

## **Kibblesworth Academy**

### **Self Evaluation 2022-23**

The overall effectiveness of the school	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good
Early Years	Good

### **School Context**

Kibblesworth Academy is a smaller than average-sized primary school where almost all the pupils 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 five full time teachers, three part time teachers, and one head teacher.

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

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 145 children on roll at the Academy, 67 boys and 78 girls (Nov 22). Within this we have 10 children attending nursery.

In school 24 (16%) children are currently on the SEND register, one of whom is 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.

### **Quality of Education - Good**

#### **Intent**

**We are confident that we have constructed a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.**

- We have developed a curriculum which has our children at its heart and underpins their consistently good and often better progress over time.

- Our school has created a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEN or disability, the knowledge, skills 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
  - Our curriculum -
  - 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 21<sup>st</sup> Century.
  - The curriculum meets statutory requirements and has breadth and balance, with a focus on learning and applying the basic skills, raising aspiration, and engaging pupils in their own learning. The National Curriculum Programmes of Study are used as our core content and key, subject specific objectives and skills are repeated across each milestone, to ensure that subject specific knowledge and skills are strong.
  - Activities and lessons are designed to move learning from a basic level to an advancing level and then deep 'mastery' level of understanding, increasing in cognitive demand each time a concept is revisited. Our approach for all pupils is ambitious, with our starting position always being to "teach to the top" and challenge our most able learners.
  - In line with our school ethos, leaders and governors are determined to offer all pupils a rounded set of experiences that prepare them well not only for their next steps in learning, but also for their life as citizens of a compassionate society.
  - The positive impact of the curriculum is evidenced through an ongoing cycle of monitoring and pupil voice which demonstrates how highly each subject is valued. Outcomes from these evaluations and discussions are fed into each subject's Raising Attainment Plan (RAP) to raise standards further.
  - A high priority is placed on the development of language skills from the outset for all pupils. The School provides opportunities for high quality talk through its commitment to oracy, and strong phonics teaching using Read Write Inc Phonics.
  - Children are given many opportunities to learn through first-hand experience and a broad range of trips and visits are scheduled each half term for all classes including but not limited to: visits to galleries and museums, residential outdoor adventure training, places of worship, tours of local business, contrasting localities e.g. seaside and other schools.
  - Opportunities for children to perform are embedded through all phases. EYFS and KS1 Nativities, KS2 pantomimes, performances by instrumental groups and the opportunity to perform at Sage Gateshead all provide a space for children to act, sing, dance and perform, developing essential communication skills.
- A clear plan and policy are in place for the delivery of remote education. The plan is underpinned by high expectations to provide a curriculum, aligned as closely as possible to the in-school curriculum. Pupils in Foundation Stage and Key Stage 1 are set work daily using Class Dojo and Portfolio, providing recorded lessons and interactive experiences, including live phonics lessons. In Key Stage 2, a minimum of three live lessons are delivered via Microsoft Teams. (English, mathematics and a topic lesson.) The remote/home learning offer includes the full range of curriculum subjects with key concepts having been prioritised for delivery during this time. The remote offer is a blend of live lessons, pre-recorded sessions and some activities which are designed to be completed independently. Parents/pupils have been issued with online timetables to ensure a good balance of learning approaches and suitable 'down time'. The number of vulnerable children accessing the remote offer is tracked and appropriate actions taken to increase levels of engagement for those not in school. The offer includes weekly assemblies and catch ups and Learning by Questions is used from Y3 upwards to provide instant pupil progress information to teachers. Safeguarding procedures are in place and are outlined in the Remote Learning Approach and addendum to the Safeguarding Policy.
- Devices (Chromebooks, laptops or kindle Fire tablets) have been offered to all families who do not have access to enable all children to work remotely. This includes those where multiple children are sharing one device. Pupils whose parents are unwilling to engage have been invited to attend school, after every strategy to increase engagement has been attempted. E.g. Regular phone calls home; home visits; official engagement concerns letter etc.
  - During lockdown, bespoke provision was put in place to support children with SEND. Where families experienced difficulties with technology, they were been invited in to school for issues to be addressed and tutorials provided as required.
  - During lockdown, each child was issued with a pack of learning resources, including pens, pencils, books, glue, scissors, and other stationary items to ensure equality of access. Resources such as clay and playdoh were also provided to allow all children to access the lessons.

- To ensure reading was prioritised, book swaps continued throughout the pandemic, and MyOn (an online addition to Accelerated Reader) was used to ensure reading stock was available to all pupils.
- Whilst recognising our curriculum is strong we are not complacent and it is currently under review to ensure our progression model deepens pupils' skills, knowledge and attitudes and inspires a love of learning over a wide range of subjects and opportunities. As such, the development of our curriculum offer continues to be a key priority of the school, and features heavily in our school development plan this academic year. **(School development Plan 1.1)**

**We are confident that our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment because:**

- We have explored recent cognitive theory such as Rosenshine's Principles; Cognitive Load Theory; Retrieval Practice and Semantic Memory and applied this to our curriculum design.
- This has resulted in a curriculum where key concepts and skills are carefully sequenced and continually repeated to ensure appropriate and effective cognitive load, retrieval practice and the development of pupils' semantic memory. Over time, children's understanding of these key concepts and skills is deepened and broadened.
- Our curriculum has been designed to ensure that there is real thinking behind *what* is being taught and *when* it is being taught. Time has been allocated for all teachers to review Curriculum plans to ensure that key concepts in each subject are repeated across phases and the teaching sequence within and across year groups build systematically.
- Long Term plans and Medium Term plans have been developed to show coherently planned and sequenced schemes of work across all year groups. Topics are sequenced to allow progression, as well as the time to practise retrieval, ask questions, and get the desired help.
- Pupils say that they enjoy revisiting learning from previous topics and years, and are enthusiastic about sharing what they can remember.

**We are confident that we have the same academic ambitions for almost all learners because:**

- The progress of pupils is evaluated by leaders through: observations, discussions with pupils about their understanding of things they have been learning, scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their books and class data.
- Pupils across school engage in conversations about their learning. They are aspirational and understand how their experiences at Kibblesworth are helping them to be ready for their future lives. The *NACE Challenge Award Report in May 2022* reported the views of one pupil, who said, 'Because I'm not the best at Geography, I'd go to the Geography Mini Masters sessions so that maybe, when I'm in Year 6, I'll be able to be a Geography Mini Master.' This illustrates a wide spread view of learning and achievement within our school.
- Our intent to ensure that the most able are challenged to achieve highly is reflected in our goal to achieve the NACE Challenge Award, and through our engagement with the process, ensure that the best possible provision is in place for those children. Although the award was achieved in the 2021/2022 academic year, it will continue to be a focus in the 2022/2023 academic year to ensure the approaches and principles behind the award are embedded and enhanced.
- SLT ensured challenging targets were set for each pupil from their individual starting points in September 2022. Teachers review these targets regularly, and again with a member of the SLT at each Assessment Point (three times per year.) These may be increased over time, with the progress and potential of each pupil discussed at pupil review meetings for core subjects. The progress of pupils in foundation subjects is monitored by each curriculum lead, who will advise and support to ensure all children reach their potential. Targets are recorded within Maestro and securely on Sharepoint.
- In terms of learners with high levels of SEND, long and short term individual targets are set and stored within IEPS using Edukey. Plans are working documents, shared with all teachers, including supply teachers, to ensure that learning is not lost, and the individual needs of our SEND learners are addressed. Through careful curriculum design, always starting with an understanding that with the right support, all children can be successful, we are confident that the curriculum is designed to be ambitious and to meet their needs. Ongoing monitoring shows that pupils with SEND make good progress in terms of their communication and interaction, cognition and learning, as well as in their preparedness for the next stage of their lives.
- Internal tracking shows that across all year groups current pupils are developing secure knowledge, understanding and skills, considering their different starting points. Lesson monitoring and listening to what pupils say, using first-hand knowledge, based on conversations with pupils' supports this picture.
- Pupil progress is evaluated for each subject through careful monitoring of each subject aligned to the school monitoring schedule, involving pupil discussion, book scrutiny and learning walks. This all feeds back to improve the quality of teaching and learning across all subjects.
- Termly Pupil Progress Meetings interrogate pupil achievement data on a forensic level, triangulating this with evidence from pupils' work in books. Records of pupil progress meetings evidence clear actions to be taken in order to ensure all pupils'

next steps are met. Early intervention, robust, monitoring and tracking and a strong focus on quality first teaching has resulted in good progress from individual starting points in all year groups.

**We are confident that pupils study the full curriculum and the curriculum is not narrowed. We know this because:**

- Children in Key Stage 2 report that they enjoy a range of lessons across the curriculum.
- Pupils with SEND communicate that they join in and enjoy lessons across the curriculum.
- Pupils in EYFS talk about how they enjoy a wide range of activities which they have planned and developed with their teachers to address all aspects of the EYFS curriculum.
- In Key Stage 1 children talk about learning across the curriculum, including mastering the basic skills of reading, writing and maths, as well as taking pleasure in many topics and themes which facilitate the delivery of skills and knowledge found in the foundation curriculum.
- Our actual coverage tracking demonstrates which objectives and skills have been taught and learned across the year. Where gaps start to appear, the curriculum is adjusted to ensure full coverage and breadth is maintained.

## **Implementation**

**We are confident that teachers have good knowledge of the subjects they teach because:**

- On-going and detailed subject scrutinies, including pupil voice, and regular moderation of work tells us that teachers understand how their pupils learn and have good subject knowledge and strong professional skills and experience. They have high expectations of what pupils can do and provide opportunities for children to use and apply skills and knowledge to deepen their understanding.
- Learning walks and lesson observations indicate that teachers have a good understanding of the subjects they teach.
- Continuous professional development, both in school, with the support of subject leaders, and where appropriate, external providers, ensure the development of pedagogy.
- Teachers are not complacent – a climate of professional development and “being better” exists within the academy.
- Subject leaders have registered with subject specific associations to develop their own and other subject knowledge.
- Teachers work together to develop pedagogical knowledge and disciplinary vocabulary in order to strengthen their teaching.
- Subject leaders have positioned themselves to be able to support teaching and learning through their strong subject knowledge, and their ability to support teaching and learning across all year groups.

**We provide effective support for those teaching outside their main areas of expertise. We know this is effective because:**

- Ongoing training is provided to address gaps in subject knowledge, identified either by staff themselves or leaders e.g. refresher phonics training or an input into disciplinary language used in geography at Upper Key Stage 2.
- Middle leaders increasingly support staff across the school to improve their subject-specific knowledge and skills.
- Well-designed schemes of work are in place to support teachers who are teaching out of their subject expertise as well as HLTAs and ECTs e.g. Charanga, Kapow, Jigsaw and Curriculum Maestro.
- Specialist resources to support with remote learning such as the National Oak Academy & BBC Bitesize were used to support teachers planning home learning.

**We know that teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching because:**

- Children report that talking about learning helps them to understand. Ongoing monitoring demonstrates that talk is an integral part of learning in the classroom at Kibblesworth. Oracy is explicitly promoted in all subject policies as an integral part of learning, and an appropriate balance of teacher and pupils talk is considered to be key to helping the children learn and remember more. The development of oracy is a priority of the school, as evidenced in the school development plan - **(School Development Plan 3.3)**

**We are confident that teachers check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback because:**

- Pupils are provided with effective frequent and accurate feedback. Children are consequently able to talk about their progress and next steps of learning.

- Pupils understand how to improve their learning as a result of following both teacher and peer assessment, whether formally through marking in books, or verbally. This is evidenced in lesson studies, talking to pupils and scrutiny of their books. Pupils are clear that prompt and timely feedback helps them to learn.
- Teachers and other adults plan well to meet the needs of all pupils as a result of effective summative and formative assessment procedures. In addition to a strong dialogue and feedback using tools such as class visualisers, pupils in Key Stage 2 use Learning By Questions (LBQ) as a resource to help both themselves and their teacher understand the next steps in their learning. As a consequence, pupils are clear which aspects of subjects they find most challenging, and are developing the independence that allows them to solve problems themselves.
- **Teachers effectively respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. We know this because:**
  - Planning is designed to promote progress, the development of skills and the retention and recall of knowledge. This approach is driven through the use of explicit success criteria and the school's tracking systems. Quality planning for all groups of pupils, enables all children to learn well.
  - A mastery approach to teaching has successfully been adopted, aiming for the children to 'keep up' not 'catch up' with our first thought when planning and designing lessons 'teach to the top.'
  - Children talk about how their teachers support them within lessons to ensure that they understand concepts being taught and develop new knowledge, skills and understanding. They also talk about how teachers provide opportunities throughout the day to support them with aspects of their learning which they have found more challenging. NACE Challenge Award report May 2022, one pupil said 'Teachers always make it so that you get pushed, you help others and you go to your 'thinking harder' board so that you keep on being challenged.' Independence is built, and support is always available to ensure challenge is appropriate.

**Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. We recognise that this is a strength of provisions because:**

- Our curriculum design ensures that pupils are able to integrate new knowledge into the long-term memory, enabling them to make connections that foster understanding. Key concepts are repeated over units as the curriculum unfolds. Children develop increasing developing secure subject knowledge. We know this is successful because subject leaders discuss learning with pupils regularly and pupils talk about how they can make links with prior learning to help them with new learning and develop deeper understanding. Pupils work in books shows that pupils have deeper understanding of concepts and are developing secure subject knowledge.
- Retrieval practice is used to strengthen children's memory, making it easier for them to retrieve information later. Curriculum quizzes are used regularly at a distance after a topic has been taught. This can often take the form of LBQ question sets.
- Teachers understand that before entering long-term memory and developing schemata, information is first processed by the short-term or working memory, which if overloaded may prevent learning. CPD on Cognitive Load Theory has supported teachers to plan teaching in small chunks and not organising activities that require too much memory capacity, until learners acquire the knowledge that allows them to spend less time processing content.
- The design of our physical learning spaces have been considered to ensure that cognitive load is considered, with minimal distractions and purposeful displays which support learning evident in all classrooms.
- Interventions and support such as Meemo are used effectively to build working memory capacity, increasing the potential of targeted individuals to transfer knowledge to their long term memory.
- Regular low-stakes testing, such as quizzes and memory games, contributes to learning.
- The development of retrieval practice and strategies linked to Rosenshine's Principles take a prominent place in our school development plan. **(School Development Plan 3.3)**
- A well-sequenced curriculum has been planned and is being implemented. For each subject area, key concepts within curriculum themes, have been identified for delivery through remote learning. This enables pupils to continue to progress effectively through the curriculum sequence when they return to school. If key aspects exist which are not appropriate for home learning, careful tracking of actual coverage vs intended coverage ensures that coverage is not missed when children return to the classroom.

**We are confident that teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching because:**

- Pupil interviews show that they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). The quality of feedback is good and is generally consistent throughout the school. Our Marking Policy is regularly under review, in-line with DFE recommendations on managing teacher workload to ensure that all marking is meaningful, manageable and motivating. Work monitoring shows teachers often give clear points to pupils to improve and that pupils are taught and encouraged to check their own work by understanding the success criteria. Pupils say they understand teachers' feedback and find it most useful when delivered during lessons rather than after the event. Pupils learn from their mistakes and are not afraid to 'have a go'. They often self and peer assess each other's work, and are happy to receive constructive criticism and support from peers. Teachers use assessment to help them plan lessons, adapt lessons to address gaps in knowledge and re-teach where problems persist. This is evident through annotations in teachers' feedback books.
- Assessment information is used to monitor pupils' progress and to inform further planning for learning and the provision of additional support and/or intervention using provision tracking on the online system Edukey. In addition to this system, the objective level tracking in Classroom Monitor and Maestro clearly identifies, for individual children, learning objectives that are and are not met, informing next steps in teaching. The school is working hard to ensure a good level of consistency of assessment. Maestro and Classroom Monitor also allow teachers and leaders to look at the progress and attainment of all groups at each assessment point, to plan next steps for improvement. These insights form the basis of the pupil review discussions.
- Bespoke learning opportunities are developed in response to formative and summative assessment findings. Planning is tailored to the needs of each individual cohort.

**Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. We know this because:**

- The number of data collection points has been reduced to 3 times per year. Staff have been consulted on the impact of data and how it can reduce unnecessary burden on their workload. For example, Cold piece start of unit and end of unit writing assessments were removed as they were found to be onerous and were not the most efficient way of collecting assessment information given the work required. The use of assessment trackers on Classroom Monitor were refined in response to this feedback, and now offer a quicker and simpler method of tracking progress and attainment.
- Ongoing low stakes testing - useful for memory – is not formally recorded as part of data collection or as a form of internal accountability measure.
- Verbal feedback is recognised and used throughout school as the most effective form of feedback.
- Developing strong questioning techniques to explore and develop pupils' thinking have supported assessment and feedback across all areas of the school.

**We are delighted that teachers create an environment that allows the learner to focus on learning. We know this because:**

- Learning environment audits show that environments are interactive, challenging and support the best conditions for learning. They do not overload working memory or overstimulate.
- Classrooms are calm and purposeful and offer a consistency that aids transition between years and key stages.
- Environments are planned to be progressive, offering stimulating, age-appropriate spaces to innovate and take risks.

**We are confident that teachers have access to a range of schemes and resources which support the intent of our coherently planned curriculum, sequenced towards pupils acquiring cumulatively sufficient knowledge and skills for future learning and employment.**

- We know this because we regularly review how materials and schemes impact on the progress of pupils through book scrutiny and conversation with pupils and teachers.
- All classes have access to a range of resources stored within Curriculum Maestro. These resources offer a framework and starting point for our curriculum design.
- White Rose Maths, Times Table Rock Stars, Big Maths, and 1<sup>st</sup> Class@Number are all used as resources to support the teaching of mathematics.
- Resources such as Primary Language Network are available to support the teaching of MFL.
- Charanga and Kapow are available to support music
- Core Tasks, partly developed by Kibblesworth Academy in collaboration with Education Gateshead, are available to support the teaching of PE.

- Accelerated Reader, STAR reader, and various other literacy resources, including The Write Stuff resources are used to plan and deliver our English curriculum.
- Years 3 – 6 have access to Learning by Questions and are expected to use it at least twice per week to reduce teacher workload. The programme provides curriculum matched question sets, instant marking and feedback to pupils and produces instant colour coded progress reports so that teachers are able to address misconceptions as they take place.

**We are confident that a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge. We know this because:**

- Pupil interviews and Accelerated Reader tracking, demonstrate that pupils read widely and often and have books at home to read. Pupils' opinions on reading are taken three times per year and published on the school website. Pupils in Reception have said, 'I love to read my books in school. I love books about fish.' A pupil in KS1 commented, 'I love to read, especially my big books. Mummy loves it when I read to her.' A pupil in KS2 said, 'Reading Rails has made me read more, especially the competitions as I'm definitely competitive!' Another commented, 'Reading Rails has made me see how many genres there actually are. Without it, I wouldn't have read some of the books I have and discovered some new authors and genres.' Another commented, 'It's got me into reading some of the classics - Little Women, A Christmas Carol, some Shakespeare!'
- Listening to pupils read in all year groups demonstrates that the overwhelming majority of children read fluently, accurately and with appropriate stress and intonation.
- Teachers in all classes read daily with children and support comprehension by modelling how readers ask questions, make predictions and summarise.
- A clear pathway of reading comprehension instruction across Key Stage 1 and Key Stage 2 ensures that comprehension skills are developed, both in isolation and more importantly, in the context of carefully chosen and progressive class texts.
- A Kibblesworth Academy overview of Phonics and early Reading has been established resulting in consistency of approach. This is led by our Early Reading Lead, who supports staff with regular CPD and the assessment of all pupils to ensure consistency of judgement across all classes and phonics groups.
- Where the delivery of phonics teaching, or the teaching of comprehension strategies have been identified as an area for professional development, bespoke CPD has been put in place to raise standards.
- In EY & KS1 books have now been purchased to supplement the existing stock of phonics books to ensure home readers are always appropriate and match the sounds being taught.
- Reading for pleasure has been developed through the creation of a bespoke reading resource – Reading Rails and Reading Air – which promotes reading across Key Stage 1 and Key Stage 2. Used in conjunction with Accelerated Reader, Reading Rails has created a strong climate for reading and achievement, with visible positive outcomes for all.

## **Impact**

**We are confident that pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. We know this because:**

- Pupils leave Kibblesworth with increased levels of confidence and articulacy, ready for secondary school and prepared to make a valuable contribution to their community. As stated in our school vision, "together we strive for all members of our academy to be ready for the challenges of tomorrow." Many ex-pupils return to the school and speak positively about how their experiences at Kibblesworth provided them with memories, experiences and excellent foundations for their future learning.
- Monitoring of teaching and learning overtime demonstrates that teaching is effective in leading to at least good pupil progress with many pupils making outstanding progress.
- *NACE Challenge Award Report May 2022 'Relationships between staff and pupils are very respectful and caring. Teachers consistently demonstrate high expectations of the children and of themselves.'*
- Learning walks and subject monitoring show evidence of rich opportunities for the application and development of literacy and numeracy skills in every year group.
- Records from educational visits, visitors to school and events and projects such as creating the Anne Frank Museum in collaboration with the Anne Frank Foundation, demonstrate that pupils are provided with a range of opportunities to develop important, transferable skills.

- Our in-school pupil performance data evidences that our pupils develop good levels of literacy and numeracy as they move through the school. We know that our pupils would not perform so well in national assessments if the curriculum were narrow and only achieve so well because of the broad and rich curriculum provided.
- The outcomes for disadvantaged, more able, and low prior attaining pupils as evidenced through in-school data, are good and there is no significant negative gap between their outcomes and other pupils within school. Comparison with national data is often challenging due to small cohorts.
- School was awarded the NACE (National Association of Able Children in Education) Challenge Award, (May 2022) which recognised high levels of challenge in learning and high quality provision for More Able and Talented pupils throughout the school.

## 2019 Results

- In 2019, 67% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, above the national average of 65%. 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. **(School Development Plan 1.3)**
- In 2019, the three year average mathematics attainment score (107.3) was in the highest 20% of all schools.
- In Key Stage 1, Reading - 83% achieved the expected standard compared to 75% nationally in 2019. 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. 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% **(School Development Plan 1.3)**
- KS1 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 in 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% **(School Development Plan 1.3)**
- In KS1 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.
- 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.

## 2022 Results

- In 2022, 70.6% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, well above the national average of 59%. Reading, mathematics and SPAG were jointly the strongest aspects, with 94% of pupils achieving the expected standard in each of the areas. This compares favorably with the national figures of 74% 71% and 72% respectively. 76.5% of pupils achieved the expected standard for writing compared to a national figure of 69%. Our approach of teaching to the top and high expectations of what can be achieved has been validated through higher

percentages of children achieving greater depth than previous years. 41.2% of pupils achieved greater depth in reading and SPAG, with 47% achieving greater depth in mathematics, continuing our recent trend of strong outcomes in this subject. Writing, although lower at 23.5%, compares favorably with both national and local figures (12.9% and 8.3%) This variation in standards between the core subjects led to a combined figure 23.6% - a significant improvement on the 2019 figure of 4.8% Our scaled scores stand at 108 for reading and SPAG and 110 for mathematics, all improving on our 2019 results.

- In 2022, our KS1 results were lower than previous years, with the disruption to education brought about by the pandemic proving harder to address in a short period of time in the younger year groups. Although broadly in line with other schools in the local area, we continue to plan in the 2022 2023 academic year to close gaps and support children to reach their potential. Raising standards in KS1, and supporting pupils in Year 3, will be key areas of development in the 2022 2023 school development plan. **(School development plan 1.3, 1.4, 1.5)**
- Our phonic screening score was 85%, with all but three children achieving the expected standard. These children continue to receive support to develop their phonic knowledge and reading in KS2. Of the children who retook their KS1 phonics test, 100% achieved the expected standard. Regardless of this, all children continue to be supported where required to increase their fluency and phonic knowledge throughout Year 3.

#### **We are confident that pupils are ready for the next stage of education because:**

- Transition arrangements at every stage including a transition meeting are embedded and robust. They are used to pass on information so that immediately after transition points there is no time wasted and children are immediately back onto learning. As a result, there is no dip and, instead, pupils' good progress is maintained.
- On transition to secondary school, detailed documents are prepared for receiving schools. *As the NACE Challenge Award Report May 2022 states 'Information about MAT learners is shared with feeder secondary schools and staff via conversations using the detailed Pupil Passports developed by Kibblesworth staff. These give staff in the receiving school a good understanding of the strengths and needs of each pupil.'*
- In 2022, parents have communicated that their children have enjoyed strong and successful transitions to Secondary, partly due to the thorough and considered information sharing process that existed for all pupils, and the preparation both they and their children had been given by our school.
- Class teachers meet to formally "hand over" information about pupils learning, ready for the start of each year. Individual targets are moderated and agreed for all pupils at this point and form the basis of progress tracking over the course of the year in order to ensure pupils' make good progress and that their needs are being met. Support for transition between key stages includes transition meetings between teaching and support staff, in which individual needs can be planned for, pupil visits to new classes and teachers, welcome meetings for parents. Pupils are prepared for transition in the final half term of the year by working with their new class teacher in a planned series of lessons, culminating in a two day transition event.
- Before transition to a new class, all children have a vulnerability audit undertaken on them to ensure we as a school are aware of the needs of each family and child, and in turn that important information is shared with new teachers.
- Through regular reports, regular curriculum events, and an open-door policy, parents are encouraged to tell us where they believe their child is in their learning. Curriculum events are an area we will be developing further as the pandemic restrictions are removed.

#### **By the time pupils leave our school, they read widely and often, with fluency and comprehension. We know this because:**

- Pupil interviews demonstrate that pupils enjoy a wide range of books both inside and out of school. They talk about their favourite authors and make enthusiastic recommendations about books that they have read.
- Engagement levels of Accelerated Reader demonstrate the depth and breadth of reading across the school.
- Engagement with Reading Rails competitions and challenges further evidence a positive climate for reading.
- Monitoring and listening to children read demonstrates that children read age appropriate texts. These are continually managed through Accelerated Reader, STAR Reader, and the detailed knowledge teachers hold on each learner in their classroom.

#### **Next Steps to improve the Quality of Education**

- 1.1** Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.
- 1.2** Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages.

**1.3** Secure attainment levels at the end of KS1, with reference to the percentage of children working at both the expected level for reading, writing and mathematics and greater depth in all subjects

**1.4** To develop **retrieval practice** techniques across all curriculum areas.

**1.5** To review and enhance assessment systems and procedures

### **Behaviour and Attitudes– Good**

**We have high expectations for learners' behaviour and conduct and apply these expectations consistently and fairly. We know is because:**

- Classrooms are very well-ordered places of learning, resulting in high engagement and excellent levels of independence. **(School development plan 2.1)**
- Excellent relationships between adults and pupils are readily apparent. This is the result of hard work, high expectations, an exciting curriculum, and application of the school's positive behaviour policy and its approach.
- High expectations are embodied by staff in their day-to-day interactions with pupils and in the way they conduct themselves in and outside of school. A high expectancy culture is well established, leaders continually emphasise the fact that that all pupils can learn and communicate this belief to pupils and staff. **(School development plan 2.1)**
- Children report that teachers are fair and say that adults help them to solve their problems. They trust the adults in school.
- Pupils are all in uniform, polite, friendly and enjoy their work. Pupils learn skills and rules of sports games in PE lessons then run their own games during lunch, with the support of our pupil-led Sports Crew. Their conduct throughout the day, including at lunchtimes is often exemplary.
- Visitors, parents and governors often comment on how good behaviour is. Evaluations of educational visits demonstrate that our pupils' manage their behaviour exceptionally well when on a school trip.
- Monitoring of play time shows boys, girls and different age groups play well together. We record all racist, homophobic / transphobic & bullying incidents, which are very rare and follow up any incidents with restorative work, addressing any issues in the curriculum. In light of OFSTED's review into sexual harassment, additional categories of sexual harassment and peer on peer abuse have also been added to CPOMS reporting. Pupils say that they know who to go to if they are worried and they trust adults to sort difficulties out.(See pupil voice surveys.)
- In a recent parents' questionnaire (March 2022) 80% agreed or strongly agreed that the school deals effectively with unacceptable behaviour (with the remaining 20% neutral) and 100% stated that their child felt safe and happy at school.
- Evidence from lesson observations, learning walks and ongoing monitoring demonstrates that pupils' conduct and learning behaviours are overwhelmingly good and often outstanding.

**Pupils' develop positive attitudes to their education. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. We know this because:**

- Observations of teaching and learning over time, book scrutinies and pupil interviews across all Key Stages evidence that pupils' behaviours for learning/attitudes are at least good. Pupils are courteous, eager and demonstrate a real enjoyment in learning. In discussions with senior staff, they report that they enjoy coming to school, they are keen to learn and participate and enjoy challenge. This is also supported by the vast majority of parents who ensure children's homework is completed and who support them with their research for extended topic homework.
- Throughout lockdown, engagement with remote learning was monitored and showed that the majority of children engaged with remote learning. Where families struggled to engage with the technology provided, in these instances, work packs were sent home. Advice was also given to specific parents about how to engage their children. All pupils underwent a vulnerability audit during the pandemic to ensure no child was missed. Any children who were seen to be vulnerable were offered places in school and additional support put in place.
- More able pupils report that they enjoy learning when they have to think so hard their brain hurts. They welcome and expect challenge.
- Visitors report that pupils have a pride in their school, and appreciate all it offers them. *The NACE Challenge Award May 2022 stated ' Pupils are highly appreciative of the opportunities provided to them both in the classroom and beyond. They talk about the importance of taking every opportunity to learn even more.'*

- They understand the vision and values of the school, and can articulate what they mean to them.
- Historically, pupils attend well at Kibblesworth, with attendance levels consistently reaching 97% across an academic year. Levels of persistent non-attendance are also traditionally low, with our last pre-pandemic figure being 2.1% in 2019.
- Currently, attendance levels are lower, with current attendance (Nov 22) standing at 95.4%, with a persistent absence rate of 13%
- Good levels of attendance are celebrated weekly through whole class attendance awards.
- Attendance reports inform us that an increasing number of pupils fall into the 10% persistent absence category. We have reviewed our attendance systems and procedures in order to monitor and improve attendance for this category. **(School development plan 2.2)**
- School leaders also track the attendance of specific groups, such as those pupils identified with SEND or who are the most disadvantaged. **(School development plan 2.2)**
- Where attendance issues arise, multiple categories are often involved. This issue is exacerbated due to the small cohorts and small number of pupils in each sub group. Where a persistent issue is identified, early help is introduced, often through the completion of a CAF, which can result in the formation of a Team Around the Family.
- Additional support with attendance matters is also in place through our DSO supervision pilot with Gateshead LA, and also our SLA with Clennell Educational Solutions.

**At Kibblesworth, we pride ourselves that relationships among learners and staff reflect a positive and respectful culture. We know this because:**

- Pupils are calm and settled. They work well in groups, collaborating and listening well to each other. Evidence of low-level disruption or disengagement is minimal. Rare incidences of inappropriate behaviour are dealt with quietly through the use of microscripts, PIP & RIP (Praise In Public, Reprimand in Private) and always completed with a restorative conversation to protect relationships. Children with additional needs are supported thoughtfully and appropriately. **(School development plan 2.1)**
- The school supports pupils so that they feel a sense of belonging and are supportive of and promote the values of Kibblesworth Academy. Pupils lead on a variety of events through school such as fairs, assemblies, talent shows, and fundraising. Feedback from visitors and staff suggests that pupils are confident and self-assured and are proud of themselves and their school. NACE Challenge Award May 2022, *'Pupils demonstrably love their school and are highly appreciative of the opportunities provided to them both in the classroom and beyond. With great humility, they confidently articulate their own abilities and talents.'*

**Leaders, teachers and pupils create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. We know this because:**

- Pupils report that incidents of bullying are rare but if they do occur are well managed.
- CPOMS shows that if incidences of bullying do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
- Parent surveys indicate that when the rare cases of bullying do occur, parents are happy and confident that the issues are dealt with swiftly and fairly.
- Pupil interviews show that children feel safe and secure at school, however, we are not complacent; We continually look for ways to improve this area of the school, from online safety through our digital leaders to peer support offered through our Sports Crew. Our school council also work hard to ensure that any children who do not feel safe or have a concern can talk to a peer.
- Teachers promote clear messages about the impact and effects of bullying through whole school events, planned circle time, and via restorative approaches. Pupils are always willing to resolve any issues that arise.
- Pupils' good SMSC development ensures that they are ready to become responsible citizens in the world.

**The majority of our pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. We know this because:**

- The vast majority of pupils throughout school maintain high levels of attendance, come to school on time and are punctual to lessons. Effective systems are in place to ensure that attendance and punctuality remain high profile in school and to ensure that disruption to education is minimised. A range of incentives are used to promote good attendance such as weekly attendance awards, and termly and yearly attendance prizes. **(School development plan 2.2)**

- Where attendance is less than good, early intervention is employed with a view to changing the pattern of attendance.
- A soft start is employed in the school timetable, with classrooms open from 8.45am until 9.00am for bagels and a chance for pupils to settle into school and talk to staff.
- Key worker staff are in place in all key stages to meet and settle children who are finding the start of the day challenging or have specific needs.
- Breakfast club provision is extended to families who struggle with punctuality or attendance. This is in place from 7.45am daily.
- The school's attendance policy includes clearly defined consequences, which are applied consistently but sensitively by all staff. Clear action and intervention is taken when trigger points are reached, always with the view of working with families to improve attendance and engagement. School always tries to understand the challenges being faced by parents, and will make reasonable adjustments to find solutions to problems. **(School development plan 2.2)**
- Ongoing monitoring demonstrates improvements made where individuals attendance concerns have been addressed by school.
- During periods of whole class remote learning, parents/carers are immediately informed by office staff if their child fails to attend a live lesson. Teachers keep records to show engagement in each of the tasks and live lessons set. Where a child's levels of engagement are low, spasmodic or fluctuating, SLT members contact parents at least weekly to discuss concerns, addressing these swiftly. Follow-up home visits also take place as required.

### **Next Steps to improve Behaviour and Attitudes**

**2.1** Develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.

**2.2** Review and enhance interventions and support for attendance, particularly in relation to pupils who are at risk of low attendance (below 90%) or have a pattern of lower attendance historically.

## **Personal Development– Good**

**We have designed a curriculum which extends beyond the academic. We are confident that it provides for pupils' broader development, enabling them to develop and discover their interests and talents. We know this because:**

- The wider curriculum includes regular experiences to support and deepen learning as well as being focused on our children's interests such as dance, football, athletics, languages, computing and art. Our sports teams enter a wide range of sporting events and festivals, gaining awards in 2018 and 2019 for participation and engagement at local authority level.
- Interests are pursued through the Kibblesworth Science Award, Science Ambassador programme, Language Leaders and Digital Leaders. These clubs include some of our more able and talented pupils, as well as pupils who aspire to achieve highly in these areas.
- A gardening club has been established, setting up a growing area in the school grounds.
- Instrumental music tuition is offered to all children in KS2. Specialist teachers offer a mixture of guitar, ukulele, flute, and brass, both in whole class and small group sessions.
- A homework habit is established from Reception onwards, with a focus on securing key skills and embedding learning. Children are also encouraged to create home learning projects, in which learning can be presented whichever way they choose.

**Our curriculum and the school's wider work support pupils to develop their character, including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. We know this is effective because:**

- Pupils demonstrate self-belief and self confidence in their abilities. They tell leaders that they are proud of their work and say that they enjoy learning.
- A growth mindset culture has been developed across the school, with children happy to take risks and learn from their mistakes.
- All children are encouraged to take on roles and responsibilities across school and compete in sporting and other competitions regardless of gender. This has proved to be a highly effective way of developing children's self-confidence.
- Our Sports Crew and Digital Leaders Programmes support pupils to develop their own confidence and the confidence of others.

- Pupils are given responsibility and the role of blue badge mentors across school, supporting their peers academically.
- Other pupils act as green badge mentors, taking pastoral care of peers and younger pupils across the school.
- Kibblesworth Academy were the first school in Gateshead to achieve the Gold standard Health and Wellbeing award for its work supporting and promoting physical and mental health in 2021.
- Year 5 and Year 6 children take part in Bikeability training, achieving either a Level 1 or Level 2 accreditation, enabling them to cycle on the streets safely.
- All children in KS2 have at least one unit of swimming instruction every year across KS2. Year 6 pupils are provided with additional lessons to support them achieving a minimum swimming distance of 25m. 93% of the 2022 cohort achieved this standard.
- Our cycle of subject monitoring lesson observations and regular pupil voice opportunities demonstrate that children have an understanding of the range of ways to keep themselves healthy.
- Weekly PSHE lessons include an opportunity for all pupils to create a healthy meal as well as a continued focus on health and well-being.
- The wider curriculum and DT include a focus on healthy eating.
- A range of after school clubs provides further opportunities for physical activity, including cookery, skipping and hula hoop.
- A challenging and well-sequenced PE curriculum is planned.
- Opportunities for children to take physical exercise during the school day are provided, including lots of opportunities to 'get out of breath'

**At each transition stage of education, we prepare pupils for future success in their next steps. We know this because:**

- Pupils settle well in their new classes and continue to make progress quickly. After a period of partial closure from March 2020, in the autumn term children returned to their previous teachers until 21<sup>st</sup> September. This allowed teachers to assess gaps in learning and to plan catch up, focussing on the most essential concepts needed for learning.

**We are confident that we prepare pupils for life in modern Britain by:**

- **equipping them to be responsible, respectful, active citizens who contribute positively to society**
- **developing their understanding of fundamental British values**
- **developing their understanding and appreciation of diversity**
- **celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.**

**We know this is a highly effective aspects of the school's work because:**

- Pupils trust and value staff and respect and value each other. Pupil questionnaires show that children understand whom they can talk to in school and outside of school if they feel at risk.
- 100% of pupils reported that they feel safe at school. (Summer 2022)
- SMSC education underpins every aspect of the school's curriculum. It is facilitated via the school's ethos, a strong RE scheme and planned whole school activities to promote the mutual respect and celebration of difference.
- Daily discussions in class during Bagel Breakfast, focussing on events happening in the news, give children the opportunity to reflect on British values. This gives children the opportunity to keep up to date with the fast-changing world around them and opportunities for discussion are incorporated to challenge preconceptions and broaden horizons.
- Current affairs linked to issues such as extremism are dealt with in a timely and effective manner through bespoke PHSE lessons
- Weekly PSHE lessons linked to the themes of tolerance, respect and the rule of law woven into them. The impact of this evidenced by ongoing monitoring and evaluation is that pupils demonstrate British values in their daily interactions with one another.
- Special festivals assemblies such as Diwali, Ramadan and the Nativity celebrate and actively promote the importance of diversity.
- Enterprise topics; children through school have organised fundraising activities to help subsidise the cost of trips and equipment.
- Learning environment audits and observations evidence that classrooms are gender-neutral and gender-neutral language is used with children from entry into school.
- Anti-Bullying Week; We engage with national themes and explore how this impacts us in our local context, always with an approach built on positive, healthy friendships and relationships

- Computing monitoring shows E-safety is being taught every half term and online risks are discussed. Children demonstrate strong, age-appropriate understanding of online risks. Our digital leaders take the lead on promoting online safety through presentations, resources, and providing avenues for pupils to express their concerns, such as comment boxes and online reporting forms.

#### **Next Steps to improve Personal Development**

- 3.1** Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital
- 3.2** Embed strategies to support the mental and physical wellbeing of pupils and staff.
- 3.3** Develop Learning to Learn strategies within the curriculum, with particular emphasis on oracy, metacognition, self regulation and retrieval practice.

### **Leadership & Management – Good**

**We are confident that leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice. We know this because:**

- Our ethos of no limits on learning is embedded across school and results in consistently high expectations from all stakeholders evidenced through the NACE Challenge Award and daily interactions.
- The monitoring of subjects and practice throughout the school is regular and forms part of an on-going system of whole school monitoring and evaluation. This leads to provision across the curriculum, which does not dip below good.
- Effective recruitment and retention of good and outstanding teachers and leaders of learning has been a major focus.
- The school uses a range of internally gathered information, and external validation with respect to key aspects of the school work to ensure an accurate and comprehensive understanding of the quality of education: Whole School Monitoring, Data analysis, Pupils discussions, Work scrutiny, external SIP Review, local authority moderation groups, subject leadership groups, and other partnership activities, Staff, parental and pupil feedback, School Council.
- We monitor progress termly and ensure any individuals falling behind receive support. We analyse data by class, year and vulnerable groups e.g. SEN, Disadvantaged and report this to Governors in the termly Head Teacher's report.
- We have a performance management system for teaching and support staff, housed in Standards Tracker, that we feel has been effective. The system ensures that performance management is collaborative and done with, rather than to, staff. Teachers' performance is monitored against the Teachers' Standards and the progress of their class is used to determine their progression up the pay scale.
- Opportunities for TA's to view good practice though school have been taken, for example, opportunities to attend courses on positive behaviour management, and the development of phonic teaching skills through working alongside our Early Reading Lead in addition to external training. This had let to an increase in the quality of provision in all phonics lessons.
- The SEF is reviewed regularly and updated with input from as many different sources as reasonably appropriate. Development planning involves all leaders plus Governors. We ask pupils and parents for their views on what should be improved, and development planning is clear and concise.

**We have a highly effective focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. We know this because:**

- The school's CPD programme is aligned to whole school priorities whilst addressing specific needs in relation to the quality of teaching over time and the professional development needs of all staff The practice and subject knowledge of staff are built up and improve over time.
- The Academy has established an open and collaborative approach to securing high quality practice. In year groups where, pupils' progress, given their starting points, is not good, or issues are identified around teachers pedagogical and pedagogical content knowledge, coaching support is given with expertise in whichever area requires improvement, to work with teachers to eradicate variations in the quality of teaching. This is done through regular focused coaching sessions and clear support plans.
- Senior Leaders are ambitious for all staff and pupils to promote improvement effectively. The school's approach involves close partnership working between class teachers, senior leaders and subject leads. Teachers have the opportunity effective

practice in other classrooms, and other settings, and practitioners at all stages of their career model lessons to others to share teaching and learning strategies. A teaching and learning monitoring schedule has been created and is embedded in the school development plan, outlining lesson observations, pupil feedback, learning walks, book & planning scrutiny and is used by all leaders to monitor, evaluate and share good practice across school to further improve teaching and learning. All teachers have subject or aspect leadership responsibility and will be trained as managers, monitoring lessons, planning and work in their subjects / aspect.

- All feedback for drop in observations, learning walks, book scrutiny and pupil progress meetings are shared with staff at the earliest opportunity, allowing teachers to further reflect on their own performance against the Teacher Standards.
- Self-reflection against the teaching standards is encouraged and recorded on Standards Tracker to support staff in taking responsibility for their own professional development and growth. Senior leaders also use the teaching standards to support the process, jointly setting priorities and supporting teachers in their judgements.
- Robust Performance Management systems and processes are also in place to support the further development of good practice and the CPD of staff.
- Where there is a dip in the attainment or progress of a particular year group or class, this is quickly and effectively addressed through high quality mentoring and coaching and bespoke professional development. This is evidenced through our current phonics screening test scores which are the result of timely intervention and support for the staff team.
- Performance management targets are aspirational and focus on school priorities. These are rigorously monitored to secure improvements through a focus on individual professional development needs.

**Leaders are fully committed to provide all pupils with their legal entitlement to a full-time education. We provide effective support for our staff to make this possible and do not allow gaming, off-rolling or part-time timetables.**

**At Kibblesworth, we engage effectively with pupils and others in their community, including – where relevant – parents, carers, employers and local services. We know this is effective and appreciated because:**

- Pupils', parents' and all stakeholders' views are regularly sought and responded to swiftly.
- All classes engage with our local community where possible, making the learning relevant to our local setting. An example of this is our Year 6 class working with the local parish church to research and present information on local servicemen who died in both world wars. This developed into a presentation for the community on Remembrance Day and a digital memorial book, created by the children, and presented to the community and families of the servicemen.
- Half termly curriculum coffee mornings are held in school where classes display and present their work to families and local residents.
- Pupils work effectively with local businesses and community organisations, such as the community centre and local chapel.
- Community leaders are involved in the life of the school, with a local business owner and the village methodist minister both being members of our governing body.
- Information is sent from class teachers half-termly to inform parents of pupils' current learning and how parents can contribute at home.
- Parents of SEND pupils meet regularly with teachers to review and discuss IEP targets.

**We are very aware of teachers' workload and the pressures faced by other staff. We engage with our staff and are aware & take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload. We know we are effective in this aspect of our leadership because:**

- Staff are positive and committed to doing their very best for the children in the school. The school has a strong track record of recruiting and developing NQT's, working closely with Northumbria University and Carmel Teacher Training Partnership.
- Senior Leadership Mentoring is skilled, supportive and robust. There is a strong programme of professional development and support in place.
- We are confident that we protect our staff from bullying and harassment. Our staff survey in June 2022 reported that if staff encounter an issue they are able to raise concerns and are confident that these worries will be dealt with.
- A staff workload reduction strategy has been in place for a number of years, taking into account the views of a range of staff from across the academy. Meetings take place regularly to have open conversations about wellbeing and workload, to identify challenges from across the school and to come up with effective solutions based on best practice. This has led to changes in marking and feedback, as well as lesson planning and the use of resources.

- Our commitment to the wellbeing of staff contributed to the school gaining the Gold Gateshead Health and Wellbeing award in 2021 – the first and only school in Gateshead to do so.

**Governors understand their role and carry this out effectively. They ensure that school leaders have a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training. We know this because:**

- Kibblesworth governors come from a wide range of backgrounds and have a broad range of professional skills. The Board is passionate and committed to providing the highest quality education for the pupils.
- Governors have a strong voice in setting the vision and values of the school, regularly reviewing and shaping these with school staff and pupils.
- Governors monitor progress against the development plan targets
- They have an understanding of data and use this to monitor and challenge the school leaders. They use the Ofsted data dashboard to check the school's performance in its broadest terms against other schools. Governors exercise their challenge and support role – they are not afraid to call leaders to account for the performance of the school, including the use of specific funding, for example Pupil Premium and the Sports Grant. They understand their responsibilities with respect to disadvantaged pupils and other significant groups.
- A schedule of visits has been established with governors and all governors have been allocated a link role.
- Governors ask focussed questions in meetings. They understand and approve the basis on which pay progression is given following the Teacher Appraisal cycle and monitor the budget through regular updates from the School Business Manager, ensuring that the school uses its available funding to best effect.

**Governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners. WE know this is effective because:**

- Safeguarding at the School is rigorous. Governors have checked the SCR and the nominated safeguarding Governor meets with DSL and will feeds back to the board.
- Trustees have engaged in safeguarding training, and receive regular updates in termly head teacher reports, as well as an annual safeguarding report linked to our annual safeguarding audit and external scrutiny from Clennell Educational Solutions.

**The school has a strong culture of safeguarding that supports effective arrangements to:**

- **identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation**
- **help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help**
- **manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.**

**We are confident that our arrangements for safeguarding learners are effective and meet the latest requirements. We know this because:**

- Safeguarding has a very high profile in the school. The school has a team of 3 fully trained DSLs – 40% of the teaching staff.
- The school works with CES to maintain and enhance a strong safeguarding culture across all areas of the school.
- All staff have read and signed to say that they understand the content of KCSIE Sept 2022 Part 1.
- Staff and governors received training on KCSIE 2022 and how to tackle sexism and sexual harassment in school in Sept 2022. Training strengthened staff understanding of peer-on-peer abuse, the risk factors that increase the likelihood of involvement in serious violence and made clear that even when no reports of sexual violence and harassment are made, school should act as if it is taking place in school.
- The Behaviour policy and Anti Bullying policy were updated (Sept 2021) to ensure that they include the latest guidance on preventing bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- The academy has a safeguarding action plan in place that covers our safeguarding work across the academic year. It encompasses 'bitesize' training opportunities, parental engagement, work with governors and pupils.
- Kibblesworth Academy works with Gateshead Social Services as part of the DSL Supervision Pilot to support our safeguarding strategy and stronger links with social services.
- Staff have undertaken prevent training, facilitated by Clennell Educational Solutions (CES)
- All staff have received training on child exploitation and FGM and know how to identify and act upon concerns. Staff know their duty to contact the police where concerns of FGM have been raised.

- Kibblesworth works with the NSPCC and KS1 and KS2 'Speak Out, Stay Safe' assemblies were delivered in Sept 2019, explaining to children their right to be safe from all sorts of abuse and their right to speak out. This was followed up through activities in classes with class teachers as well as individual workshops for Year 5 and 6 which are also scheduled.
- Feedback tells us children feel safe in the school and they have good positive relationship with staff.
- The ICT Leader, worked with groups of children from all year groups and the school Digital Leaders to conduct a consultation exercise about online safety – confirming pupils' understanding and self-responsibility. They were able to talk about risks and how they could keep themselves safe. The results of these discussions formed the basis of our ongoing internet safety work and safer internet week.
- External audits of Safeguarding policy and procedure, alongside CPOMS and CP records, support our evaluation, demonstrating that systems are followed effectively. These reviews are carried out periodically by CES.
- Internal, annual safeguarding audit rates our policy and procedures are green and any alerts for development are actioned immediately.
- A recent audit (July 2022) of the Single Central Record evidenced that all systems and procedures are effectively followed and fully compliant.
- Case files evidence a close working partnership with external providers and show good relationships and support is in place for our families.
- The school site is secure and H&S requirements are met. A wide range of risk assessments on building, grounds, visits, and specialist lessons have been carried out. All necessary documentation is in place.
- E-safety lessons are taught every half term and to every year group. Pupils are made aware of the dangers they may face, including online-safety. E-safety resources have been created and put in place in conjunction with our Digital Leaders.
- The school has promoted a shared commitment with families, the local community, and other external professional organisations to keep pupils safe. An online safety section on the school website offers guidance and signposts for further information.
- Pupils demonstrate a clear understanding of safety through their play, including in reception. The same is true of older pupils in their project work, and in road safety work around Bikeability.
- Children know if they have any issues there is always an adult they can turn to for help, guidance or support. They know the routines they must follow, and are supported closely by all staff. The school carries out risk assessments for a wide range of activities and occurrences and planning for emergencies is in place. Senior leaders have undergone lockdown training and we have a trained fire warden within school.
- Regular reports to governors as well as an annual report ensures governors are in a position to challenge safeguarding practices.

### **Next Steps to improve Leadership and Management**

**4.1** To facilitate link governor visits to deliver effective challenge and support to school leaders.

**4.2** 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.

## **Early Years : Good**

### **The Quality of Education:**

#### **Intent**

**We are confident that the curriculum in all phases of the EYFS is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.**

- Many children currently enter the EYFS with skills below what is typical, particularly in communication and language. Our Early Years curriculum is designed to address children's potential language deficits. As such, a language rich environment is of paramount importance and is intentionally planned for.
- The Early Years leader and EY staff have been quick to respond to the needs of children. They have carefully planned a curriculum that provides opportunities to inspire learning, builds on children's interests and supports their stage of development whilst also preparing them for future learning.
- A significant proportion of children enter the EYFS with very limited experiences outside of the home or family environment. Staff understand how real life experiences enrich the curriculum and help bring learning to life. For this reason, opportunities for visitors and experiences are a fundamental part of children's learning. Effort is made to include opportunities they may not have experienced, such as forest school provision, and the chance to care for animals.
- Staff throughout EYFS ensure that both boys and girls participate equally in early reading and play-related activities, to develop their skills and keep them interested in books, reading, talking and learning.
- Effective systems are in place to observe, monitor and track children's progress. (Reflection books) Formative assessment is used well to provide daily targeted support to close any identified gaps in children's learning.
- We have fully embraced the challenge presented by the 2021 EYFS reforms and it is a key priority to embed these changes, enhancing our existing provision. **(School Development Plan 5.1)**
- All children have a learning journey which begins from their first day. This follows children's progress and includes development records, observations, photographs and children's own work. Parents are encouraged to contribute with comments and photographs about how they are developing at home. Staff identify the specific needs of individual children, to provide bespoke support for them, engage parents and include the child in their learning.
- The Early Years Leader and teachers regularly meet in order to identify the impact the curriculum has on pupil attainment and progress and how to continue to support this. Next steps are put in place, along with any additional support that a child/group of children may need.
- Aspirational targets are set for pupils, based on Birth to 5 Matters. Regular assessment against these criteria, grounded in professional discussions, lead to bespoke learning opportunities for all pupils.
- Through a detailed knowledge of the children and their needs, areas of learning which need to be promoted are identified. This is supported by a strength analysis, which identifies cohort strengths and motivating factors, to support planning.
- An effective key-worker system works to engage parents in their child's learning. Staff gather key information from parents and use this to plan familiar routines and activities according to children's interests. This supports children to make good rates of progress from their starting points.
- EYFS environments are well ordered and a wide range of activities are made available (child-initiated activities, child initiated-adult extended activities and adult directed activities)
- We believe that the correct balance of adult directed and child-initiated play to ensure that all children, particularly the most disadvantaged, have the knowledge, skills and experiences the need to succeed in life. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

**We are confident that the curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. We know this because:**

- Long term plans provide a written overview of our structured curriculum, which contains content for key times of the year, such as seasons and festivals. Within these key vehicles, opportunities to introduce new aspects of cultural capital exist, exposing the children to new experiences. Whilst some key dates and experiences are mapped across the three years of the EYFS, a large degree of flexibility in terms of context exists to respond daily to the children's interests. Staff expertly use their knowledge of the EYFS framework to interweave the strands of the framework within the contexts that interest and enthuse the children, always thinking about areas of the curriculum which require an additional focus.
- Staff use their detailed knowledge of the children and what motivates them to learn to ensure that all children receive a broad and balanced offer. When children are noted to be less willing to engage with a particular area of the environment, provocations will be put in place to encourage their involvement.
- Progression is based on the Birth to 5 Matters document. Through staff knowledge of each individual child, starting points are established and opportunities are put in place to move the children forward in sequential steps. Staff have thought carefully about how learning builds on what came before, and how it prepares children for what comes next.
- From EY to Y6, subject planning is logical and systematic, building on what children have previously learnt and becoming more challenging as the year progresses. During staff meetings, EYFS staff are given regular opportunities to review

curriculum maps throughout school, including in KS1 & KS2. The underlying knowledge needed for pupils to access a subject in later years was considered and used to ensure progression through school.

- Daily reflections take place within the EYFS and inform future planning. Observations of learning are carried out by the Early Years leader on a regular basis. These observations are conducted to identify good practice and highlight any areas for development.

**There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively. We know this because:**

- Clear modelling of language and sentence structures is of high priority and all staff receive feedback and support to develop and improve this through regular learning walks and informal observations. Our teachers ensure that their own speaking, listening, writing and reading of English, support pupils in developing their language and vocabulary well.
- Vocabulary is planned for, both in provision and planned activities. As appropriate, questions asked by adults seek an explanation or answer in full sentences. In Reception, learning walks evidenced clear modelling of language and sentence structures.
- We strive to create a language rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.
- CPD has focused on encouraging staff to exploit every opportunity to introduce new language and vocabulary, exposing children to a language rich environment.
- Staff in all areas use strategies such as repeating sentences back to children, expanding on the words they've used and describing and commenting on the things that they are doing to support the acquisition of a wide vocabulary.
- Key vocabulary from stories are reinforced in areas of provision. Our EYFS lead has undertaken Makaton training and has cascaded this to other members of staff in the unit. This communication tool is used, where appropriate to support children's understanding.
- The outdoor areas provide a range of environments to stimulate language development and social interaction. Staff are skilled in modeling, questioning and prompting children in order to stimulate curiosity, conversation and support self-initiated learning.
- Children in the EY regularly participate in talk on a range of topics, both through play, in class discussion and discretely at key times such as snack time.

**Our approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. We know this because:**

- The Early Reading Lead is also the EYFS lead, placing her in a great position to support staff in Early Years to ensure that phonics in Early Years is taught in line with the whole school approach, using Read Write Inc. Phonics.
- Whole school CPD has focused on ensuring that it is taught with fidelity. Phonics is delivered consistently in EYFS and Key Stage 1, under the direction of the Early Reading Lead.
- A whole school phonics progression document ensures that all staff are clear on phonics progress term by term expectations.
- Systematic phonics teaching begins promptly at the start of Reception, in week 2. Effective provision is made for all abilities to keep up with age related expectations.
- Staff track and monitor children who are not achieving as expected, and who could potentially be identified in the future as the lowest 20%, identifying reasons why they are making slow progress and providing targeted support to ensure that children 'keep up'.
- Significant investments have been made for reading resources to ensure that the decodable books children take home and read in school, match the sounds that they have learned.
- Children have frequent opportunities to practice what they have been taught in a range of contexts.
- By the end of Reception 2019, 74% of children achieved the ELG in reading. This had increased to that 88% of children in 2022 – a strong outcome given their starting positions and the impact of the pandemic.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Regular opportunities exist for children to read for pleasure. This is supported by our story sacks which are taken home daily by children in the EYFS.

**We have high academic ambitions for all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. We know this because:**

- Challenging and aspirational targets are set by leaders and teachers for all children, at the latest review, 81% of children are targeted to achieve GLD this year.

- 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.
- 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 completed ELSA (Emotional Literacy Support Assistant) training to enhance our offer in this area.
- Termly pupil review meetings, trackers and discussions between the Early Years Leader and teachers identify children at risk of falling behind, and provide opportunity to agree interventions and support across the curriculum.

### **Implementation**

#### **Our children benefit from meaningful learning across the curriculum. We know this because:**

- The quality of teaching in EY is at least good. Teaching is monitored and developed in line with the whole school policy.
- Close and regular monitoring of the curriculum, and of assessment and planning show that assessments are regular and accurate. All staff gather information about children from day one, through observations, assessments and discussions with parents. They identify clearly what each child can do and what they need to learn next in order to make good progress. Staff use the results of assessments well to plan activities that children find both interesting and challenging at their own level. Within the planned areas of learning, there will always be a strong focus on activities to develop language and communication skills. **(School development plan 5.2)**
- Adult led activities ensure that children access different areas of learning within high quality continuous provision, throughout the week. Adults model reading, writing and number across the curriculum with pupil-led topics that excite and inspire children to be engaged and motivated in their learning.
- Children move seamlessly between indoor and outdoor activities, demonstrating that they can focus and be purposeful in their learning. Once these planned activities are complete, children return to their key worker groups to reflect on their learning. These activities are “assessed” as staff work alongside children as play partners, prompting and extending their learning. **(School development plan 5.2)**
- A robust EYFS Raising Attainment Plan is in place, which is regularly reviewed and used to inform teaching and learning in the EYFS. It has been developed alongside the school improvement plan and they are both used to inform priorities within the EYFS and the wider school. **(School development plan 5.3)**
- Staff are well deployed to support children's play and learning **((School development plan 5.3)**

#### **We know that our staff are knowledgeable about the areas of learning they teach because:**

- Each member of staff is supported to deliver high quality teaching experiences. Evaluations of staff practice are used to support supervision and ongoing professional development. **(School development plan 5.3)**
- Staff work collaboratively with other EYFS providers. The EYFS lead set up and engages with a working group from other local schools, discussing provision and opportunities for children.
- Observations and profiles are moderated on a termly basis to ensure all children's profiles are up to date and observations are accurate. Teachers' assessment judgements have been moderated in-house and by the local authority in 2019. Assessments were deemed to be accurate and consistent, and consistent with national standards. **(School development plan 5.1)**

#### **We know that staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations.**

##### **We know this because:**

- Ongoing monitoring demonstrates that staff use skillful questions to successfully encourage children to think and work out their own ways of doing things. Lesson observations show that staff involve children in meaningful discussions that inspire them to share their ideas and experiences. **(School development plan 5.1)**
- Staff demonstrate that they know when to intervene in children's learning to provide support or challenge to take their learning forward. Staff's explanations of subject matter are of a high quality and appropriate vocabulary is used to support a child's understanding as well as provide challenge.
- Staff in Nursery and Reception model language, sing songs and rhymes, provide opportunities for repetition, and use Makaton and picture exchange resources to support vocabulary development effectively.
- Progress review meetings and assessment point captures show that assessment is used effectively and ensures challenge is provided for all children based on their individual targets. **(School development plan 5.1)**
- Observations show that staff ensure that children use the correct pencil grip to help them form numbers and letters accurately. Where this is not the case, planned interventions and support are in place. This is done on a daily basis.

**Staff are experts in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. We know this because:**

- Phonics teaching is good and children make good progress in reading and vocabulary development. Staff in Nursery and Reception are effective in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Phonics sessions are taught in ability groups across EYFS and KS1, so that the more able children can be challenged and others given the time they need. Teachers of early years and Year 1 work closely together to ensure that there is a good transition for children once they leave Reception, and that strong phonic teaching extends beyond the daily phonic session.
- Children practise reading from books that match their phonics knowledge during group reading sessions and there is an expectation that the book will be read and practised at home. Parents are encouraged to engage with home reading expectations, and where this is more of a challenge, opportunities to hear children read and develop their fluency are regularly provided in school.
- Parents are offered in school training and awareness sessions through reading and phonics nights to help them support their children at home.
- Children's books show that they use their phonics knowledge well to help them decode unknown words to support their mark making and writing. They are able to apply and practise their developing skills through opportunities to write in provision.

**We are confident that staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. We know this because:**

- A good selection of texts are available and the texts read to children have been chosen carefully by the teachers and the Reading leader. They included well-loved stories and traditional tales that quickly become the children's favourites. **(School development plan 5.2)**
- Staff are clear about the importance of sharing stories, rhymes and poems. Story time is timetabled each day and learning walks and drop-ins evidence that they are delivered in an exciting and engaging way. Adults model reading with expression and fluency. There is a shared understanding amongst all staff in Nursery and Reception that reading is a very effective way for children to encounter and learn new vocabulary.
- Parent sessions provide guidance to parents about the importance of regularly sharing stories with children.
- All children in the EYFS have access to our Story Sack resources, allowing them to take home a book to read for pleasure, complete with activities and supporting resources.
- Adults introduce children to hearing texts that are too challenging for them to read and enjoy on their own. Children in the EYFS encounter demanding sentence structures, vocabulary and themes in this way.
- There is a understanding Nursery of the importance of rhymes to help children to enunciate words and sounds clearly and to prepare them for successful literacy learning in Reception. Many opportunities are provided throughout the day for children to listen to and to sing rhymes.

**We know that staff are knowledgeable about the teaching of early mathematics and ensure that children have sufficient practice to be confident in using and understanding numbers because:**

- Lesson observations and learning walks have evidenced effective direct teaching of the whole class, with sufficient time given for children to practice and rehearse processes and skills. They also show that practical activities and equipment are used effectively, providing children with materials to manipulate, laying the foundations for visual images that represent numbers.
- Staff from EY have taken part in a Maths Mastery project. They have explored how to use the NCETM maths spines to support general planning, and to develop maths games/activities across the environments. This CPD has been shared with other members of the team in staff meetings, to ensure a consistent approach. Long term plans in Nursery have since been updated, to ensure that pre-number skills are embedded prior to number work. The standard of maths in the environment is of a high quality and each area of provision is enhanced in response to the children's needs. **(School development plan 5.2)**
- The White Rose Hub maths teaching sequence has also been adopted in Reception, resulting in clearer teaching sequences.

**We know that staff are knowledgeable about the typical development and characteristics of learning for three-year-olds, including their emotional and physical dependence on adults because:**

- Staff teams in Nursery are well trained and ongoing CPD is provided to ensure they are knowledgeable about typical development of young children.

- Staff in Nursery understand that children of this age use their parents and other attachment figures as a secure base to explore from, and know that building trusted relationships is crucial when it comes to Early Years provision. A strong key worker system is established and staff understand the importance of a consistent adult.
- The learning environment reflects the fact that children need to move as an important part of their development and staff understand that research shows strong links between movement and cognitive development.
- Monitoring shows that staff in Nursery are patient and attentive when allowing children to express their ideas. They respond to children with warmth and interest, helping them to feel secure and valued. Adults within the setting make eye contact with children and use caring facial expressions.
- Staff are attentive to children's care needs and use times caring for them as an opportunity to help children's learning by allowing them the time and space to become more independent, particularly in self-care.
- They model effective interactions with children to parents and provide guidance through workshops and stay and play sessions about how parents can support development at home.

**We are confident that over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. We know this because:**

- Our curriculum offer ensures that pupils are able to integrate new knowledge into the long-term memory, enabling them to make connections that foster understanding. Key concepts are repeated regularly and built into daily and weekly routines as appropriate. Internal tracking shows an increasing number of children working at a level that is typical for their age at the end of Reception. Learning journeys show that pupils have deeper understanding of concepts, and this is validated by the adults who work with them, and the pupils themselves. Teacher knowledge of children's characteristics of learning, evidence that children are becoming proficient in making links between concepts, building on prior learning and thinking critically to support their acquisition of new knowledge and their understanding of new concepts.
- A clear understanding of Birth to 5 Matters is held by staff, ensuring clarity in terms of what they know, and what their next steps are. Children are reminded about previous learning and skilful adult questioning uses retrieval practice to embed learning.

**Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. We know this because:**

- Children's learning journeys are reviewed at least on a termly basis and assessments are made at this point. This allows staff to concentrate on quality interactions with the children, recording observations at appropriate times.
- Data and assessment procedures have been reviewed by the Early Years team and workload issues identified and addressed. **(School development plan 5.1)**

**Resources are chosen to meet the children's needs and promote learning. We know this because:**

- The indoor classrooms and outdoor areas are well equipped to support learning. Environments are safe, uncluttered and stimulating. Areas are resourced carefully and are planned with purpose. Observations show that children are encouraged to investigate and work things out for themselves. Specifically, the outdoor areas seek to promote the development of the characteristics of effective learning by providing opportunities for children to play, explore, be motivated to learn and think critically.
- As a result, children are focused on their learning. Children demonstrate this through being deeply engaged and sustaining high levels of concentration.
- Staff use area planners to support them to set up areas of continuous provision e.g. blocks, role play, water. The planners consider the resources needed, learning opportunities likely to occur, organisation of the area and the role of the adult.
- Outdoors, the use of multifunctional resources are exploited that children can be creative with. Ongoing monitoring, shows children using these open ended resources to, for example, build dens, make rockets and sit on magic carpets and trains. The environment supports children to lead their own learning, to use their imagination and provides opportunity for children to develop collaboration and critical thinking skills.

**We are confident that the curriculum and care practices promote and support children's emotional security and development of their character because:**

- Children's social and emotional development are given the highest priority. From the youngest age, children quickly form very strong attachments to staff and each other.

- The prime areas of learning and characteristics of effective learning underpin all activities planned and are modelled to children of all ages throughout the EYFS. Staff interactions and interventions consider children's individual needs and the child studies demonstrate this, with each child being supported using individual targets.
- Children are proud of their work and keen to show off what they have achieved to visitors. They show a developing interest in the world around them and are keen to find out things for themselves in response to adults' encouragement to explore the environment around them.

**We know that staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other because:**

- Children are provided with regular, healthy snacks and drinks including fruit, vegetables, water and milk. The curriculum ensures that children gain knowledge needed to help them make healthy choices. Children are encouraged to try new things e.g. cucumber and peppers and adults act as role models, encouraging positive healthy attitudes to food and eating habits.
- In Nursery, snack time is a shared activity, providing an opportunity for children to develop basic speaking and listening skills. Nursery and Reception enjoy the benefits of our Breakfast Bagel programme, with every child being offered a healthy and nutritious breakfast at the start of the day. This time is also used as an opportunity for social interaction and planning next steps.

**Children are taught to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. We know this because:**

- The outdoor provision for children in the EYFS is exciting because adults take time to set out challenging activities that enable children to explore, be curious and learn. Climbing walls, bridges, slides and trees in the outdoor area develop children's physical confidence and help prepare them for the larger gross motor challenges in the KS1 and KS2.
- The outdoor opportunities planned for, allow children to develop a healthy awareness of how to navigate risks and how to keep themselves safe in a range of situations.

**We are confident that staff provide information for parents about their children's progress, in line with the requirements of the EYFS. We know this because:**

- A wide range of successful strategies are used to ensure parents are fully involved and very well informed about their child's progress. Our transition procedures are robust and focussed on ensuring that children are supported in a bespoke way to becoming part of the Kibblesworth community. It also supports parents emotionally and practically, ensuring that they have all of the information needed to prepare themselves and their child to start school.
- Opinions of transition are sought from all new parents, both to Nursery and Reception, and practise is adjusted as a result of their feedback.
- They are fully involved in the initial assessments of their children's capabilities on entry, through the induction programme. They are then kept up to date and have the opportunity to talk to staff at both the start and end of the day. We receive strong from parents in order to help their children learn at home as well as at school.
- Parents are highly complementary of all areas of EYFS. They particularly praise how welcome they and their children are made to feel and many families apply for places after having older siblings progress through school.
- Throughout the EYFS, if a child's progress in any prime area gives cause for concern, staff discuss this with the child's parents and/or carers and agree how to support the child. The SENDCO works closely with staff and families to consider whether a child may have a special educational need or disability which requires specialist support. The SENDCO and EYFS lead liaise with the families and help them to access relevant services from other agencies as appropriate.
- Parents are encouraged to comment on their child's learning through Class Dojo and their home school diaries. School actively encourages parents and families to be involved.
- Parents are provided with lots of information about how they can support their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read. Workshops, support packs and opportunities to come into school to watch good practice have all been effective ways to engage and support them.

### **Impact**

**We are confident that our EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. We know this because:**

- The percentage of pupils achieving a Good Level of Development (GLD) in 2019 was 61%, with the 2022 figure standing at 81%.

**We know that the impact of our curriculum on what children know, can remember and do is strong. We know this because:**

- Children enter the EYFS with skills that are below those typical for their age. Well-established routines and good relationships between children and adults are evident. Staff plan activities that build on what children already know. As a result, from these low starting points, children make good progress.
- Rigorous monitoring is in place and a swift action is taken when it becomes apparent that there are areas of learning where development is needed. We identify our stronger areas of learning and is used to facilitate weaker areas. This is the driving force behind the provision and practice. This is monitored and reviewed regularly by the EYFS leader and class teachers.

**We are confident that children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way because:**

- Learning journeys and professional discussions illustrate that children make excellent progress across the seven areas of learning.

**We are confident that children, including those from disadvantaged backgrounds, do well because:**

- Staff throughout EYFS have the highest expectations for themselves and every child. Internal tracking and end of Reception outcomes show that all children, including those in receipt of funding, make good progress in all areas of learning.

**We are confident that children with SEND achieve the best possible outcomes. We know this because:**

- Support for children with SEND in the early years is effective and helps them to make stronger progress from their different starting points. The school uses specialist support from HINT, EYAIT, OT, EP and SALT to develop pupils' communication skills, which helps children to make good progress in this area.

**We know that children are highly motivated and are eager to join in because:**

- Children share and cooperate well, demonstrating high levels of self-control and respect for others. Children in the early years are frequently seen to keep on trying hard, particularly if they encounter difficulties.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently on carpet sessions and respond positively to adults and each other.

**We are confident that children are ready for the next stage of education because:**

- An increasing number of children achieve the early learning goals, particularly in mathematics and literacy.
- Behaviour is consistently good. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Children play and learn together well. They can share resources and play with equipment successfully. This is the result of clear structures and routines being taught effectively
- Children show increasingly high levels of confidence and self-esteem. Children of all ages rapidly develop the skills and attitudes to support their future learning.
- Children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.
- Staff skillfully support children's transitions throughout the EYFS. Transition into school is well managed through a range of high-quality activities to support the children and parents, including home visits, transition information shared on the school website and parent workshops.
- Transition meetings between Reception teachers and Year 1 give specific information about children's reading, writing and mathematical ability, e.g. the specific GPCs children know and their knowledge of numbers. Year 1 staff have fed back that they find this information useful in helping to plan an appropriate key stage 1 curriculum.
- In phonics, a systematic, synthetic approach through discrete teaching and continuous provision enables children to become well prepared for their next stage of education when they enter KS1.
- EYFS have a clear understanding of the learning pathway for each child, understanding the rigours of the national curriculum and the needs of KS1, preparing the children for new content and skills.

### **Next Steps**

**5.1** To continue to modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.

**5.2** To continue to promote **challenge, exploration** and a **love of learning**;

**5.3** To continue to develop **leadership** within the EYFS

## **Appendix 1 – External Performance Information**

### **2019 Key Stage Two Performance Information**

<b>Reading, Writing and Mathematics – Attainment KS2</b>	<b>Kibblesworth</b>	<b>National</b>
Reading, Writing and Maths percentage of pupils achieving the expected standard	67%	65%
Reading, writing and mathematics: percentage of pupils achieving a high score (Greater Depth)	5%	11%

<b>KS2 Individual Subjects – Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
Reading: percentage of pupils achieving expected standard	76%	73%
Reading: percentage of pupils achieving a higher standard	19%	27%
Writing: percentage of pupils achieving expected standard	81%	78%
Writing: percentage of pupils working at greater depth within expected standard	20%	20%
Mathematics: percentage of pupils achieving expected standard	76%	79%
Mathematics: percentage of pupils achieving a higher standard	43%	27%
Grammar, punctuation and spelling: percentage of pupils achieving expected standard	86%	78%
Grammar, punctuation and spelling: percentage of pupils achieving a higher standard	43%	36%

<b>Average Scaled Score</b>	<b>Kibblesworth</b>	<b>National</b>
Average Scaled Score in Reading	104	104.4
Average Scaled Score in Mathematics	106	105
Average Scaled score in Grammar, punctuation and spelling	106.8	106.3

<b>Progress measures: KS1 to KS2</b>	<b>Kibblesworth</b>	<b>National</b>
Reading progress score	0.4	0

Writing progress score	0.96	0
Mathematics progress score	1.45	0

### **2019 Key Stage 1 Performance Information**

<b>KS1 Individual Subjects – Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
Reading: percentage of pupils achieving expected standard	83%	75%
Reading: percentage of pupils high attaining	30%	25%
Writing: percentage of pupils achieving expected standard	78%	69%
Writing: percentage of pupils high attaining	26%	15%
Mathematics: percentage of pupils achieving expected standard	87%	76%
Mathematics: percentage of pupils high attaining	35%	22%

### **2018 – 2019 Phonics Screening Information**

<b>Phonics– Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
<b>Year 1</b>	81%	82%
<b>Year 2</b>	50%	91%

### **2018 – 2019 Early Years Performance Data**

<b>Phonics– Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
<b>Good Level of Development</b>	61%	72%

### **2022 Assessment information**

<b>Reading, Writing and Mathematics – Attainment KS2</b>	<b>Kibblesworth</b>	<b>National</b>
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Reading, Writing and Maths percentage of pupils achieving the expected standard	71%	59%
Reading, writing and mathematics: percentage of pupils achieving a high score (Greater Depth)	24%	7%

<b>KS2 Individual Subjects – Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
Reading: percentage of pupils achieving expected standard	94%	74%
Reading: percentage of pupils achieving a higher standard	41%	27%
Writing: percentage of pupils achieving expected standard	77%	69%
Writing: percentage of pupils working at greater depth within expected standard	24%	13%
Mathematics: percentage of pupils achieving expected standard	94%	71%
Mathematics: percentage of pupils achieving a higher standard	47%	22%
Grammar, punctuation and spelling: percentage of pupils achieving expected standard	94%	72%
Grammar, punctuation and spelling: percentage of pupils achieving a higher standard	41%	28%

<b>Average Scaled Score</b>	<b>Kibblesworth</b>	<b>National</b>
Average Scaled Score in Reading	108	
Average Scaled Score in Mathematics	108	
Average Scaled score in Grammar, punctuation and spelling	110	

<b>Progress measures: KS1 to KS2</b>	<b>Kibblesworth</b>	<b>National</b>
Reading progress score		
Writing progress score		
Mathematics progress score		

#### 2022 KS1 Assessment information

<b>KS1 Individual Subjects – Attainment</b>	<b>Kibblesworth</b>	<b>National</b>
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Reading: percentage of pupils achieving expected standard	55%	64%
Reading: percentage of pupils high attaining	14%	16%
Writing: percentage of pupils achieving expected standard	46%	55%
Writing: percentage of pupils high attaining	9%	6%
Mathematics: percentage of pupils achieving expected standard	55%	65%
Mathematics: percentage of pupils high attaining	10%	12%

### 2021 2022 Phonics Screening

Phonics– Attainment	Kibblesworth	National
Year 1	86%	76%
Year 2	100%	

### 2021 2022 EYFS Assessment Information

EYFS Assessment Information	Kibblesworth	National
Good Level of Development	75%	65%

### Appendix 2 – Progress against areas of development identified in 2017 inspection

Progress against previous inspection	
Areas to improve	Progress
<i>Increase the level of challenge in lessons so that a greater proportion of pupils reach the higher standard in national tests.</i>	<b>Actions -</b> 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 – This was due to be repeated 2020 and 2021 but whole school event cancelled due to pandemic. Lesson are designed with a focus on the development of the most able pupils. Science Award implemented July 21 to promote provision for most able in science. Engagement with NACE Challenge Framework across 2020-2021, 2021-2022

*Further develop planning, teaching, and assessment in subjects outside the core of reading, writing and mathematics.*

*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.*

#### **Impact -**

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)  
In 2019, reading had increased to 30%, 5% above the national average. Greater depth writing stood at 26% in 2019, and maths stood at 35%, continuing the strong progress in this area.  
KS2 combined greater depth RWM (2018) sat at 13% cf 10% national. Greater depth for individual subjects were broadly in line with national figures. In 2019 this figure fell to 5% due to a lower than expected return on greater depth reading. Greater depth exceeded the national averages in all areas with the exception of reading, with maths standing at 42% cf a national figure of 27%  
Externally validated data not available for 2020 and 2021 due to pandemic.  
Focus after lockdowns on responsive curriculum to ensure coverage. More able were considered through specific tailored interventions utilising the NTP and catch up funding. (Initially Year 5)  
NACE Challenge Accreditation awarded May 22 in recognition of provision for most able pupils and challenge for all.

#### **Actions -**

Intended and actual coverage in place for all curriculum areas.  
Development of thematic approach to foundation subjects through the use of Maestro to design an integrated curriculum from Year 1 to Year 6.  
Formative and summative assessment strategies developed for all foundations subjects with lesson by lesson assessments of skills and knowledge to help inform termly assessments of attainment in all subjects.  
Primary Language Network resource adopted for the teaching of MFL, with assessment systems integrated into Maestro to match all other foundation subjects.  
Love to Celebrate units adopted to supplement existing RE offer, with integrated assessment and tracking.  
Bespoke planning and assessment introduced to PE through Core Task model  
Subject specific policies developed for each non core subject (2021)  
Website redeveloped with pages available for each curriculum subject (Summer 21)  
CPD sessions undertaken with LA on role of subject leader, and Historic England on building a history unit using research.  
CPD sessions delivered by each curriculum lead, outlining progression, coverage and content for their subject, as well as key messages and teaching points.  
Implementation of Jigsaw resource to support PSHE and RSE delivery across the school.  
Attendance at all LA subject co-ordinator meetings available.  
Introduction of 4B4 and heat maps through Rosenshine CPD to support retrieval and formative assessment  
Introduction of learning by questions (LBQ) to KS2 to promote formative assessment and targeted teaching.

#### **Impact -**

Quality of teaching and learning in all subjects has increased through a greater awareness of skills and knowledge elements and their delivery.  
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 developing a clearer understanding of the knowledge which needs to be assimilated within each subject – "sticky facts."  
Children are clearer about the skills which are being taught and are able to transfer these skills into other lessons.  
Formative assessment is sharper and more focused through LBQ and 4B4

#### **Actions -**

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.

#### **Impact -**

-The gap between girls and boys writing has closed. 81% of boys achieved the expected level in writing in comparison to 80% of girls.(2019)  
- No external data available for 2020 or 2021