we work with the Anti-bullying Officer Ann Foxley-Johnson and the NSPCC in order to educate and address this issue. We were awarded the Bronze Anti-Bullying Award in May 2019. We have taken part in the Power Project and developed from this Meadow View Mates by targeting 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.
- We have a clear outline of which anti-bullying issues will be introduced in each year group. These are

introduced during anti-bullying week and a regularly revisited with the class teacher.

- PSHE is a priority at Meadow View, we proactively educate children on the dangers that they may come into contact with and how to manage these situations and keep themselves safe.
- 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.
- 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.
- Our parent council and school council are proactive in supporting the personal development of pupils, often providing suggestions such as supporting children with quiet spaces at lunchtime.
- Focus on the curriculum and making it more relevant and interesting for children, with Project Based Learning with a 'wow factor' to start each theme.
- Working in partnership with local Special Schools and have been awarded Project Ability Award for the second consecutive year.
- 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.

### **Promoting Pupils' Spiritual Development**

- A wide range of opportunities has been created in the curriculum, through 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 others 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, Wales, Scotland and Northern Ireland. They were well motivated to learn about this heritage in assembly discussions about the 2014 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 's voice has been considered for 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.

Next steps:

- Review '50 things to do whilst at Meadow View'. To ensure that this continues to reflect the needs of our children.
- Work towards Mental Health Award for children to ensure that we have efficient and effective practice at all levels.
- Staff CPD on setting smarter targets for support plans.

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<b>Leadership and Management</b>		✓		

- School leaders, including governors, have a clear ambition for the school.
- Leadership is outward looking and we have formed strong partnerships which have supported our drive and improvement.
- Local Authority monitoring visits, together with the parental feedback provides evidence that the leadership

is having impact on school improvement.

- 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 RQT programme; Middle leaders have accessed NPQML, Assistant Head has completed NPQSL, Head of School has NPQH and Executive Head Teacher has completed Primary Executive Headship to develop system leadership. The Head of school, Assistant Heads are Maths Lead 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.
- Our Head of School is part of the effective South Yorkshire Maths Hub, leading on mastery maths across South Yorkshire.
- 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.
- 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.
- We are an inclusive school and this is highlighted by the Local Authority and Parent Forum. We are visited by schools to develop their inclusive practice.
- Leaders in MVP lead on Local Authority wide training for PSHE, Early Years and Maths.

Next steps:

- To develop a range of strategies to enhance staff wellbeing and teacher workload
- Senior and TLR leaders to mentor and develop the next tier of leadership
- To continue to ensure that all actions are impacting on outcomes socially, emotionally and academically.

	1	2	3	4
<b>Effectiveness of EYFS</b>		✓		
<ul style="list-style-type: none"> <li>• Our Head of School, who is a SLE (Specialist Leader of Education) for Early Years; supports our new Foundation Stage Leader (September 2019). This strong support/leadership provides 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 Head of School, through her role as SLE, supports both identified local authority schools and PVI settings to improve.</li> <li>• We feel that the Early Years Foundation Stage is strong because: <ul style="list-style-type: none"> <li>- 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.</li> <li>- We provide a broad and balanced provision across the seven areas of learning that ignites imagination and enthusiasm for learning.</li> <li>- We carefully monitor children's progress and attainment and target gaps in order for them to make progress.</li> <li>- We have a secure knowledge of early child development and therefore make the prime areas a central feature of our curriculum.</li> <li>- The monitoring of all the staff in the provision is strong resulting in consistently good or outstanding teaching.</li> <li>- We have high expectations of children and use accurate assessments together with this challenge to provide well planned learning opportunities.</li> <li>- We routinely develop children's Characteristics of effective learning celebrating their growth mindset and learning journey.</li> <li>- 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.</li> <li>- Children are clearly motivated to learn and are interested in a broad range of activities.</li> <li>- All children access forest school weekly on Muddy Mondays, Welly Wednesdays or Forest Fridays.</li> <li>- 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 to opportunity to work with their child in school.</li> </ul> </li> </ul>				

- 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 practise and moderate assessments and observations.
- We visit many local land marks 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.
- 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.

Next steps:

- Support new EYFS leader in developing her practice and the impact of her leadership in the area
- Develop Mastery Maths in the outdoor area
- Further development of reading and phonics