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Springvale Primary School

Evaluation and Improvement Overview

September 2019- July 2022- Version 2 (Jan 2020)



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| **Evaluation Headline and External Views** |
| **Ofsted- February 2018 (GOOD)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ‘The leadership team has maintained the good quality of education in the school since the last inspection.  Strengths in the care and welfare of pupils have been maintained. Behaviour is consistently well managed.  Pupils enjoy coming to school and attendance is above average.  Typically in lessons, pupils concentrate well and set about the work they are given with determination and great interest.  Following the last inspection, leaders were asked to improve the quality of teaching, and especially in mathematics. Successively, pupils’ achievement in mathematics at key stage 1 and key stage 2 has improved. By the end of key stage 2, the most able pupils made swift progress to achieve higher standards than seen nationally in 2017.  You have made a strong start to your tenure as headteacher.’  **Next steps:**  *‘You recognise that occasionally, for some pupils, the school has not got the balance in teaching right and they are not challenged as well as they could be.’*  *‘However, work is not always adapted within lessons to ensure that it remains challenging, so that learning moves on quickly.’*  **Areas to Improve:**   |  | | --- | | Leaders and those responsible for governance should ensure that: | |  the work pupils encounter in reading, writing and mathematics is challenging for all, so that even more of them reach higher standards   they use their detailed whole-school analysis of progress to ensure that the gap for disadvantaged pupils continues to narrow, and does so quickly in all classes   school plans are more explicit about long-term goals and what success looks like, to help leaders check that their work is effective and gauge when new actions are required. |   **BAP 2018/19**  ‘The headteacher continues to drive school improvement with passion and determination’ and ‘all leaders are passionate and committed to the school and their roles as part of the leadership team’  ‘Middle and Senior leaders (including the SENDCo) are keen to further develop the areas that they are responsible for. They are able to articulate the impact of their leadership role to date on improvements in the quality of teaching.’   |  |  | | --- | --- | | **What does this school do well?** | **What does this school need to improve further?** | | * Attainment at KS2 is above national in each area and at each standard. * Attendance is above national and does not suggest vulnerability. * KS1-KS2 progress measures are positive (average) in each area. | * Improve outcomes at the end of EYFS (GLD is below national.) * Improve outcomes in phonics. (Below national.) * Improve pupils’ achievement in reading at KS1.(Widest gap for all pupils is in R at the GDS.) Headline *to be reviewed with re- calculated starting points*. | | |

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| **End of Year Goals** |
| **What will it look like in 12 months?**  **Key Performance Indicators by July 2020**   * The Quality of Education across the school is consistently good or better and, in some cases, outstanding * The curriculum is balanced and broad at all age levels and provides extended opportunities to learn including sport and the arts. Each curriculum area has well-chosen content that is carefully sequenced to build on pupils’ prior knowledge and prepare them for future learning. * A high quality culture of reading is introduced and staff are becoming relentless in their support of the most vulnerable children and/or reluctant readers. Monitoring demonstrates that pupils enjoy reading and that their reading materials are well matched to level/need * All staff are leaders of the curriculum and they can evidence their impact * Subject leaders carefully select curriculum content to enable all pupils to make progress across all subjects and acquire age-appropriate knowledge to prepare them for their future learning journey * Evidence of CPD shows high expectations for the development of all staff at all levels * Safeguarding is effective and a ‘culture of safety’ is prevalent * Expected progress for all learners/groups and strong progress for most learners towards reaching and exceeding ARE in all curriculum subjects * SEND/Pupil Premium children make good progress from their starting points, all make at least expected progress and most achieve at age related expectations. Impact is clear against spending and provision plans * Attainment will be in line with national averages at EYFS and phonics * Attainment will be above national averages for the MTC (multiplication check)at the end of Y4 * Attainment will be above at KS1 and **well above at KS2 in most areas** * Children achieving greater depth will be broadly in line with national averages for all subjects at the end of the EYFS and KS1 * Children and groups achieve progress above the national average at the end of KS2 * Attendance is above local and national averages and in terms of SEND/PP attendance when compared to national data. The gap is closing on school vulnerable versus non-vulnerable data * Standards of punctuality and uniform are exceptionally high * Leadership and management, including Governance, are evaluated as **highly effective** in school by external evaluators * There is clear evidence that ‘behaviour and attitudes’ are consistently good * There is clear evidence that ‘personal development’ is consistently good * Pupils speak positively about school, their lessons, their safety and their voice in school * 85-90% approval rating on parental questionnaires * Parent/pupil voice is established as part of the school’s monitoring calendar * The school ethos is embedding and many children, staff and parents can articulate the key message * The school is supporting the improvement of other settings and working in partnerships to develop many features of our provision * Transition is extended and improves communication between existing and future staff teams |

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| **Evaluation Headline and External Views** |
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| **Long Term Goals** |
| **What will it look like in 3 years?**  **Key Performance Indicators by July 2022**   * There is sufficient evidence that the Quality of Education across the school is outstanding * The curriculum is balanced and broad at all age levels and provides excellent, extended opportunities to learn including sport and the arts. Each curriculum area has precise content that is carefully sequenced to build on pupils’ prior knowledge and prepare them for future learning. Pupils working are greater depth are well catered for across the wider curriculum. * A high quality culture of reading is embedded and staff are relentless in their support of the most vulnerable children and/or reluctant readers. Monitoring demonstrates that pupils love reading and that their varied reading materials are well matched to level/need to promote secure reading and expertise at the soonest opportunity. * All staff are leaders of the curriculum and they can evidence their impact over 3 years * Subject leaders carefully select challenging curriculum content to enable all pupils to make progress across all subjects and acquire age-appropriate knowledge to prepare them for their future learning journey * Evidence of CPD shows high expectations for the development of all staff at all levels and some staff have developed enough to take on new, advanced roles * Safeguarding is highly effective and a ‘culture of safety’ is prevalent * Strong progress for all learners/groups towards reaching and exceeding ARE in all curriculum subjects * SEND/Pupil Premium children make rapid progress from their starting points and many catch up to their peers. All make at least expected progress and all achieve at age related expectations. Impact is clear against spending and provision plans * Attainment will be in line with or above national averages at EYFS and phonics * Attainment will be well above national averages for the MTC (multiplication check)at the end of Y4 * Progress for all groups at Y6 is well above the national average * Attendance is well above local and national averages and in terms of SEND/PP attendance when compared to national data. The gap has closed on school vulnerable versus non-vulnerable data * Standards of punctuality and uniform are exceptionally high. A culture of excellence is prevalent across the whole school. * Leadership and management, including Governance, are judged to be outstanding by external evaluators * There is clear evidence that ‘behaviour and attitudes’ are outstanding * There is clear evidence that ‘personal development’ is outstanding * Pupils speak very positively about school, their lessons, their safety and their voice in school * 90%+ approval rating on parental and pupil questionnaires * Parent/pupil voice is fully embedded as part of the school’s monitoring calendar * The school ethos is fully embedded and many children, staff and parents can articulate the key messages clearly * All staff in school are supporting the improvement of other settings and/or working in partnerships to develop many features of our provision * Transition is highly effective and assessment is accurate at all levels. Steps to Secondary programme is secure and supports effective transition to secondary education |

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| **Monitoring Calendar** |
| |  |  |  |  | | --- | --- | --- | --- | | Term | Teaching and Learning | Work samples and assessments | Other | | Autumn 2019 | Formal observations  Maths and Literacy  Subject Leadership  PMR Internal Review Day  SEND/PP.Low Read  Lesson Study 1 (TA) | * Initial book scrutiny * New leaders: curriculum inductions and paired support * New staff: assessment systems and processes * Formal book scrutiny- maths and Literacy * Multiplication Skills Audit * Phonics Learning Walks | * Policy Review (LM/MP) * Teacher and TA PMR * SMSA monitoring * SMSA/Office PMR * Parent Steering Group * School Council Feedback | | **Subject Leadership Monitoring:**  Subject leaders meet GB (all)  (A1) Time out- resources and wish list  Subject Monitoring- Science and PE (Work samples/Learning Walk)  (A2) Time out- intent statements and website information | | | | | Spring 2020 | Learning Walks  SEND/PP/Low Read  Maths  Literacy  EYFS  Lesson Study 2 (TA) and Evaluation | * Formal book scrutiny- pitch and expectation * Informal book scrutiny- presentation and productivity * Mid-year moderation * Phonics Learning Walks * Reading/Maths Workshops | * Policy Review (LM/MP) * Family Questionnaire * Parent Steering Group * Pupil Interviews * Springvale Museum- Review expectations and refine * Create portfolios of quality work in all subjects | | **Subject Leadership Monitoring:**  (Sp1) Time out- examples of pupil work  Springvale Museum Event (work samples, ARE and family engagement)  Subject Monitoring- Art and Humanities (Work samples/Learning Walk)  (Sp2) Time out- pupil interviews | | | | | Summer 2020 | Formal observations  Maths/SPAG/phonics  TA lesson study 1 | * Formal book scrutiny- pitch and expectation, differentiation * End of year moderation * Phonics Learning Walks * Reading/Maths Workshops | * Policy Review (LM/MP) * SMSA monitoring * Mid-year Reviews * Parent Steering Group * Family Questionnaire * School Council Feedback | | **Subject Leadership Monitoring:**  Subject leaders meet GB (all)  SLT review impact and quality of leadership file/development work  (Su1) Time out/CPD- moderate work samples with cluster schools  Subject Monitoring- ICT and Music (Work Samples/Learning Walk)  (Su2) Time out- review file/key documents | | | | |

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| **Staffing and Governance Structure** |
| |  |  |  |  | | --- | --- | --- | --- | | **Teachers** | **Leadership Area** | **Support** | **Non-teaching** | | F1- Nic Exley (Gov)  (PPA H Kelly) | PE  Outdoor | Louise Armitage | Helen Kelly:  HLTA, MfL, Support Staff Lead and Health & Safety  Sports Coach:  Liam Crossfield (0.2)  Emma Chapman:  Finance Officer  Caroline Ridgwick:  Administrative Officer  SMSA Team:  Lead- Sharon Andrews  Carol Whitford  Sylvia Hamilton  Sheila Baines  Stephanie Dickinson  Tracey Beaumont (Gov)  Elaine Cliffe (Relief)  Premises: John Kilner  Kitchen and Cleaning Lead: Kerry Houghland | | F2- Charlotte Honey/Becky Parr | Communication/SALT  EYFS Lead | Sharen Slack | | Y1- Nic Evans  (PPA R Tomlinson) | Assessment  Maths- co leader | Paula Lowe | | Y2- Debbie Royston  (PPA R Andrew) | Early Literacy  Wellbeing Team | Joanne Gale  Elaine Cliffe (SEND)  Kat Heeley (3 mornings) | | Y3- Tristan Venus  Hannah McNaught  (PPA R Andrew) | Computing | Gillian Haigh AMs (some interventions) | | Y4- Jacqueline Alderson  Maternity Leave- Laura Wildsmith  (PPA R Andrew) | Science | Jo Northrop (phonics cover)  Je-eun Akrill (interventions also) | | Y5- R Fearn/B Henstock | Humanities (BH)  Literacy/Educational Visits (RF) | Anne Beresford  Kara Coulton (SEND) AMs | | Y6- R Mayston  (PPA LMc/RF) | Maths- co lead | Amanda Kent  Kat Heeley (3 mornings) | | **Senior Leadership Team** | | | | Lee McClure- Headteacher (Vision, DSL, Evaluation, Communication, Governor)  Rhia Fearn- Deputy Headteacher (SENDCo, KS2 Literacy, DDSL, Environment, Educational Visits)  Nic Evans (Assessment lead and Mathematics co-lead)  Debbie Royston (Lower School Literacy and Y2)  Becky Parr (EYFS lead)  Rachael Mayston (Mathematics co-lead and Y6)  Shared responsibility- Teaching and Learning Standards | | |   **PPA Cover Teachers**  Bex Andrew- Faith/Music Rebecca Tomlinson- School Council and Art/Design Technology  **Governance (R is Resources and A/L is Achievement and Learning)**   |  |  |  | | --- | --- | --- | | **Governor** | **Additional responsibilities** | **Subject link/leader link** | | **Richard Fletcher- R** | Chair/Finance Chair/Pupil Premium | Computing- Tristan Venus | | **Kristianne Thorogood- A/L and Pay** | Vice-Chair/fundraising | Literacy- Rhia Fearn/D Royston/C Honey | | **Helen Turner- R** | Community/parent voice | EYFS- B Parr | | **Andrew Noble- R** | Sports funding and provision | PE and Sport- N Exley | | **Derek Cliffe- R** | Health and Safety | Science- J Alderson/L Wildsmith | | **Nick Perry- A/L** | Maths and Pupil Premium | Maths- R Mayston and N Evans | | **Nic Exley- A/L** | Subject leader- PE/Sport  EYFS link Governor | MfL- H Kelly | | **Ian France- A/L** | HT appraisal/data analysis | Humanities- R Henstock | | **Malcolm Parker- A/L** | A/L Chair/HT appraisal/policies | Art/DT- R Tomlinson | | **Claire Throssell- A/L and Pay** | Safeguarding/SEND | Music/Faith- R Andrew | | **Lynsey Waring- R and Pay** | Human Resources | PHSE/Wellbeing- L McClure | |

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| **Evaluation of Leadership, Management and Governance Grade 2** |
| Leaders and Governors have a strong vision which is shared by staff, children and families. This vision represents a fusion of academic excellence, moral guidance, a wide range of first hand opportunities and the moulding of well balanced and resilient citizens. Our goal is to constantly improve and ensure that all stakeholders meet their full potential. Governors regularly attend meetings of the SLT at least once per term to monitor achievement and progress/the quality of provision and to review the school’s improvement work. Link governors visit school regularly and now carry out rigorous reviews of key areas, and to make suggestions, or to support leaders to critically evaluate our effectiveness and shape future plans. A range of professional perspectives enables governors to bring insights from outside education. Specific professional skills amongst governors are matched to key areas such as Finance, Health and Safety, HR and Safeguarding. Where gaps in knowledge exist, training is sought. Care is taken to ensure the right people are doing the right jobs and that they receive support and guidance where appropriate. As a result of this, governors are well informed and well positioned to challenge and support.  The SLT view improving teaching and learning (and therefore outcomes) as its central function, giving a strong sense of purpose and direction to what happens in the classroom. A new model for teaching and learning has been developed by staff and Governors in September 2019. This applies to all learning and teaching happening in school or at extra-curricular clubs. We aim to develop all teaching staff and leaders through high quality, tracked CPD that is linked to the school’s main improvement priorities. In this way we aim to ensure we create leaders of the future, who can also have an impact on our pupils in the here and now.  At all tiers we have rigorous performance management which ensures all individuals are focused on their quality performance as part of a wider team that is functioning in a highly effective manner. Performance management is supportive but ensures clear and measured accountability. In this way, we make sure that staff are both focused and motivated to improve. Evidence tells us that we have made an impact through our actions. Over the last few years, we are particularly proud of improvements in the following areas:   * Making sure that the vast majority of pupils make good progress from their respective starting points. * Implementing a highly successful approach in KS2 to ensure that outcomes at the end of Y6 are strong and above national averages. * Significantly improving our progress and provision of Maths across school. * Embedding our school curriculum and ethos so that learning experiences are rich and exciting. * Inspiring children to achieve very high standards of presentation with the associated improvement in valuing what they produce. * Targeting more able pupils to achieve consistently above national expectations by the time they leave our school. * Provide personalised support for pupils with SEND or/and those children that receive additional funding to ensure that their progress is improving.   We believe these successes ably demonstrate our continuing ability to make improvements.  As a result of these processes, effective improvements are brought about e.g.:   * + Major improvements in focused lesson content   + Earlier intervention during lessons or as a separate element of a child’s provision   + Much improved feedback to children which is acted upon effectively   + Major strides forward in real-life maths learning and reasoning skills   **Development points**   * **Develop long term goals in improvement planning tools and how measurable they are, ensure that targets and success criteria are developed and are more explicit in how they are achieved** * Continue to raise standards in the EYFS and across early Literacy * Further develop the role of subject leaders and the impact they have on standards across curriculum * Develop the rates of progress and achievement made by the most able pupils and PP pupils * Ensure that assessments are always moderated and accurate at all levels |

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| **Development Plan for Leadership. Management and Governance** | | | |
| **Long Term Goals:** All staff understand their role in the school’s journey of improvement  Clear and detailed plans to improve are created and evaluated by leaders at all levels  All subject leaders have a clear picture of standards in their subject and they can evidence improvement and direct impact on standards of learning and pupils’ work in their subject(s)  Leadership of the EYFS continues to develop and outcomes in the EYFS rise to be above national averages  SEND/PP spending and provision is tailored to meet precise needs and these pupils make good progress  Assessment is ongoing and informs quality provision for all pupils. Assessment is accurate at all levels. | | | |
| **Key Evaluative Milestone Questions…how will we know we have been successful?**  Can staff accurately self-evaluate their practice and their subject area? All staff can articulate the key strengths, areas to develop and next steps of their subject and talk about their own improvement journey to GB and SEO.  Can leaders evidence the impact of CPD on standards and that their work represents good value for money? CPD records are thorough and outcomes are positive or rising.  Are pupils in the EYFS making good progress and is provision in F1 and F2 consistently good? Monitoring records show that practice is meeting needs and outcomes are in-line with national averages or higher.  Is assessment accurate in all subjects and all phases? Moderation reports are positive and staff agree starting points. | | | |
| **Key Actions** | | | |
| **Action and Intended Impact** | **Timescale and Key Staff** | **How will we monitor and evaluate this impact?** | **Evaluation Notes** |
| **Significant CPD for all subject leaders to ensure a wide evidence base is collated to raise standards in all foundation subject areas.** | Ongoing 2019-20  SLT/all staff | Review CPD records and ongoing monitoring and evaluation records | INSET training on foundation subjects, staff meetings, feedback from SLT, scrutiny and obs. |
| **CPD programmes are developed for all staff, smaller teams and individuals. Evidence of improvement and impact on standards/outcomes.** | Ongoing 2019-20  SLT/all staff | Review CPD records, intended impact, measure against outcomes (OMR impact clear?) | As above plus Maths CPD for all staff, TA Team Teach, SPGA training by SLT, ongoing phonics (see CPD tracker) Writing/SEND |
| **SEND and PP leads (and link Governors) meet regularly and create tighter plans to ensure rapid progress for these children and groups.** | Ongoing 2019-20  LM/RF/GB | SEND reviews  Pupil Progress meetings  Data analysis (termly) | Pupil progress meetings termly, SEND work with GB and SLT, SEND training and external support |
| **Leaders identify and ensure appropriate provision for more able pupils. Greater depth outcomes are rising and are above national averages.** | Ongoing 2019-20  SLT/all staff | Pupil Progress meetings  Data analysis (termly)  Work sample scrutiny by subject leads | Pupil progress meetings termly and feedback to A/L committee, action plans addressed |
| **Parental engagement is high and positive. Parents work alongside our ethos and have a significant impact on pupil achievement.** | Ongoing 2019-20  LM/SLT | Website hits, social media interaction, attendance at events, parents’ evening, etc | 98% attendance at parents’ evening and positive response to workshops in person and online/events. |
| **The school’s website is fully compliant and up-to-date providing parents with the materials and support they need. High quality communication tool which includes significant reading guidance materials.** | January 2020  LM/external review/GB | External compliance review  GB compliance review | External compliance report completed and it is compliant. |
| **Governors establish and develop high quality links to leaders and all staff. Governors have an accurate picture of standards and can articulate the journey of continued improvement.** | September 2019 and July 2020  (Ongoing links)  RF/KT | Governor visit records, school diary, feedback from GB and paired scrutiny of each subject/leader | GB working with SLT and SEO. Autumn Term A/L and FGB review of data. GB literacy and maths links. All subjects too. |
| **Financial management is effective and the school provides good value for money. Improvement work is prioritised in the budget.** | Ongoing 2019-20  EC/LM/GB | Half termly visits by FSO (Vicky Harrison) and termly resource committee scrutiny | Autumn Term resource minutes. Budget is secure and well managed. |

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| **Evaluation of Quality of Education Grade 2** |
| We believe our teaching is good, overall. Some teaching is outstanding but we need to work together more effectively to increase the percentage of outstanding teaching. Our philosophy is about achieving excellent outcomes for children while engaging them through imaginative and creative activity. We know children enjoy coming to school because of the significant improvements in attendance data and, more anecdotally, the manner in which they arrive at school on a morning and their enthusiasm for learning. Observations, discussions with pupils and parents, progress data and work scrutiny reassure us of the accuracy of our view. High quality core subject leadership has brought about improvement to outcomes in most areas in recent years. Where teaching is observed in any class or subject that is not yet securely good, immediate action planning takes place and support is devised and followed up rigorously. We monitor data and provision plans alongside staff and Governors to analyse all aspects of our performance and impact. For example, we know that in some cohorts a small group of girls are underperforming currently. This helps us to identify the key pupils and support them quickly through intervention or additional parental engagement.  Our teaching and learning model ensures high expectations for all. Leaders have devised precisely personalised programmes of support for our most complex learners, these allow the children to develop and progress in many different ways, including their personal skills and confidence levels. Some excellent work has been done over the last three years to support parents. This has been in the form of information meetings, leaflets and social media content. This has meant that they can help children at home, with phonics, writing, reading and number learning which really compliments the way children are taught at school. Communication and partnerships with the home are now a key strength of our learning culture.  We believe that all teaching is good at Springvale as children make progress from their starting points. Children typically catch up by the end of KS1 and then they grow further and achieve above national averages by the end of KS2. This is because learning is appropriately challenging and children receive high quality support or challenge which is adapted at the point of teaching and enhanced by quality verbal or written feedback. Good questioning identifies misconceptions, ensuring that adjustments in lessons or to subsequent programmes of learning can be made. In Literacy we want children to enhance their vocabulary and confidence to use and apply it. In maths, we have embedded a reasoning and problem solving heavy maths scheme across Y1-Y6 so that children can confidently solve problems and reason.  Because teachers assess regularly, using standardised materials, and because internal moderation of ongoing standards in pupils’ work takes place, teachers have an increasingly accurate understanding of the expectations of the whole curriculum and are gaining much increased confidence in their assessments. Teachers work together more to develop topics, themes and key content. Good pace and carefully selected subject matter (which is often exciting and imaginative – e.g. creating a new hairdressing business in the EYFS, planning and writing invites to a Mad Hatter’s Tea Party in KS1 and a World War One café or children creating new chocolate products in KS2) mean lessons are engaging to the children, and even their families at times. Teaching Assistants are deployed effectively, in a targeted way and, as a result, bring about enhanced learning with children getting support when they most need it. Further support and training is ongoing to develop technical knowledge of SPAG and Maths in TAs where this is currently inconsistent, especially for some less experienced staff. We have created ‘lesson study’ groups of teachers and teaching assistants to ensure that staff work together to plan, deliver and analyse sessions to ensure that they share good practice and learn from each other.  **Development areas**   * **Continue to improve provision for children who learn more quickly/at a greater level of understanding to ensure we increase the number of children at above expected** * **Ensure that Pupil Premium and SEND pupils are targeted with quality teaching and intervention to make rapid progress so that they close the gap on their peers/age related expectations. Some Pupil Premium will be targeted to achieve greater depth by the end of Y6.** * Ensure that the teaching of reading to all classes and all children is relentless in its drive to promote secure reading skills at the soonest opportunity. Engage children and families in high quality reading. |

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| **Recent Outcomes (2017-19)** |
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| **Development Plan for Quality of Education** | | | |
| **Long Term Goals:** All children make good progress and many make rapid progress to catch up from lower starting points  More pupils with potential to reach greater depth, including some SEND pupils or PP pupils, are identified earlier and they make the progress to reach higher grades by the time they leave the school  The school has a culture of high-quality reading and all children learn to read quickly and effectively  Children in the EYFS make rapid progress, and achieve well, due to quality indoor and outdoor provision  All teaching staff follow a clear teaching & learning model and they engage in regular, high quality CPD to improve further  Assessment is accurate, high quality and informs next steps. Parents are updated regularly and are included in their child’s learning journey. Transition is effective at all levels. | | | |
| **Key Evaluative Milestone Questions…how will we know we have been successful?**  Do all children in school make progress from their starting points? Data analysis and pupil progress discussions.  Do all groups of children make progress from their starting points? Data analysis and pupil progress discussions.  Are all children reading a range of quality materials in a range of appropriate contexts? Observations, monitoring of class timetables/planning/teaching, reading log checks, notes from parental workshops  Are pupils in the EYFS making good progress and is provision in F1 and F2 consistently good? Monitoring records show that practice is meeting needs and outcomes are in-line with national averages or higher.  Are parents informed about progress and achievement and involved in the learning journey? Parents’ evening attendance, workshop attendance and records, parental questionnaires, annual reports (and feedback) and social media evidence | | | |
| **Key Actions** | | | |
| **Action and Intended Impact** | **Timescale and Key Staff** | **How will we monitor and evaluate this impact?** | **Evaluation Notes** |
| **Create a monitoring calendar that allows all leaders to evaluate their subject regularly through discussions, observations and scrutiny of planning/work. All leaders can evaluate their area accurate and impact standards.** | September 2019-July 2020  SLT  All subject leads | SEO termly visits/formal feedback forms  Peer work with Headteachers  Developing lesson study  GB/subject leader biannual scrutiny | TRG maths and Lesson study- English  TA lesson study to support each other and develop TA skill set  Calendar in place with ½ termly core and foundation subject foci spread across the year. |
| **Four different pupil progress meetings involving different leaders are planned and executed. All staff and leaders can evaluate progress of individuals and groups and adapt provision in a timely/positive manner.** | Ongoing 2019-20  All staff and leaders | Review notes from all meetings  Revisit CPD programmes and provision maps | Chance to see each other’s books more often would be good. PP in groups, with SLT and feedback to GB. TAs involved which is good. Continue to mix it up. |
| **Half termly support and guidance for EYFS team from an experienced EYFS leader and specialist. Standards in EYFS continue to rise.** | Ongoing  EYFS/CA (external) | Ongoing observations and scrutiny of work by LM and CA | CA support working well- consider EYFS unit next year. Focus on Literacy support next? |
| **New reading and KS2 writing schemes and materials are organised. Regular reviews of how appropriate reading materials and strategies are for each pupils, especially the most reluctant and/or vulnerable readers. The Reading Army and lower school guided reading are revamped. All children read a range of appropriate materials at school and home and write across many genres.** | Ongoing but initial boost in November 2019  RF/DR | Regular observations of writing/guided reading, phonics, all reading activities/work scrutiny  Records from parental support meetings and newsletter updates  Reading log/army scrutiny | Read, Write, Inc resources and materials help to reorganise reading levels and bookbands. KS1/EYFS access library as extra.  Guided reading and focused daily story sessions/key authors. Writing links are clearer. New creative writing in KS2- clear scheme and evidence in books. |
| **The new teaching and learning model is embedded across all staff and subjects. Clarity of practice is evident. High expectations are clear.** | Ongoing 2019-20  All staff | CPD notes/scrutiny of work  Observation/pupil and staff discussion | Shared with staff- all monitoring to link to embedding and refining the model over 12 months. |
| **Outcomes in all areas are positive when measured against local and national averages. KS2 outcomes are well above national averages in all areas.** | All leaders  June/July 2020 | Pupil Progress Discussion  Target Tracker/ASP/SEO evaluation (risk assessment) | On track to achieve an improved GLD, positive Y1 and Y2 data, Y4 MTC and KS2 SATS (esp maths) will be well above |
| **Extended transition programme for 2019-20 is implemented.** | LM/RF  June 2020 | Pupil and parent views. Observation Sept 2020 | Planned with further input from staff in Spring Term |

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| **Evaluation of Behaviour and Attitudes Grade 2** |
| We judge children’s behaviour to be consistently good and this is demonstrated by their independent conduct, attitudes to learning and kind, considerate manner. The school has very high standards and these drive our desire to constantly improve. This is displayed in lessons and in the playground. We have a very clear set of Steps to Success to promote the expectations of staff, pupils and parents in school. Linked to this, we have a simple and visual behaviour management and reward system called ‘GOOD to be GREEN.’ This system ensures that any behavioural issues are managed effectively and consistently. The system also ensures good, timely feedback to parents and carers so that they ca follow our school ethos and support the development of a child’s behaviour or attitude to school. Positive affirmations during the day, either incidental or formal (Star of the Week assemblies, Twitter stars or an invite to the Captain’s Table by an SMSA, for example) mean that children are rewarded for good behaviour and aspire to supporting this positive culture.  Pupils are consistently recognised as being well behaved and a credit to the school by many visitors who have repeatedly remarked on the level of motivation and the positive attitude of the children. Where particular children may experience significant personal challenges, fellow pupils are kind, understanding and tolerant due to whole school work in their PHSE curriculum and good classroom routines and expectations. Through careful guidance as they move through school, children make increasingly appropriate choices for themselves. This includes healthy lifestyle choices e.g. heavily attended sports clubs and healthier food choices now presented for school dinners and fantastic attitudes to Sports Day and competition across our sports programmes. Our new, local sports partnership P4Sport (Penistone 4 Sport) ensures that all children have access to events that promote health, fun and fitness. These events also allow children and staff to get involved and enjoy the sports and events on offer whilst having fun and making new friendships.  Our children take ownership of solving some of the behavioural matters that may arise. For example, recently our Chair of School Council addressed a whole school assembly in relation to organising the MUGA timetable and a range of sporting activities to meet all needs and interests. We also offer a wide range of sporting/hands on extra-curricular clubs and reward visits for pupils of all ages. Each half term we offer 15 different clubs which are all high quality and led by expert staff. These clubs help us to enhance our curriculum and promote a love of learning in a relaxed and enjoyable environment.  Attendance, punctuality and uniform standards are all exceptionally high and checked daily by the Headteacher. This helps to promote a culture of high standards and excellence. Our Health and Safety inspection found that we have a culture of safety and briefings/close work with the FM provider Engie ensures that children can learn in a safe and secure environment. Any issues are shared, tackled and addressed with great urgency. Because of this children are taught how to be safe and regular assemblies allow staff, leaders and experienced pupils to ensure key messages are understood by all pupils. Assemblies on water and rail safety just before the Summer holidays as well as Crucial Crew assemblies led by Y6 pupils show the importance of safety. Safeguarding is highly effective and staff work relentlessly to identify and support pupils or families with additional needs or concerns. The happiness of our stakeholders is vitally importantly to us and a wellbeing team, including a professional counsellor, teachers, experienced support staff and a pastoral support assistant support children and/or their family in a timely and effective manner.  **Development Points**   * Continue to raise standards and ensure consistency across attendance, punctuality, uniform, behaviour and safety. Embed and celebrate a culture of excellence. * Induct all new staff, leaders and Governors to ensure policies are adhered to consistently * Refine all key policies over a three-year cycle and share on the share website * Introduce CPOMS to effectively manage the recording and communication of all welfare concerns |

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| **Development Plan for Behaviour and Attitudes** | | | |
| **Long Term Goals:** Attendance, punctuality and standards in school improve further/remain exceptionally high  All stakeholders work together to ensure a safe environment for all learners, staff and visitors  Safeguarding remains effective and external agencies recognise a culture of safeguarding excellence  The school offers a broad, balanced and exciting curriculum to enthuse children of all ages  The school offers all children opportunities to enjoy sporting clubs and competitions | | | |
| **Key Evaluative Milestone Questions…how will we know we have been successful?**  Are key standards in school high? Attendance is well above national, uniform policy adhered, learners on time.  Do parents and carers support the work of the school? Parent Council feedback & questionnaire responses positive.  Is safeguarding effective? Clear and high quality records kept. Communication between staff/external agencies.  Is the curriculum covered adequately and do children enjoy their learning? Monitoring records and class timetables show appropriate coverage and engagement for all year groups. Pupil questionnaire feedback is positive.  Does the school offer all pupils a range of sporting activities and clubs? Attendance registers at clubs, P4Sport booklets and pupil/parent questionnaires. | | | |
| **Key Actions** | | | |
| **Action and Intended Impact** | **Timescale and Key Staff** | **How will we monitor and evaluate this impact?** | **Evaluation Notes** |
| **New attendance and punctuality policy in line with the latest FPN guidance. Attendance improves/remains high. Lateness is eradicated from school. Uniform standards and readiness to learn high.** | September 2019  LM/GB | Daily attendance checks and reporting  EWO visits  Half termly monitoring meetings LM/CR/GB | Attendance above national. 4 families to monitor for PA. Monitor holidays in Summer Term. Punctuality excellent- monitor two key families. |
| **Refined behaviour policy to maximise effective communication and a balance of reward/consequence for all pupils. More consistent policy and maximum impact of teaching and learning.** | October-November 2019  Approved December 2019  LM/GB/all staff | Weekly tracking and daily communications.  Termly update to staff and Governors.  Weekly rewards. | Policy revisited and tightened up. All stakeholders consulted. Continue to develop rewards and consistency. Pizza party and Rockstar day examples of new rewards! |
| **Start to use CPOMS safeguarding tracking software and train in staff in how to use it. Further embed the culture of high quality safety and safeguarding.** | January 2020  LM/RF/GB | Monthly reviews by SLT  Termly review by GB  Analysis reports | CPOMS in place and training has taken place. Working well- key remains weekly briefings and communication. H/S inspection- 98% and positive culture of safety. |
| **Further enhance a range of opportunities and rewards for pupils who attend regularly and work hard in school.** | Ongoing  SLT | Pupil Questionnaires  Parent Questionnaires | Excellent feedback on emails, social media (including polls) and in person. |
| **Devise and carry out a new local sports partnership with cluster schools. We will jointly-lead the project and drive the direction of the partnership. Access to high quality PE, sports, CPD for all. Children, parents and staff lead healthier lives and manage their wellbeing.** | September 2019 to July 2020  LM/Thurlstone Primary  LM/LC/NEx | P4Sport Assemblies  Assembly records  Twitter  Attendance registers  Questionnaires | Working very well. See full report from Guy Foster. A really good start and the passports are being well monitored. LM involved in improving this feature and a new Sports link GB appointed. |
| **Continue to extend our range of extra-curricular clubs and the links to foundation subjects within the curriculum. All children have access to exciting and affordable clubs to excite and enthuse their future learning.** | Ongoing  CR/LC/NEx/LM  External companies | Half termly GB reports  Attendance registers  Pupil Questionnaires  Parent Questionnaires | A wide range of clubs offered. Popular, good quality and well received. Something for everyone and good value for money! |

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| **Evaluation of Personal Development Grade 2** |
| Attitudes towards improvement, learning and personal growth are very strong. Children are thoughtful about their learning and seek to maximise their abilities. They have high aspirations and expectations of themselves and others around them. Children are given varied opportunities to make a contribution to the school and broader community. Because of this, they are learning to see themselves as people having responsibilities to others and that they can make a positive difference. Selected examples include where children regularly raising money for charities, often initiated by themselves:   * + - NSPCC charity work     - Food Bank drives     - Shoebox appeal for deprived children globally at Christmas time     - MacMillan Coffee events     - A full programme of annual fundraising is now in place covering local, national and international causes   Furthernore, our learners are keen to involve themselves in the work we do in the community (Concerts, Mayors Parade, Harvest, etc). Because of the effective use of role models throughout school and the caring ethos of all within, children are extremely supportive of each other. They keep a watchful eye out for each other routinely and are keen to take advantage of more structured opportunities to contribute (Librarians, playground buddies, F2 lunchtime buddies, School Council etc). We are keen for learners to be leaders and the children regularly have responsibilities across the school day to demonstrate their maturity and communication/organisational skills. Y4-6 pupils lead playtimes, sports events, the school library and parents’ evening events. Some children have even attended CPD events for teachers in areas like well-being and sports leadership, this demonstrates the high level of planning and support for the personal development of our learners. Even our EYFS children have roles to ensure tidy and safe areas of learning!  How our approach supports and promotes this:   * Our strong positive ethos values each individual. Because of this, children understand and tolerate differences and similarities in the school community and other cultures. * Strong commitment by all to SMSC. Our school values are a routine theme for assemblies. British Values run throughout school and are discussed in assembly and underpin our ethos. Children are given a very broad range of experiences which allow them to make sense of the world they live in and the similarities and differences between people. * In a school where the overwhelming majority of children are white British, we will take incidents of racism very seriously and address them appropriately. Visits are made to the Interfaith Centre, churches, mosques and temples, thereby expanding the awareness of other cultures. * Children are overtly taught to win and lose with dignity. Our competitive Sports Day and several sports teams– a key part of our ethos - is underpinned by the notion of trying to achieve your ‘personal best’, a theme we extend into every day school life. * Children develop a supportive team ethos through being part of a house which operates across the school to benefit a range of special events and reward systems. Children also work as librarians, play leaders, etc. and/or organise and run some of their own lunchtime clubs. * Our creative and imaginative curriculum builds engagement and esteem. * Children build class identities with codes of conduct and names which give them a sense of group responsibility. Staff are outstanding role models in how they relate to one another and to the children.   **Development Points:**   * Ensure new, exciting opportunities are planned by all staff and leaders to continue to promote the highest levels of personal development * Establish stronger links to career development work for KS2 pupils * Continue to refine the curriculum/build links in the local community to enhance personal development |

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| **Development Plan for Personal Development** | | | |
| **Long Term Goals:** All children are leaders and they have opportunities to represent the school/lead/organise  A careers programme is developed and devised in school  Evidence of British Values/SMSC specific events is prevalent across a high quality learning environment  A wide range of visits occur and partnerships are established with the wider community | | | |
| **Key Evaluative Milestone Questions…how will we know we have been successful?**  How many children in school are leaders and role models? How does this affect their confidence and competence to learn? Good attendance and behaviour, confident to talk about their roles and what they enjoy about it.  Do children undertake education visits, competitions, performances, etc. and do they engage in a range of British Values assemblies and sessions? Do they contribute to fundraising and community events? Participate in key school events- fundraising, shows, assemblies. Children can articulate their place in the World and what makes a good citizen. | | | |
| **Key Actions** | | | |
| **Action and Intended Impact** | **Timescale and Key Staff** | **How will we monitor and evaluate this impact?** | **Evaluation Notes** |
| **New programme of PHSE and wellbeing in school for Y1-Y6 pupils. Children have thorough and consistent provision in this area. A programme of events ensure that British Values are taught and expected throughout school life.** | Spring 2020  LM/DR/EW | Springvale Museum- Spring 1  Discussions with pupils- Spring 2  Observations/SMSC trawl- Summer 2020 | Programme in place and some basic training secure. Museum event in planning stage. British Values embedded in curriculum, assemblies and display |
| **Work alongside the new BMBC PHSE network. Secure best practice in providing curriculum experiences and support to pupils.** | Spring 2020  LM/DR/EW | Springvale Museum- Spring 1  Discussions with pupils- Spring 2  Observations/SMSC trawl- Summer 2020 | Ongoing- One Decision and Jigsaw resources in place. |
| **Continue to deliver a programme of fundraising and community events to celebrate the ethos of the school with the wider community. Children understand the role of community and their place in the World.** | Ongoing 2019-20  CR/ECh/SLT  Parent Council  Fundraising Team | Community Engagement/British Values- Display  Learning Environment  Parent Questionnaires | Launched ‘Bear Fundraising’ appeal. Bear bought for local charity- SCH. British Values display in the hall. Food bank in place and well used/stocked. Harvest Festival and grandparent support. |
| **Continue to provide outstanding pastoral support for pupils and/or families where needed. High engagement with families and positive progress.** | Ongoing 2019-20  Sonia Prescott  LM/DR/EW/ECl | Pupil Questionnaires  Parent Questionnaires  PHSE Monitoring | Breakfast club in place for 10-15 key, vulnerable pupils. Safeguarding systems and CPOMS in place. Sonia (counsellor) in school regularly. Weekly briefings and emails- communication is strong. |
| **Ensure that children experience wider and contrasting individuals and communities through assemblies, visits and visitors. Children are well rounded learners and understand the World around them.** | Ongoing 2019-20  SLT/EW | Assembly records  Twitter evidence  Pupil Questionnaires  Parent Questionnaires | Ongoing visits  Assembly records/titles (diary sheets)  Questionnaires online and paper lined up.  Social media and polls |

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| **School Context- please see SCOAP document for details of class by class context** |
| Springvale Primary is a vibrant and exciting learning community with a good reputation locally and further afield. The school is generally oversubscribed for new intake cohorts. Pupils enjoy coming to their school which provides them with a secure, happy environment where they learn. The staff are devoted and hardworking and all stakeholders have high expectations of the school and the local community. Our overarching ethos is **play together, learn together, achieve together**. This is because we believe in working together as a community to ensure that our children are socially confident and academically capable young people. Our shared ethos is central to the school’s context and informs all our activity from the moment anyone enters school.  In summary:   * We place a high emphasis on developing individuals and team work. * We want all children to achieve their very best, no matter what barriers may be in their way. * We value excellence in all areas and want to help children discover their talents and areas of interest to ensure that they have a balanced and happy adult life. * We create a ‘family atmosphere’ in school which encourages security, trusting relationships and personal growth. We encourage parents to support our work to help us to ensure that learning is fun and meaningful. * We believe that sports, creativity and the arts help to develop confident, happy, self-motivated children, who enjoy learning and see it as a lifelong adventure. * We aim to build character through key values such as honesty, kindness, perseverance and respect. * We aim to develop self-confident and socially responsible children.   **SOCIO-ECONOMIC CONTEXT**  Our school lies in what was, until recently, the industrial part of the semi-rural community of Penistone. However, over the last ten years, some of this industry has closed down and new housing has been built. Our deprivation indicator is relatively low at 0.05 and Pupil Premium is at 8% (September 2019). While our catchment does not include many suffering from extreme hardship, we have many children who are within the next socio-economic tier.  Typically, a large proportion of children enter school below expectations. A 3 year average of our school intake baseline data shows:   |  |  |  |  | | --- | --- | --- | --- | | Children typically reach the following percentages on 22-36 month scale (pre-3) baseline data | | | | | **Less than 60%** | **60-79% achieved** | **80-99% achieved** | **100% achieved** | | 30% | 32% | 38% | 10% |   Attendance is good and has averaged at 97% across the last 2 years very few late marks (less than 1 per school week). This is only possible because of a culture of high standards that has been established which is followed by our families who understand that, in education, every minute matters. Generally parents value education but traditionally some haven’t known how best to help children. A wide range of workshops, social media content, family learning opportunities and literature have been developed to improve this situation. We ensure that children on our SEND register have a genuine need and are not classified as SEND due to short-term under attainment. 11 children are on SEND support or higher (5%) but another 13 children are being supported by specific interventions and being monitored for SEND needs (6%).  Due to budget constraints we have had to cut support staff hours substantially over the last few years with three staff leaving/retiring and another four staff reducing their hours. The whole staff are committed to raising standards and our support staff work well with teachers to create effective pedagogical teams. Support staff also lead interventions for pupil premium, SEND and/or off track pupils with evidence of clear impact on progress. We also, often, extend the impact of teaching assistants so that they support the more able pupils in class more regularly to achieve more rapid progress and above expected outcomes. The Governing Body is skilled and supportive with a range of backgrounds and professional experience. They take their responsibilities very seriously and several spend a significant amount of time in school, meeting with staff to monitor key areas of school life, helping in classrooms and supporting initiatives. Several governors visit school to monitor specific areas of learning. Meetings are well attended and governors are encouraged to attend training regularly. Their voice and their insights are respected and are an important factor in school improvement. The governors act as a critical friend, this is evidenced through their questions and level of challenge at committee meetings. We have had several new, highly skilled governors, join the team recently. |