



Self-Evaluation Summary

2020/2021

Dream, Believe, Achieve



Meadow View Primary School

Self-Evaluation Form (SEF)

Updated: September 2020

Actions are impact from the previous inspection		
Most recent Ofsted inspection:	Date: 3rd and 4th December 2020	Grade: 3
<p>Phonics is not taught well enough in the early years. This means pupils cannot remember the sounds that letters represent. This hinders their early reading and writing. Leaders need to make sure that staff access the training they need, and continue to engage with external support, to make sure that teachers and teaching assistants have the skills they need to teach phonics effectively.</p>	<p>Progress Since Inspection</p> <ul style="list-style-type: none"> Engaged with English HUB Consistent PPT used in all lessons Consistency within resources Mapped out progression through the phonics programme and linked to reading books Audited reading books to ensure they are all fully decodable Phonics CPD by Amy Parry Whole school assessment system <p>Impact so far</p> <ul style="list-style-type: none"> Internal monitoring demonstrates that the teaching of phonics is improving <p>Next Steps</p> <ul style="list-style-type: none"> English HUB INSET CPD session Establish the role of the Early Reading Leader and build in weekly leadership capacity Continue to build subject knowledge across ALL teachers in school Continue to monitor and improve the quality of Teaching and Learning in reading and writing to ensure the impact of phonics is evident. Ensure clear overview of phonics attainment level for whole school Ensure Phonics is part of pupil progress meetings Embed the developments from last year ensuring consistency, progression and that books are tightly matched to ability. 	
<p>In mathematics, pupils spend too long on simple tasks before they move on to more challenging activities. This means that many pupils become distracted and disengage with learning. Leaders need to make sure that tasks are well matched to pupils' needs.</p>	<p>Progress Since Inspection</p> <ul style="list-style-type: none"> Begun exploring how other schools deliver maths to address this issue. Signed up to the Maths HUB support programme Pupil voice conducted – identifying that GD children need greater challenge in maths earlier into the lesson. Trialed different system in the Maths Leader's classroom (Y3) <p>Impact so far</p> <ul style="list-style-type: none"> No measurable impact so far <p>Next Steps</p> <ul style="list-style-type: none"> Work with the maths HUB and ensure current practice is in line with national recommendations. Ensure all tasks at all levels (main, mastery and greater depth) are carefully planned and children are accessing the appropriate challenge at each stage of the lesson – monitor books to ensure this is happening. To evaluate and eliminate any wait time during marking and feedback sessions. The EYFS Mastery curriculum is built on in Y1. 	

<p>Subjects, beyond English and mathematics, are too often taught using the objectives for English rather than the subject. Curriculum leaders need to make sure that the content, sequencing and implementation of their curriculum plans enable pupils to effectively develop the necessary skills and knowledge, particularly in history.</p>	<p>Progress Since Inspection</p> <ul style="list-style-type: none"> Progression Maps have been developed and implemented into the Year B plans for Spring and Summer and Year A Plans for Autumn. These incorporate the relevant knowledge skills and learning objectives. <p>Impact so far</p> <ul style="list-style-type: none"> Lessons have better sequencing and have clear objectives. Staff are becoming clearer on what knowledge and skills they need to teach their year group. <p>Next Steps</p> <ul style="list-style-type: none"> Continue to develop the progressions maps for all subject areas. Develop subject leadership ability to monitor and evaluate the quality of teaching in their subject area. History Lead to evaluate the progression maps completed so far to assess areas of improvement since inspection.
<p>Some pupils do not follow the behaviour systems consistently. Some pupils are not clear about what these systems are. Some staff do not apply the behaviour system effectively. This leads to some disruptions to lessons and lunchtimes. Senior leaders need to review the behaviour system to make sure that it is clear to staff and pupils and that it is applied consistently.</p>	<p>Progress Since Inspection</p> <ul style="list-style-type: none"> New behaviour policy written. Specific children's behaviour targeted. ROAR training. <p>Impact so far</p> <ul style="list-style-type: none"> Higher level behaviours were calming. <p>Next Steps</p> <ul style="list-style-type: none"> Introduce a behaviour policy that is consistent and clear to all stakeholders. Teach positive behaviour routines and ensure all children are clear on the expectations. Focus on developing a ROAR approach so that children know and understand it and teach children to use ROAR techniques to understand and manage their behaviour. Early intervention into behaviour issues that re-occur and conduct a needs analysis to plan and ensure the implementation of preventative, therapeutic strategies for all high needs children. To address any incidents of bullying enabling children to take responsibility for their own actions.
<p>In Reception, children are not trained to use the well-resourced areas of provision. Adults do not intervene in a timely manner to model language. Children do not learn as effectively as they could and time is wasted. Children need to be taught to use the different areas of the classroom by adults who model language well. This would develop children's independence and language.</p>	<p>Progress Since Inspection</p> <ul style="list-style-type: none"> New EYFS Leader appointed Phonics teaching improved with evidenced results in children's books. Staff accessed internal CPD on good quality Teaching and Learning during Free Flow Staff accessed Maths CPD INSET – visiting another Foundation Stage <p>Impact so far</p> <ul style="list-style-type: none"> A developing and improving picture <p>Next Steps</p> <ul style="list-style-type: none"> To support and grow a new leader for EYFS To instil positive learning behaviours in children to ensure that they use resources effectively and appropriately. To work with the Literacy HUB to develop phonics and Early Reading To develop the quality of maths lessons in EYFS To ensure that the Quality of Education in EYFS is good or better during children's play To ensure that the quality of education is good or better during adult guided tasks.

Context of the School

School Status

Meadow View Primary School is part of the Winterhill Learning Community comprising of 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. Our current date to convert is April 2021

We currently have falling numbers due to local birth rates in the area, with this, there are challenges within our budget allocation. We view staffing as our greatest, most impactful resource and therefore, endeavour to manage the budget with this in mind.

Meadow View Primary School is a smaller than average sized primary school on roll 175 in YR-Y6 and 18 in nursery (accurate on 07/09/20) a total of 193 pupils compared to the average of 282. We have an admission number of 40 and therefore a school capacity of 320.

As a result:

- *We have a school improvement focus to raise standards.*
- *We work closely with the Learning Community on school improvement issues.*
- *We continually work to change parental views of the school by advertising some of the amazing work and experiences that children engage in; hold Parent Open days and leaflet drop in the local area.*

The percentage of children qualifying for pupil premium is higher than average (31.9% compared to National which stands 23%). However, this has lowered over recent years due to benefit changes.

As a result:

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

- *Attendance and punctuality*
- *Progress*
- *More able*
- *Social, Emotional and Mental Health (SEMH) issues*
- *Parenting support / education courses*
- *Behaviour support and links with parents*
- *Safeguarding / Looked After Children (LAC)*
- *In class support from Teaching Assistants*

The percentage of children with SEN support is higher than average (31.4% compared with National of 12.1%). We currently have 4 children who have an Education Health and Care Plan. 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 our EHCP numbers do not currently evidence this (2.1% compared with National of 3.3%).

As a result:

We work with Learning Support Service and The Academy SEN specialist to 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.
- 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 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. 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. 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 build positive relationships with all our families from the point of entry into our school.
- We signpost to family and adult learning programmes to support adult education and how parents can support their child's learning.
- We 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 work closely with Social Care and Early Help to get our families the support they need.
- The mental health of parents is also on the decline and more complex and we are supporting parents increasingly.
- We have a thriving Community Café where we support parents with information in the local area, benefits, budgeting, social media to name a few.

The percentage of children who are EAL is just below the national average (18% compared to National of 21.3%).

Many 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 pupils speak 14 different home languages with some children new to the UK and little or no English. 98% of pupils fall in the 30% SOA, our school is located in an area of high disadvantage with 33.5% SEN provision children and 24.5% eligible for FSM.

Awards

- ❖ 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.
- ❖ 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.
- ❖ 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.
- ❖ Bronze Schools Games Award.
- ❖ Bronze Anti-Bullying Award
- ❖ We were awarded 'Smoke Free' status after working with Rotherham council on the smokefree toolkit in 2019.
- ❖ Healthy Schools Award June 2019
- ❖ Mental Health First Aider June 2019

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 Y1:

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.

Phonics Y2:

28 out of 33 children passed the phonics test in Y2 85%. The three that did not pass are all on the SEN register and scored close to the pass mark with scores of 27, 28 and 29 respectively.

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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Overall Effectiveness

- Requires improvement but with the support of the academy chain, the school's capacity for sustained improvement is good.
- 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.

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Quality of Education

- Areas we have identified as life limiting factors for our pupils are social awareness, aspiration and wellness. These three aspects remain central to all that we do.
- 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 mind-set that they can achieve anything. Aspiration, is built into all topics within the A/B plans.
- 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.
- We deliver a broad and balanced range of subjects ensuring coverage of the national curriculum to pupils and takes account of children's starting points.
- 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 on to, 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.
- We have invested time and CPD into ensuring that Teachers are able to craft sequences of lessons that progress and build on prior knowledge. The progression map 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.

- The five big ideas of representation and structure, mathematical thinking, variation, fluency and coherence are incorporated into daily maths sessions ensuring that concepts are exposed and explored deeply with children. Children can access three levels of activity: Main, mastery and greater depth, which provides challenge and encourages engagement in lessons. Currently we are monitoring how well activities are matched up to children's abilities, ensuring that enough challenge is present.
- In the core subjects, Wider SLT ensure connectivity of learning through observations, professional discussions, book scrutinies, pupil voice, monitoring of planning, pupil progress meetings and reflections. We are currently developing this into the wider curriculum.
- We are continuing to develop and strengthen leadership capacity within the team to ensure that all monitoring is effective and impactful.
- 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.
- 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.

READING

- Reading is a priority in our curriculum. We have mapped out children's reading journey through our school taking account of the wider reading provision and ensuring that we build passion within teachers and a love of reading within children. The embedding of this provision is paramount to moving the school forward.
- We have a newly appointed, enthusiastic Early Reading Leader who is keen to develop phonics reading in our school and has made a good start ensuring she has the current pedagogical knowledge in line with Ofsted and the DfE, with the support of the English HUB.
- We have worked with the English HUB to develop staff subject knowledge on a systematic approach to the teaching of phonics, ensuring assessment is rigorous, intervention is immediate and aspirations are high.
- In KS2 we have a 2 week cyclical programme, focussing on context, vocabulary and comprehension; using reading dogs to purposely teach the reading skills of contextual understanding, vocabulary, retrieval, inference, compare and contrasting texts, interpreting presentation styles and summarising.

Next Steps:

- The teaching of phonics and Early Reading is an aspect that requires further attention. We are a 'letters and sounds school' who needs to continue to develop consistency, subject knowledge and high quality face to face teaching so that all children achieve the age-related expectations and we increase the fluency of the lower attaining pupils.
This will be done by:
 - Ensuring the early reading leader is released 3 times a week to observe, monitor and improve the teaching of phonics across EYFS and KS1.
 - Introduce weekly CPD sessions to build on and develop subject knowledge and the teaching of phonics across the Early Years and Key Stage One team to establish a team of Early Reading Experts.
 - Whole School phonics training INSET September 1st 2020 to ensure all staff have the skills and understanding of phonics and how it is taught.
 - To use reading materials that are in line with the child's ability.
 - Develop staff subject knowledge across Foundation and Key Stage One in regards to good practice in the teaching of phonics, vocabulary, use of resources and in application
 - Staff to regularly track the progress and progression of each child in phonics.
 - Staff to identify the lowest 20% within their class by the third week of Autumn 1 and monitor their progress.
 - Targeted support and interventions are immediately used to catch these children up quickly.
 - Develop the use of language linking to reading and writing within the Foundation setting. Staff to model this effectively to children during guided and free-flow sessions.
 - Ensure that children leaving Y1 are "Y2 Ready" by having passed the phonics screen test and have developed good levels of fluency (can read at least 60 words in minute).

- Ensure that children leaving Y2 are "Y3 Ready" by having reached at least the Y2 Expected level in reading and can read with fluency to understand a text (approximately 90 words in a minute).
- A large proportion of the monitoring of the curriculum is left to the SLT and subject leadership is not as strong as we would like it to be at this stage and this needs to be addressed so that they can ensure that the content, sequencing and implementation of their curriculum plans enable all children to achieve and provide children with the necessary skills, knowledge and vocabulary to succeed at secondary school.
- In Maths, Children need to be challenged with the correct level of maths activity matched to their ability.

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Behaviour and Attitudes

- Social awareness is central within our behaviour policy and school ethos. Using the ROAR programme, 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.
- Behaviour is mostly good, however there are key children in each class who find it difficult to follow our behaviour policy and do disrupt the learning of others. Most pupils are polite and respectful of others and are frustrated that their learning is disrupted by these key children.
- Last year we had 9 fixed term exclusions during the Autumn and spring term (Closed summer due to COVID-19) and no permanent exclusions. All exclusions were linked to the key children who disrupt learning for others.
- 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.
- Many of our support staff have received training to support SEMH children using Mindfulness, Art therapy, Theraplay, Circle of friends, Lego Therapy and Drawing Therapy.
- 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%. Attendance for 2019-20 was 95.3% in a year when COVID-19 affected our attendance.
- 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.
- We have also restructured lunchtimes to ensure that we have optimum environment for children at lunchtime to reduce stress and anxiety.

Next steps:

- Many of our children have turbulent home lives and can often present with very complex emotions which can sometimes lead to undesirable behaviours. These emotions and behaviours are not always dealt with well by all staff. CPD needs to focus on managing these high level behaviours.
- We need to develop a more systematic way to provide SEMH Support for vulnerable children to ensure they are ready to learn and to reduce the amount of incidents that these children are involved in.
- Provide staffing to support SEN children better, ensuring they are well trained and knowledgeable about the child/ren and their needs.
- 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.
- The behaviour policy needs embedding and securing in practice so that all staff and children in school are clear of what the policy is and can explain it to others.
- Behaviour needs to be closely monitored to provide early intervention when children are struggling to adhere to the behaviour expectations.

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Personal Development		✓		
<ul style="list-style-type: none"> 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 covered in each year group. These are regularly revisited but have a visible focus 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. 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				
<ul style="list-style-type: none"> 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 a wide range of issues surrounding different religions. We are proud of different religions at Meadow View and celebrate diversity. 				
Promoting Pupils' Moral Development				
<ul style="list-style-type: none"> 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				
<ul style="list-style-type: none"> 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

- 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 theses 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:

- To develop social awareness, aspiration and wellness in pupils to prepare them to be future citizens.

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Leadership and Management

- There is a new Head Teacher and a new Chair of Governors in post, who both have a clear ambitious vision for the school and who are establishing a secure leadership team around them.
- Leadership is outward looking and we have formed strong partnerships which have supported our drive and improvement.
- The SLT is clear on what the school needs to do in order to improve and has developed the DEP that addresses these issues and is building the expertise of middle leaders to drive the school forward and lead their area of responsibility with impact.

- We are growing middle leaders to have more impact in school in their focussed areas by encouraging them to participate in national NPQML programmes and/or by providing leadership coaching in school.
- There are experienced effective Maths and Literacy TLRs who know what they need to do to move the school forward.
- There is a new inexperienced EYFS Leader, who requires support and development.
- All staff have opportunities for CPD internally and externally including Senior Leaders. RQTs attend the RQT programme; Middle leaders have accessed NPQML, The Head of school, Assistant Heads
- Our Head Teacher is part of the South Yorkshire Maths Hub strategic leadership team, supporting the development of mastery maths across South Yorkshire.
- Governors hold the school to account through 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.
- Teacher wellbeing and workload is regularly reviewed by SLT and plans are formulated to address any issues as they arise. When implementing new strategies and approaches, teacher workload is always considered. E.g streamlining long term and medium term planning
- We are an inclusive school and this is highlighted by the Local Authority and Parent Forum.
- Staff wellbeing is promoted by our ‘positive pants’ attitude in school where all staff contribute suggestions as to what we can do remain positive. We explore this on 3 levels: actions we can take as a school, actions we can take as a ‘bubble’ and personal actions that will impact our own wellbeing.
- Termly, we have a trained wellbeing coach who is external to our school, come to deliver whole staff sessions on wellbeing and issues that have arisen within the staff community.

Next steps:

- To secure leadership capability at all levels including the SLT, governance and MLT.
- To ensure all leaders are capable of leading with impact in their subject areas.
- To ensure that governance remains strong
- To continue to support the wellbeing of all staff.

	1	2	3	4
Effectiveness of EYFS			✓	
<ul style="list-style-type: none"> • Our Head Teacher has previously been an SLE (Specialist Leader of Education) for Early Years; and is therefore supporting our new inexperienced EYFS Leader to develop as quickly as possible. This strong support is developing an accurate understanding of the strengths of our provision and our next steps in terms of children’s learning, staff development and environment. • The majority who join the school are at a level well below or significantly below what is typical for their age and many make outstanding progress in order to narrow the gap. We now need to extend this to a higher percentage of children. • 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. • 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 mind-set and learning journey. • The curriculum has been constructed to have a topic based approach which holds language development and vocabulary at the core. • Learning through play is central to our approach as we start from the child’s interests and develop their knowledge and understanding with increased engagement. Many of our children have limited life experience and arrive at school unaware of how to interact with others and use resources independently and appropriately. • During their time in the EYFS children’s motivation to learn visible develops and their eagerness to work with an adult of more focussed work increases. • All children access forest school weekly on Muddy Mondays, Welly Wednesdays or Forest Fridays. 				

- Pre CoVID-19, we held 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.
- 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 leaning 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.
- Pre Covid-19, 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
- To develop Early Reading teaching and engage parents in listening to their children read at home.
- To develop quality maths lessons in EYFS.
- To develop better learning behaviours and independence during children’s play to ensure children use resources and activities constructively.
- To ensure the quality of education is good, with adults intervening in a timely manner to model language.