

KIBBLESWORTH ACADEMY

School Self Evaluation 2019-2020

January 2020



Context:

Kibblesworth Academy is a smaller than average-sized primary school where almost all the pupil are of White British heritage. The proportion of disabled pupils and those with special educational needs is lower than the national average. This is also the case for the proportion of disadvantaged pupils for whom the pupil premium provides support, which currently stands at 19% of the school population.

The school currently meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

The school employs eight full time teachers, two part times teachers, and one head teacher.

The school employs the following support staff: Five level 3 TA's and an admin team of two. In addition, there is one caretaker and five lunch time supervisors.

The Head teacher, Deputy Head teacher, School Business Manager, EY lead and SENDCO form the current Senior Leadership Team. The SLT meet bi-weekly or more frequently when required, and feed back to staff through the weekly full staff meeting.

There are 184 children on roll at the Academy, 93 boys and 91 girls (Jan 20). Within this we have children attending nursery. In school 23 (12.5%) children are currently on the SEND register, two of whom are in receipt of EHCP funding.

Although there is a wide range of ability, the attainment and skills on entry are broadly inline with age related expectations. On entry to nursery, many of our children display communication, speech and language difficulties.

Progress against previous inspection	
Areas to improve	Progress
<p><i>Increase the level of challenge in lessons so that a greater proportion of pupils reach the higher standard in national tests.</i></p>	<p>Actions -</p> <ul style="list-style-type: none"> - School applied to successfully join NE Maths Hub to develop maths provision for the most able. Work has been undertaken in collaboration with the Hub to develop provision and pedagogy across all year groups. - Successfully gained funding through NLE programme to develop more able provision.(2016-2017) Funding - Identified member of SLT (Sarah Renton) with responsibility for provision for the most able across all curriculum areas. - Continued development of pupil reviews to identify most able and those who have the potential to work at greater depth. - Development of master classes for Y2, Y5 and Y6 relating to reading, writing and maths across the year. - Development of pupil mentors for core subjects (Blue badge mentors) supporting the most able in other year groups. - Development of STEAM project for Spring Term 2019 - Lesson are designed with a focus on the development of the most able pupils. <p>Impact -</p> <ul style="list-style-type: none"> - In EY (2018) 23% of pupils achieved exceeding for reading, 19% for writing, and 24% for number. These were slightly above the LA results of 21% (reading), 16% (writing), 22% (maths) - KS1 combined greater depth RWM (2018) increased from 10% (2016) to 21% (2017) - ten percent higher than the LA and national average. Individually, the only subject below the national average for greater depth was reading 21% cf 25% (2018) - KS2 combined greater depth RWM (2018) sat at 13% cf 10% national. Greater depth for individual subjects were broadly in line with national figures.
<p><i>Further develop planning, teaching, and assessment in subjects outside the core of reading, writing and mathematics.</i></p>	<p>Actions –</p> <ul style="list-style-type: none"> - Development of a skills based curriculum for humanities to ensure they do not become an extension of English. - Development of new assessment framework for humanities to work alongside classroom monitor. This has been extended to science and is to be rolled out to art & design, French & computing this academic year. - Development of more independent, history and geography based create units to ensure skills are taught. - New overview for history and geography developed to ensure progression and coverage across all year groups. - CPD sessions undertaken with LA on role of subject leader, and Historic England on building a history unit using research. - Development of teaching and assessment in PE through support of subject leader and external coaches. <p>Impact –</p> <ul style="list-style-type: none"> - Quality of teaching in humanities has increased through skills based approach. - History and geographical skills have been developed and embedded more consistently through school due to the use of the book plate system to ensure that the correct elements are being taught within the creative framework. - Children are clearer about the skills which are being taught and are able to transfer these skills into other lessons.
<p><i>Ensure that boys in the early years make rapid progress so that they reach the same standards as the girls and are KS1 ready with whole school expectations.</i></p>	<p>Actions -</p> <ul style="list-style-type: none"> - Planning and provocations are designed to ensure that boys are encouraged to engage with all areas of the curriculum. - Texts are selected to engage boys, and where pupils' interests are followed, materials to stimulate the boys are introduced into the areas to ensure they remain engaged and develop good attitudes to learning. <p>Impact -</p> <ul style="list-style-type: none"> -The gap between girls and boys writing has closed. 81% of boys achieved the expected level in writing in comparison to 80% of girls.

School improvement priorities				
1. Quality of education	2. Behaviour and attitudes	3. Personal development	4. Leadership and management	5. Quality of education in Early Years
<p>To develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>To raise standards of attainment and achievement in reading across all key stages.</p> <p>To increase attainment at KS2 to increase the percentage of children working at greater depth in reading and writing.</p>	<p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p>	<p>To explicitly develop character education and SMSC within plans for all curriculum areas.</p> <p>To redevelop RSE and PSHE offers for all key stages</p> <p>To increase the percentage of KS2 children opting for a healthy school lunch.</p>	<p>To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups.</p>	<p>To develop pupil review in the Early Years</p> <p>To develop a consistency in provocation and approach across EYFS</p> <p>To build consistency and strengthen links within the EYFS</p> <p>To support the further development of leadership within the EYFS.</p>

QUALITY OF EDUCATION - GOOD

Strengths

Intent:

Our school is in the process of creating a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEN or disability, the knowledge and cultural capital they need to succeed in life. This curriculum is based on the National Curriculum and adapted to match our local context and the needs of our pupils.

At Kibblesworth Academy, this means taking the end-of-year and end of phase expectations and delivering them in a way that:

- Is developmental
- Takes into account our local history, environment and heritage
- Links with local, national, and international events
- Welcomes the skills and experiences of visitors, and the opportunities educational visits create
- Values equally the development of skills and the assimilation of knowledge
- Challenges all learners to challenge themselves
- Develops resilient, inquisitive learners
- Helps to equip all pupils to take their place in British society in the 21st Century.

Curriculum policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093

Learning and Teaching policy - http://www.kibblesworthacademy.org.uk/website/policy_bank/411093

Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Our pupils study the full curriculum; it is not narrowed. Senior leaders, in conjunction with subject leads, have designed the curriculum in such a way so as to ensure that coverage is secured, challenge is clear, and progression is in place. Medium term plans must all include non-negotiable elements including the development of cultural capital, visits, visitors, and opportunities to extend the most-able, and are built around key assessment statements to ensure rigor. Evidence of character education, PSHE and SMSC are embedded within these plans. Plans are then quality assured by the HT and DHT before being delivered by class teachers.

The needs of groups of pupils are identified and championed by members of the SLT. Pupil Premium, SEN, and Gifted and Talented learns are considered at all stages of curriculum design and implementation to ensure effective provision. This is then monitored termly with reports submitted to link governors to support effective challenge.

Our pupils study the full curriculum; it is not narrowed. A broad range of subjects are taught across Key Stage 1 and 2, as exemplified by the national curriculum. Timetables are established, followed and monitored to ensure coverage and consistency are maintained across the school. Our system not only records intended coverage and progression, but also actual coverage based on the content of the lessons delivered by class teachers. This ensures that coverage is complete and any gaps which may exist are addressed promptly.

Implementation:

Our teachers have good knowledge of the subjects they teach. Our leaders provide support for teachers who are new to our school, or working in new key stages, phases or year groups. Subject leaders provide support with subject knowledge and progression through their detailed knowledge of the subject. This support is enhanced through a bespoke CPD offer, both in-house and with external partners. This CPD has had impact within classrooms through access to new strategies and a greater consistency across the school. Subject matter is presented clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identifying misconceptions accurately and provide clear direct feedback. Teachers use a range of techniques and technologies to support this including visualisers, careful questioning and whiteboards. In doing so, our teachers respond and adapt their teaching as necessary.

Over the course of study, our teaching is designed to help pupils remember long term the content and skills they have been taught and to integrate new knowledge into larger ideas. This is achieved through a carefully planned spiral curriculum which gives planned opportunities to revisit skills and learning. Evidence of this acquisition of skills and knowledge, and also the revisiting of these skills, can be noted through classroom observations and work scrutinies which are carried out regularly, and also through scrutiny of our curriculum mapping software.

Teachers and school leaders use assessment well, to help pupils embed and use knowledge fluently or to check understanding and inform teaching. Feedback and marking is constantly evaluated, and methods of feedback have been evaluated and amended for the current academic year. Training on self and peer assessment has been given, and the impact of this can be seen across the curriculum in classrooms. Our current feedback policy uses research to inform our approach of "dynamic marking" during lessons, where feedback is given to pupils at the point where it will make the most impact. As a school we also recognise the limitations of assessment and avoid using it in a way that creates unnecessary stress or work for pupils or staff. Technologies are used to ensure assessment is fit for purpose, including the use of Classroom Monitor, Accelerated Reader, Big Maths, Lexia and Times Tables Rock Stars.

Our teachers create an environment that focuses on pupils. Materials and resources selected by staff clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future

learning and employment. The resources used are selected through collaboration between subject leaders and class teachers to meet the needs of their pupils and cohorts. Investigation tables are encouraged in all classes to bring learning to life and promote additional questioning and independent enquiry. The work set is demanding and expectations are high. Progression is clear across the school and allows for the assimilation of facts and knowledge to meet the curriculum demands by the end of KS2.

Reading is prioritised as a key area for development within school. Class libraries have been established and reading stock renewed to re-invigorate a love of reading in all Key Stages. Observations and discussions with pupils demonstrate that the majority of pupils exhibit positive attitudes to reading. Reading assessment data from Lexia, PIRA and Accelerated Reader demonstrates that engagement time is increasing, and as a result attainment and progress are rising. SLT monitor reading habits and engagement weekly, with positive conversations taking place with pupils to guide reading choices.

A rigorous and sequential approach to the reading curriculum exists, which is designed to develop pupils' fluency, confidence and enjoyment of reading. (See teaching and learning policy) Reading for enjoyment, and the ability to choose books which engage and excite, is seen to be a key element in our approach to the teaching of reading. This is primarily achieved through teachers supporting and guiding book choices through the use of Accelerated Reader. In earlier years, the choice of books are closely aligned to the phonics knowledge pupils are taught when they are learning to read, and this allocation is carefully managed by class teachers. Reading attainment is assessed regularly in all Key Stages, gaps are identified and addressed quickly and effectively.

We focus on ensuring that younger children gain the phonic knowledge and language comprehension necessary to read and the skills to communicate as a foundation for future learning. This has had the impact of the school exceeding the national average % for at least the expected standard in Communication and Language for the last four years at the end of Reception. The percentage of pupils performing at or above the required standard in the Year 1 phonics test is broadly in line with the national average, and has been at least at this level for the last four years.

Our teachers ensure their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well. In order to support staff, this is part of performance management, and support and training has been given to staff where required.

Impact:

Our pupils develop detailed knowledge and skills across the curriculum, and as a result, achieve well. This is reflected in our results from national test that meet government expectations. Our pupils are ready for the next stage of their education, be that the next key stage within our school, or the challenges of secondary school.

Foundation Stage –

On entry data indicates that the pupils enter the school below age related expectation across the prime areas of learning. A significant number of children enter Nursery with poor skills in Communication and Language and Personal, Social and Emotional development. A large proportion of children enter Nursery below ARE in Literacy and Mathematics. By the end of Reception, our most recent data indicates that 61% of pupils achieved a good level of development compared with a national figure of 71% This represents a drop in attainment compared to the previous three years where our outcomes exceeded the national figures by at least 10%. This drop has been attributed to cohort variance, and data indicates that the majority of pupils made good progress from their individual starting positions.

Key Stage 1 –

By the end of Key Stage 1 pupils were in line with or above national averages in reading, writing and mathematics in terms of expected level in all subjects. The percentage of pupils working at greater depth within school exceeded national averages in all subjects.

Reading - 83% achieved the expected standard compared to 75% nationally. This gap has widened against national by 3.9% from 2018, now standing at 7.7% At greater depth, school exceeded the national figure by 5.4%, standing at 30.4% This has risen from a position of 21% in 2018. Girls outperformed boys by 4.6% in reading, with both groups exceeding local authority levels in this subject. Of the children in receipt of the pupil premium, 66.7% reached the expected standard in reading, compared to 62.2% across the local authority. 50% of pupils receiving SEN support achieved the expected standard compared to 36% across the local authority. No children in receipt of the pupil premium achieved greater depth for reading, as was the case with SEN pupils. Both cohorts were small, containing three and two pupils respectively. A gender gap exists in reading at greater depth, with 46% of girls achieving the higher standard compared to only 10% of boys. This gap has widened from 28% in 2018 to 36% in 2019. This compares to a local authority gap of 7.1%

Writing – 78.3% achieved the expected standard in writing compared to 69% nationally. The percentage working at greater depth also exceeded national figures with 26.1% achieving the higher standard compared to a national figure of 14.8% Both gaps have widened compared to the national averages and show an improving trend over the past four years. As was the case with reading, no pupils who are receipt of the pupil premium achieved greater depth in writing. This was replicated with SEN pupils. A similar gender gap exists to reading within school, (28.5%) an increase against last year (19.3%) Once again, this gap is wider than the local authority gender gap, which is 7.1%.

Mathematics – 87% of pupils achieved the expected standard + compared to 75.6% nationally. 34.8% of pupils achieved greater depth compared to 21.7% nationally. 100% of pupil premium pupils achieved expected standard + in mathematics, with 50% of SEN pupils achieving the same standard, both figures exceeding the local authority averages, although cohorts were small. The gender gap in mathematics stands at 5.4% at the expected standard compared to 0.8% across the local authority. At greater depth, the gender gap stands at 8.5% compared to 7.9% across the authority, making it more consistent than reading and writing. A third of pupil premium pupils (1 out of 3) achieved greater depth in mathematics.

Reading, Writing, Maths combined –

When looking at the combined figures, 78.3% of pupils achieved the expected standard compared to 64.9% nationally. At greater depth, 21.7% achieved the higher standard compared to a national figure of 11.2%

Year 1 Phonics - 81% of pupils achieved the standard compared with 81.9% nationally. These figures were consistent with expectations.

Year 2 Cohort Attainment (July 19)

Subject	Proportion ARE	Proportion National ARE
Reading	83	75
Writing	78	69
Mathematics	87	75

Subject	Proportion GD	Proportion GD
Reading	30	25
Writing	26	15
Mathematics	35	22

Key Stage 2

In 2019, 66.7% of pupils met the expected standard in Reading, Writing and Mathematics combined. This compares favourably with the national average of 65%. This was an increase of 4.2% on last academic year, and demonstrated good progress for the majority of pupils. Writing was the strongest of the three areas at the expected standard, with 81% of pupils achieving the expected standard. This relative strength in writing was validated through 85.7% of pupils achieving the expected standard in Spelling, Punctuation and Grammar. Mathematics and reading both stood at 76.2%, but with scaled scores of 106 and 104 respectively, and progress scores of 1.4 and 0.4, demonstrating good progress in these areas. The relative strength of the majority of pupils in Year 6 in mathematics is demonstrated through 42.9% of pupils achieving greater depth, which was matched in SPAG. Reading has proven to be a weaker area at greater depth, with 19% of pupils achieving this standard. This variation in standards between the core subjects led to a combined figure of 4.8%, with only one child attaining greater depth across reading, mathematics and writing. Given the cohort size, we still remain broadly within one child of the national figure of 10.5%, but this is certainly an area for further development.

Progress rates varied across the subjects between **genders**, with girls outperforming boys in reading and writing, but falling behind in mathematics. Boys made negative progress (-0.3) in writing against 2.3 for girls, whilst conversely girls made 0.2 points progress in mathematics against the boys' 2.6 points. **Disadvantaged pupils** made positive progress in writing and mathematics, but negative progress (-1.0) in reading. This was due to a lack of engagement from two pupils (out of 6) both of who were boys, and one of which was also SEN.

Subject	Proportion ARE	Proportion National ARE
Reading	76	76
Writing	81	80
Mathematics	76	79
SPAG	86	

Subject	Proportion GD	Proportion National GD
Reading	19	26
Writing	24	20
Mathematics	43	28
SPAG		

Subject	Progress measure
Reading	0.39
Writing	0.96
Mathematics	1.43

Subject	Average scaled scores	National average scaled scores
Reading	104	104
Mathematics	106	105

Actions from previous year:

4.2 To continue to develop the quality of teaching and learning across the school through engaging with external support where appropriate, and for subject leaders to take a role in this.

4.4 To ensure that performance management targets for teachers are sufficiently ambitious to secure good progress for all pupils.

4.5 To continue to provide the governing body with the information it requires to hold the school to account.

4.6 To continue to develop the curriculum, with particular reference to non-core subjects.

4.7 To develop the role of the GTMA leader within school to support the attainment of greater depth for a greater percentage of pupils.

Impact of actions:

External moderation for all year groups in Reading, Writing and Maths has strengthened teacher knowledge and more robust assessment judgements. Would like to see this across other non-core subjects.

Governors are provided with appropriate information in advance of termly full governing body meetings and termly subcommittee meetings which can be looked at closely before challenging the school and holding SLT to account. Clerk of Governance is present at all FGB meetings to ensure an awareness of statutory requirements.

GTMA leader has built MA monitoring into pupil review to consolidate MA targets and build in value added. All teachers need to take on the tracking and development of GTMA within their class

<p>4.8 To continue to develop middle leadership capacity through identifying relevant training and opportunities within school.</p> <p>4.9 To continue to develop and implement a curriculum which is fit for purpose, encompassing all of the skills required from each individual programme of study.</p> <p>2.1 Focus on planning provocations and equipping areas to support early writing skills across the Foundation Stage</p> <p>2.2 Proactively plan for opportunities to engage boys in the specific learning areas of literacy and understanding of the world.</p> <p>2.10 Continue to target gender gap across core subjects in KS1, both at expected standard and greater depth. Gap was 3% in reading, 18% in mathematics cf 7% in reading and 3% mathematics nationally. In school gender gap at greater depth of 23% in reading and mathematics.</p> <p>2.11 Target and track pupils working at expected standards to convert to greater depth, particularly in disadvantaged.</p> <p>2.13 Target boys to close the gap in attaining the expected standard in phonics in Year 1</p> <p>2.14 Target children who did not achieve phonics standard in year 1 to ensure they achieve standard in Year 2.</p>	<p>across all subjects – being mindful of those pupils with potential to be MA for value added.</p> <p>The redesign of the curriculum is enabling middle leaders to build upon their subject strengths and gain a stronger whole school overview for their area of responsibility. Middle leaders are coordinating their subjects with clear focus which aides their review and subject monitoring, heightening their level of accountability.</p> <p>Our new curriculum is being rolled out through the use of resources from the Chris Quigly essentials curriculum and Cornerstones Curriculum, as well as additional resources for English and Mathematics.</p> <p>2.1 Provocations are more effective, but more work is required to ensure that a structure and resource exists to support his across both classrooms.</p> <p>2.2 Expected level – Literacy (reading) – Girls 76.9%, Boys 70% Literacy (writing) - Girls 61.5%, Boys 60% UTW (P&C) - Girls 84.6%, Boys 90% UTW (World) - Girls 84.6%, Boys 90% UTW (Tech) - Girls 100%, Boys 90%</p> <p>2.10 Reading gap now widened to 4.6%, but in mathematics boys have outperformed girls with a 5.4% gap in their favour. The reading gap is now lower than the LA average of 5.6%. Gender gaps at greater depth are 36.2% in reading, and 8.5% in mathematics, in favour of the girls. Despite the fact that more boys are achieving the expected standard in percentage terms than girls, of those, a greater percentage of the girls go on to achieve greater depth.</p>
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	<p>2.11 Greater depth conversion was weak in UKS2, particularly in reading, but was stronger in mathematics. In KS1, a greater percentage of pupils did achieve at the highest levels.</p> <p>2.13 – 2019 Yr 2 clean up, 100% boys achieved standard. Yr 1 – 4 children did not achieve the standard, 2 boys, 2 girls.</p> <p>2.14 Of the 3 pupils who did not achieve the standard in 2018, 2 achieved the standard in the year 2 resit. The remaining pupil continues to receive intervention and support in Year 3.</p>
Areas for development	<p>To develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>To raise standards of attainment and achievement in reading across all key stages.</p> <p>To increase attainment at KS2 to increase the percentage of children working at greater depth in reading and writing.</p>

BEHAVIOUR AND ATTITUDES : GOOD	
Strengths	<p>During our previous Ofsted in June 2017, pupils' personal development, behaviour and welfare was graded outstanding. We continue to have high expectations for pupils' behaviour and conduct, and our expectations are made clear across the school and applied fairly in all classes. In 2019, in collaboration with the school community, we redeveloped our school rules, reducing them and simplifying them to three words – ready, respectful, safe. This has supported a consistent approach to behaviour management as all conversations are framed using these rules as a bedrock. As a consequence, all pupils know and understand the school rules, and can articulate them clearly in a range of contexts when asked. Children are polite and respectful to staff, visitors and other pupils, holding doors open and addressing staff and visitors as they walk past them. Pupils are keen to take on high profile roles and responsibilities in school such as digital leaders, sports leaders, school council, eco-council and our oldest children enjoy being mentors to others around school. This is consistent with our values and having a concise behaviour policy with clear rewards and sanctions. Pupil adherence to school rules and their understanding of our shared school values is demonstrated by a very small amount of low level disruption in classrooms and incidences during break times. Leaders monitor behaviour and actively support through CPD sessions. The focus of our first training day of the academic year was on behaviour change and how we build further consistency in school. Staff have begun to implement scripted responses when dealing with low level incidents. This is supporting children to quickly change their behaviour and not impact on others and learning.</p> <p>Bullying is not tolerated at this school in any form and is thankfully a very rare occurrence. (Two recorded issues across the 2018 – 2019 academic year.) Some additional incidents which were initially identified as bullying by parents and / or pupils were in fact disagreements or incidents which did not fall into the definition of bullying. As a whole school, we proactively look at ways to modify behaviours, online and face to face, to champion British Values, and create an inclusive school community. Where situations arise, the use of CPOMS continues</p>

to quickly inform SLT to any patterns in a child's behaviour and supports them to address any issues appropriately. Staff and pupils work hard to create an environment where all forms of bullying are challenged, and where bullying behaviour is observed or reported, direct work is undertaken to support both the perpetrator and victim. Where appropriate, school has initiated a range of support strategies for individuals and wider groups, tailored to each situation. We also work proactively to develop our relationship education to build respect and tolerance to avoid potential issues occurring. This work was extended to the wider community through our I-CARE values in 2019, where all stakeholders, including parents and families, worked together to develop a set of core values and standards we would all agree to adhere to. This has proven to be an invaluable framework for discussions with both parents and children.

For pupils with specific needs that impact on behaviour, the school provides swift, decisive and personalised responses to ensure that behaviour improves. The school works closely with parents/ carers and external agencies to support these pupils. Work of this nature is always done in consultation with parents, and in many cases this can lead to a team around the family, and support being put in place at many levels. ELSA training is being carried out by one of our teaching assistants to further support emotional literacy in school which will provide an additional level of support for all pupils. (ELSA)

Our pupils have high attendance, come to school on time, and are punctual to lessons. Our attendance for the 2018 2019 academic year stands at 96.7% with only three pupils being classed as persistent non-attenders, with an average attendance of 88.2%. When this is not the case, systems are in place to support and intervene to resolve the issue. Punctuality is high and is supported through the positive start to the day created through our Bagel Breakfast scheme. All children from Nursery to Year 6 start the day with a bagel breakfast with their teachers and support staff from 8.45am. This has proven to be a very effective way to build relationships and trust, as well as develop personal and social education. Where issues have occurred with an individual's attendance and punctuality, further interventions have been put in place, such as attendance at the core breakfast club from 7.45am, and also nurture breakfast at the start of the school day. These strategies, combined with attendance rewards and an exciting curriculum offer, have all led to our positive attendance situation.

Fixed term exclusions are used appropriately and sparingly to reinforce behaviour expectations, and all pupils are re-integrated with an appropriate support plan, usually involving a referral for additional support from

	external agencies. Restorative conversations are the norm, ensuring that even in these challenging situations, relationships remain positive and respectful, allowing children to feel safe and secure within school.	
	<p>Actions from previous year:</p> <ul style="list-style-type: none"> • Develop lunchtime and breaktime provision, including the development of peer mediation within school. • To continue to develop the green badge pupil mentors and sports crew within school to support behaviour outside the classroom • To continue to develop the blue badge pupil mentor roles with the most able in school. • To continue to monitor the behaviour records to identify patterns and challenge any poor behaviour. • To work proactively with pupils to encourage them to recognise and celebrate good behaviour, and reduce the incidences of perceived poor behaviour. • To further develop pupil voice through the school council. • To continue to develop the passport system across school. • To revisit strategies for tackling attendance levels for persistent absentees. • To develop the UN Rights agenda. 	<p>Impact of actions:</p> <p>Sports crew are supporting PE lessons, setting up equipment, being a positive role model around school.</p> <p>All of our oldest class have been given mentor badges to encourage them to lead by example and be role models around school.</p> <p>Cpoms is used effectively to identify patterns of behaviour.</p> <p>Roll of Honour assemblies on a Friday are used to celebrate positive achievements of all children. Teachers focusing more on positive behaviour and using PIP (praise in public) and RIP (remind in private) to support children.</p> <p>School council has been run throughout the year to allow children's views, opinions and ideas to be heard and listened to.</p> <p>PA attendance levels <2% 2018 2019</p>
Areas for development	<p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p> <p>To develop a more child focused version of the ICARE values to support classroom delivery.</p>	

PERSONAL DEVELOPMENT : **GOOD**

Strengths	<p>We recognise that in order to develop the whole child, our curriculum must extend beyond the academic elements. Our approaches to developing SMSC across the school can be found in our SMSC policy and supporting documents. One example of this is the continued development of our ICARE values which were launched with parents, governors and pupils in 2018 through a community art event. The pupils' commitment to their personal development is also exemplified through their work towards their ICARE passports. Experiences are planned to increase their respect, empathy and understanding of the lives of others. This is exemplified through the Y6 mentor program and their involvement in training to become peer mediators, supporting younger pupils across the school to resolve conflicts and disagreements amicably and maturely. Visitors and guest speakers are also used to enhance these areas of the curriculum, for example the visit of Richie Smith to discuss the challenges and benefits of living with autism.</p> <p>The work we do encourages confidence and resilience, and a greater degree of independence in our learners. This runs through all curriculum areas, as well as in a planned series of assemblies and PSHE sessions in classrooms, often taking place during bagel breakfast sessions. Developing the character of our pupils is systematically planned for, with all pupils given the chance to work both within school and the wider community in this area; visiting local businesses, community centres and care homes to become part of their local community. Current affairs and events which are in the global news are also considered and used as vehicles for discussion during PSHE times, and often used as a stimulus for future learning across the curriculum. Examples of this were the use of key texts in literacy to explore important issues such as Journey to Jo'burg to explore racism and apartheid, Wonder, to explore our attitudes to those who are different to us,</p>
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perhaps through a disability, and The boy at the back of the class, where the issue of immigration and refugees, and how we treat them as a society is explored.

Our pastoral support is a strength of the school, with a well-established network of support in place around all pupils. Pupils support each other well, and nurture groups and 1:1 support are used frequently to support children when they need it most. This 1:1 and small group tailored support has reduced exclusions and led to successful outcomes for pupils who have been offered the additional support. Where required, additional support is engaged from beyond school, an example of which was counselling for pupils and families who had suffered bereavement. This has also been enhanced through one of our existing support staff undertaking the Emotional Literacy Support Assistant (ELSA) training. Classes also engage in activities to promote mindfulness and mental well-being, and this is a strong focus of our assembly program across the year.

We also consider the pupils' physical health and development, having a strong PE and sport offering within school. A range of clubs and activities are on offer for all year groups across the year, and we have a high participation rate in inter schools competitions and festivals, as evidenced by our Gold Schools Games Award 2019. As a school we also engage external support to increase participation rates in sports outside school, as evidenced through our gymnastics and American football clubs which have all led to increased uptake at club level. We have also engaged external consultants to review our packed lunch and school meal offering to increase the percentage of healthy packed lunches being taken at school, and also to increase our healthy school meal uptake.

Extra-curricular clubs are in place and designed to stretch and challenge pupils. Where pupils show the capacity to excel in a particular area, links exist with local clubs and providers, and we have evidence of pupils going on to participate and represent at national level in sports ranging from gymnastics, acro-gymnastics, boxing, American football and swimming. Clubs also exist to promote mental wellbeing, such as our gardening and Lego clubs, where opportunities for discussion and reflection exist and are nurtured.

We plan to prepare children for life in modern Britain and are aware that as a school with a predominantly white British heritage, it is vital we educate our pupils to respect and understand other faiths and cultures to allow them to make a positive contribution to multicultural society. Our approaches to the delivery of fundamental British values can be found in our British Values policy, and include our use of school council and eco-council to teach the children about democracy, as well as our work around our three school rules to develop an understanding of the rule of law. We develop an understanding and tolerance of others' faiths and beliefs through a series of planned assemblies and visitors who help to broaden our pupils' understanding of faiths and cultures.

	<p>Our pupils are generally very respectful of each other, and few incidences of discrimination occur. When concerns to arise, they are not tolerated and are addressed in such a way that the perpetrator is re-educated to avoid repeat offenses. One of the reasons we do have few issues with regard to discrimination is due to the fact we provide all pupils with meaningful opportunities to take responsibility around school and be active members of the school community. This can be illustrated through our peer mentor system and their responsibility to role model expected and desired behaviours across school. As a school we also encourage pupils to think about their place in the wider community. Examples of this involvement include the eco-council's work on improving the local environment, including parks and communal areas around the village and the sports crew's charity work, which led to the school and local community raising almost £2000 for Cancer Research UK in 2019.</p> <p>Our SMSC and British values work is evaluated and evidenced through SMSC grid tracker which contains evidence and an overview of our work to date in this area. It is also used to plan opportunities to ensure coverage is mapped across all year groups.</p>
<p>Actions from previous year:</p> <p>3.1 Develop lunchtime and breaktime provision, including the development of peer mediation within school.</p> <p>3.2 To continue to develop the green badge pupil mentors and sports crew within school to support behaviour outside the classroom.</p> <p>3.3 To continue to develop the blue badge pupil mentor roles with the most able in school.</p> <p>3.6 To further develop pupil voice through the school council.</p> <p>3.7 To continue to develop the passport system across school.</p> <p>3.9 To develop the UN Rights agenda.</p>	<p>Impact of actions:</p> <p>Break and lunch provision developed with sports crew – no movement on peer mediation. (Carry over)</p> <p>Green badge mentors in place and sports crew worked well. Better breaktimes ensued.</p> <p>Blue badge mentors less well developed. Need to define role more than just being a role model and classroom visitor – curriculum experts?</p> <p>Pupil voice and school council established, but greater impact needs to be felt by this group next year. Increased competitions and role beyond the school.</p> <p>Passports redeveloped to encompass ICARE values instead of just respect.</p> <p>UN rights used in assemblies and as a context for discussion in classrooms but scope to develop further.</p>
Areas for development	<p>Develop P4C as part of PSHE and wider curriculum offer</p> <p>Explicitly develop character education and SMSC within plans for all curriculum areas.</p> <p>Redevelop RSE and PSHE offers for all key stages</p>

	<p>Develop peer mediation model and role for pupil advocates. Training for Year 5 to take place in summer term.</p> <p>Engage with Northern Ambition project and develop industry and university links through STEAM events to raise aspiration levels of pupils and wider community.</p> <p>Increase opportunities for pupils to engage with wider community.</p> <p>Blue badge mentor scheme to be relaunched with clearer focus on purpose and role.</p> <p>Increased impact of school council in life of the school.</p> <p>Increase percentage of KS2 pupils accessing healthy meals at lunchtime.</p>
Next steps	<p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p>

LEADERSHIP AND MANAGEMENT: GOOD	
Strengths	<p>Leadership and Management continues to be good. Since our last inspection leadership and management has continued to strengthen. The introduction of our school ICARE values have been developed with all Senior Leaders, Middle Leaders, Teachers, Governors, Parents and Pupils in order to establish an ambitious vision for all pupils and staff in school. All policy and practice is underpinned by our ICARE values.</p> <p>"Leaders have ensured that assessment systems are fit for purpose and, as a result, give detailed accounts of the progress groups of pupils are making at school in English and mathematics. This information is shared with governors, who are therefore able to challenge the school about the progress pupils are making. These systems are not yet as robust for other subjects, such as history and geography." (Ofsted June 17)</p> <p>With ongoing developments being made to our curriculum, middle leaders have strengthened their subject knowledge and ability to coordinate their subjects across the whole school by maximising on allocated release time and relevant CPD. A Continuing Professional Development pathway document has been created to allow focused CPD for all members of the school, which started Sept 16, has been continued into the 19/20 academic year. As a standing item for staff meetings, CPD resources and newly acquired knowledge are cascaded to all staff in order to maximise the impact across the school.</p> <p>Our most recent SIP report (Oct 19) stated 'Wider curriculum leadership has strengthened. Curriculum leaders have been supported to become more effective in their roles and most now have a deeper and more accurate understanding of the subjects they lead.'</p> <p>Within core subjects, pupil reviews ensure all pupils have the best possibility of successfully completing their programs of study. If it becomes apparent that a child's barriers to learning, pastoral or academic, are restricting their success in any area we are very proactive in assigning resources and support for their individual needs. Our school SENDCO has a rigorous approach to assigning and tracking interventions across the school with measured outcomes and reviews.</p> <p>Where pupils have been at risk of exclusion, pupils have been successfully supported to ensure they are able to remain in mainstream education with support, either with or without an EHCP, or by working with external agencies to ensure pupils are placed in the correct setting to meet their needs. Of the six pupils who have been supported by school and through external agencies, one child has received an EHCP and remains at our school, three have received support from behaviour support within school to help them to regulate their behaviour, and two more have been supported to receive EHCPs and moved to settings more appropriate to their needs.</p>

Instrumental to our success in supporting pupil's individual needs is our engagement with the local community and families. Middle leaders are building these opportunities into their unit overviews to ensure a balance of opportunities across the year groups. Recently teachers have been using parents' occupations as a link in school such as Y6 and Y2 receiving a computing lesson with Mr Cochrane, Y1 mystery readers drawn from familiar people in the local community as well as family volunteers, and a 'Bodyrock' fitness class used as an EYFS fundraiser.

Parent and pupil surveys are regularly sought and information is collated and acted upon. Surveys are also taken at Parents Evenings and curriculum open days.

The school values its relationship with Parents and Carers and recognises that they have a vital role to play in their children's education. We seek to strengthen links between school and home at every opportunity. Our Headteacher and other staff members regularly attend meetings of the Friends of Kibblesworth, our PTA, and support this group in organising fun and engaging activities for the children, parents and local community. Their most recent meeting set up a half termly coffee morning to be held in school where parents and the local community is welcome to come and see a selection of pupil work and demonstrations of what they have been doing across the half term. Across the academic year each year group will take a turn to present.

Senior leaders have worked to develop a more supportive and transparent system for performance management bearing in mind the main pressures of teacher workload. Performance Management is now focused upon building a picture of teaching and learning standards over time based around an online standards tracker system. Online SLT and teachers can all log on to an evidence based tool focused on teaching standards overtime, documents can be uploaded by teachers to form a bank of evidence towards targets set and form a basis of discussion at the review. One off lesson observations will no longer take place but regular, focused, learning walks and a more consistent stream of feedback will be provided through the standards tracker as an evidence base of performance over time. During staff consultation all teachers agreed that the informal walk through would be more preferred than the current model of observations, relieving stress and additional pressures.

Senior leaders have also reviewed the school Behaviour policy and Feedback policy in order to ease the work load and work smarter across the school with consistent approaches to all.

Our recent SIP report stated that 'Governors are supportive and challenging and they provide effective strategic leadership based on a thorough knowledge of what the school does well and what needs to develop.' Governors play an effective strategic role and take a keen interest in the school. Our Chair of Governors is instrumental in the collaboration between governors and school leaders. Our Chair actively seeks opportunity to support and observe the process of Self-evaluation and takes a key role in strategically supporting the priorities moving forward to the school development plan.

There are termly full governing body meetings, as well as termly education and audit sub-committee meetings. A local authority clerk of governance is employed to ensure awareness of statutory requirements. The school also has a service level agreement for Governor Services. Delegated duties are assigned to sub-committees to enable skills and expertise to be used effectively. There are link governors for the school's key priorities as well as year groups and subjects across the school. Governors monitor spending and have a clear view of spending priorities. Policies are reviewed regularly in conjunction with our compliance tracker that all governors and SLT have access to. The safety and welfare of everyone in our school is given the upmost priority. Minutes from Governing body meetings clearly evidence that the governing body provides challenge and holds the senior leaders to account.

Members meet annually and are proactive in holding the governing body to account and ensuring they undertake their statutory duties.

Governors ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

Safeguarding is thorough, including checks on staff and volunteers. Whole staff safeguarding training took place in September. We have now entered into an SLA with Clennell Educational Solutions which includes delivery of the safeguarding update training for staff as well as Governors. As a whole school we continue to use CPOMs to log incidents, behaviours and concerns for all children and all staff have read and understood section one of KCSIE 2019. This supports our culture of safeguarding and our ability to identify pupils who may need early help or are at risk of becoming a child in need. CAF referrals and TAF meetings in school work support pupils and families alongside external professionals that can offer support and referrals as timely as possible.

<p>Actions from previous year:</p> <p>4.10 To ensure that Governance continues to demonstrate an appropriate understanding of all areas of the school and governors are involved in setting the strategic direction for the school, including the school vision.</p> <p>To develop middle leadership and senior leadership across the school, training was given and opportunities presented to develop curriculum areas and take a more active role in work scrutiny and monitoring of areas of responsibility.</p>		<p>Impact of actions:</p> <p>Through the leadership of the Chair, governance continues to develop. A series of sessions occurred across the year to develop the strategic vision and direction for the school.</p> <p>Middle leaders have a stronger understanding of their role and responsibilities relating to their subject area and area of responsibility. This has translated into monitoring plans, greater confidence, and an ability to support colleagues and pupils across the school.</p>
Areas for development	<ul style="list-style-type: none"> -Link governor visits and challenge. -Monitor and measure the impact of the revised curriculum. -Phase leaders to monitor the progress of year groups and areas of learning as well as pupil groups. -Continue curriculum development alongside assessment for non-core subjects 	
Next steps	<p>To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning, and pupil groups.</p>	

QUALITY OF EDUCATION IN EARLY YEARS : GOOD	
Strengths	<p>Intent</p> <p>We construct a curriculum that is ambitious and has the children's interests at heart. We use a mix of provocations and child initiated activities to ensure that all children, particularly the most disadvantaged, have the knowledge, skills and experiences the need to succeed in life. The curriculum builds on what children know and can do, and where required, staff plan for provocations that stimulate and engage encouraging a wide coverage of skills. In Nursery, letters and sounds is used to support the children in their language development, using the environment around them to be sound aware ready for the introduction of more formal phonic teaching when the children are ready. This may occur in Nursery or in Reception depending on the development of each child. Our approach to teaching phonics is systematic and uses a range of resources to deliver our objectives. Both rooms are developed to be language rich environments, with a range of resources available in all learning areas including books, audio recordings and labels, all at an appropriate height. Staff and visitors share stories and experiences and encourage speaking and listening skills at every opportunity. These approaches are all planned to ensure that children are able to read words and simple sentences by the end of their time in Reception. We are ambitious for our children. Early identification of children with additional needs is a strength of our Early Years environment, and the EY lead works closely with the school SENCO to ensure support is put in place and external agencies are involved where appropriate. Pupil review evidences the progress that all pupils make, and the impact of the intervention and support put in place is evident through learning plan reviews.</p> <p>Implementation</p> <p>The quality of education in the Early Years is good as the staff within the department continue to effectively implement a child-centred approach to learning. Staff primarily follow the interests of the children, enhancing this with well-planned and themed provocations which engage our children in their learning and play, but where appropriate, this is enhanced through well planned and resourced provocations to stimulate pupils and peak their interests. A strong balance between adult led and child-initiated activities is maintained through well-established key worker groups, allowing good routines and practices to be embedded. All staff are trained in the delivery of synthetic phonics, and systematically support pupils from mastering sound awareness through to reading their first books. A love of reading is engendered within all classrooms through the implementation of a language rich environment, with stories and songs being key to this. Books are integrated into the curriculum, with texts used as planned provocations to engage children in their learning and broaden their horizons. Dedicated reading time is built into every day where children enjoy books and develop their love of reading. In terms of mathematics, systems are in place to ensure the children are exposed to mathematics in all areas of the Foundation Stage, and have many opportunities to work with number both indoors and outside. The work undertaken in Early Years ensures the foundations are in place to guarantee success in the future. Our staff have created an environment that supports our curriculum intent and has progression at its heart. Resources are well chosen and designed to encourage inquiry, challenge and resilience. Progression is also evident in terms of the daily routine; Nursery's timetable is primarily tailored around the prime areas of learning, whereas the curriculum in Reception has more emphasis</p>

placed on the specific areas of learning, particularly towards the end of the academic year. In both classrooms, the thread of child-initiated learning is present throughout. A great deal of emphasis is placed on personal, social and emotional development, and also the development of their character. Staff model the expected behaviours and are particularly attention to the needs of the youngest members of our school. One member of our staff has recently completed ELSA (Emotional Literacy Support Assistant) training to enhance our offer in this area. Our staff give clear messages about the importance of diet, rest and being kind to each other. Healthy snacks are available in school and this opportunity is used to develop social and communication skills. Children are also taught to take managed risks and to challenge themselves as they plan and learn. Staff continue to develop positive relationships with parents and carers through always offering an open-door policy as well as additional opportunities such as stay and play sessions and sponsored events aimed at a specific area. Parents have offered positive feedback on these sessions as not only do they feel as though it strengthens partnerships but it also enables the parents to understand ways in which they can support their child at home.

Impact

The approach we take to our curriculum ensures that the majority of children are ready for the next stage of their education, settling well into Year 1 with the skills required to engage with the Year 1 curriculum. Where that is not the case, EYFS work closely with KS1 to ensure each child has the support they need to succeed. Within our EY setting, pupils demonstrate they enjoy school, work hard, and listen to and engage with stories and rhymes that are appropriate to their age. They are curious, social, able to engage with their key adults and peers and show high levels of concentration, resilience and enjoyment. Our three school rules – ready, respectful, safe – start in Nursery, and with the support and encouragement of staff pupils build their sense of write and wrong, managing their own feelings and behaviour appropriate with their age and stage of development. Where pupils struggle in this area, key workers and interventions support them to make better choices. Child initiated activities to ensure that all children, particularly the most disadvantaged, have the knowledge, skills and experiences they need to succeed in life. The curriculum builds on what children know and can do, and where required, staff plan for provocations that stimulate and engage encouraging a wide coverage of skills. In Nursery, letters and sounds is used to support the children in their language development, using the environment around them to be sound aware ready for the introduction of more formal phonic teaching when the children are ready. This may occur in Nursery or in Reception depending on the development of each child. Our approach to teaching phonics is systematic and uses a range of resources to deliver our objectives. Both rooms are developed to be language rich environments, with a range of resources available in all learning areas including books, audio recordings and labels, all at an appropriate height. Staff and visitors share stories and experiences and encourage speaking and listening skills at every opportunity. These approaches are all planned to ensure that children are able to read words and simple sentences by the end of their time in Reception. Children are beginning to manage their own feelings and behaviour well and are able to reflect on how their actions can impact on others. Children are becoming more independent in solving problems themselves and discussing different ways in which they can make situations better for all involved. Children encourage others to make good choices and talk about this openly.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> • The role of the Key Worker has been improved throughout continuous CPD and monitoring across the year. • Support staff in their questioning and helping them to recast children's language. • Continue to ensure planning and provocations take greater account of the needs of individual children to boost achievement. • Continue to audit all areas of learning and ensure plentiful resources to maximise opportunities for children. • Provide governors with guidance on what to expect to see in EYFS, what they should not see and what they can ask of the staff and EYFS leader to ensure challenge, support and accountability. • Support staff with the implementation of provocations in the environment. 	<p>Impact of actions:</p> <ul style="list-style-type: none"> • During the Early Years review from the local authority, it was noted that adults had good understanding of the children's ideas and effectively challenged and extended their learning. • Staff have been supported across the year in CPD sessions to improve their questioning and recasting skills. During the EY review, Julie Mancini commented on the effectiveness of adult interaction and how this enhanced children's communication. • Staff have worked tirelessly in order to ensure provocations take greater account of individual needs of the children. This is evident within the floor books. • The Early Years leader has presented to the Governors to help them understand the expectations within Early Years. The governors were very complimentary with their feedback and stated they were more confident in their understanding of Early Years. • Staff have continued to implement provocations within the environment. During the LA review, Julie Mancini said she felt these were obvious in Nursery as they had already been deconstructed. Greater emphasis has been placed on gathering evidence in floorbooks to support this.
<p>Areas for development</p>	<ul style="list-style-type: none"> • To work alongside the SLT to identify a style of pupil review to meet the needs of Early Years. • The current Reception teacher has moved from key Stage 1 and she will supported during this transition. • Continue to audit and develop the areas within the setting • Make greater use of the outdoor area to extend the range of children's experiences. • To continue to develop leadership within EYFS
<p>Next steps</p>	<ul style="list-style-type: none"> • To develop pupil review in the Early Years • To develop a consistency in provocation and approach across EYFS • To build consistency and strengthen links within the EYFS • To support the further development of leadership within the EYFS.

